



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE:	Title I Professional Development	ROUTING Local District Superintendents Local District Administrators of Instructional Services Central Office Instructional Staff
NUMBER:	BUL-2688.2	
ISSUER:	Donnalyn Jaque-Antón, Associate Superintendent Special Education, Federal & State Education Programs	
DATE:	July 21, 2008	
POLICY:	This Policy Bulletin outlines federal regulations monitored by the California Department of Education. The regulations require a local educational agency (LEA) identified for Program Improvement (PI) to address the professional development needs of the instructional staff serving the LEA.	
MAJOR CHANGES:	This revision updates Bulletin 2688.1 of the same subject dated September 26, 2006, from Specially Funded Programs Branch (SFP). It has been updated to reflect the current Title I Professional Development process.	
GUIDELINES:	Los Angeles Unified School District (LAUSD) has entered into Program Improvement (PI) Year 3 based on not meeting the following adequate yearly progress (AYP) criteria: • Graduation rate • English-Language Arts for English learners (ELs) and students with disabilities (SWDs)	

As a district identified for program improvement, *No Child Left Behind* (NCLB) mandates that ten percent of the Title I, Part A funds must be reserved to provide the instructional staff with high-quality professional development focused on the AYP criteria that were not met. To meet this NCLB mandate, the Office of Elementary and Secondary Instruction has designed professional development activities that will focus on the knowledge and skills necessary to implement standards-based instruction for ELs and SWDs. The following professional development activities incorporate scientifically-based research that when implemented will enable students to access the core curriculum:

Elementary English Language Arts

Provide PD to

- build knowledge and skill to ensure the implementation of culturally and linguistically responsive teaching that motivates, engages and facilitates Standard English Learners (SELs), English Learners (ELs) and students with disabilities (SWDs). Culturally Relevant and Responsive Education (CRRE) learning strategies include utilizing secondary language acquisition/Specially Designed Academic Instruction delivered in English (SDAIE) methodologies to support the acquisition of school language and literacy
- develop and implement Learning Centers to serve at-risk students including SWDs



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- utilize the Grade Level Student Achievement Team Model (GSAT) to effectively structure grade level meetings to have a greater impact on the achievement of SELs and other underperforming students particularly ELs and SWDs
- analyze periodic assessments and California Standards Test (CST) data with the goal of informing their instruction to better meet the needs of ELs and SWDs, and all the other low-performing groups.

Elementary Mathematics

Provide PD to

- focus on the content and pedagogy to support instruction of “at risk” students including ELs and SWDs using the prescribed standards-based instructional materials
- focus on developing content knowledge and pedagogy in designing and delivering curriculum that addresses the five mathematics strands and specific strategies for ELs and SWDs
- implement Mathematics Instructional Guide and concept lesson PD for all central, local district instructional staff, principals, coaches, and teachers
- support school site PD initiatives for administrators and coaches that are conducted by the local district mathematics coach coordinators and specialists
- emphasize lesson design onsite to fourth and fifth grade teachers conducted by coaches
- provide ongoing additional support for skillful instruction to implement components of the District’s Elementary Mathematics Initiative through the services of coaches
- develop and implement Learning Centers to serve at-risk students including SWDs
- analyze periodic assessments and CST data with the goal of informing their instruction to better meet the needs of ELs and SWDs, and all the other low-performing groups.

Secondary English Language Arts

Provide PD to

- develop and deliver grade level professional development modules designed to support:
 - Rigorous, standards-based instruction in core English classes, grades 6-12
 - Engagement of teachers in cycles of inquiry through research-based protocols that facilitate reflection
 - Improved practice that meets the needs of ELs, SWDs, and SELs, targeted focus on differentiation, ELD support, and student engagement and motivation
 - Increased student achievement in ELA for all students particularly ELs, SWDs, and SELs
- support diverse learners particularly ELs, SWDs, and SELs through content-specific PD facilitated by coaches
- all role groups (teachers, coaches, administrators, instructional support staff, central, and local district staff) that is differentiated and ongoing
- develop and implement Learning Centers to serve at-risk students including SWDs
- analyze periodic assessments and CST data with the goal of informing their



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instruction to better meet the needs of ELs and SWDs, and all the other low-performing groups

- support practices that will ultimately result in improved academic achievement for SELs

Secondary Mathematics

Provide PD to

- secondary teachers of Grades 6 – Algebra for each instructional unit that integrates CRRE pedagogy to meet the needs of all students, including ELs and SWDs
- focus on components of State content standards with an emphasis on preparedness for and success in Algebra (Grades 6, Grade 7, Algebra 1)
- implement rigorous concept lessons that model explicit strategies design to strengthen conceptual understanding, access to the content and development of academic language for all learners, including ELs and SWDs
- provide opportunities for teachers of diverse learners to reflect on their instructional practices through the use of the Thinking Through a Lesson Protocol and the analysis of student work
- develop and implement Learning Centers to serve at-risk students including SWDs
- analyze periodic assessments and CST data with the goal of informing their instruction to better meet the needs of ELs and SWDs, and all the other low-performing groups.

The following are allowable expenditures for local districts and central offices to provide professional development that is supplemented with Title I, Part A funds in program code K070 and B070:

Day to Day Subs	Reprographics Services
District Training Rate (Certificated and Classified)	Contract Instructional Services
Instructional Materials	Independent Contracts (Professional Service)
X/Z Time	Custodial Overtime
Advisory Committee Expenses	

Central office and local districts will submit a budget worksheet and/or Budget Adjustment Request form along with a **2008 – 2009 Central Office Support for the PI LEA 10% Set-Aside Reservation Mandates** form (Attachment A) which the expenditures are listed and justifications on how the expenditures are aligned to the PI LEA Plan Year 3 Corrective Action. Once completed, submit both forms to:

Deborah S. Ernst, Director
Specially Funded Programs Branch
Beaudry - 16th Floor

As a reminder, any staff participating or leading a federally funded professional development must complete the appropriate time reporting documentation.



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- AUTHORITY:** This is federal policy for all local district and central office personnel who provide professional development to local district and school-site staff.
- RELATED RESOURCES:** Bulletin BUL-2188.0 Purchase of Meals/Refreshments/Food
Bulletin BUL-426.1 Professional Services Contracting Policies
Bulletin BUL-2643.3 Time Reporting Documentation for Federal and State Categorical Programs
- ASSISTANCE:** For assistance or further information please contact the following individuals:
- For questions regarding elementary professional development: Ronni Ephraim at (213) 241-5257.
 - For questions regarding secondary professional development: Shelley Weston at (213) 241-7510.
 - For questions regarding PI LEA status: Debbie Ernst or Alice Turner in Specially Funded Programs Branch at (213) 241-6990
 - For questions regarding fiscal allocations: Kathy Payne in Budget Services at (213) 241-2170
 - For questions regarding time reporting: Specially Funded Programs Accounting at (213) 241-7889

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ATTACHMENT A

2008 – 2009 Central Office Support for the PI LEA 10% Set-Aside Reservation Mandates

Title I Allocation \$ _____

Name of Office

(The District has adopted the following program support goals, related actions, and expenditures to address the three areas that caused the LEA to be in Program Improvement:)

Directions:

- ◆ All actions and expenditures of these resources must be aligned and articulated in the Program Improvement Local Education Agency Plan Year 3 Corrective Action to meet Corrective Action F
- ◆ Please attach this justification to all Central Office fiscal transactions (initial budget worksheets and budget adjustment request)

PROGRAM SUPPORT GOALS (Based on conclusions from Analysis of Student and Staff Data) AYP Goals: • For 2008-2009 the percentage of students in grades 2-11 scoring proficient or above on the California Standards Tests (CST) and the California Alternate Performance Assessment (CAPA) will equal or exceed 45.5% in Mathematics and 45.0% in Language Arts. • For 2008-09 Graduation Rate Criteria: At least 83.1% OR “Change” (improvement in the rate from the previous year) of at least 0.1% OR “Average 2-Year Change” (improvement in the average two-year rate) of at least 0.2%. School, Family and Community Partnership Goal: • All schools will have effective school, family community partnership.	
Anticipated outcome: The percentage of English Learners (EL) and students with disabilities (SWD) in grades 2-11 scoring proficient or above on the CSTs and CAPA at Title I schools will equal or exceed 45.5% in Mathematics and 45.0% in Language Arts. The percentage of 10th grade ELs and SWDs scoring proficient or above on the CAHSEE and CAPA at Title I high schools will equal or exceed 43.5% in Mathematics and 44.5% in Language Arts. The percentage of students graduating is at least 83.1% OR “Change” (improvement in the rate from the previous year) of at least 0.1% OR average 2-Year Change” (improvement in the average two-year rate) of at least 0.2%.	
Means of evaluating progress toward this goal: Student Data and Needs Assessment • Periodic assessment data analyzed to indicate students’ level of proficiency • Interventions implemented to address student needs identified in data analysis • Data indicating students participating and achieving in courses required for graduation • Data indicating an increase in the graduation rate and the reduction in the drop-out rate of the socio-economically disadvantaged subgroup	Group data to be collected to measure gains: • CST scores in language arts for English Learners and students with disabilities • Graduation rate • CAHSEE pass rate

Actions to be Taken to Reach AYP Goals	Participating Group(s) (Teachers, Administrators, Support Staff)	Start Date Completion Date	Proposed Line Item Expenditures	Estimated Total Cost
		7/1/08 to 6/30/09		