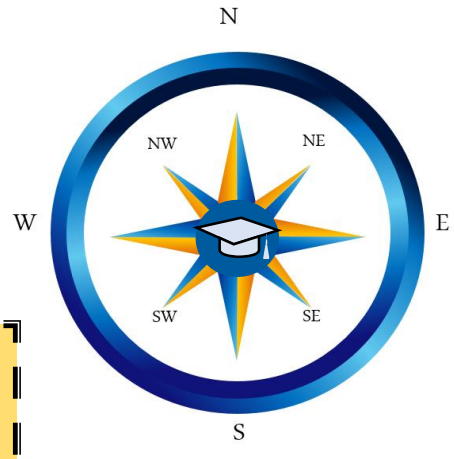
Navigating a Path to Graduating College and Career Ready



LAUSD COLLEGE AND CAREER READINESS PLAN

September 2015

Navigating a Path to Graduating College and Career Ready

LOS ANGELES UNIFIED SCHOOL DISTRICT

A College and Career Readiness Plan

2015 – 2018

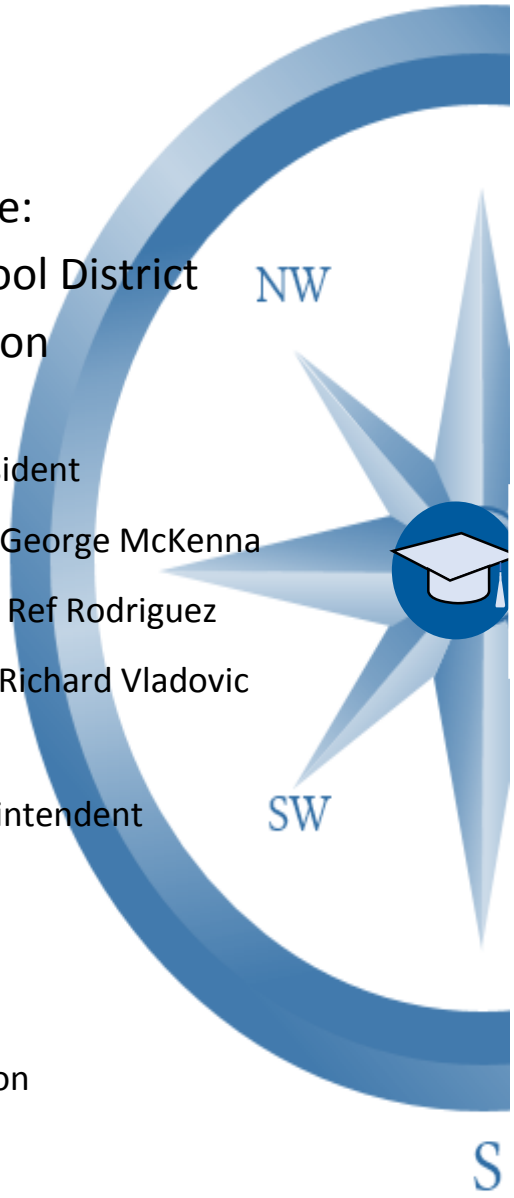


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TABLE OF CONTENTS

A Pivotal Moment 1

LAUSD Snap Shot 2

Introduction 3

Path to College and Career 4

Mission 4

Academic Goals 4

LAUSD Graduate Profile 5

Navigating the Path to College and Career 6

Continuous Improvement and Accountability System 28

Conclusion 30

Acknowledgement of Design Process Contributors 31

Appendix Items:

A. Budget

B. Local District Plans

C. Description of District Programs, Initiatives and Support Services

D. References

A PIVOTAL MOMENT

In June of 2015, the Los Angeles Unified School District (LAUSD) re-committed itself to providing all students equity and access to the college and career preparation courses known as the "A-G" requirements. Despite devastating cuts to budgets and resources since 2005, the District's A-G completion rate has doubled and has seen a seven percent decrease in dropout rates. Graduation rates have also increased by 25 percent since 2007.[1] The Class of 2016 will be the first to complete the A-G course sequence as a graduation requirement. Recognizing this pivotal moment, the District has invested in interventions to increase the momentum of student successful completion of A-G courses.[2]

Beginning in October 2014, central office and Local District staff met with multiple stakeholders who voiced student, teacher, principal, Local District and department needs. In designing the path forward, the Instructional Plan Task Force researched the most effective school reform, student improvement, dropout prevention, and college and career preparation practices for inclusion. The Task Force identified specific priorities, goals and strategies, existing instructional programs, credit recovery options, and various student supports. The end result of this effort was the design of an immediate credit recovery plan to meet the critical needs of the class of 2016 and 2017, as well as the development of a PreK-12, multi-dimensional instructional and support system tailored to meet the highly diverse needs of LAUSD students.[3]

United in a common goal of 100% graduation with all students prepared for college and career, the Plan targets eight critical focus areas:

1. Standards Aligned Curriculum
2. Effective Language and Literacy Instruction
3. Multi-tiered Behavioral and Academic Support
4. School Culture
5. Use of Data
6. High Quality Teaching and Leadership Practices
7. Credit Recovery
8. Parent and Community Engagement

An important outgrowth of the Task Force's discussion was the concept that the Local Districts and schools will continue to have autonomy in the way they achieve established District performance goals. In order to decentralize, the Division of Instruction has provided each Local District Superintendent with the resources to support A-G credit recovery opportunities, increase the number of students on track for graduation, and reduce student dropout rates. By distributing the resources, the Local Districts will have the autonomy and flexibility to be more responsive to the needs of the communities and students they serve.

The Division of Instruction has provided a menu of A-G intervention and support options developed through the collective thinking and input of the District Task Force. LAUSD is a district that champions choice; and in that spirit, implementation of this plan will honor autonomy and innovation, linked to responsibility and accountability.

LAUSD SNAP SHOT

LAUSD's rich cultural, ethnic and racial diversity has always been its strength. According to current statistics, of LAUSD's 643,493 students, 74 percent are Latino, 9.8 percent are white, 6 percent are Asian, and 8.4 percent are African American.[4] In addition, approximately 54 percent qualify for free or reduced-price lunches, about 12.7 percent are students with disabilities, and 8,278 of LAUSD students reside in foster care.[5]

More than 25 percent of LAUSD's students are English Learners, a total of 141,493 students.[6] Of the English Learner population, 21.3 percent are designated as Long Term English Learners (LTEL), who have not reclassified within five years. In addition, 24 percent of the LAUSD student population comprise Reclassified Fluent English Proficient (RFEP) students, who were once English Learners. More than 93 languages are spoken in LAUSD schools, with Spanish by far the most prevalent for English Learners at (92.8 percent), Korean and Armenian (1 percent). Tagalog, Cantonese, Arabic, Vietnamese and Russian each account for less than 1 percent of the total.[7] LAUSD's rich student diversity also includes many students who speak home/community dialects of English (such as African American English or Chicana/Chicano English) that may be different from the "standard" English typically used in classrooms, referred to as Standard English Learners. LAUSD student population is diverse in terms of backgrounds and home lives.

LAUSD students attend over a thousand schools from early education centers to senior high schools. This includes 86 early education centers, 452 elementary, 83 middle, 98 senior highs, 211 charter schools, 54 options schools, 22 multi-level schools, and 12 special education schools.[8] In addition, the District houses 156 K-12 magnet centers on regular campuses and offers access to 10 community adult schools and 1 regional occupational center.

LAUSD's high school graduation rate reached a record high of 77 percent in 2014, an increase of 12 percentage points from the previous year and 25 percent since 2007.[9] Dropout rates have decreased by 7 percent since 2007, but remain at 17.4 percent.

The A-G course completion rate has more than doubled since 2005, to 34%.[10]

The number of Advanced Placement (AP) course offerings increased by more than 12,000, representing a 34 percent increase from 2006-07. The number of AP tests taken in LAUSD increased by more than 18,000 since 2006-07, an increase of 62 percent. Latino test takers' numbers increased by 89 percent, from nearly 16,000 in 2006-07 to 30,000 in 2013-14. The number of AP tests taken by African-American students increased by 29 percent, from 1,770 in 2006-07 to 2,290 in 2013-14.[11]

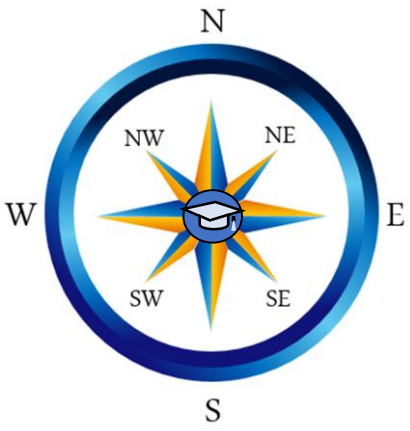
INTRODUCTION

In 2014, LAUSD outpaced the state's graduation rate by double-digit margins. The dropout rate was reduced, attendance improved, and the number of District students applying for college increased. These accomplishments reflect a decade of hard work, dedication, and persistence by teachers, school leaders, parents, and particularly by the students.

Yet, while the District honors this progress, it also recognizes that it is far from achieving the ultimate goal of all students being prepared for college admission and career entry. Glaring gaps of unacceptably low graduation rates and achievement gaps persist for a large number of students including African Americans, socioeconomically disadvantaged students, students with disabilities, foster youth, English Learners, Long Term English Learners and Standard English Learners. These populations represent the majority of the 13,000+ students who appear on the District's annual dropout list.[12] Without a high school diploma these students will be excluded from 90% of current job opportunities, creating a high risk for their living in poverty, being incarcerated, and developing serious health problems.

Abundant research reveals that a lack of strong literacy development prevents many students from progressing along a path toward graduation, and is highly associated with students dropping out of school. Currently, only 62 percent of the District's K-5 students are proficient in reading, and only 39 percent of all students score proficient in Algebra, (a gateway course to high school success.) This data demands a far more effective instructional and support services system to meet the needs of LAUSD students.

Navigating a Path to Graduating College and Career Ready Plan puts forth a PreK-12, multi-dimensional instructional system that will equip every student, from every neighborhood, with the literacy and numeracy skills necessary for post-secondary education and future success in the workplace. In support of the Zero Dropout Board Resolution of 2014, this plan takes direct aim at the dropout problem and the means to end it by providing all students with the quality instruction and personalized supports they need for college and career preparation.



PATH TO COLLEGE AND CAREER

LAUSD is united in a common goal that with effective instruction, in a safe, caring environment, all students can become a college and career ready graduates. Students begin their journey from varying points with differing levels of resources and skills; this plan, acting as a compass, guides students along multiple pathways, providing bridges and supports as necessary, so all students can successfully navigate their way to the same mountain summit and graduate college prepared and career ready. The basic coordinates of the compass, composed of the LAUSD mission, goals and key strategies (found in the eight focus areas) will guide the critical choices, decisions and action steps needed for all students to reach the summit.

> "You are off to great places.
> Today is your day!
> Your mountain is waiting, so
> get on your way."
>
> *Dr. Seuss*

MISSION

We will build a culture of learning that engages students through high quality, innovative instruction, while holding ourselves accountable for strong performance; then every student will graduate college and career ready.

ACADEMIC GOALS

The Instructional Plan Task Force has collectively selected the following benchmarks to measure the success of this plan.

Students will:

- Meet literacy and numeracy benchmark levels in grades PreK-8
- Score "meets or exceeds standards" in English Language Arts and Math on the Smarter Balanced Assessments Consortium (SBAC) in Grades 3-8
- Meet reclassification criteria for English Learners in language, Basic English skills and report card grades; Reclassify as English Proficient within five years
- Score at college readiness level on the 11th grade SBAC assessment
- Complete all graduation requirements, (including A-G courses) in grades 9-12
- Gain access to Advanced Placement courses and succeed on the AP Exams especially for students in underrepresented populations

LAUSD GRADUATE PROFILE

The Graduate Profile defines the knowledge, skills and attributes students should have and be able to demonstrate to show their readiness for college, career, and life. Once established, the Graduate Profile becomes the basis for a local system of assessment and accountability that complements the exam-driven state and federal accountability systems and informs the district's LCAP.

Successful

Successful Graduates will…

- Develop and revise personal/professional growth plan to capitalize on strengths and address areas of growth.
- Set, review, revise and meet short- and long term goals and deadlines, making appropriate use of family, community and professional resources.
- Demonstrate grit and perseverance.
- Collaborate productively in diverse groups to make decisions and achieve common goals.

Adaptable

Adaptable graduates will…

- Think critically and creatively using knowledge and skills from a variety of disciplines.
- Demonstrate a reflective, flexible and dynamic mind-set.
- Identify and solve challenges using a cohesive, efficient, and revisable plan of action.

Cultured

Cultured graduates will…

- Participate in civics and engage in local community service.
- Display awareness of and respect for diverse cultures.
- Understand the finite nature of our universal resources and utilize sustainable practices.
- Demonstrate awareness of global economic needs and the respective careers and skills to serve them.

Influential

Influential graduates will…

- Communicate persuasively using multiple mediums and 21st century tools.
- Develop and sustain positive relationships.
- Interpret social and emotional cues as needed for active listening and effective dialogue.
- Design innovative technical and artistic creations appropriate for specific audiences and purposes.

NAVIGATING THE PATH TO COLLEGE AND CAREER

In order to successfully navigate the path towards the mission, the focus must be on building the capacity of LAUSD educators and the systems that support them. In order to accomplish the District's stated goals, the Division of Instruction will employ key strategies from each of the following eight focus areas which offer multiple pathways, providing bridges and supports when necessary, to successfully propel students to the summit as college and career ready graduates.

1. **Transform teaching and learning through standards aligned curriculum**, the use of technology, and effective professional development, to improve student achievement**.**

> "Every mountain top is within reach, if you just keep climbing."
> *Barry Finlay*

Strategies:

- Implement new rigorous California academic standards to better prepare our students for the 21st century. These standards are relevant to the real world and reflect the knowledge students need to be successful in college and the workforce.

- Remodel our instructional practice and promote academic and numeric literacy through critical thinking and problem solving, collaboration, communication and creativity.

- Develop a new instructional technology plan that will utilize blended learning techniques to differentiate and personalize instruction, supporting traditional classroom practices and building students' capacity as digital learners.

- Create and maintain a digital library of curriculum resources that will be developed by expert teachers in each content area so that teachers have online access to shared, quality lesson plans, teaching materials, videos, and research on best practices.

- Expand opportunities for students to have access to well-stocked libraries. Integrated Library and Textbook Support Services (ILTSS) will fully implement the California *Model School Library Standards,* centrally funding school library staff, and providing funding for up-to-date print and electronics. This system brings instructional resources into the curriculum to support LAUSD students in

meeting or exceeding the California Content Standards' emphasis on building research skills.

- Expand visual and performing art opportunities offered in elementary and middle schools to build a foundation of essential skills to support success in the "F" course requirement of the A-G sequence. Increase access to professional artists and internships, district-wide arts festivals and the Industry Adopt-A-School Program and create role models in the arts.

- Support the Local Districts with resources and provide professional development for specific content areas and programs.
    - Examples of current District programs include: PreK-2 Early Childhood Education, Early Literacy Program, Academic Literacy, ELA/ELD standards alignment, LTEL program, Linked Learning, GATE Program, Advanced Placement (AP), online and blended learning; World Languages, Academic English Mastery Program (AEMP), Dual/Bilingual Programs, Arts Education, and Mastery Learning.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
Elementary	K-2nd grade students scoring at benchmark on DIBELS	>65%	DIBELS Beginning of Year (BOY) Middle of Year (MOY) End of Year (EOY)	 Sept. 2015 Feb. 2016 June 2016
	3rd – 5th grade students scoring "met or exceeds standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	3rd – 5th grade students scoring "met or exceeds standards" in Math	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	3rd – 5th grade students receiving "3" or above in ELA reading, writing, listening speaking	80%	Report Card Results 1st Reporting period 2nd Reporting period 3rd Reporting period	 Dec. 2015 March 2016 June 2016
	3rd – 5th grade students receiving "3" or above in math	80%	Report Card Results 1st Reporting period 2nd Reporting period 3rd Reporting period	 Dec. 2015 March 2016 June 2016
	5th grade students scoring proficient or above on CST science test	80%	California Standards Test (CST)	Sept. 2016

	Outcomes	Targets	Data Sources	Monitoring Timeline
Middle	6th – 8th grade students scoring "met or exceeds standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	6th – 8th grade students scoring "met or exceeds standards" in math	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	6th – 8th grade students passing English Language Arts courses	80%	Report Card Results 10 Week Fall Final Fall 10 Week Spring Final Spring	 Oct. 2015 Dec. 2015 March 2016 June 2016
	6th – 8th grade students passing math courses	80%	Report Card Results 10 Week Fall Final Fall 10 Week Spring Final Spring	 Oct. 2015 Dec. 2015 March 2016 June 2016
	8th grade students scoring proficient or above on CST science test	80%	California Standards Test (CST)	Sept. 2016
Senior High	11th grade students scoring "met or exceeded standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	11th grade students scoring "met or exceeded standards" in Math	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	10th grade students scoring proficient or above on CST science test	80%	California Standards Test (CST)	Sept. 2016
	9th -12th grade students passing all A-G courses (on-track for A-G)	80%	MiSiS	Oct. 2015 Dec. 2015 March 2016 June 2016

2. **Deliver effective language, literacy and writing instruction** to increase proficiency across all disciplines and grade levels, and improve the reclassification rate of English Learners within five years to support student learning. The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for achievement in every discipline supporting college and career success and full participation in a democratic society and global economy.

Strategies:

- Implement and monitor foundational literacy and language standards and writing skills from PreK-2nd grade.

- Develop students' readiness for college, career, and civic life. The skills needed include the ability to read, write, listen, speak clearly, and think critically using print and digital materials across all disciplines.

- Provide professional development on the implementation of the new English Language Development Standards and ensure the appropriate placement of students.

- Implement and monitor the English Learner Master Plan and ensure English Language Development is aligned to the English Language Development Standards. Ensure English Learners experience explicit instruction in the acquisition of English and course content throughout the day, and during daily English Language Development.

- Provide curriculum maps for all core subjects (including art), so that teachers have clear guidelines on what is to be taught and in what sequence.

- Provide additional Dual Language programs and supply resources to schools and teachers for implementation to enhancing students' opportunities to meet all A-G requirements. Develop pathways from elementary through high school that provide continuity in world language instruction.

- Provide professional development and resources to ensure that culturally and linguistically responsive pedagogies are infused in standards-based instruction.

- Increase the number of Academic English Mastery Program (AEMP) schools and Standard English Learner (SEL) Coordinators to provide professional development and monitor instruction and the success of all SEL students (African American, Mexican American, Hawaiian American, and Native American).

- Emphasize the shared responsibility of all content area teachers for the development of academic language, literacy and writing by providing professional development on academic vocabulary, questioning techniques and writing skills.
    - Ensure that the academic needs of English Learners are fully included in all development of teacher professional development and district

initiatives to increase understanding and awareness of the considerations of English Learners in meeting A-G by mastering learning English and literacy.

- Examples of current District programs include: PreK-2 Language Development, Early Literacy, ELA/ELD PreK-12, AEMP, Language!, Read 180, AVID, AVID Excel, Academic Literacy course, Dual/Bilingual program, Enhancing Literacy course, Literacy and Language course, and Advanced ELD course.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
Elementary	K-2 students scoring at benchmark on DIBELS	>65%	DIBELS End of Year (EOY)	 June 2016
	3rd – 5th grade students scoring "met or exceeds standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	K-5 students receiving "3"or above in ELA read, listening, speaking and writing	80%	Report Card Results 1st Reporting period 2nd Reporting period 3rd Reporting period	 Dec. 2015 March 2016 June 2016
	English Learners receiving a "3" or above in ELD reading, writing, listening, speaking	80%	Report Card Results 1st Reporting period 2nd Reporting period 3rd Reporting period	 Dec. 2015 March 2016 June 2016
	English Learners appropriately placed	100%	MiSiS	Aug. 2015 Jan. 2016
	English Learners making annual progress on the CELDT (AMAO 1)	60%	CELDT Results	Feb. 2016
	Long Term English Learners not reclassifying to Fluent English Proficient	24%	MiSiS	Aug. 2015 Jan. 2016 June 2016
Middle	6th – 8th grade students scoring "met or exceeds standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	6th – 8th grade students passing English Language Arts course	80%	Report Card Results 10 Week Fall Final Fall 10 Week Spring Final Spring	 Oct. 2015 Dec. 2015 March 2016 June 2016
	English Learners appropriately placed	100%	MiSiS	Aug. 2015 Jan. 2016

	Outcomes	Targets	Data Sources	Monitoring Timeline
	English Learners making annual progress on the CELDT (AMAO 1)	60%	CELDT Results	Feb. 2016
	Long Term English Learners not reclassifying to Fluent English Proficient	24%	MiSiS	Aug. 2015 Jan. 2016 June 2016
	6th – 8th grade Long Term English Learners scoring "basic" on SRI		Scholastic Reading Inventory (SRI)	Oct. 2015 Jan. 2016 June 2016
Senior High	11th grade students scoring "met or exceeded standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	English Learners appropriately placed	100%	MiSiS	Aug. 2015 Jan. 2016
	English Learners making annual progress on the CELDT (AMAO 1)	60%	CELDT Results	Feb. 2016
	Long Term English Learners not reclassifying to Fluent English Proficient	24%	MiSiS	Aug. 2015 Jan. 2016 June 2016

3. **Implement a multi-tiered behavioral and academic support system** to close the achievement gap, eliminate dropouts, and provide equity and access for English Learners, Standard English Learners, Students with Disabilities, Foster Youth, Latino, and African American students. A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and interventions. Embedded in this plan design are numerous intervention programs and student supports that can be implemented to assist both struggling and accelerated learners.

> "Strength doesn't come from what you can do. It comes from overcoming the things you once thought you couldn't."
>
> *Oprah Winfrey*

Strategies:

- Identify and analyze multiple sources of disegregated data to inform instruction and design individualized interventions to keep students on track for graduation.
- Provide resources and professional development on differentiated instruction to meet the diverse learning needs of students.
- Incorporate technology tools such as Assessment and Learning in Knowledge Spaces (ALEKS) that support student learning by using adaptive questioning to quickly determine what a student knows in a course.

- Monitor school data on student absences and take quick action to increase attendance and decrease suspensions.

- Develop summer bridge programs for 5th grade to 6th grade called, "Step Up" and for 8th grade to 9th grade called, "Freshman Success" to provide a positive transition from elementary to middle and from middle to high school enabling students to mitigate challenges and address their needs.

> *For every full-year course that ninth grade students fail, their chance of graduating in four years decreases by 30 percent* (Neild, 2009).

- Provide the Advancement via Individual Determination (AVID) Excel program for long-term English Learners (LTELs) in middle school to serve as a bridge to the future inclusion of AVID program and college preparatory coursework in high school.

- Create and establish Student Support and Progress Teams comprised of teachers, administrators, support staff and parents to assess and support students with particular needs. This new team combines the Language Appraisal Team (LAT), the Student Study Team (SST) and the Coordination of Services Team (COST). One of the focus areas for merging these teams is to reduce the number of English Learners identified as needing Special Education Services by increasing professional development.

- Integrate students with disabilities into the least restrictive environments. Increase opportunities for professional development in Teaching and Learning in Mixed-Ability Classrooms: California Standards and literacy, universal design for learning, and collaboration between general education and special education teacher.

- Increase the use of student advisories during the school day, for teachers to meet with small groups of students for the purpose of providing student support and advising them on academic, social, and future-planning issues. Advisories offer a way for students to overcome the anonymity many students feel.

- Outreach to under-represented populations (African American, Latino, English Learners and low socio-economic groups) to provide access to Advanced Placement courses and expand opportunities to participate in the District's Advanced Placement Readiness program via monthly workshops at UCLA.

- Prioritize access to gifted programs for underrepresented students (African American, Latino, English Learners and low socio-economic groups). The Targeted Identification Program (TIP) provides professional development in culturally responsive pedagogy and practices, and support from designated

Gifted and Talented Education (GATE) psychologists to schools not meeting District GATE identification goals.

- Expand the UCLA Collaborative/20 Schools Project to provide wrap-around services for African American students to increase achievement, identification for GATE programs, and expand enrollment and success in Advanced Placement courses.

- Expand the Diploma Project which utilizes the Monthly Summary Report to analyze data for grades, attendance, and behavior data trends to guide dropout prevention and intervention efforts. Provide additional Pupil Services and Attendance Counselors (PSA) to work directly with at-risk students on the dropout list and their families by providing counseling services and educating students about various paths to graduation.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
Elementary	3rd – 5th grade students scoring "met or exceeds standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
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	3rd – 5th grade students receiving "3" or above in ELA reading, writing, listening speaking	80%	Report Card Results 1st Reporting period 2nd Reporting period 3rd Reporting period	Dec. 2015 March 2016 June 2016
	3rd – 5th grade students receiving "3" or above in math	80%	Report Card Results 1st Reporting period 2nd Reporting period 3rd Reporting period	Dec. 2015 March 2016 June 2016
	5th grade students scoring proficient or above on CST science test	80%	California Standards Test (CST)	Sept. 2016
	Attendance submittal rate	100%	MiSiS	Monthly
	School meeting target for students and staff at 96% attendance	71%	MiSiS	Monthly
	Chronic absenteeism rate	< 10%	MiSiS	Monthly
	No disproportionality amongst subgroups in identification for Gifted and Talented Education		MiSiS	Oct. 2015 Dec. 2015 March 2016 June 2016

	Outcomes	Targets	Data Sources	Monitoring Timeline
	Reduce the number of English Learners in Special Education	< 40%	MiSiS	Jan 2016 June 2016
	Decrease in number of LTELS	<21%	MiSiS	Jan 2016 June 2016
Middle	6th – 8th grade students scoring "met or exceeds standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	6th – 8th grade students scoring "met or exceeds standards" in math	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
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	Attendance submittal rate	100%	MiSiS	Monthly
	School meeting target for students and staff at 96% attendance	71%	MiSiS	Monthly
	Chronic absenteeism rate	< 10%	MiSiS	Monthly
	No disproportionality amongst subgroups in identification for Gifted and Talented Education	0	MiSiS	Oct. 2015 Dec. 2015 March 2016 June 2016
	Decrease in number of English Learners in Special Education	< 40%	MiSiS	Jan 2016 June 2016
	Decrease in number of LTELS	<21%	MiSiS	Jan 2016 June 2016
Senior High	11th grade students scoring "met or exceeded standards" in English Language Arts	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	11th grade students scoring "met or exceeded standards" in Math	Benchmark +1%	Smarter Balanced Assessment Consortium (SBAC)	Sept. 2016
	10th grade students scoring proficient or above on CST science test	80%	California Standards Test (CST)	Sept. 2016
	9th -12th grade students passing A-G courses (on-track for A-G)	80%	MiSiS	Oct. 2015 Dec. 2015 March 2016 June 2016

	Outcomes	Targets	Data Sources	Monitoring Timeline
	Attendance submittal rate	100%	MiSiS	Monthly
	School meeting target for students and staff at 96% attendance	71%	MiSiS	Monthly
	Chronic absenteeism rate	< 10%	MiSiS	Monthly
	No disproportionality amongst subgroups in identification for Gifted and Talented Education		MiSiS	Dec. 2015 March 2016 June 2016
	Increase the number of students identified with AP potential enrolled in AP courses		MiSiS	Sept. 2015 Jan. 2016
	Students enrolled in AP courses take the AP exam	100%	MiSiS	June 2016
	Students who take the AP exam receive a qualifying score of "3" or higher	43%	College Board	Aug. 2016
	Decrease in number of English Learners in Special Education	< 40%	MiSiS	Jan 2016 June 2016
	Decrease in number of LTELS	<21%	MiSiS	Jan 2016 June 2016

4. **Develop a culture that promotes positive beliefs** about the academic ability of every student, and engages parents and community as partners in education for the success of all students.

> "Believe you can and you are half way there."
> *Theodore Roosevelt*

Strategies:

- Establish and model high expectations and a growth mindset for all staff and students and ensure schools communicate the belief that all students will succeed and achieve their potential and promote student cultural and linguistic diversity as an asset.

- Create a college and career going culture throughout the District by facilitating college and career awareness activities including field trips to college campuses, guest speakers, career days, internships and industry and community partnerships.

- Provide supports to schools to ensure safe and orderly environments and ensure school discipline practices are restorative in nature and serve to reduce suspensions.

- Continue to fully implement the Discipline Foundation Policy and expand investments in programs such as Restorative Justice which provide holistic support to students in all academic and social emotional areas, and implement

practices that provide meaningful opportunities for students to develop self-discipline and positive behavior in caring and supportive environments.

- Expand the implementation of the following Restorative Justice practices:
  - "Student court'' to enable students to address negative language, inter-personal conflicts, and other opportunities for students to help each other through "restorative justice" strategies, including non- punitive and de-criminalized consequences.
  - Teen Court as seen at Los Angeles High School and Venice High School
  - All Demonstration High Schools will implement Community Building Student Circle Keepers this school year as seen at Roybal High School

- Create an Ethnic Studies course to be offered as an elective and an accompanying toolkit of resources to support the teaching of Ethnic Studies. Through this course, students will have exposure to "historical and cultural realities along with their responsibilities for promoting and supporting positive relationships, and non-discriminatory practices." In essence, through educating our students, we can empower them to choose other avenues for resolving differences and promoting tolerance for all.

- Office of School Operations will provide materials and activities for schools to use in celebrating the School Climate Bill of Rights month, established by a Board resolution. The activities promote and highlight the creating of positive, safe and caring school climates District-wide.

- Human Relations, Diversity and Equity will coordinate the yearly Out For Safe Schools Campaign celebrated in October as part of National Coming Out Day to create safe and affirming school environments for gay, lesbian, bisexual and transgender students and staff.

- Parent Community Student Services Branch will produce a television show in partnership with KLCS called “Student Voice”. This program will highlight student success stories in each Local District and board district through testimonials and discussions with students, alumni, parents and district personnel to encourage students to stay in school.

- Increase school relevance and engage students by providing Linked Learning opportunities, which combine rigorous academics, demanding technical education, personalized student support and real world experience, organized around 21st century themes. The Readiness 9-12 Curriculum is on-line with an abundance of lesson plans that are rich resources for Advisory or other teachers to use with their students.

- Create a College Promise Alliance (modeled after Long Beach USD) by establishing strong partnerships with local Cal State and community colleges and providing key financial incentives and services to graduating students. All LAUSD students who successfully complete the Cal State minimum college prep requirements will be offered admission to their local Cal State with opportunity to earn a bachelor's degree.
    - Incoming 2015 9th graders gain an acceptance letter from the local Cal State Universities, listing the requirements to validate the certificate.
    - Priority enrollment at the local community college for all LAUSD graduates.
    - Funds will be solicited for scholarships for graduating students.

- Leverage positive outcomes and practices from the GEAR UP 4 LA grant to support the development of college going cultures at school sites.

- Introduce and explore the procedures to replicate the Kindergarten to College Investment (K2C) model developed in San Francisco. The District will investigate the possibilities of replicating this program in Los Angeles, offering help for families to start saving money for college by removing barriers to opening a savings account**.** The City and County of Los Angeles would potentially open savings accounts for every kindergartener, and seed each account with $50. Children enrolled in the Free/Reduced School Lunch Program would receive an additional $50 deposit. Financial incentives for being on track for culmination from 5th to 6th and 8th to 9th would possibly be provided by philanthropic and corporate foundations, community organizations, and local businesses.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
ALL GRADE LEVELS	Schools fully implementing the Discipline Foundation Policy (DFP)	71%	MiSiS Spring Rubric of Implementation (ROI)	Fall 2015 Spring 2016
	Schools are fully implementing the Discipline Foundation policy and Restorative Justice practices demonstrating decreased suspension	71%	MiSiS	Fall 2015 Spring 2016
	Schools are fully implementing the Discipline Foundation Policy demonstrating increased attendance	71%	MiSiS	Monthly
	Schools are fully implementing the Discipline Foundation Policy and Restorative Justice practices demonstrating improved culture/climate scores on the School Experience Survey	71%	School Experience Survey Results	Aug 2015

	Outcomes	Targets	Data Sources	Monitoring Timeline
	Students answer "agree" or "strongly agree" on the annual School Experience Survey on questions regarding a supportive school climate		School Experience Survey Results	Aug 2015
	Elimination of disproportionality amongst subgroups with suspensions (% African-American and Students with Disabilities equal to % of all students)		MiSiS	Monthly

5. **Use data to drive instruction** that generates personalized mastery-based learning and provides information for the allocation of resources to support system-wide improvements.

Strategies:

- Provide professional development on Mastery Learning and grading policies, promoting a growth mindset for teachers and administrators to focus on the importance of effort and understanding that intelligence is not static. Under a Mastery Learning model, student competencies and skills are acknowledged and credited regardless of seat time.

- Gather student performance data from state, district and teacher created assessments to diagnose the learning progress of each student. As programs are implemented, progress data, as well as student outcome data, will be utilized to gauge the impact of specific resources on student growth and their potential reallocation to maximize results.

- Develop resources, protocols and professional development for schools to use to analyze Smarter Balanced Assessment Consortium (SBAC) student performance results to improve instruction.

- Conduct a survey of schools that have demonstrated success in meeting the District stated goals, and prepare a digital best practices guide to be shared among schools.

- Facilitate performance dialogues around disaggregated data to provide opportunities for stakeholders to verify progress of students and schools towards District goals and ascertain the most appropriate and effective uses of LAUSD resources. Data measures will include data sets from MiSiS, MyData, SBAC, SRI, CELDT, LAS Links, PSAT, AP, and/or interim assessments.

- Monitor student participation in the Individualized Graduation Plan (IGP**)** conference to consider their future goals and plan the practical steps they will need to take during high school to achieve their aspirations. Students and

families are informed of courses to be completed and are given practical guidance on college preparation through the high school experience.

- Increase the implementation of student led conferences between students and a parent/guardian or family member. Students explain their progress toward and mastery of both academic (content/skill) and character (habits of work and learning) towards graduating college and career ready. Students justify their progress by leading their families through a portfolio of assignments culled from academic classes. Students identify areas of growth and articulate specific steps they can take to get or stay on track.

- Use early alert systems to identify possible at-risk students and increase opportunities for articulation to communicate their needs and challenges, especially during the transitionary stages of elementary to middle and middle to high schools.

- Use early alerts to identify students in danger of becoming LTELs and progress monitoring of English Learners towards reclassification.

- Closely monitor 9th grade student course performance, intervening and giving support before they receive the fail or fall too far behind to catch up.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
ALL GRADE LEVELS	Students have equal access to expanded opportunities for course access and course completion	100%	MiSiS	Fall 2015 Spring 2016
	Surface and identify gaps in resources, interventions, and access to and successful completion of A-G courses in all high schools: • The characteristics/conditions of all schools' A-G completion rates disaggregated by each grade, subject and subgroup (gender, race, free lunch and reduced lunch, English Learners, and foster youth)		A-G Equity Audit	Dec 2015

	Outcomes	Targets	Data Sources	Monitoring Timeline
ALL GRADE LEVELS	• Clearly outline how student success and failure rates and trends vary across different geographic zones mapped out by the Student Needs Index • Create an A-G index that maps out all funding distribution to (CORE Waiver, CEIS, 20 Schools, etc.) and expenditures by (including community partnerships) each school site in the District alongside A-G access and completion rates for high school students, and projected rates for middle (possibly CORE 8th grade high school readiness indicator) and elementary school students.		A-G Equity Audit	Dec 2015

6. **Support the development of high quality teaching and leadership practices** by providing access to objective feedback, coaching, and professional growth opportunities.

> "Obstacles are those frightful things you see when you take your eyes off your goals."
> *Henry Ford*

Strategies:

- Ensure effective educators at every level of LAUSD are providing equitable access to high quality teaching and leadership.
- Improve the practices of Instructional Leadership Teams (ILTs) towards high levels of performance and effectiveness in the implementation of and transition to the California Standards, A-G and other instructional initiatives.
- Ensure regular visits to classrooms that promote teachers' professional growth with feedback and dialogue based both on school priorities and individual teachers' improvement goals in order to improve the teaching and learning in all classrooms.
- Provide professional development to directors and administrators to enhance their skills in coaching, providing feedback, collecting quality evidence and evaluation techniques of administrators and teachers to improve leadership practices.
- Provide professional development to coaches and mentors assisting new and aspiring administrators to ensure they are current on District initiatives, including A-G.

- Utilize the My Professional Learning Network (MyPLN) for individualized learning opportunities for educators. MyPLN supports systematic evaluation of diverse learning content, and is a platform for online professional learning communities that empower educators to collaborate and share best practices.

- Create a district-wide professional development for all teachers and administrators utilizing MyPLN, on A-G and the District graduation requirements to increase understanding and awareness of A-G.

- Organize professional development opportunities on District initiatives and instruction programs to build teacher capacity and improve student outcomes.

- Protect the time when departments, grade levels and instructional teams meet to improve curriculum, instruction, and assessment in the classroom.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
Elementary	Elementary schools designate a Language & Literacy Designee	100% of selected schools		Jan 2016
	K-3 teachers complete required courses in foundational reading skills, data-driven differentiated instruction using a multi-tiered system of support, and Universal Design for Learning	100%	Agendas and Sign-ins	June 2017
	Effective professional development		Evaluations, agendas, sign-ins	June 2016
	Educator Development Support: Teachers and School Leaders		Evaluations, agendas, sign-ins	Jan 2016 June 2016
Secondary	Secondary math teachers trained in the use of ALEKS as Tier 2 and Tier 3 intervention	100% of those that teach the courses		June 2016
	Secondary ELA intervention teachers trained in Accelerated Academic Literacy (AAL) module	100% of those that teach the courses		June 2016
	Blended learning intervention licenses utilized	100%		June 2016

	Outcomes	Targets	Data Sources	Monitoring Timeline
	Teachers and administrators complete the training on graduation requirements and A-G and are able to articulate requirements to parents and students.	100%	MyPLN	June 2016
	Effective professional development		Evaluations, agendas, sign-ins	June 2016
	Educator Development Support: Teachers and School Leaders		Evaluations, agendas, sign-ins	Jan 2016 June 2016

7. **Create and implement credit recovery opportunities** to enable all students from the classes of 2016 and 2017 to meet the new A-G course requirements, increase graduation rates and eliminate dropouts.

> "Never give up. Go over, go under, go around, or go through. But never give up. "
>
> *Unknown*

Strategies:

- **PASS (Performance Assessment Student Support)** provides a unique opportunity to recover credit for failed courses by focusing on course content not yet mastered. Once students demonstrate proficiency they can obtain a "C" grade. Each course is structured into modules based on clusters of standards. Students' grades will be based on their ability to demonstrate mastery through each identified module assessment(s). At the beginning of each module, students are given a pre-assessment. If they can show mastery in this pre-assessment, students are given credit for having mastered that module and may move on to the next one. If they have not demonstrated mastery, the content is differentiated and taught to meet the student's needs.

  - Classrooms for this program will be transformed to allow students to move at their own pace to complete modules earlier than the traditional 20-week semester, thus allowing for more credit recovery opportunities for students as needed during the school year.

  - Teachers will be trained to teach this program and are provided resources such as school site A-G Credit Recovery Counselors who monitor students' progress, communicate with parents, provide data analysis, and work on students' Individualized Graduation Plans. In addition, there are Teacher Advisors who work with the instructor on pedagogy, content, and lesson design to ensure student success.

  - Technology will be incorporated in this program for both instruction and assessment from the newly adopted math textbooks, as well as from the supplemental online ALEKS curriculum.

- **RIG (Recovery + Intervention = Graduation)** provides a unique opportunity to recover credit for failed courses by having students take pass-thru-classes during the school day with a continuation high school teacher. A student may take one to two courses offered by the continuation high school while enrolled in four courses at the comprehensive high school. Students would receive the continuation school instructional model for credit recovery.

- RIG courses will also be offered for both comprehensive and continuation high school students after school from 3:30 pm – 5:30 pm twice weekly. In addition, an evening program for credit recovery will run from 5:00 pm – 7:00 pm twice weekly, allowing for further opportunities .for students to complete credits while still participating in school events and activities
    - In addition, selected sites will have continuous enrollment to better support the comprehensive high school non-grads. At the beginning of the spring semester (before continuation high school norm day), non-grads will be encouraged to enroll at the continuation high school to complete courses and gain credits to graduate. Students will remain actively enrolled instead of taking a break between the end of spring semester and the beginning of summer school, so that they will not lose focus and momentum.

- **The Edgenuity program** offers virtual and blended learning courses. The District has purchased 4,500 recyclable blended learning licenses, where the digital content is supported by lessons developed by LAUSD teachers. The District has also purchased 500 one-time use, virtual learning licenses, where the digital content is provided by Edgenuity teachers. Edgenuity supports mastery learning where students focus only on the content for which they do not demonstrate proficiency, and ultimately receive credits based on demonstrated mastery.

- **Students Taking Action for Readiness (*STAR 17*)** provides a unique opportunity of extended time for students who have not mastered course content standards within a given semester. Participation is by teacher recommendation only; once accepted into the *STAR* 17 Program, the student, teacher, counselor and parent will engage in a contract outlining course requirements, commitments and expectations. Students whose grades are within ten percentage points of a "C" will be provided with an alternative pathway to

demonstrate mastery of course-content standards. If students' initial grades are between a 65-69%, the students will receive eight additional two- hour instructional sessions. Students who earn 60-64% will receive ten additional two-hour instructional sessions. Additional time will be provided at the end of the semester, after school, on Saturdays, or during winter break.

- The recommending teacher agrees to submit a grade change to a "C" once the student completes the additional instructional program requirements outlined in the contract.

- The *STAR 17* program addresses student resiliency through a professor-teacher collaboration based on the SLAM Project; a math and English college readiness program for at-risk students. Professional development of *STAR 17* will include collaborations between teachers, professors, and site coordinators to develop and implement the course lessons and assessments.

- **Division of Adult and Career Education (DACE)** will provide two zero periods and two after-school classes for the Class of 2016 and 2017 Tier III students at 14 high schools. These extended hours are part of the Zero Dropout program strategies.

- DACE will increase access to existing credit-bearing Career Technical Education (CTE) courses.
  - DACE will strategically evaluate all CTE course offerings in order to increase access, improve efficiency, ensure quality, and maximize employment potential.
  - DACE will also coordinate with secondary counselors to increase public awareness of career training options for secondary students.

- Create a partnership with the Community College District to allow community college instructors to hold classes on high school campuses including options schools, and include concurrent enrollment opportunities, and the scheduling of Career Technical Education Courses (CTE) at Educational Career Centers (ECC).

- Deepen relationships with business, community college, and employment development partners in order to produce innovative support services, seamless transition frameworks, and coordinated career pathways that help secondary students progress toward employment. Furthermore, DACE will explore partnership and alignment with the District's Linked Learning program.

- **Auxiliaries** provide opportunities within the school day for students retaking failed courses. The number of courses and time frame will depend on room in each master schedule to add auxiliary periods. Credit recovery opportunities may also be offered at a zero period.

- **Beyond the Bell** provided Extended Learning Opportunities Summer (ELOS) for CORE Waiver elementary and middle schools, and the District-wide Credit Recovery Summer School Program (CRSSP) at 79 high schools and eight continuation campuses.

- **Resiliency Training** was created by Local District West and provided to ten volunteer teachers, who, in turn provided training to their students during the first 4 days of summer school and periodically throughout the summer school session. The emphasis was on developing a growth mindset and the habit of perseverance to approach challenging tasks. Local District West will continue to provide resiliency training measuring the impact on student achievement.

- **Independent Study** provides maximum flexibility for students to gain credit recovery. Students will enter into a written agreement which stipulates the assignments required, and the time frame to meet with the teacher for additional instructional support. This program will provide students who are in employment another opportunity to take classes, and reduce the potential for dropping out.

- Investigate a change in the school year calendar for 2016-2017 to balance fall and spring semesters and extend winter break to allow for an additional opportunity for credit recovery in addition to summer school.

PROGRESS METRICS

	Outcomes	Targets	Data Sources	Monitoring Timeline
Secondary	Students participating in credit recovery courses successfully recover credits	80%	Google doc MiSiS	June 2016
	Increase number of students on track for graduation	70%	MiSiS	June 2016
	Increase graduation rate	>70%	MiSiS California Department of Education (CDE)	Aug 2016
	Eliminate dropout rates	<8%	CDE	Aug 2016
	9^{th} -12^{th} grade students on-track for A-G (receiving "C" or above in all A-G courses).	45%	MiSiS MyData	Oct. 2015 Dec. 2015 March 2016 June 2016
	9^{th}-12^{th} grade students on-track for graduation (meeting CSU/UC, LAUSD, and CDE requirements).	70%	MiSiS MyData	Oct. 2015 Dec. 2015 March 2016 June 2016

	Outcomes	Targets	Data Sources	Monitoring Timeline
Secondary	11th grade students scoring "conditionally ready" or "ready" as measured by the 11th grade Early Assistance Program (EAP) Math assessment.	Benchmark +1	Smarter Balanced Assessment Consortium (SBAC)	Aug 2016
	11th grade students scoring "conditionally ready" or "ready" as measured by the 11th grade EAP English Language Arts assessment	Benchmark +1	SBAC	Aug 2016
	9th-12th grade students who answer "agree" or "strongly agree" on College and Career questions on most adults at this school expect me to go to college in the School Experience Survey.		School Experience Survey	August 2016
	9th-12th grade students who answer "agree" or "strongly agree" on College and Career questions on I know my current progress towards meeting A-G requirements in the School Experience Survey.		School Experience Survey	August 2016
	9th-12th grade students who answer "agree" or "strongly agree" on College and Career questions on I have had a meeting with someone on the school staff to discuss my IGP in the School Experience Survey.		School Experience Survey	August 2016
	9th-12th grade students who answer "agree" or "strongly agree" on College and Career questions on I have had a meeting with someone on I can go to an adult at this school for help to prepare me for college or career in the School Experience Survey.		School Experience Survey	August 2016

8. **Increase parent and community engagement and communication** by providing training for families on their role and responsibilities as partners with school staff to support student academic achievement. Parent and community representatives will influence parents/guardians to help their children become prepared for college and careers.

Strategies:

- Engage students and families in participating in the Individual Gradation Plans and identifying options for supports and advanced learning options.

- Create a range of opportunities for parents to understand their child's academic progress and to understand how to support this progress.

- Provide parent education on District initiatives and programs by developing presentations and visuals in different languages for schools to use on graduation requirements, A-G course sequence, California Standards, the School Report Card, navigating the College Board Parent Portal, and college and career options.

- Engage school site parent leaders in training sessions to equip them with resources and guidance so that they can serve as co-facilitators in working with parents of students who are at risk of dropping out. Training session topics will be related to supporting the academic/social/emotional needs of the student.

- Ensure that parents of students participating in the Village Movement, sponsored by the Student Empowerment and Involvement Unit, participate in school site parent activities in order to include them into the "movement."

- Partner with School Mental Health, PSA, Homeless Education, Special Education, and Migrant Education, to develop a menu of appropriate services for parents and families. Ensure those resources are available within the parent centers.

- Promote the development of the MiSiS Parent Access Support System Portal (PASSport) for parents, which provides expanded access to student grades, the IGP, and attendance.
    - Encourage parents and students to sign the Parent, Community, and Student Services Branch "college and career readiness pledge" and develop an "A-G Readiness Guide" for elementary and middle school students to connect their subjects to high school graduation courses.

    - Student A-G Ambassadors will be trained to work with students in afterschool tutoring programs to support the A-G Program. These Ambassadors will be students who are successfully progressing through A-G requirements; and they will serve as role models and spokespersons for this initiative.

- Develop Public Service Announcements (PSAs) with student leaders through KLCS to encourage high academic achievement and a positive, college-oriented school culture.

- Maintain a College and Career Connection on the Parent, Community and Student Services webpages where all District resources can be centralized in one location.

- Provide opportunities for parents to volunteer and be involved in the daily activities of the school.

PROGRESS METRICS

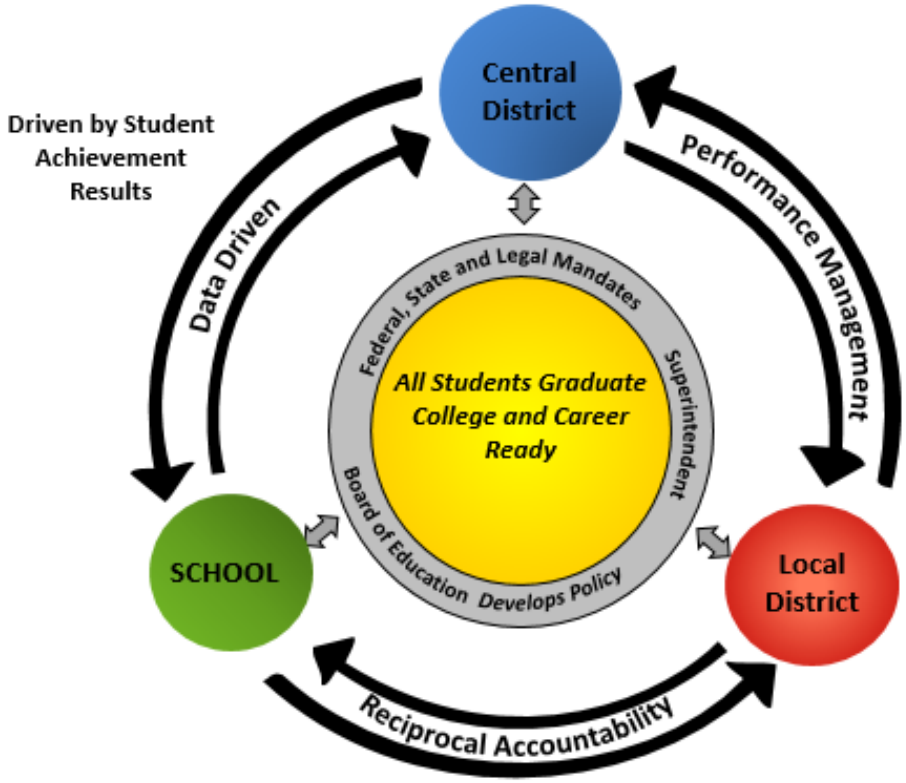
	Outcomes	Targets	Data Sources	Monitoring Timeline
ALL GRADE LEVELS	Parents participating in School Experience Survey	40%	School Experience Survey	Aug 2016
	Parent respondents who answer "agree" or "strongly agree" on School Experience Survey questions regarding school quality		School Experience Survey	Aug 2016
	Parent respondents who answer "agree" or "strongly agree" on School Experience Survey questions regarding school to parent communication		School Experience Survey	Aug 2016
	Parent respondents who answer "agree" or "strongly agree" on School Experience Survey questions regarding welcoming climate		School Experience Survey	Aug 2016
	Parent respondents who answer "agree" or "strongly agree" on School Experience Survey questions regarding students feeling safe on school grounds	82%	School Experience Survey	Aug 2016

CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

The yardstick for measuring success at all levels – from the classrooms, the schools, Local Districts and Central Support System – will be the academic achievement of each and every student. The components of this college and career readiness plan are designed to focus on data driven measures specific to the District's vision and goals. As the District focuses on the goals and actions around each of the key strategies of the plan, it will provide the training and support on alert system implementation strategies needed to ensure student success. Accepting accountability for the success of all the strategies and programs described in this instructional plan is not the responsibility of one department, one group of people, or even the central District. The education of a student involves the complex relationships between school and family, the school and the District, and the District and the community at large.

Schools will communicate the results of programs in a student and parent friendly style so that they can appreciate the challenges as well as the successes of students' progress toward graduation. The Parent Centers at each site will act as a conduit for information and an education source for parents to better understand how programs support their students on a path to college and careers.

Responsibilities for accountability rest with the Division of Instruction, the Local Districts and the school sites as follows:



Division of Instruction

- Interprets and communicates policy and information
- Provides service and support to Local Districts and schools
- Develops and communicates guidelines for implementation
- Collects and analyzes data and monitors progress and performance
- Identifies resources for Local Districts

Local Districts

- Develop and communicate plans for college and career readiness
- Provide service and support to schools
- Communicate initiatives and plan for implementation to all Local District stakeholders
- Provide systemic professional development opportunities to build capacity
- Collect and analyze data and monitor school progress and performance

Schools

- Develop and communicate plans for college and career readiness
- Provide services and supports to teachers and staff
- Communicate initiatives and plans for implementation to all school site stakeholders
- Develop and participate in professional development opportunities
- Collect, analyze and monitor performance data
- Provide training for parents in understanding data reports

CONCLUSION

Navigating the Future: A College and Career Readiness Plan, charts the way for the District to fulfill its imperative: to *improve the future of students by changing the way it provides instruction and supports.* It should not be viewed as just another District plan; instead, it should be seen as an extraordinary opportunity for the LAUSD community to make a profound difference in the lives of every student it serves.

The Plan is anchored in the best, evidence-based approaches for college and career readiness, dropout prevention/intervention, and alignment of quality instruction to wrap-around student support services. When accompanied by in-depth, consistent professional development of teachers and leaders, fidelity to this plan's goals will result in improved student achievement and set students on a journey to college and career readiness.

The data-based accountability model is the beacon that will keep the Plan implementation honest and on course, because it is results-driven and has the information system tools available to inform continuous improvement.

With the potential to immediately impact students in the graduating classes of 2016 and 2017 - and ultimately thousands more future graduates - the return investment in the Division of Instruction's proposed College and Career Readiness plan will be priceless.

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APPENDIX

A. Description of District Programs, Initiatives and Support Services

B. References

Appendix A: Descriptions of District Programs, Initiatives and Support Services

The chart below lists the existing LAUSD programs and interventions that reflect the integration of support for instructional programs at each level. When combined with quality instruction, these programs and supports can improve student achievement and college and career readiness. The various departments of the Division of Instruction, in partnership with other departments and divisions, will support the local districts and schools in the implementation of these programs. Following the chart is a brief description of each of the programs listed.

Programs, Initiatives and Support Services

Programs/Initiatives	Pre K - 2	Elementary 3-5	Secondary 6-8	Secondary 9-12
Academic English Mastery Program (AEMP)	•	•	•	•
Advanced English Language Development (ELD)			•	•
Advancement via Individual Determination (AVID)			•	•
AVID Excel			•	
Advanced Placement AP			•	•
AP Readiness Program			•	•
AP and PSAT/NMSQT			•	•
Adult Education				•
Arts Education	•	•	•	•
Assessment and Learning in Knowledge Spaces (ALEKS)			•	•
Beyond the Bell	•	•	•	•
Blended Learning	•	•	•	•
College Promise Alliance			•	•
Diploma Project			•	•
Dual/Bilingual Programs	•	•	•	•
Early Literacy	•	•		
Early Alerts Data Monitoring Dibels, SBAC, TRC, LAS, CELDT, SRI, grades, Interim Assessments, attendance, etc.	•	•	•	•
Freshman Success Bridge			•	•
Gear-UP 4 LA			•	•

Programs/Initiatives	Pre K - 2	Elementary 3-5	Secondary 6-8	Secondary 9-12
Gifted and Talented Education (GATE)	•	•	•	•
Individualized Graduation Plan			•	•
Integrated Library and Textbook Support Services	•	•	•	•
Integration of Students with Disabilities	•	•	•	•
Kindergarten 2 College Investment	•	•	•	•
Linked Learning Opportunities			•	•
Literacy and Language			•	•
Mastery Learning and Grading	•	•	•	•
My Personal Learning Network (MyPLN)	•	•	•	•
Linked Learning			•	•
Parent and Community Partnership	•	•	•	•
Restorative Justice	•	•	•	•
Standard English Learners (SEL)	•	•	•	•
Student Led Conferences	•	•	•	•
Student Support to meet the "E" World Language Requirement	•	•	•	•
Teaching and Learning Framework	•	•	•	•
UCLA Collaborative/20 Schools Project				•

ACADEMIC ENGLISH MASTERY PROGRAM (AEMP)

A program of instructional strategies for students for whom Standard English is not native, called Standard English Learners (SEL). This group includes African American, Mexican American, Hawaiian American, and Native American students. Teachers of SELs incorporate instructional strategies that facilitate the acquisition of standard and academic English that validate, value, and build upon the language and culture of students.

Efforts are being made to identify probable SELs through use of linguistic screeners and other at-risk markers. The District is currently collaborating with UCLA on research to validate LAUSD linguistic screeners and culturally and linguistic relevant education. Secondary schools will begin to administer the Scholastic Reading Inventory (SRI) to probable students. The District will increase the number of AEMP schools, SEL coaches and share best practices across Local Districts.

ADVANCED ENGLISH LANGUAGE DEVELOPMENT (ELD)

The purpose of Advanced ELD is to provide Long Term English Learners, defined in LAUSD as students who have not reclassified after completing five years in U.S. schools, with the skills and content knowledge to increase their current ELD level and meet reclassification requirements. The course's academic emphasis is on oral language development, accelerated academic vocabulary acquisition, expository writing, and reading comprehension with the use of CA ELD standards in tandem with the CCSS/ELA. This course may be used for A-G credit if needed.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is a college preparatory system designed to provide supplemental support (academic and affective) to secondary students in the "academic middle" on post-secondary campuses. AVID students are typically the first in their immediate family to attend college and fall into underrepresented groups, i.e., English learners, low-income, African American and Latinos. There are over 60 LAUSD secondary schools implementing AVID.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) EXCEL

AVID Excel is a pre-AVID middle school elective course that is intended to break the detrimental cycle that turns English Learners (ELs) into Long-term English Learners (LTELs) by providing supplemental English language development support that accelerates students' language acquisition. AVID Excel is designed to prepare 8th grade students to enter 9th grade with the language and organizational skills needed to succeed. There are currently seven middle schools participating in AVID EXCEL during the 2015-2016 academic year.

AVID Excel also includes a two-week summer course focusing on transition skills, academic vocabulary, writing application and oral language development.

Both AVID and AVID EXCEL teach skills and behaviors for academic success by providing intensive support with tutorials and strong student/teacher relationships. Due to the strength of the AVID program, many students tend to take advantage and do well in advanced learning opportunities.

ADVANCED PLACEMENT (AP)

AP courses provide a unique learning experience that promotes college readiness by giving students access to the type of academic work they will experience in college. It also provides them with the opportunity to earn college credit while still in high school by passing the AP Exam. AP courses are available in over 34 subjects including art, computer science, history and social sciences, mathematics, sciences, English language and literature, and world languages. Over 50,000 AP Exams were taken in 2014-15 by students in 118 LAUSD high schools.

The AP Exam Fee Reimbursement Program removes the financial barriers that prevent many low-income students from taking AP exams. Funding from the State and the District supports the payment of AP exam fees for income-eligible students.

ADVANCED PLACEMENT READINESS PROGRAM

Through the AP Readiness Program, the District provides supplemental support to AP Science, Technology, Engineering and Mathematics (STEM) students and teachers each month at UCLA. This program, which targets historically underrepresented African American and Latino students, is open to all District AP STEM students. Over 2,900 students and nearly 200 teachers participated in the 2014-2015 academic year. Analysis of District data indicates that the AP Readiness Program has played a significant role in increasing the District's AP participation and exam success rates.

AP AND PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT, a standardized test that provides firsthand practice for the SAT and gives students a chance to qualify for scholarships given by National Merit Scholarship Corporation (NMSC), measures math, critical reading, and writing skills like the SAT. The PSAT contains questions from actual SAT and is designed to be slightly easier than the SAT. The SAT is used for college admission; PSAT scores are not sent to colleges.

The District covers the 2014 PSAT fees for all 10th graders. It is the District's expectation that the PSAT/NMSQT score reports, including AP Potential, are used by high schools as one way to improve instruction, identify achievement gaps, and expand access to advanced courses, including Advanced Placement (AP).

ADULT EDUCATION

Adult Education provides learning opportunities and employment training to adults and in-and out-of-school high school students. Division of Adult and Career Education (DACE) schools and career training centers are located at various school sites throughout the District and help community members reach their personal and professional goals by offering convenient access to high-quality instruction.

The Division of Adult and Career Education has partnered with 14 high schools to provide two zero periods and two after-school classes for the Class of 2016 and 2017 Tier III students. These extended hours are part of the Zero Dropout program strategies.

ARTS EDUCATION

A very important component of the District's instructional Plan is Arts Education. In 2012, the Board of Education declared Arts Education a core subject in LAUSD and committed to restoring arts education across the District. This was an important decision because Arts Education improves achievement in all core subjects, particularly for low performing students. Over 63 studies (Arts Partnership, 2009) of students, across the socioeconomic spectrum, demonstrated that students just like those in LAUSD, who receive their education in an Arts rich environment:

- Are more prepared for the global workforce
- Increase their academic success
- Show increased high school graduation rates

Expanded opportunities are now being offered at the elementary level through additional itinerant arts teachers and at the middle school level through off-norm positions to build the necessary foundational skills required to complete mastery of their A-G "F" course requirement. To foster defined college and career pathways, the Arts Branch is increasing access to professional artists and internships, district-wide arts festivals and the Industry Adopt-A-School Program that will raise visibility to support all students and create role models in the arts.

ASSESSMENT AND LEARNING IN KNOWLEDGE SPACES (ALEKS)

Assessment and **LE**arning in **K**nowledge **S**paces is a web-based assessment and learning system that differentiates for each individual student's needs, including students with disabilities. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS program to be used as a Tier 2 and Tier 3 intervention for students enrolled in Grades 6 -8, Algebra 1, Geometry, and Algebra 2.

BEYOND THE BELL (BTB)

Beyond the Bell is committed to providing high quality A-G Tier II academic support for all students through its summer programs – Extended Learning Opportunities Summer (ELOS) for CORE Waiver elementary and middle schools, and the district wide Credit Recovery Summer School Program (CRSSP) for high schools.

Beginning with students at the elementary level, BTB is offering an intervention program in English Language Arts to help in mastering grade level standards.
Middle schools are being provided with English Language Arts or math support classes to help students achieve grade level standards and prepare for high school academic courses.

At the high school level, all students who received a D or F in a core subject, (English Language Arts, mathematics, science or history/social science), are eligible to enroll in credit recovery courses at 86 high school sites. Students who received a D or F in non-core subjects, (Health,

Physical Education and/or World Language), will be able to enroll in these classes at one of 29 high school campuses.

BLENDED LEARNING

Blended Learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. To prepare all students to be digital learners in college and careers, all schools will utilize technology to differentiate and personalize instruction, increase academic rigor, and build student ownership of learning using a portfolio of student-centered school models. Teachers will use adaptive and non-adaptive digital content, and provide differentiated tasks, and pathways to enhance student learning. Technology enables teachers to quickly check for understanding and inform student groupings and instructional strategies.

The District utilizes several blended learning programs. One such example is the use of **A**ssessment and **Le**arning in **K**nowledge **S**paces, (ALEKS) a Web-based, artificially intelligent assessment and learning system. Another technology program, Edgenuity, (online instruction) supports mastery learning where students focus only on the content for which they do not demonstrate proficiency, and ultimately receive credits based on demonstrated mastery.

COLLEGE PROMISE ALLIANCE

The College Promise Alliance (modeled after Long Beach USD) is a partnership between businesses, the community and colleges to support greater student access and success in post-secondary education. This program will be accomplished by creating strong partnerships with local Cal State and community colleges and providing key financial incentives and services to graduating students. Components of the program include the following:

- All LAUSD students who successfully complete the Cal State minimum college prep requirements will be offered admission to their local Cal State with opportunity to earn a bachelor's degree.
- Incoming 2015 9th graders gain an acceptance letter from the local Cal State Universities, listing the requirements to validate the certificate.
- Priority enrollment at the local community college for all LAUSD graduates.
- Funds will be solicited for scholarships for high school graduates.

DIPLOMA PROJECT

An example of the successful use of strategic data is the District's Diploma Project, which utilizes the Monthly Summary Report to analyze data trends for grades, attendance, and behavior to guide dropout prevention and intervention efforts with at risk students. Pupil Services and Attendance Counselors (PSA) work directly with students on the dropout list and their families

by providing counseling services and educating students about various paths to graduation. This highly successful five-year old program will continue at its original twelve sites and be expanded to ten additional sites. The most effective strategies include:

- Support and inform intensive students with alternative credit recovery options.
- Facilitate parent empowerment workshops on Attendance and Dropout Prevention topics.
- Collaborate, coordinate, and assist with Student Recovery Day effort.
- Facilitate grade level workshops and presentations on Attendance and Dropout Prevention topics.
- Collaborate with school Attendance and Dropout Prevention teams to promote and develop 8th grade matriculation strategies.

DUAL/ BILINGUAL PROGRAMS

The Dual/Bilingual Programs enable students to develop full oral reading and writing proficiency in two languages, and they typically perform at higher levels than their peers in reading and math. The District will continue to develop resources for schools and teachers implementing dual two-way foreign language and bilingual programs, ensure every school creates opportunities for students to meet all A-G requirements, and specifically surpass the Language Other than English (LOTE) minimum requirements.

EARLY LITERACY

LAUSD's overarching goal is to ensure that all students read, write, speak and listen with efficiency and accuracy by the end of second grade. This will be achieved by the following means:

Strengthen the articulation between preschool and K-2 structures

- Local District Superintendents plan and facilitate professional development for elementary level Directors and Early Childhood Education Directors in the *Preschool Learning Foundations* and the California Standards with special attention to:
    - Appropriate pedagogy in preschool, TK and grades K-2 classrooms.
    - The role of play, centers, free choice, and teacher-student interaction in preschool, TK and grades K-2 classrooms.
    - The standards progressions in Reading Foundational Skills, Oral Language, ELD and mathematics.
    - Cross grade-level classroom visitations and feedback conversations among elementary directors and EEC principals and teachers.
    - Develop a data system that will allow schools, Local Districts and Central Office to track the achievement of students beginning in preschool and extending through to A-G requirements.

- Cross grade-level professional development for preschool, TK and Kindergarten teachers to fully understand the developmental learning progressions in reading, oral language, ELD and mathematics.
- Clearly articulated guidelines for transition activities between preschool and TK or Kindergarten.

Restructuring of the TK-2 Instructional Program

- All schools are grounded in a data-driven system for informing leadership decisions, building a multi-tiered system of support, determining effective instructional practices, providing professional development and determining appropriate instructional tools.
- All school instructional leadership teams receive professional development on the analysis and use of multiple data points to inform decision-making at the student and school level.
- Phase in a restructured TK-2 data-informed process, focused on language and literacy integration throughout the instructional day. Based on data schools will have flexibility in the effective use of time and instruction with high levels of accountability to increased outcomes for all students.

Assessment

- Provide ongoing professional development on the analysis of data to inform instruction, prevention, and intervention strategies.
- Pilot reading assessments for transitional kindergarten students.
- Provide professional development to TK, K and 1st grade teachers on using results of the oral language assessment on the Amplify platform.

Curriculum

- Continue pilots of the *Creative Curriculum* and *We Can* curriculum in preschool and TK programs.
- Select a preschool curriculum in the late fall of 2015.
- Provide professional development to teachers in the use of the curriculum.

Professional Development

- Provide PD to all school instructional leadership teams on the effective use of multiple data points to inform leadership decisions and instruction and intervention.
- Provide PD to preschool, TK and Kindergarten teachers together on the *Preschool Learning Foundations* and the California Standards.
- Provide PD to preschool to 2nd grade teachers on effective instruction in teaching pre-reading and reading skills.

Phase 1 July 2015 – December 2015: Clear, frequent messaging and training of upper and middle management, active refinement of the plan based on input, and the development of professional development. With guidance from their Local District Leadership School, principals select their Language and Literacy Designees in the first semester, Fall 2015.

Phase 2 January 2016 – June 2016: Selective TK-2nd teacher training begins with a range of flexible PD course options and "care packages" for 15% of elementary schools to deploy on an experimental level with maximum flexibility.

Phase 3 July 2016 – June 2017: Schools commit to completing the PD course offerings for TK-2nd grade teachers with continued flexible options and models for implementation with the expectation that schools drive the decision-making in regards to their management strategy.

EARLY ALERTS DATA MONITORING

There is abundant research that early alert systems can provide meaningful data to teachers and administrators that, when properly used, have a tremendous impact on improving student performance. Early alert systems used in the District's elementary and middle schools will clearly identify students who, upon transition to high school, are at the highest risk of failure and/or dropping out. The three key benefits of alert systems are that the school sites will be able to:

- Identify students who are struggling academically, with attendance or behavioral issues, using multiple variables from the District's data system.
- Pinpoint students' deficiencies and assist educators in recognizing problem areas; this supports rapid diagnosis of what is needed and the individual prescriptions for remediation or support.
- Inform teachers and administrators about school-wide trends that need to be addressed around instruction, discipline, or other critical areas impacting overall student performance.

One of the five strategies that drives this Plan is the use of data to inform instruction. The Division plans to continue the use of data to support all students, but particularly those at risk of failure, by doing the following:

- Closely monitor 9th grade students' course performance, intervening and giving support before they receive a fail or fall to far behind to catch up.
- Develop resources, protocols, and professional development that schools can use to analyze Smarter Balanced Assessment Consortium (SBAC) student performance results to improve instruction.
- Conduct Performance Dialogues among schools, Local Districts and Central Office leadership to monitor student progress utilizing multiple measures.
  SBAC – SRI – CELDT – LAS Links – PSAT- SAT/ACT-AP – interim assessments.
- Develop Individual Graduation Plans (IGP) with students and counselors.
- Administrators monitor the completion of annual IGPs ensuring that counselors and parents work collaboratively to develop and adjust plans based on individual student need.

Wrap around services support personnel will provide early identification of struggling students and coordinate mental and physical health referrals to community social service resources.

Attendance and dropout prevention and recovery personnel will also use data to track students, and work with the schools to ensure that all students remain in school and on-track to graduate.

FRESHMAN SUCCESS BRIDGE

LAUSD plans to develop a Freshman Success Summer Bridge Program to provide a positive transition from middle to high school enabling students to mitigate challenges and address their needs.

GEAR UP 4 LA

GEAR UP 4 LA helps students and their families learn about college access, persistence and requirements, as well as how to pay for college. In its 15 years, the GEAR UP program has provided services to more than 13,000 students at 20 LAUSD campuses. GEAR UP has been partnering with the L.A. Chamber of Commerce to open savings accounts for the 4,000 current 10th and 11th graders in the Belmont and Kennedy Zones of Choice. Thus far, donations have totaled over $92,000 to open savings accounts with an initial deposit of $25.00. These accounts provide a financial incentive plan to reinforce college preparatory behaviors. Evidence has shown that children with savings account will be up to seven times more likely to attend college than those without an account. This idea could also attract and keep students in LAUSD.

GIFTED AND TALENTED EDUCATION (GATE)

One of the District's priorities is to expand access for GATE to under-represented populations, i.e. African American, Latinos, English Learners, and low socioeconomic students. Of the over 66,000 identified gifted students in LAUSD, only 8% are African American and 11% Latino, which is lower than the District average (13%). To address this disproportionality, the District entered a voluntary agreement with the Office for Civil Rights. As a result, the Advanced Learning Options created the Targeted Identification Program (TIP), which is designed to target schools not meeting District identification goals. TIP provides intensive support from designated GATE psychologists and has proven to be an effective tool for the screening and identification of students from low-referring and low-identifying schools.
Professional development is provided to faculty and staff, focusing on culturally responsive practices and pedagogy that nurture and support the talent and achievement of underrepresented gifted students, and eliminate barriers to Advanced Placement courses. Another District goal is to increase the number of schools in TIP with referral and identification rates that do not positively reflect the demographics of the school.

Most of the District's identified gifted students participate in GATE programs at the local neighborhood school. Program options available District wide include: *Schools for Advanced* Studies (SAS), Gifted/High Ability Magnet Centers, Highly Gifted Magnet Centers and the Conservatory of Fine Arts.

INDIVIDUALIZED GRADUATION PLAN (IGP)

IGP is a post-secondary planning conversation that takes place between student, counselor and parent. The conferences provide students the opportunity to consider their future goals and begin planning the practical steps they will need to take during high school to achieve their aspirations. Students and families are informed of courses to be completed and they are given practical guidance on college preparation through the high school experience.

INTEGRATED LIBRARY AND TEXTBOOK SUPPORT SERVICES

Integrated Library and Textbook Support Services (ILTSS) is committed to helping students, teachers, and staff become effective users of ideas and information by providing them with the vision, strategies, and skills to access and utilize current learning resources and technologies. ILTSS is committed to fundamentally improving the interaction between teachers and students to create critical thinkers prepared to participate in a diverse and complex society. ILTSS supports the literacy and instructional initiatives of the District by ensuring that quality instructional materials are available for students and staff.

ILTSS will expand the opportunity for students to have access to well-stocked libraries, by fully implementing the California *Model School Library Standards,* centrally funding school library staff, and providing funding for up-to-date print and electronics. This system brings instructional resources into the curriculum to support LAUSD students in meeting or exceeding the California Content Standards' emphasis on building research skills.

INTEGRATION OF STUDENTS WITH DISABILITIES

The District will continue to integrate student with disabilities in the least restrictive environments, and increase opportunities for collaboration between general education and special education teachers. Some of the supports provided include:

- Universal Design for Learning.
- Teaching and learning in mixed-ability classrooms.
- Targeted intervention and data analysis.
- Focus on Learning Center and intervention elective courses.
- Pre-teaching and re-teaching critical thinking skills in ELA and math.
- *Language! Focus on English Learning*, 4th Edition.
- Increase fidelity to curriculum and promote co-teaching.

District support will be provided to schools through professional development, and regional and school site workshops will be available to support students with disabilities in general education classrooms. Professional development will be offered on *Language! Focuses on English Learning,* targeting literacy skills for the District's struggling readers.

KINDERGARTEN 2 COLLEGE INVESTMENT (K2C)

Kindergarten 2 College Investment (K2C) - A model developed in San Francisco will be replicated in Los Angeles offering help for families to start saving money for college by removing barriers to opening a savings account**.** The City and County of Los Angeles would agree to open savings accounts for every kindergartener, and seed each account with $50. Children enrolled in the Free/Reduced School Lunch Program will receive an additional $50 deposit. Financial incentives for being on track for culmination from 5th to 6th and 8th to 9th would possibly be provided by philanthropic and corporate foundations, community organizations, and local businesses.

LINKED LEARNING OPPORTUNITIES

To increase school relevance and engage students, the District has provided the Linked Learning Model that combines rigorous academics, demanding technical education, personalized student support and real world experience. Organized around 21st century themes, it is developed within career pathways that link learning with student interests and career preparation, leading to higher graduation rates and increased enrollment.

By summer 2016, all Linked Learning students will be provided with a full spectrum of work-based learning experiences related to the pathway curriculum and 500 students will earn paid internships aligned to their chosen industry sector.

LITERACY AND LANGUAGE

Literacy and Language is a middle and high school course designed to build language, improve literacy skills and content knowledge for Long Term English Learners. The academic emphasis of this course are: 1) language development, 2) academic vocabulary acquisition, and 3) reading comprehension. Thematic units ensure that students make connections to science, math and social studies core content areas. Instruction includes student-centered activities that are culturally and linguistically responsive, while simultaneously teaching students effective reading strategies. The course uses an inquiry-based process, teaching literacy skills, building on background knowledge and constructing background knowledge if students do not possess it. Students learn basic organization and social skills that help them better understand how to achieve academic success. Students engage in lessons with culminating writing and oral projects, which are supported with the use of research-based strategies for teaching reading and writing, as well as access strategies for English Learners.

MASTERY LEARNING AND GRADING

Mastery learning and grading professional development for school administrators and teachers supports the implementation of effective standards-based grading practices and the differentiation of classroom instruction. This training includes learning about Carol Dweck's growth mindset research, which focuses on the importance of effort and an understanding that

intelligence is not static. The Central Office will provide professional development for high schools in several phases over the course of the next two years to expose all LAUSD high school teachers to this training. A primary focus of initial implementation will be on the "20 Schools Projects' schools that have a significant African American student population.

Parent and Community Engagement staff will develop common-language materials for teachers, coordinators, parent center representatives and students to use to engage and educate families as partners in supporting student academic achievement leading to graduation. They will also maintain a College and Career Connection on the Parent, Community and Student Services webpages where all District resources can be centralized.

MY PROFESSIONAL LEARNING NETWORK (MyPLN)

As part of a Teacher Incentive Fund Grant (TIF) the District outlined plans to develop and implement a professional learning management system that will:

- Provide individualized learning opportunities for all employees.
- Support systematic evaluation of professional learning content that incorporates educator feedback.
- Offer diverse learning content that meets the unique learning preferences of adult learners.
- Offer online professional learning communities that empower educators to collaborate and share best practices.
- Eventually serve as the one system where all employees can access and share professional learning resources.

PARENT AND COMMUNITY PARTNERSHIP

LAUSD pledges to provide an authentic parent voice through engaging in review and generating advice and comment to the LAUSD Board of Education and Superintendent, to ensure that the input of District parents continue to be a key stakeholder group.

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Parent, Community and Student Services supports school efforts to implement effective family engagement activities that value partnerships with parents for the benefit of children's learning and achievement.

RESTORATIVE JUSTICE

Restorative Justice is a philosophy and an approach to discipline that moves away from punishment toward restoring a sense of harmony and well-being for all those affected by a hurtful act. It provides families, schools, and communities a way to ensure accountability

while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability to solve problems, as opposed to the youth themselves being the problems adults must fix. It focuses not on retribution but on reconnecting severed relationships and re-empowering individuals by holding them responsible. This approach acknowledges that, when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative practices, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing. Restorative Justice practices promote values and principles that use inclusive, collaborative practices for being in a community. Restorative Justice practices help schools create and maintain a positive school culture and climate. Restorative Justice practices:

- Build community
- Celebrate accomplishments
- Intervene in offending behavior
- Transform conflict
- Rebuild damaged relationships
- Reintegrate students into the learning environment

STANDARD ENGLISH LEARNERS (SEL)

A student for whom Standard English is not native and may include the following groups: African American, Mexican American, Hawaiian American and Native American.

STUDENT LED CONFERENCES

A research-proven method of improving student achievement is by having them reflect on and discuss their own progress with parents and staff. Some LAUSD schools have adopted student-led conferences as an effective way for students to take ownership of their learning, and communicate their readiness for college and career by sharing their Individual Graduation Plan.

STUDENT SUPPORTS TO MEET THE "E" WORLD LANGUAGE REQUIREMENT

Students are able to meet the minimum "E" ("language other than English") requirement of "A-G" through SAT Subject Tests and AP exams, and any examinations in their home language offered by an accredited college or university.
In addition, Spanish—speaking ELs, beginning in the second semester of grade 8 through grade 12, may challenge the LAUSD Spanish Equivalency Examination to establish equivalency of up to two years of high school Spanish coursework, and meet the minimum "E" (language other than English) requirement through validation.

TEACHING AND LEARNING FRAMEWORK

The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable the district to meet its goal of all youth achieving. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Long Term English Learners, Standard English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the teacher evaluation process, Educator Development and Support: Teachers.

UCLA COLLABORATIVE/20 SCHOOLS PROJECT

To expand opportunities and increase achievement for African American students, the District has initiated the 20 School Project. This is LAUSD's response to the U.S. Department of Education, Office of the Civil Rights (OCR) investigation in which the District agreed to develop a comprehensive program with the following objectives:

- Increase African American student enrollment in Advanced Placement courses.
- Increase the number of African American students demonstrating success in Advanced Placement courses by:
    - Earning a "C" or better in the course
    - Scoring a 3, 4 or 5 on the Advanced Placement Exam
    - Increase the number of African American students in the classes of 2016, 2017, and 2018 meeting the A-G benchmarks for graduation
    - Provide wrap around services to support African American student achievement
- Increase the identification African American students in GATE programs.

Appendix B: References

A PIVOTAL MOMENT

1 LAUSD Office of Communication and Media Relations News Release #14/15-284: June 9, 2015.
2 LAUSD Division of Instruction, A-G Immediate Intervention Plan: June 5, 2015.
3 See Appendix D for research studies and articles utilized by the Instructional Plan Task Force in designing this Plan.

LAUSD SNAP SHOT

4 LAUSD Superintendent's 2015-2016 Final Budget, Appendix C: District and Community Profile.
5 See LAUSD Pupil Services, Foster Youth Achievement Program.
6 CALPADS for students enrolled on Count Day (October 13, 2014).
7 LAUSD Superintendent's 2015-2016 Final Budget, Appendix C: District and Community Profile.
8 LAUSD Superintendent's 2015-2016 Final Budget, Appendix D: Number of Schools and Centers.
9 LAUSD Local Educational Agency Plan 2015, Exhibit D.
10 LAUSD Division of Instruction Executive Summary, A-G Immediate Intervention Plan: June 5, 2015.

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11 LAUSD Inter-Office Correspondence, 2013-2014 Advanced Placement (AP) Tests, Cynthia Lim: July 29, 2014.
12 California Department of Education, Data Reporting Office: August 31, 2015

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