

*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 4-8, 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

At LAUSD, it won't be long before year-round schools go the way of carbon paper and campus candy bar sales. The District is on target to meet its goal of ending its multi-track calendar by the 2012-13 school year, with the exception of one high school currently under construction. In the meantime, there are still 23 of our schools on the year-round calendar, which began this week. Whether July, August or September, the first day of school is never simple, but this year, the usual trials and tribulations were exacerbated by the new state law mandating that students in grades 7-12 show proof of having been immunized against whooping cough. According to the legislation, those students unable to provide the necessary documentation could be turned away from school. Since the law went into effect July 1, our year-round schools were the first to go through the process. As you probably heard, hundreds of students—1,840 in the case of Huntington Park High School—did not have the required proof of vaccination. What you may not have heard is that LAUSD nurses who were supposed to be off from work for the summer this week went to schools in need of assistance in administering the vaccine. Without their selfless commitment to this District and its students, what was an admittedly difficult situation would have been a disaster. I am extremely grateful to these employees and others for going well beyond their required duties to help our schools get through the first few days of the 2011-12 school year. They represent the best of LAUSD.

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.

As we begin the 2011-12 school year, our data focus is on prevention and early intervention. This is the time when we are getting to know the students we serve so we can effectively provide instruction and intervention. Two major data systems, **MyData** and **CoreK12**, offer insights into our continuing and potential students. Schools may want to explore the following reports as they prepare for the upcoming year.

MyData

- **Alerts-Elementary and Secondary:** The purpose of these reports is to identify students at-risk according to their performance across multiple subject areas, including academics, attendance and attitude (behavior).
- **Student Programming and Placement** (grades 6 and 9): The purpose of these reports is to provide multiple data points to support the appropriate placement for incoming students in mathematics and English.
- **EL Monitoring:** The purpose of this report is to monitor the criteria needed for English learner (EL) reclassification. Using this report, schools can determine where a student might need additional assistance to reclassify (CELDT score, CST or grades).

CoreK12 (These reports will be available after July 25)

- **Math Diagnostic:** The purpose of this report is to provide student level data in critical math standards for grades 6 and 9. Teachers will be able to develop instructional groups based on mastery of targeted standards.

Using the Problem-Solving Process with any of these reports will ensure that students receive early and timely intervention and start the school year off on the right track.

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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.

I am very excited about the work planned around the support and development of all our educators for this next school year. As with all our work, we seek input and collaboration from experts in the field, both internally and externally.

In anticipation of this fall's release of Academic Growth over Time (AGT) reports, we recently worked with our partners at the University of Wisconsin Value Added Research Center (VARC) to convene our Technical Advisory Group (TAG). This collection of experts and partners from around the country provide their expertise on the District's methodology and use of Academic Growth over Time. We will provide a summary of that meeting on our [site](#) as soon as it is complete. The next TAG meeting is planned for late August.

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 1, leadership and organizational changes across a number of divisions, including Budget Services, became effective. Now known as Financial Planning and Analysis, the division is aligned under the leadership of the Chief Strategy Officer. The purpose of the change is to create collaboration and cross-functional teams supporting operations and the implementation of the District's four strategic change initiatives. In addition to fostering collaboration, the construct creates a strong accountability structure in which to carry forward the work of Budgeting for Student Achievement. We also welcome Tony Atienza as the Interim Budget Director, following Yumi Takahashi's move to become Controller.

Over the next three months, the Budgeting for Student Achievement (BSA) team will be working on a number of tasks including:

- Development of training content for budget stakeholders,
- Implementation of budget planning tools for schools,
- Automation and integration of the Single Plan for Student Achievement into the categorical and general fund budget planning process,
- Development and alignment of budget policies to Budgeting for Student Achievement, and
- Development of budget reports designed to meet principal needs in managing site budgets.

Supported by the new reporting construct, the Financial Planning and Analysis division will be developing work plans and implementation timelines for the work above, focused on district-wide implementation of Budgeting for Student Achievement in 2012-13.

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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.

In accordance with our priority to enhance the parent, student and community engagement process for Public School Choice, our new plan for engaging these stakeholders will be presented to the Los Angeles Board of Education on Tuesday, July 12. The new plan, based on recommendations from the “Tiger Team” that convened to provide feedback on, and input into, work already begun by the Public School Choice Team and United Way, will:

1. Help parents, students and community members learn about the Public School Choice process, timeline and opportunities for engagement;
2. Familiarize parents, students and community members with school accountability tools used to monitor school progress and advocate for high quality schools;
3. Provide parents, students and community members with opportunities to prioritize and communicate recommended instructional and student support services to all applicants; and
4. Guide parents, students and community members through an interactive proposal review process that provides both quantitative and qualitative feedback to me to further inform my final recommendations to the Los Angeles Board of Education.

PSC 3.0

We received five Letters of Intent for Sylmar High School. The Letters of Intent, and the Commitments and Expectations forms from each applicant team, are posted on the PSC website at:

http://publicschoolchoice.lausd.net/psc_3.0_intent_to_apply_submissions. I continue to be encouraged by the community’s commitment to this process and look forward to reviewing all plans this coming fall.

Upcoming Events

Below are upcoming PSC operator, applicant team, and family and community events 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 Registration Form found at http://publicschoolchoice.lausd.net/event_reservation_form to register for Applicant Team Workshops and Pilot School Workshops. No RSVP is required for the Family and Community Orientation meetings.

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PSC 2.0 Pilot School Workshop

This workshop series is 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. Please use the Event Reservation Form at http://publicschoolchoice.lausd.net/event_reservation_form for these workshops.

Date	Topic	Location	Duration
Thursday, July 14	Professional Development Updated time	2-131	9 a.m.-11 a.m.
Thursday, July 28	School Culture Updated time	19-123	9 a.m.-11 a.m.
Thursday, August 11	Principal Evaluation Updated date	2-131	9 a.m.-11 a.m.
Thursday, August 25	Parent & Community Engagement Updated time	2-204	9 a.m.-11 a.m.
Thursday, Sept. 29	Training for Governing School Council	19-123	4:30 p.m.-6:30 p.m.

PSC 3.0 Applicant Team Workshops

Please use the Event Registration Form at http://publicschoolchoice.lausd.net/event_reservation_form to register for these workshops.

Date	Topic	Location	Duration
Tuesday, July 12	Updated location & time Special Education & the Modified Consent Decree	2-202	4:30 p.m.-6:30 p.m.
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.