



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Program Improvement Local Education Agency Plan
Year 3—Corrective Action Implementation

NUMBER: BUL- 4633.0

ISSUER: Judy Elliott, Ph.D., Chief Academic Officer
Instructional Services

Donnalyn Jaque-Antón, Associate Superintendent
Special Education, Federal & State Education Programs

DATE: January 30, 2009

ROUTING
All Schools and Offices

POLICY: The Los Angeles Unified School District (LAUSD) was identified as a Year 3 Program Improvement (PI) District in 2007-2008. The *No Child Left Behind (NCLB)* Act of 2001 requires states to implement a system of corrective actions for local education agencies (LEAs) that are in PI for three consecutive years. Therefore, the District was required to revise the LEA plan to meet the sanctions of Corrective Action F—fully implement a new curriculum that is based on State academic standards.

The Los Angeles Board of Education adopted the Program Improvement LEA Plan Year 3—Corrective Action to comply with the *NCLB* Act of 2001.

PURPOSE: The revised LEA Plan Year 3 focuses on raising the academic performance of all students, including underperforming students, to achieve academic standards through 5 performance goals using the research based on Response to Instruction and Intervention (RTI²). RTI² integrates resources from general education, supplemental categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.

This bulletin outlines the requirements of Corrective Action F and how the District must fully implement the English/language arts and mathematics curriculum provided in the District’s core program. This includes the phase-in of the 2007 mathematics adoption by the Fall of 2009 and of the 2008 English/language arts adoption by 2010. In addition, other requirements include mandated materials-based professional development for teachers (SB 472) and administrators (SB 430), as well as interventions during the school day for all students working below grade-level standards, especially English learners and students with disabilities.



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BACKGROUND The District was notified of the District’s Program Improvement (PI) Year 3 status, which resulted from not having met the graduation rate and the English/language arts annual measurable objectives for both English learners and students with disabilities.

The State Board of Education (SBE) took corrective action regarding 97 districts in PI Year 3. The 97 districts were ranked according to a matrix that considered the percentage of AYP targets missed, multi-year growth in API, percentage of Title I schools in PI as well as other factors. The 97 districts were segmented into four levels that determined the intensity of technical assistance: Intensive, Moderate, Light, and Other. LAUSD was placed in the third, or “light,” tier.

Since Corrective Action F required that the District revise its LEA plan, a process was established to develop a single, coordinated, and comprehensive plan based on student need and in collaboration with the following offices:

- Adult and Career Education
- Beyond the Bell
- Division of Special Education
- Dropout Prevention and Recovery Office
- Early Childhood Education
- Elementary and Secondary Instruction
- Health and Human Resources
- Human Resources
- Learning, Development and Leadership
- Language Acquisition Branch (EL/SEL)
- Parent Community Services Branch

GUIDELINES **CORRECTIVE ACTION TO TIERS OF INSTRUCTION**

Attachments A-E describe Performance Goal I of the LEA plan: “All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.”

Attachment A - Summary of Corrective Actions charts the process that the District must adhere to including quarterly progress monitoring by the California Department of Education. This includes:

- Full implementation of the most recent SBE and/or aligned grades 9-10 English/language arts and mathematics curriculum and standards-aligned materials
- Phase in of the new SBE mathematics and English/language arts curriculum adoptions by September 2009 and September 2010, respectively
- Materials-based professional development for teachers (SB 472) and administrators (AB 430)
- Amend/revise objectives and action steps around performance goals



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- Continue to review formative and summative assessment data to make modifications that support the schools' implementation of the 2004 mathematics and the 2005 ELA curriculum
- Interventions during the school day for students in need, especially English learners and students with disabilities.

Attachments B—E articulate the District's tiered approach to teaching and learning for both elementary and secondary English/language arts and mathematics using RTI². Implementation of RTI² is based upon research and the practice of providing high quality instruction or intervention during the school day matched to student need. RTI² focuses on the individual student and provides a vehicle to strengthen performance for struggling students before academic gaps increase in intensity.

Tier 1

Tier 1 consists of grade-level core curriculum aligned to the content standards. Effective instructional practices are implemented and intervention consists of the use of supplemental materials aligned with the core program. Success in the core is evaluated by the California Standards Tests (CST), Periodic Assessments, and curriculum-based measures.

Tier 2

Tier 2 continues to provide the foundation of the grade-level core curriculum aligned to the content standards and adds strategic and explicit instruction and intervention focused on student need. Close monitoring allows for the adjustment of materials and methods of strategic instruction.

Tier 3

Tier 3 provides instruction that focuses on accelerated and intensive instruction targeted to specific student need. Close monitoring allows for the adjustment of materials and methods of instruction.

Each tier identifies the instructional materials that must be used for the core; a means to monitor progress using interim measures; identification of interventions needed based on the interim measures; and finally, instructional support that includes learning centers and coaching.

PROFESSIONAL DEVELOPMENT

To ensure effective implementation of the LEA Plan, District certificated staff will receive professional development based on individual roles required for implementation.

A PowerPoint that can be shared with staff and parents can be downloaded at <http://www.lausd.k12.ca.us/lausd/offices/instruct/sfp/>.



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RELATED RESOURCES: *No Child Left Behind* Act of 2001
REF-2025.0 Development and Implementation of a Learning Center
MEM-4475 Procedures for Mathematics Textbook Selection for Grades K-8 including Algebra I
Program Improvement Local Education Agency Plan Year 3-Corrective Action
November 14, 2008, Correspondence from Jack O'Connell on RTI²

ASSISTANCE: For assistance or further information, please contact staff in the following offices:

Program Improvement Local Education Agency Plan Year 3-Corrective Action
Donnalyne Jaque-Antón, Associate Superintendent
Special Education, Federal and State Education Programs at (213) 241-7001

Deborah Ernst, Director
Maureen Sellier-Carter, Coordinator
Federal and State Education Programs Branch at (213) 241-6990

Elementary Instruction
Carol Fujita, Director
Language Arts at (213) 241-6444

Norma Baker, Director
Mathematics at (213) 241-6444

Secondary Instruction
Arzie Galvez, Director
Secondary Literacy at (213) 241-8291

Jeanne Ramos, Director
Secondary Mathematics at (213) 241-2465

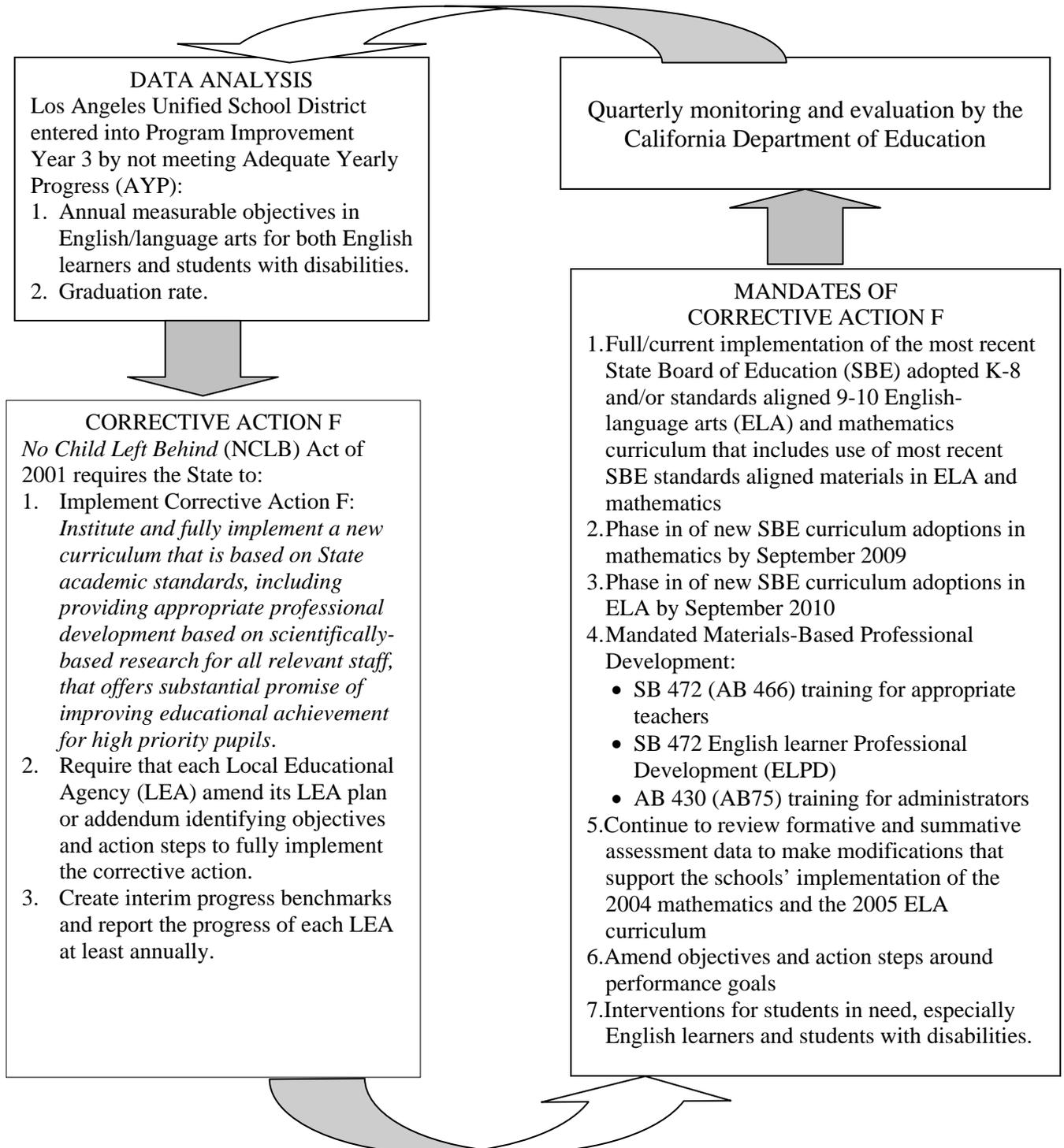
Language Acquisition at (213) 241-5582
Mary Campbell, Administrator

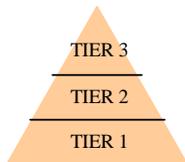
Division of Special Education
Sharyn Howell, Director
Least Restrictive Environment at (213) 241-6701

Learning Centers
Susan Tandberg, Administrator of Secondary Instruction
Meredith Adams, Coordinator at (213) 241-6701

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Improvement Local Education Agency Plan—Year 3 Corrective Action
SUMMARY OF CORRECTIVE ACTION

The graph below represents the summary of corrective actions that the Los Angeles Unified School District (LAUSD) must adhere to based upon its Year 3 Program Improvement status. In addition, the District will be monitored quarterly by the California Department of Education. Failure to comply with this plan will result in further sanctions for LAUSD including possible loss of federal funds.

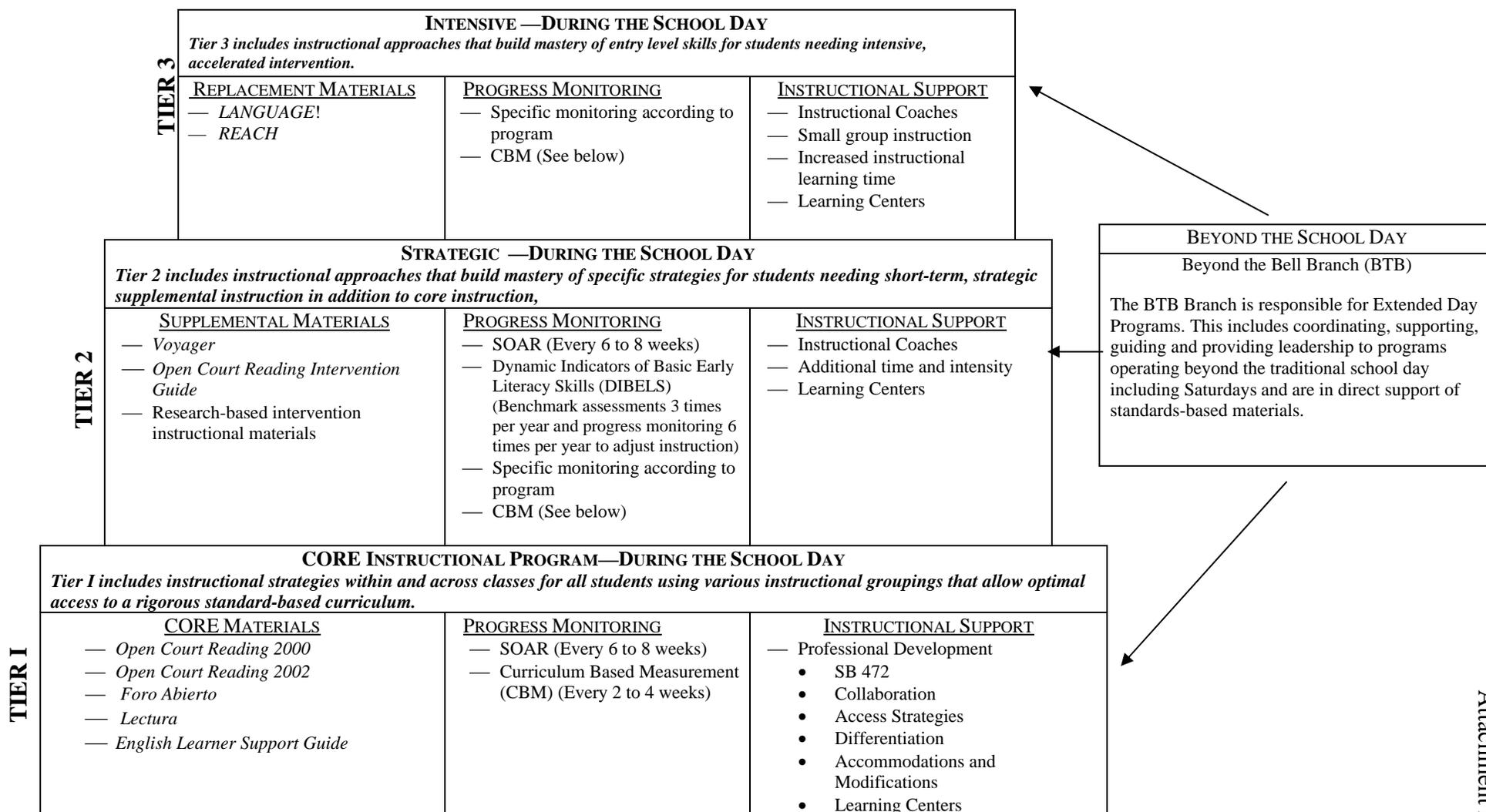


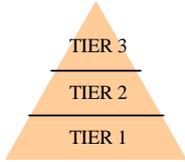


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Program Improvement Local Education Agency Plan—Year 3 Corrective Action
ELEMENTARY TIERS OF INSTRUCTION
ENGLISH LANGUAGE ARTS

The following chart illustrates a tiered approach to teaching and learning. The tiered approach is based upon research and the practice of providing high quality instruction or intervention matched to student needs.

Each tier identifies the instructional materials that must be used for the core; a means to monitor progress using interim measures; identification of interventions needed based on the measures; and finally, instructional support including coaching that provides resources to guide teaching and learning.

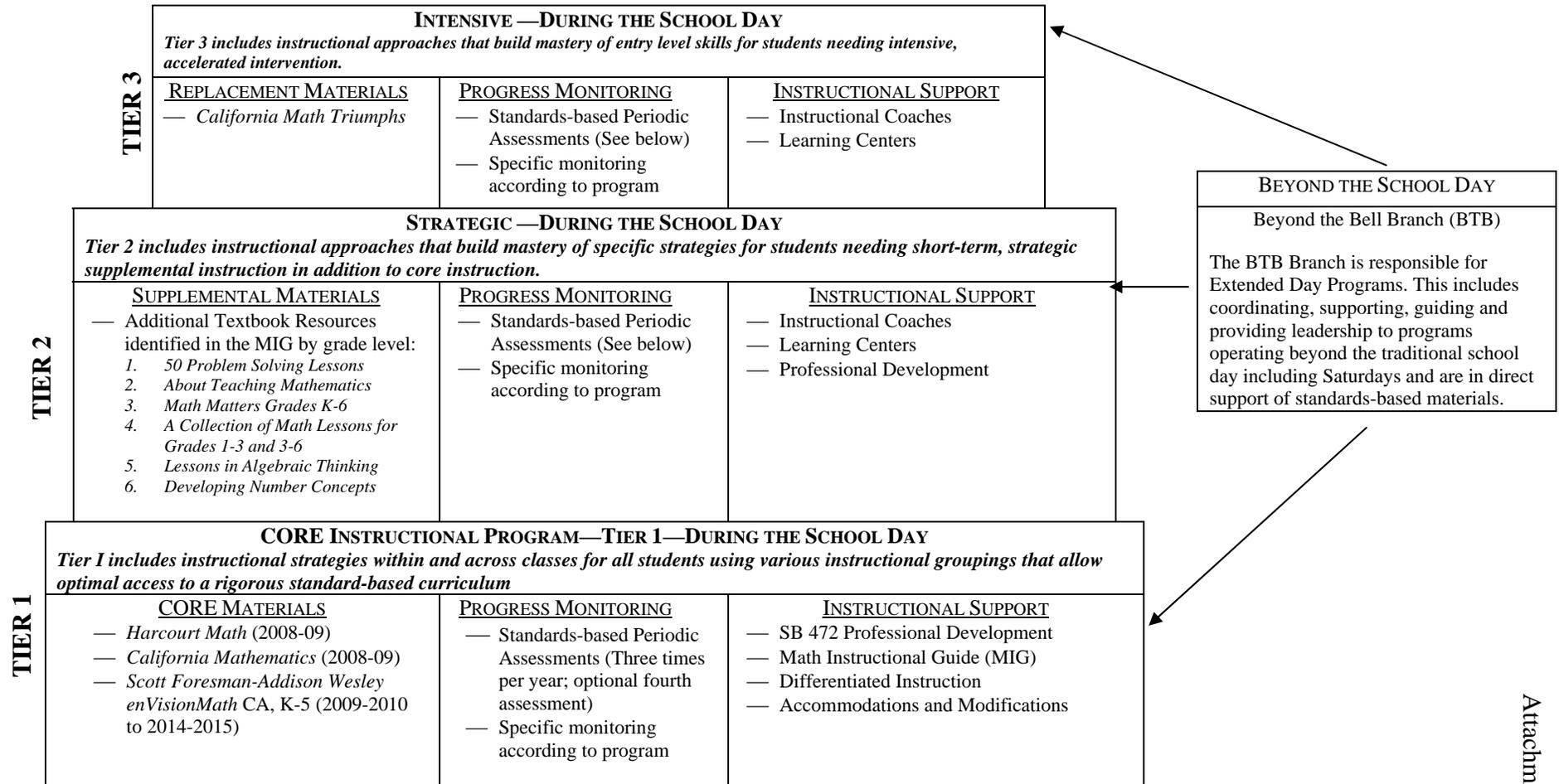


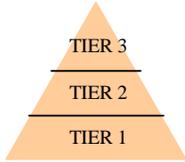


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Program Improvement Local Education Agency Plan—Year 3 Corrective Action
ELEMENTARY TIERS OF INSTRUCTION
MATHEMATICS

The following chart illustrates a tiered approach to teaching and learning. The tiered approach is based upon research and the practice of providing high quality instruction or intervention matched to student needs.

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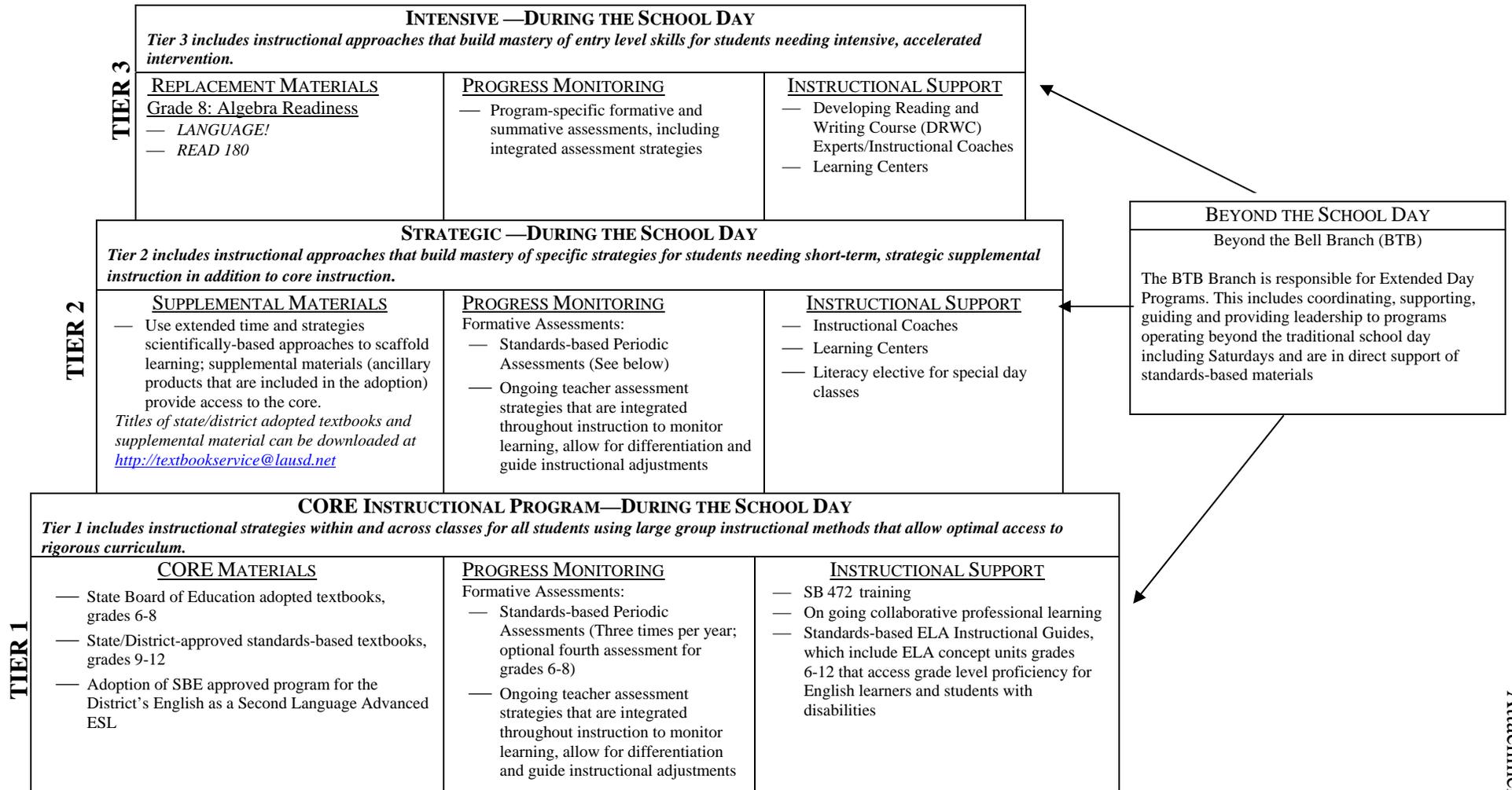


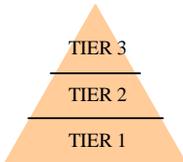


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Program Improvement Local Education Agency Plan—Year 3 Corrective Action
SECONDARY TIERS OF INSTRUCTION
ENGLISH/LANGUAGE ARTS

The following chart illustrates a tiered approach to teaching and learning. The tiered approach is based upon research and the practice of providing high quality instruction or intervention matched to student needs.

Each tier identifies the instructional materials that must be used for the core; a means to monitor progress using interim measures; identification of interventions needed based on the measures; and finally, instructional support including coaching that provides resources to guide teaching and learning.





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Program Improvement Local Education Agency Plan—Year 3 Corrective Action
SECONDARY TIERS OF INSTRUCTION
MATHEMATICS

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