

*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

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Superintendent Deasy's Update for July 11-15, 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

For many of you, summer school probably invokes mixed memories. You attended classes, gained extra credit, and studied with friends, but at the same time, it sure would have been nice to go to the beach or sleep in past 6:30 a.m. on a Tuesday in July. Unfortunately, many elementary and middle school students who currently attend LAUSD will never have memories of summer school, good or bad. The ongoing budget crisis forced the District to discontinue summer school for all students but those in 10th, 11th and 12th grades. I have always believed that summer school is a tremendously important option for K-12 students, and when the time comes that LAUSD is once again receiving its fair share of dollars from the state, I fully intend to bring it back. In the meantime, the District is offering credit recovery summer school to students who are retaking a course to recoup or recover the credits they lost by having failed the course during the year. This year, a total of 19,278 students in grades 10-12 are enrolled in the summer session, which began July 6 and ends August 2. Of that number, 575 are taking courses through the virtual academy. The continued existence of the summer program, even in limited form, is so critically important both for the education of our students and the positive impact on graduation rates. By attending summer school, "credit recovery" students increase the odds that they will receive their diplomas. I can think of no better reason to rise early and get to class on a summer morning.

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 use and analysis to direct the use of the Problem-Solving Process (PSP) is one of the primary focuses for the Secondary Best Practices Institutes that began this week. Over 700 teachers and administrators are acquiring a deeper knowledge of the use of our data systems—MyData and CoreK12—and the analysis of the data to inform practice at every level.

Teachers are learning about the three assessment portals found in the CoreK12 system—*Periodic Assessments*, *Progress Monitoring* tools, and *Diagnostic* assessments. Each assessment tool has a variety of reports that can be used for analysis. The most frequently accessed reports are the Performance Band Report and the Item Response Report. The Performance Band report displays student achievement results by standard and performance level for a single assessment. The Response Report displays item-level results for a single assessment. Both of these reports can be used to identify the standards that have been mastered and those that have not. Data are presented in graph and table format allowing for ease of analysis.

This summer, teachers are using these reports to plan for the upcoming school year. Products from the Institute include unit and lesson plans, instructional calendars, the development of Progress Monitoring assessments aligned to the curriculum, and much more.

To learn more about MyData, visit the Resources Page at: mydata.lausd.net.

To learn more about CoreK12, visit the website at: lauds.coreK12.com.

We are looking forward to seeing those of you registered for the upcoming trainings in July and August!

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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, we have begun to collaborate with departments within the District to catalog various professional development opportunities offered to our educators. The centerpiece of our performance review system is the support and development plan that will be individualized for each of our educators. Gathering information about the specific offerings will help us identify professional development areas where we may need to build and make adjustments.

I am also very excited about a new [blog](#) now live that will focus on the work we are beginning for 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.

We continue to plan for summer trainings with teachers and administrators around the District's teaching and learning framework, and accompanying rubrics. I am appreciative of staff's willingness to share some of your summer days with us to review this important 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.

On July 12, Megan Reilly, LAUSD's Chief Financial Officer, presented an update to the Board of Education on the adoption of the state budget and the impacts of Assembly Bill (AB) 114. She provided an overview of the state budget balancing plan implemented by the legislature, which consists of a mix of cuts (\$15 billion), an increase in expected annual revenue (\$8.3 billion), and a mix of other changes and new revenues (\$3.9 billion) to close the deficit. While assuming an increase in revenue, the state will continue with the deferral of \$2.1 billion worth of payments to schools pushed into the next state fiscal year, requiring districts to raise money in the credit market, increasing operating costs to schools.

While assuming \$4 billion in new revenue based on a trend of increasing revenue reported in the Governor's May Budget Revision, the budget also includes a series of "Triggers" that would enact mid-year cuts should this revenue forecast not be realized. The "triggers" are tiered with different levels of cuts being enacted depending on the size of the revenue shortfall. While the first two tiers of cuts don't impact school districts directly, the third tier, which would be implemented if state revenues are more than \$2 billion short of the forecast, would reduce school districts' base revenue by up to four percent, as well as eliminate \$248 million in Proposition 98 funding for Home-to-School Transportation.

In addition to the budget package, the Legislature also passed AB 114, which has a number of provisions that constrain the actions of school districts and county offices of education in their budget development and review processes. The bill suspends the fiscal accountability provisions allowing school districts and county superintendents of education to project the financial "health" of the district into the next two fiscal years. The bill also requires districts to use the same revenue levels, staffing and program levels as the 2010-11 fiscal year, and suspends districts' ability to lay off staff. Should revenues fall below the governor's projections to a point requiring reductions to K-12 education, AB 114 would allow districts to negotiate with labor partners to shorten the school year by up to seven school days, enactment that would make California's school year the shortest in the country.



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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.

On Tuesday, July 12, my recommendations to enhance parent, student, and community involvement in the Public School Choice (PSC) process were presented to the Board of Education. The feedback received from the Board was insightful and will go a long way to help us strengthen the plan. I am fully aware that this component of Public School Choice is critical to the success of the initiative and I look forward to taking the revised plan to the board for a vote in August.

We are in receipt of the summer professional development plans requested of all internal teams approved to open schools via the first and second rounds of the Public School Choice process. I would like to thank each of the teams for their submissions that are currently under review. The goal of this professional development opportunity is to ensure that these teams prepare for a successful opening of the 2011-12 school year.

Upcoming Events

Below are upcoming PSC operator, applicant team, and family and community events that I encourage each stakeholder group to attend. The workshop series for approved PSC 2.0 pilot schools and the PSC 3.0 Applicant Team Workshops are located at LAUSD headquarters, 333 S. Beaudry Ave., Los Angeles, CA 90017.

Details for all events are posted on the PSC calendar at: <http://publicschoolchoice.lausd.net/calendar>. The schedule of upcoming events is listed below. Please use the Event Reservation Form found in the PSC calendar to register for Applicant Team Workshops and Pilot School Workshops. You can also access the Event Reservation Form directly at the following link: http://publicschoolchoice.lausd.net/event_reservation_form. No RSVP is required for the Family and Community Orientation meetings.

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	19-123	9 a.m.-11 a.m.
Thursday, August 11	Principal Evaluation Updated time	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 Updated date	19-123	4:30 p.m.-6:30 p.m.

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PSC 3.0 Applicant Team Workshops

Date	Topic	Location	Duration
Monday, July 18	Updated date & time Teacher & Leader Effectiveness	19-123	5 p.m.-7 p.m.
Monday, July 25	New Workshop 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 8	New Workshop Staffing & Waivers <i>Applicable to internal teams only</i>	19-123	5 p.m.-7 p.m.
Monday, August 29	New Workshop 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.

PSC 3.0 Family and Community Orientation Meetings for New & Focus Schools

All are welcome to attend. No RSVP is required for these meetings.

Date	New/Focus Schools	Meeting Location	Duration
Thursday, July 21	SRHS #12	Fremont High School	4 p.m.-5 p.m.