

Chapter 7: Ensuring Effective Practices: Program Assessment, Monitoring, and Accountability - Additional Support and Resources

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Accountability for Implementation of Instruction: L.A. Unified Staff Roles and Responsibilities

In order to ensure accountability for implementing effective instructional services for ELs, LAUSD specifies the following duties for which it will hold itself responsible.

School/Site Level

Teachers

- Consistently implement with fidelity the Designated ELD curriculum as outlined in the *EL and SEL Master Plan* and any other Central Office initiatives regarding ELD instruction
- Provide instruction during core classes using research based strategies and Integrated ELD methodology and/or primary language instruction or support, to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in Designated ELD and Access to Core for progress towards minimum expected benchmark achievement
- Refer to SSPT for intervention when students do not make adequate progress; participate in SSPT process and implement SSPT recommendations
- Maintain contact with the students' families and keep them apprised of their child's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents. Participate in maintaining records and in communicating with parents.

Site Administrators

- Supervise classroom instruction for content and pedagogy to ensure the delivery of Designated ELD and access to the core through Integrated ELD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Conduct regular classroom walkthroughs to ensure that Designated and Integrated ELD and/or primary language instruction or support are being delivered in the manner outlined in the *EL and SEL Master Plan*
- Evaluate program objectives and outcomes of all relevant staff using the Teaching and Learning Framework
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress expectations

- Utilize multiple sources of data to monitor EL program implementation
- Keep record of all walkthrough and reflection data. This record is provided to Instructional Directors quarterly as part of a conference on implementation of the *EL and SEL Master Plan*.
- Review placement of ELs in Designated ELD instruction prior to the beginning of each semester and monthly, and correct any inconsistencies with the EL and SEL Master Plan.
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in Designated and Integrated ELD and/or primary language instruction or support
- Conduct monthly/trimester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data
- Ensure that SSPT meetings occur for all EL students who do not make adequate progress, and that SSPT recommendations are fully implemented
- Ensure that interventions are designed and delivered consistent with the Master Plan
- Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents who require these services have access to them
- Provide a welcoming environment for parents of EL and SEL students and ensure that they are regularly apprised of program options, EL/SEL progress, assessments and reclassification process and results

EL Designees/TSP Advisor

- Provide professional development to all stakeholders, which supports the EL and SEL Master Plan program implementation. This may include but is not limited to:
 - Identification and placement of ELs
 - Effective instruction and intervention services for ELs
 - Effective Designated and Integrated ELD methodologies
 - Use of ELD Assessment Profiles
 - Reclassification criteria process and procedures
- Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the SPSA and address the linguistic and academic needs of ELs
- Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs
- Facilitate grade-level team/department meetings to analyze EL/SEL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

- Convene and participate in SSPT for students not making adequate progress

Indirect services include, but are not limited to the following:

- Maintain EL Program documentation as required by State and Federal mandates
- Assist the administrator with the enrollment process for ELs
- Assist with identifying the initial ELD level of newly enrolled ELs
- Coordinate the administration of assessments used to determine EL placement
- Conduct Parent Registration and Orientation Meetings
- Review EL placement monthly with site administrator and/or counselor and correct any inconsistencies

Counselors

- Meet with students and their parent/guardian on Individual Graduation Plans (IGP) for high school and conduct High School Conferences with students and their parent/guardian.
- Ensure appropriate placement for ELs in the development of the Master Schedule
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Collaborate with EL Designee/TSP Advisor, parents, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming
- Collaborate with EL Designee/TSP Advisor, parents, students and others to monitor the progress of ELs/SELs toward meeting graduation and college admission requirements
- Meet frequently with EL and SEL students who are at risk of not graduating
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as individual designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

Title III Coaches

- Conduct demonstration lessons and provide feedback for teachers on instructional strategies and classroom practices relating to Designated and Integrated ELD
- Facilitate banked-time, grade-level/department meetings, and study groups to assist teachers in accelerating EL academic achievement
- Guide teachers in use of assessment data, examination of student work, planning and delivery of instruction for ELs
- Provide direct intervention services to target EL student groups based on identified needs
- Participate in central and Local District professional development to support Title III initiatives
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs

Academic English Mastery Program Standard English Learner (SEL) Coaches

- Provides school-site support and builds teacher capacity around Culturally and Linguistically Responsive Pedagogy (CLRP) and Mainstream English Language Development (MELD)
- Works with Local District Coordinators and the Academic English Mastery Program central office staff to build knowledge and understanding around Culturally and Linguistically Responsive Pedagogy, Standard English Learner languages, and the impact of both on learning
- Provides leadership and support to the school site instructional leadership team to improve student achievement and accelerate the learning of Standard English Learners (pre-kindergarten through 12th grade)
- Coaches teachers through the Cognitive Coaching Cycle in the use of assessment data, examination of student work, planning and delivery of instruction for SELs
- Conducts demonstration lessons, observes teacher instructional practices, and provides feedback for teachers on Culturally and Linguistically Responsive (CLR) instructional strategies and classroom practices relating to Mainstream English Language Development (MELD)
- Supports collaborative work that contextualizes teaching and learning by planning and delivering appropriate instruction, intervention and accommodation strategies for Standard English Learners
- In collaboration with the Multilingual and Multicultural Department, conduct an annual evaluation of the Master Plan's implementation and outcomes. The annual evaluation will examine each of the elements in the Implementation Map for ever-ELs, current and former SEL designated students, ELs, and SELs participating in Dual Language Two-Way Immersion Program
- Develop regular reports regarding students who are not making adequate progress toward reclassification and provide lists of such students to sites and Local District Superintendents
- Provide training to Local District data coordinators on using the District data dashboards and My Integrated Student Information System to generate data reports and templates.

Local District Level

Local District EL Coordinators

- Coordinate and assist schools in assigned Local District (LD) with the implementation of a Comprehensive ELD program
- Develop, coordinate, and conduct professional staff development programs for LD staff regarding Master Plan instructional programs, including appropriate instructional methodology for Designated and Integrated ELD, language arts in primary language, and content instruction in primary language
- Coordinate the implementation, monitoring, and training of school support staff and LD staff in the area of English Learner Program instruction
- Conduct regular visitations to schools in assigned LD to support the programs in the school plan and to monitor, support, and assess the Master Plan implementation
- Assist the LD Instructional Directors in supervising the implementation of the Master Plan
- Coordinate and assist schools in assigned LD with the implementation of a Comprehensive ELD program through a multi-tiered system of support for ELs
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Develop, coordinate, and conduct professional development programs for LD staff regarding Master Plan programs
- Review and provide assistance to schools on Title III and EL Program budgets
- Coordinate the implementation, monitoring, and training of school support staff and LD staff in the area of English Learner program compliance
- Conduct regular visitations to schools in assigned LD to support the programs in the school plan, Federal Program Monitoring (FPM) and the use of the *English Learner Online Accountability System*
- Monitor, support, and assess Master Plan implementation
- Provide leadership and support to Local District and school site staff to improve student achievement and accelerate the learning of ELs and SELs

The Academic English Mastery Program Local District Standard English Learner Coordinator

- Coordinates integrated professional development activities related to implementation of all programs that supports Standard English Learners
- Plans and delivers professional development to teachers and administrators focused on Culturally Relevant and Responsive Pedagogy
- Collaborates with and guides the local district in building their capacity for linguistically-responsive instruction that promotes equity and access to the California state standards for Standard English Learners
- Collaborates with school administrators and other key staff in developing the infrastructure needed to provide a multi-tiered system of support
- Analyzes student-centered data to identify and design District-wide multi-tiered strategies to address the instructional needs of Standard English Learners in grades K-12

- Works collaboratively with local district instructional content teams to incorporate CLRP and SEL instructional strategies in all content areas and professional development opportunities
- Provides analysis and support to schools in the use of Culturally and Linguistically Responsive instructional strategies
- Supports SEL instructional coaches, local districts and schools in the use of District data (i.e., LAS Links, SBA, DIBELS, A-G Progress, etc.) to determine effectiveness of core instruction multi-tiered systems of support with the goal of increasing academic achievement for Standard English Learners

Local District Counseling Coordinators

- Verify correct placement of all ELs in appropriate ELD/LTEL classes at secondary schools
- Review secondary school master schedules to ensure adequate ELD course availability
- Use student-centered data to design and implement Local District professional development for Pre-K-12 counselors regarding the District's comprehensive counseling and guidance program, the National Model and State Standards for School Counselors
- Leads the implementation of state legislation and District policies and procedures that relate to student academic achievement to include A through G requirements, attendance, enrollment, promotion, graduation, and dropout prevention and recovery
- Assists with the implementation of the school site SSPT
- Facilitates the use of on-line learning/coursework to promote student proficiency and credit recoupment in core content areas
- Uses MyData, Dashboard and the School Report Card information to help guide school site and classroom instructional decisions
- Conducts meetings with school administrators regarding District counseling services, mandates, master schedule, District policies and procedures
- Works with school site counselors to monitor the completion of all annual IGP
- Works with the principal to ensure school site counselor program accountability and assists in the performance evaluation process
- Provides training and support to all Local District counselors ensuring proficiency in data collection and to monitor and evaluate the effectiveness of the services delivered to students
- Assists schools with case management, community outreach, including partnerships with community colleges and university, summer bridge programs and career fairs
- Supports site implementation of Pre-K-12 college-going culture including college readiness assessments, parent engagement workshops, campus tours, and college/career preparatory programs

Local District Parent and Community Engagement Administrator

- Conducts professional development on family engagement for administrators, teachers, parent center staff, and other school staff
- Supports principals on matters regarding family engagement and school councils/committees, school/home compacts, and the single plan for Student Achievement

- Ensures all schools communicate parents' rights and responsibilities to parents and stakeholders
- Utilizes multiple communication strategies with parents and the community to connect conversations about student achievement goals and the instructional program
- Supervises and trains Parent Educator Coaches to provide them the support they need to respond to diverse parent and community interests, concerns, and needs
- Provides an infrastructure for training and technical assistance to school site advisory committees
- Ensures that parent education and involvement activities promote and are aligned to District goals, including increasing graduation rates, college access, California State Standards, and the Master Plan for English Learners and Standard English Learners
- Supports schools in the implementation of the Parents as Equal Partners resolution
- Provides training to school staff and/or school action teams to implement effective parent engagement plans

Administrator, Parent, and Community Services

- Leads in the formulation of District policy related to the Parent and Community Services
- Guides and counsels District-wide on complex parent and community engagement matters
- Reviews and supports the implementation of all necessary federal, state, and District policies related to Title I parent and family engagement including those mandated by Title I, Title III, and the Local Control and Accountability Plan
- Coordinates the annual calendar of events and activities with local districts related to parent Title I training including, but not limited to, the training for the School Site Councils and English Learner Advisory Committees, required bi-monthly review of the LEA Title I Parent Involvement Policy, the development of each schools' Title I Parent Involvement Policy, and School-Parent Compact
- Serves as a liaison between the Parent and Community Services, Specially Funded Programs, and other divisions of the District
- Collaborates with all divisions within the District to provide learning opportunities for parents through the local districts
- Coordinates with Federal and State Education Program and the Multilingual and Multicultural Education Department staff regarding budget expenditures, program mandates, and development of information pertinent to parents
- Communicates matters pertaining to program goals and policy with Board members, Board members' staff, and District senior leadership

Parent, Community, and Student Services, Specialist

- Assists the Senior Executive Director with parent and community engagement efforts for the parents of targeted student subgroups
- Assists the Senior Executive Director in planning, convening, conducting, and evaluating professional development for PCSS and local district Parent and Community Engagement (PACE) administrators, coaches, and facilitators
- Assists the Senior Executive Director in developing LAUSD Board of Education communications

- Supervises the implementation of the Title I study groups in each local district to review the LEA Title I parent involvement policy and related initiatives ensuring that multiple stakeholder groups are represented within each local district
- Organizes and supervises parent engagement efforts required by the Local Control and Accountability Plan (LCAP) funding formula
- Analyzes and identifies the parent and community engagement implications with the recent state efforts to align the LEA Title I plan with the LCAP
- Develops parent data collection tools including surveys and protocols for interviews and focus groups
- Oversees the collection of compliance documents related to the Local Control and Accountability Plan, Title I, and English Learner programs

Parent and Community Liaison, Special education

- Assists the Associate Superintendent, Special Education or designee in providing support and information to the Community Advisory Committee (CAC)
- Serves as a liaison and facilitator among the special education parent councils and other parent organizations and services within the District and community
- Identifies parent and community issues and concerns and collaborates with the Parent and Community Services in resolving these issues
- Provides support for meetings and activities of the parent organizations including parent and community conferences
- Develops and implements leadership training opportunities for parents of students with disabilities
- Collaborates with local districts and special education service centers in the development and implementation of parent training throughout the District
- Oversees the work of and supervises Parent Community Facilitators (MCD) and Parent Network Liaison Coordinators (MCD)
- Facilitates trainings for “Oral Interpretations at IEP Meetings” for the District and non-public schools staff
- Participates in various planning committees for annual community-sponsored family events and activities
- Maintains and updates the calendar of parent training and coordinates related services as needed
- Updates District memorandums and reference guides related to Parent Resources for Engagement and Student Success (PRESS)

Local District Instructional Directors

- Supervise and coach principals on a daily basis; training them and providing them with the support they need to raise student achievement in their schools
- Assess the pedagogical details of the school improvement plan in every school, helping principals set key objectives for learning and measurable benchmarks for EL/SEL progress
- Ensure that staffing patterns, student grouping plans, scheduling, and organizational structures are appropriate to desired student outcomes

- Use EL/SEL data to drive instructional changes at schools by analyzing and determining next steps based on:
 - disaggregated state test scores;
 - school walkthroughs;
 - collections of student work; and
 - interim assessments
- Put in place an infrastructure for professional development of principals, administrators, and school staff including the Master Plan and its components
- Provide leadership and support to school site administrators and staff to improve student achievement and accelerate the learning of ELs and SELs
- Observe classroom instruction for ELs and SELs to verify program implementation
- Support school administrators and stakeholders as they align budgets with the needs of EL and SELs students to ensure that rigorous instructional programs and effective support services are delivered to all students
- Assist administrators to create a learning environment that promotes equity and high expectations for academic achievement
- Establish and maintain communication with parents and the community regarding accountability for results, and ensure that all parent education and involvement activities promote and are aligned with District student achievement goals
- Refer site leadership to targeted professional development for administrators and school staff as needed to ensure full Master Plan implementation

Local District Administrators of Instruction

- Supervise and coach Local District instructional staff, train and provide support and guidance in the implementation of Local District and District instructional initiatives that support all students, including English Learners, foster youth, Standard English Learners, students with disabilities, socioeconomically disadvantaged students, and gifted and talented students
- Work collaboratively with the Local District leadership team to establish a cohesive Local District instructional plan to support overall student achievement
- Lead, mentor, and support principals; lead professional development; and utilize accountability measures to ensure that all schools excel in meeting instructional goals
- Support and supervise the overall implementation of instructional programs and services for English Learners and Standard English Learners
- Assess individual school's Single Plan for Student Achievement and guide principals in establishing measurable instructional objectives and strategies for effective teaching and learning

Local District Superintendents

- Supervise and coach directors and principals on a daily basis; training them and providing them with the support they need to raise student achievement in their schools
- Assess carefully the pedagogical details of the school improvement plan in every school, helping principals set key objectives for learning and measurable benchmarks

- Ensure that staffing patterns, student grouping plans, scheduling, and organizational structures are appropriate to desired student outcomes
- Use EL data to drive changes in classroom instruction by collecting, analyzing, and determining next steps based on:
 - disaggregated state test scores;
 - school walkthroughs;
 - collections of student work; and
 - interim assessments.
- Establish an infrastructure for professional development of school staff on the Master Plan

Central District Level

Multilingual and Multicultural Education Department Staff

- Administer programs that support every child in learning English and achieving high levels in all academic content areas
- Provide professional development to ensure the implementation the District's Title III Initiatives, as well as the Master Plan for ELs and SELs
- Ensure that differentiated instruction is provided to all students based on academic and linguistic needs in a Comprehensive ELD Program including Primary Language Instruction, and Primary Language Support
- Provide leadership and technical assistance to ensure that Federal and State mandates, as well as District policy, are implemented to support the English Learner Program accountabilities
- Collaborate with the Local District English Learner Program staff and other District programs to promote best practices and to strengthen and coordinate services for ELs
- In collaboration with Parent and Community Services work with parents as partners in education to provide opportunities that directly support their child's education
- Provide leadership and support to Local District and central office staff to improve student achievement and accelerate the learning of ELs and SELs
- Provide leadership and support to Title III coaches and Local District EL Coordinators

Multilingual and Multicultural Education Department Executive Director

- Administer and direct the central office Multilingual and Multicultural Department to ensure that ELs and SELs acquire academic English proficiency and achieve high academic standards
- Provide leadership and support to Local Educational Service Center and central office staff to improve student achievement and accelerate the learning of ELs and SELs (pre-kindergarten through 12th grade)
- Lead the District's efforts to implement the *English Learner Master Plan for ELs and SELs* to accelerate proficiency of academic English and improve pedagogy to meet the needs of ELs and SELs
- Lead the District's efforts to implement Title III Plan recommendations for improving EL academic success
- Work collaboratively with the Deputy Superintendent of Instruction and Local District Superintendents to ensure that Master Plan Instructional Programs are implemented and evaluated regularly and develop actionable plans toward improvement

- Collect and analyze EL and SEL instruction and assessment data and prepare documents and reports for the Chief Academic Officer, District staff, Board of Education, parents and outside agencies
- Coordinate integrated professional development activities related to implementation of all programs that support ELs and SELs
- Coordinate collaborative and integrated efforts to ensure District programs are utilizing best instructional practices and meeting the guidelines of State and Federal legislation
- Work collaboratively with staff across Central and Local Districts to integrate - Culturally Relevant and Responsive Pedagogy Pre-K through grade 12
- Actively engage parent and community members in efforts to close the proficiency gap and improve the academic achievement of ELs and SELs
- Provide leadership and support to Local District and central office staff to improve student achievement and accelerate the learning of ELs and SELs

Multilingual and Multicultural Education Department Dual Language Programs Director

- Leads the development and evaluation of District policies and procedures to ensure implementation of effective language programs for English learners including Dual language education programs, Structured English learner programs, new English learner assessments, and California standards including Proposition 58
- Provides and connects support to all local districts and central offices in the administration, evaluation, and use of instructional resources to support English learner achievement
- Provides targeted leadership support to local district leaders in identifying best practices for implementing effective language programs such as Dual/Bilingual/Education Programs to improve English Learner student achievement
- Supervises and coordinates the collection and analysis of data and prepares reports to monitor the effectiveness of language programs such as Dual/Bilingual/Education Programs on an ongoing basis to monitor reclassification and graduation
- Designs and implements staff professional development to ensure understanding of knowledge and skills required of English Learners in meeting new California standards
- Establishes and maintains communication with parents and the community regarding effective practices that support English learners, dual language, and world language and culture programs

Academic English Mastery Program Standard English Learner (SEL) Administrative Coordinator

- Directs and evaluates the work of The Academic English Mastery Program and personnel
- Provides and connects support to all local districts and central offices in the administration, evaluation, and use of instructional resources to support the academic achievement of Standard English Learners

- Ensures inclusion of Standard English Learners in general education and special education initiatives such as implementation of new curriculum aligned to the LAUSD SEL Resolution, state frameworks and implementation of California State Standards
- Provides targeted leadership support to local district leaders in identifying best practices for implementing Culturally and Linguistically Responsive instruction to improve student achievement
- Designs and implements staff professional development to ensure understanding of knowledge and skills required of Standard English Learners in meeting the California State Standards
- Establishes and maintains communication with parents and the community regarding effective practices that support Standard English Learners

The Academic English Mastery Program Local District Standard English Learner Coordinator

- Coordinates integrated professional development activities related to implementation of all programs that supports Standard English Learners
- Plans and delivers professional development to teachers and administrators focused on Culturally Relevant and Responsive Pedagogy
- Collaborates with and guides the local district in building their capacity for linguistically-responsive instruction that promotes equity and access to the California state standards for Standard English Learners
- Collaborates with school administrators and other key staff in developing the infrastructure needed to provide a multi-tiered system of support
- Analyzes student-centered data to identify and design District-wide multi-tiered strategies to address the instructional needs of Standard English Learners in grades K-12
- Works collaboratively with local district instructional content teams to incorporate CLRP and SEL instructional strategies in all content areas and professional development opportunities
- Provides analysis and support to schools in the use of Culturally and Linguistically Responsive instructional strategies
- Supports SEL instructional coaches, local districts and schools in the use of District data (i.e., LAS Links, SBA, DIBELS, A-G Progress, etc.) to determine effectiveness of core instruction multi-tiered systems of support with the goal of increasing academic achievement for Standard English Learners

Academic English Mastery Program Standard English Learner (SEL) Specialist

- Works with schools, local districts, and central staff to implement and monitor effective programs for Standard English Learner as required by District and State policy.
- Collaborates with central office content unit staff and local district SEL Coordinators to facilitate the design and delivery of professional development that aligns with all guiding documents around Culturally and Linguistically Responsive instructional strategies for Standard English Learners

- Visits schools on request to provide information and support relative to program policy, procedures, and Culturally and Linguistically Responsive instruction
- Supports efforts to accelerate proficiency of academic English by leading the District's effort to improve instructional pedagogy to meet the needs of Standard English Learners, through the use of the five pedagogical areas of CLR (Responsive Environment, Responsive Language, Responsive Vocabulary Development, Responsive Literacy, Responsive Management)
- Participates in the planning and implementation of professional development for teachers and administrators focused on Culturally and Linguistically Responsive (CLR) pedagogy as called for in the SEL Resolution
- Supports the local districts in the oversight of the SEL "Parents as Partners" component which includes all parent/community representatives who staff school site AEMP Parent Information Centers
- Supports and facilitates the integration of content literacy across all subject areas.

The Academic English Mastery Program Standard English Learner coach

- Provides school-site support and builds teacher capacity around Culturally and Linguistically Responsive Pedagogy (CLRP) and Mainstream English Language Development (MELD)
- Works with Local District Coordinators and the Academic English Mastery Program central office staff to build knowledge and understanding around Culturally and Linguistically Responsive Pedagogy, Standard English Learner languages, and the impact of both on learning
- Provides leadership and support to the school site instructional leadership team to improve student achievement and accelerate the learning of Standard English Learners (pre-kindergarten through 12th grade)
- Coaches teachers through the Cognitive Coaching Cycle in the use of assessment data, examination of student work, planning and delivery of instruction for SELs
- Conducts demonstration lessons, observes teacher instructional practices, and provides feedback for teachers on Culturally and Linguistically Responsive (CLR) instructional strategies and classroom practices relating to Mainstream English Language Development (MELD)
- Supports collaborative work that contextualizes teaching and learning by planning and delivering appropriate instruction, intervention and accommodation strategies for Standard English Learners
- In collaboration with the Multilingual and Multicultural Department, conduct an annual evaluation of the Master Plan's implementation and outcomes. The annual evaluation will examine each of the elements in the Implementation Map for ever-ELs, Ever-SELs, ELs, and SELs participating in Dual Language Two-Way Immersion Program
- Develop regular reports regarding students who are not making adequate progress toward reclassification and provide lists of such students to sites and Local District Superintendents

- Provide training to Local District data coordinators on using the District data dashboards and My Integrated Student Information System to generate data reports and templates.

Chief Academic Officer

- Provide leadership and support to Local District and central office staff to improve student achievement and accelerate the learning of ELs and SELs
- Support and hold Local Educational Service Center Instructional Superintendents accountable for implementing *English Learner Master Plan* policies and practices
- Advise LAUSD Superintendent on key issues related to ELs and SELs
- Ensure that the District adheres to the standards and procedures in the Master Plan and that all offices and departments coordinate their efforts related to programs and services for ELs

Superintendent

- Evaluate District goals relative to District's Strategic Operating Plan, including implementation of the EL and SEL Master Plan, student achievement, professional development, and evaluation and accountability
- Report progress to the Board and public