

*All Youth Achieving*

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Start with students

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Families are our partners

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Success is in the classroom

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Diversity is our strength

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Effective teaching, leadership, and accountability

Superintendent Deasy's Update for July 18-22, 2011

On a weekly basis, I will be providing an update on our progress toward implementing our four core strategies that will help us ensure all students graduate college-prepared and career-ready.

Deasy's Download

According to legend, in the 19th century most American children attended class in a one-room or little red schoolhouse. In the 20th century, those quaint places of learning were replaced by brick-and-mortar structures, some of them beautifully designed. A hundred years from now, what will they be saying about the typical school of the 21st century? If current trends continue, they may conclude that it didn't look much different from the classic American living room.

During the 2010-11 year, approximately 6,000 LAUSD students took one or more online courses. This summer, 575 high school students are enrolled in the summer school online program, now in its second year of operation. Though taking online classes might seem exotic, if not suspicious, to those of us over 35, it's actually both simple and academically sound.

Teachers interact with on-line students via e-mail, conduct "chat" learning sessions, and provide one-on-one assistance to students on site. For their part, students in the online summer session are expected to spend at least three hours per day inside their virtual classroom. Just like kids sitting at desks, they are given assignments, quizzes and tests, and graded on their work. Teachers have the ability to track students' activities online, such as playing around on Facebook – the high tech version of passing notes.

What we like to call the "learning environment of the future" actually combines virtual courses with face-to-face teaching. And while it will not replace the traditional school facility—especially since the District is in the midst of a highly successful program of new construction—the on-line option meets the needs of an increasing numbers of today's LAUSD students.

1. Using Data to Drive Standards-Based Instruction

Use data to drive standards-based, effective instruction for all students, coupled with support and intervention, when students need extra assistance or accelerated learning.

Data can be a powerful tool for identifying potential professional development for large (whole school) or small groups (grade level, SLC, department, etc.). Using the MyData and/or CoreK12 data systems, schools can explore data to identify trends using CST data, reclassification rates, attendance patterns, behavior referrals, or levels of success of intervention programs.

Providing regular time for teachers to explore, analyze, compare, and evaluate student data can provide the catalyst for discussions around effective instruction and assessment practices.

Some reports to drive these discussions may include:

CoreK12	Periodic Assessments-Performance Band Report
	Item Analysis Report
MyData-	CA Standards Tests-School
	Periodic Assessments – All content areas
	Reading Assessments

Please visit <http://data.lausd.net/> for more information.

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2. Supporting All Employees

We are accountable for our students' success. We will use data to personalize the supports that all of our employees need to serve our students, from professional development and training to creating measurable performance goals.

This week, nearly 100 school administrators and local and central district staff kicked off the first of several trainings we have scheduled for this summer on the District's Teaching and Learning Framework and accompanying rubrics. This intense, five-day training, will lead to some participants being qualified as Certified Observers who will work with teachers this fall on the Initial Implementation of the District's Educator Growth and Development Cycle. I certainly appreciate the excitement and interest with which the participants have approached this important work. I look forward to beginning training sessions with teachers in the next few weeks.

I also want to thank those of you who went to our new [blog](#) focused on the work we are starting with our Classified employees. I would encourage you to browse through it, respond to areas you find of interest, and use this as one of many venues to communicate to our Supporting All Employees Team about this work.

For more information about the Educator Support and Development work and resources for our [Classified Staff](#), [Teachers](#), [School Leaders](#), or [District Leaders](#), please visit our website at: <http://sae.lausd.net>.

3. Budgeting for Student Achievement

We will make the District budget more transparent, align resources for greater impact and equity, and give schools the ability to target resources to meet their specific needs, bringing funding and decision-making closer to schools and classrooms.

Assembly Bill (AB) 114, or the Education Trailer Bill, signed by Governor Jerry Brown along with the state budget, has created quite a stir. AB114 directs school districts to use 2010-2011 funding levels to match school staffing so that teachers are not laid off.

We received clarification on the impacts of AB 114 from both Assemblywoman Julia Brownley and the Los Angeles County Office of Education (LACOE). This explanation mirrors the message from Governor Brown, which states "...school boards may nevertheless need to make reductions due to cost increases, loss of federal funds, enrollment declines or other factors. AB 114 does not interfere with these local school board decisions. School boards should take all reasonable steps to balance their budgets and maintain positive cash balances."

The 1,918 teachers and counselors we lost on June 30 resulted from the loss of Federal Stimulus funding, declining enrollment and other factors.

This clarification is critical in that it outlines that the staffing, programming and revenue level assumptions outlined in AB 114 apply only to the base revenue limit, not all revenue, and that districts, school boards, and county offices of education should continue to act to ensure fiscal responsibility and viability.

LACOE has provided the following recommendations to the District based on the requirements of AB 114 and the responsibilities of LACOE:

- School districts should follow "best fiscal practices" and exercise prudent fiscal management based on each district's financial situation and any reductions in staffing and programs are not automatically restored.
- As a result of \$2 billion in new deferrals which now comprise 39% of cash flow, districts must reassess cash flow for the current year.
- Districts must make public any revisions in revenues and expenditures made as a result of funding made available in the budget act.
- School districts should begin negotiating now with labor partners to develop contingency language shortening the school year should the state's revenues fall short to the point where cuts are triggered to K-12 education.

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4. Creating and Supporting Quality Schools

We will analyze multiple data points to differentiate the service and support we deliver to schools. In addition, we will capture and share best practices across all of our schools regardless of school models.

I am pleased to announce the approval of funding for 45 professional development plans submitted by internal teams approved to open schools via the first and second rounds of Public School Choice. The funding provided will be for 10 days of professional development that will take place this summer. The goal of each of these plans is to ensure a successful opening of the 2011-12 school year.

On Friday, July 15, the United Way of Greater Los Angeles (UWGLA) hosted a meeting for community-based organizations to brief them on the proposed changes to the Public School Choice family, student and community engagement process, which were presented at the Board of Education meeting on Tuesday, July 12, and to discuss the importance of their organizations in partnering with us to facilitate these meetings throughout the process.

Upcoming Events

Listed below are upcoming PSC events that I encourage each stakeholder group to attend. Each workshop series listed below will be held at LAUSD Headquarters, 333 South Beaudry Avenue, Los Angeles, CA 90017.

The schedule for all events is listed below with details posted on the PSC calendar at <http://publicschoolchoice.lausd.net/calendar>. Please use the Event Reservation Form found in the workshop's listing in the PSC website to register. You can also access the Event Reservation Form directly at the following link: http://publicschoolchoice.lausd.net/event_reservation_form.

PSC 2.0 Pilot School Workshop

The PSC 2.0 Pilot School Workshop Series is also open to PSC 3.0 applicants, current pilot school operators, and others interested in the pilot school model. Resource materials for previously held workshops are posted on the PSC website at http://publicschoolchoice.lausd.net/resource_links.

Date	Topic	Location	Duration
Thursday, July 28	School Culture Updated time	19-123	9 a.m.-noon
Thursday, August 11	Principal Evaluation	2-131	2 p.m.-4 p.m.
Thursday, August 25	Parent & Community Engagement	2-204	9 a.m.-11 a.m.
Thursday, October 6	Training for Governing School Council	19-123	4:30 p.m.-6:30 p.m.

PSC 3.0 Applicant Team Workshops

Date	Topic	Location	Duration
Monday, July 25	Budgeting for Student Achievement PART I: The Per Pupil Funding Model <i>Applicable to internal teams only</i>	2-202	5 p.m.-7 p.m.
Monday, August 1	New Workshop Budgeting for Student Achievement PART II: Developing the Budget <i>Applicable to internal teams only</i>	2-202	5 p.m.-7 p.m.
Monday, August 8	Staffing & Waivers <i>Applicable to internal teams only</i>	19-123	5 p.m.-7 p.m.
Monday, August 29	Early Education: Options for Early Ed Centers and Articulation of Instruction <i>All teams, especially those applying for elementary schools, are encouraged to attend and hear from the Office of Early Education.</i>	19-123	5 p.m.-7 p.m.