



ALL YOUTH ACHIEVING

Becoming the Best in the West

2011 Superintendent's Annual Meeting

August 24, 2011

Hollywood High School

A. OUR CORE BELIEFS

1. Start with students
2. Families are our partners
3. Success is in the classroom
4. Diversity is our strength
5. Effective teaching, leadership, and accountability are the key to our success

B. STAR & CAHSEE RESULTS

1. In 2011, LAUSD students continue to make impressive gains in English Language Arts and Mathematics on the Standardized Testing and Reporting (STAR) results.
2. Our students exceeded state scores in both of these categories. In Math, the District doubled the gains reported by the state. In English language arts, the District outperformed the state by one point.
3. Overall, the proficiency rate for the LAUSD increased at every grade level, and in nearly every subject on the California Standards Tests.
4. These results are especially noteworthy considering the devastating budget cuts the District has suffered the past three years.
5. While these statistics deserve to be celebrated, we are not where we want to be. But we are well above where we used to be.
6. Despite our continuous academic success, the achievement gap between white and African-American and Latino students persists.
7. The 10th grade pass rate in English language arts and mathematics for the California High School Exit Exam (CAHSEE) in the LAUSD is at an all-time high.
8. More 10th graders are passing the CAHSEE since the inception of the test.
9. In 2010-11, 75 percent of 10th grade students in the LAUSD passed the English language arts portion of the test. In mathematics, 75 percent passed on their first try, the highest percentage in the District since 2003-2004.
10. LAUSD's gain of two percentage points in English language arts from the previous year exceeded the state average of one percentage point growth.
11. Over the last seven years, LAUSD's 13 percentage point gain in English language arts was the second highest among urban districts, after Pasadena's gain of 18 percentage points.
12. During that same period, 10th graders have gained 17 percentage points in pass rates in mathematics.
13. Latino students gained by four percentage points from the previous year, while African American and Asian students gained by one percentage point.

C. GRADUATION AND DROPOUT RATES

1. In 2010-11, the LAUSD graduation rate was 56 percent, an increase of one percent over last year and four percent over 2008-09.
2. At the same time, the District's high school dropout rate declined four points in 2009-10, the most recent year for which figures are available. The rate for 2009-10 is 25.4 percent, as compared with 29.6 percent in 2008-09.
3. Credit goes to the extensive efforts undertaken by families, principals, teachers, administrators, board members and the private sector for the increase in the LAUSD's graduation rate and the decrease in our dropout rate.
4. Young men and women who graduate from high school and attend college have a tremendous advantage over their peers who don't follow that path in securing well-paying, productive and meaningful jobs.
5. This is the main reason the District is absolutely committed to its goal of graduating 100 percent of its students college-prepared and career-ready. The more immediate goal is to raise the high school graduation rate to 70 percent by 2013-14.
6. Superintendent Deasy intends to examine in great detail why more students are not graduating from high school and to develop a plan this year to dramatically improve this data. This plan will be put together with input from experts inside and outside LAUSD.

D. FACILITIES

1. The District's new school construction program, supported by voters, continues to produce state-of-the-art facilities for our students.
2. The primary goal of the program has been to provide students with the opportunity to attend a neighborhood school operating on a traditional, two-semester calendar, and eliminate involuntary busing and the use of multi-track calendars.
3. In 2011, nine additional new school projects will open, making a total of 111 out of the projected 131 K-12 projects.
4. The number of schools operating on a multi-track calendar has decreased by 89 percent since 2002. There are now only 23 schools that remain on multi-track calendar. In 2002, the figure was 227.
5. The number of schools involuntarily busing students has fallen dramatically from 111 in 2002 to 2 in 2011, a decrease of 98 percent.

E. CLASSIFIED EMPLOYEES

1. It is not possible to overestimate the value that our classified employees bring to LAUSD.
2. Our schools could not function, and our students could not be adequately served, without the bus drivers, library aides, office workers, cafeteria and custodial staffs who do such an amazing job for this District.
3. In recent weeks, the budget crisis has forced the District to send RIF notices to hundreds and hundreds of classified employees. The impact the loss of these employees will have on the District is nothing short of catastrophic. We will do our best, but it would be irresponsible to suggest that we can go on with business as usual.
4. We have a moral obligation to do everything we can to find these displaced workers new jobs, or train them for other specific positions within LAUSD.
5. At the same time, I would encourage our legislators from both parties to visit our schools and speak with our workers who have had their lives turned upside down, so that they can better understand the consequences of their decisions.