

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
*Office of the Senior Deputy Superintendent*

**Inter-Office Correspondence**

**To:** LAUSD Staff

**Date:** June 30, 2008

**From:** Ray Cortines

**Subject:** Operational Plan of Action  
2008-2009

The following is a copy of the district's operational Plan of Action for the 2008-2009 school year. It builds on Superintendent Brewer's transformational plan that was implemented in the 2007-2008 school year.

This plan is not a quick-fix document but rather a road map for effective change. The dynamics are such that when reviewed and evaluated, it will be modified to ensure systemic improvement.

It is focused in five specific areas: high academic achievement, graduation rate, counseling, parent/community involvement and safe and orderly schools. The elements are not only practical but measurable and can be implemented in a short period of time. The goals are outlined on how to provide every student the opportunity to achieve their maximum potential, narrow the achievement gap, recognize the requirements of students with special needs and provide all students the necessary pathway to post-secondary education. The plan also encompasses the importance of improving parent/community services and communication and very importantly, maintaining safe and orderly school campuses.

The document advocates the shift of authority and responsibility of services from the Central Office to the Local Districts and their schools. It is a truism that quality teachers and quality administrators make quality schools. By shifting authority closer to the school, they who know the needs of their students can provide more effective instructional practices for them.

The following are the five primary goals that are the essence of this plan. Should you have any questions, please do not hesitate to call me.

## Senior Deputy Superintendent's Goals 2008 – 2009

### High Academic Achievement

Goal	Information	Strategy with Benchmark	Outcome
<p>Improved academic achievement for all students</p>	<p>There have been sustained gains in API scores at the elementary level from 1999-2007. However, gains for middle schools and high schools have leveled off for the past two years. In addition, the achievement gap continues to be a challenge at all grade levels.</p> <p>English learners constitute 35% of our total enrollment. They come from homes that speak 84 different languages. Over the past five years, the district has increased reclassification rates from 2.1% in 2002-2003 to 14.6% in 2007, an increase of 12.5 percentage points.</p> <p>For the past five years, the California Standards Test results in mathematics show strong gains in grades 2, 3, 4 and 5. However, beginning in grade 6 and continuing through general math, algebra,</p>	<p>By June 13, 2008, each Local District will present a plan of action ensuring that English learners develop English proficiency as rapidly and effectively as possible.</p> <p>By July 1, 2008 the offices of English Learners and Standard English Learners will report directly to the Chief Academic Officer.</p> <p>By September 5, 2008, each Local District will identify schools with promising practices in standards-based instruction and present these schools and practices to the Senior Deputy Superintendent.</p> <p>By October 15, 2008, each Local District will present a plan to the Senior Deputy Superintendent focusing on:</p> <ul style="list-style-type: none"> <li>• Improving middle schools including focusing on English Language Arts and</li> </ul>	<p>Each of the following outcomes has a base year of 2007-2008. The outcomes are for the 2008-2009 year ending June 30, 2009 with data available approximately two months later:</p> <p>Increase the median district API score at each level by 5%.</p> <p>Increase the percentage of students in grades 2 through 11 scoring proficient or advanced on the California Standards Test in English Language Arts and Mathematics by 4%.</p> <p>Reduce the percentage of students in grades 2 through 11 scoring far below basic and below basic on the California Standards Test in English Language Arts and Mathematics by 4%.</p> <p>Decrease the achievement gap between White students and African-American and Hispanic students in grades 2 through 11</p>

	<p>and geometry much needs to be done.</p> <p>For the past five years, the percent of students performing at basic, proficient and advanced on the California Standards Test in English Language Arts has only increased modestly at the elementary level. Grades 6 and 7 show minimal growth, and there is almost no growth in grades 8-11.</p> <p>In all Local Districts and at all levels there are schools whose students have exceeded the district and state averages for all these measures. In each of these schools promising practices abound.</p>	<p>Mathematics standards in all grade levels.</p> <ul style="list-style-type: none"> <li>• Improving senior high schools including the number of students enrolled and the number of students successfully completing A – G requirements.</li> <li>• Building school capacity at each level with effective educators. This can be accomplished with professional development but should also include taking advantage of promising practices at various schools.</li> <li>• Increasing the use of periodic assessment results at the school and local district level to change instructional practice and expanding the use of periodic assessments by middle schools and high schools.</li> <li>• Increasing gifted and talented identification</li> <li>• Providing career tech choices</li> </ul> <p>This plan is to be</p>	<p>on the California Standards Test in English Language Arts and Mathematics by 2%.</p> <p>Increase the percentage of English Learners scoring early advanced and advanced on the California English Language Development Test (CELDT) by 4%.</p> <p>Increase the percentage of English Learners annually reclassified as Fluent English speakers by 3%.</p>
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		<p>developed in concert with schools in each of the local districts. The Central Office role is to provide guidance and tactical support. Each local district plan should be unique to the district and its needs. By January 28, 2009, each local district will present an implementation progress report to the Senior Deputy Superintendent.</p>	
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## Graduation Rate

Goal	Information	Strategy with Benchmark	Outcome
<p>Improved graduation rates for all students in our high schools</p>	<p>Across the nation more than one-third of students are not graduating high school. The number of non-graduated African Americans and Hispanics is greater. LAUSD, like many other districts throughout the nation is in crisis.</p> <p>The graduation rate is defined as a four-year completion rate based upon the definition established by the National Center for Education Statistics.</p> <p>This graduation rate includes information on high school graduates as well as dropouts aggregated over a four-year period.</p> <p>By any measure our high school graduation rate is below an acceptable level.</p>	<p>By July 1, 2008, all Pupil Services and Attendance workers will be under the supervision of the Dropout Recovery Program.</p> <p>By September 5, 2008, as a component of the Plan of Action, identify, monitor and provide assistance to students who are in the following categories:</p> <ul style="list-style-type: none"> <li>• elementary, middle and high school students at below basic or moving from basic to below basic on the California Standards Test</li> <li>• 9<sup>th</sup> graders not on track to graduate</li> <li>• 10<sup>th</sup> graders not passing the CAHSEE</li> <li>• 10<sup>th</sup> graders not on track with A-G requirements</li> <li>• Any student with five or more absences in the current year or nine or more in the previous year</li> </ul> <p>The monitoring of this data is to be done at the local school with the assistance of the</p>	<p>By January 28, 2009, provide a report by Instructional Support Services Office and the Dropout Recovery Office to the Superintendent and Board of Education on progress made with the new strategies including recommendations for augmentation(s) to the strategies.</p> <p>By June 30, 2009, the graduation rate will improve by a minimum of 3% over the 2007-08 base year.</p>

		<p>Assessment and Student Data unit.</p> <p>By July 1, 2009, increase small learning communities and small schools.</p> <p>By January 28, 2009, increase the use of the Los Angeles Virtual Academy (LAVA).</p> <p>Increase the use of appropriate learning strategies for English Learners and Standard English Learners.</p>	
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## Effective Individual Counseling

Goal	Information	Strategy with Benchmark	Outcome
<p>Effective individual counseling for academic, career and personal/social growth in middle and high schools</p>	<p>According to the American School Counselor Association (ASCA), “Effective school counseling programs must encompass academic development, career development and personal/social development”.</p> <p>School counseling services, are at best, a “hit or miss” proposition with too many of our students failing to achieve their maximum academic and social potential.</p> <p>Reasons for the present situation are: budget reductions, failure to coordinate support services, lack of a comprehensive District training program for school counselors and counselors without teaching credentials.</p> <p>Additionally, there exists a lack of understanding by many school administrators regarding how a school’s master schedule is</p>	<p>Principals will certify to Local District Superintendents (LDS) that their school counselors, college counselors and career advisors have received intensive training in conferencing methods and completion of Individual Transition Plan (ITP for middle school students) and the Individual Graduation Plan (IGP for high school students).</p> <p>The training will include the effective use of data which will better identify at-risk students and those with special needs.</p> <p>Principals will ensure to LDS that parent and/or student conferences are documented in SIS. This will assist in reviewing plans agreed to by all participants. A newly assigned counselor will have the benefit of reviewing past agreements.</p> <p>All counseling services will be</p>	<p>As part of the reorganization of the secondary division in 2008-2009, the majority of counseling services will report to one person.</p> <p>By June 30, 2009, there will be an 80 % increase in the number of students enrolled in appropriate classes leading to the completion of the A-G requirements and their choice of a Career Pathway.</p> <p>By June 30, 2009, the graduation rate will improve by a minimum of 3% over the 2007-2008 base year.</p>

	<p>constructed so as to reflect the needs of <u>every</u> student.</p>	<p>placed in one unit, allowing for better communication and coordination among support service personnel, i.e. PSA, drop-out recovery, psychological services, etc.</p> <p>Professional development for all administrators will be conducted by personnel highly qualified in master schedule construction. This will include orientation to the Columbia Scheduler now in use.</p>	
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## Strong Parent, Community and School Connections

Goal	Information	Strategy with Benchmark	Outcome
<p>Each school will develop a strong relationship and communication with parents, community and other school connections.</p>	<p>There are a number of parent organizations that receive support from the Parent Services unit. The unit provides support and leadership for all Compensatory Education Programs. The centralized work involves monitoring the various parent involvement processes that include a variety of parent groups.</p> <p>The most important and significant interaction with parents and the community occurs at the local school level.</p> <p>A Parent Involvement Questionnaire was distributed in October 2007 to receive input on a variety of parent issues. The majority of parents surveyed said that they generally receive adequate information about the academic performance of their child. The issues of major concern were safety, a welcoming atmosphere at schools and accessibility to teachers and administrators. There</p>	<p>By September 5, 2008, all schools, with the assistance of their Local District office, will make certain there is a welcoming environment for parents and community members.</p> <p>Schools will engage parents with courtesy and respect.</p> <p>A parent satisfaction survey will be administered in Spring 2009. This will serve as baseline data for 2009-2010 improvement. This survey will be developed by Research and Planning and administered throughout each local district.</p> <p>Training at parent centers will address current concerns of safety, cleanliness and food service issues, as appropriate. Training will also include a strong focus on the academic standards required by district, state and federal levels.</p> <p>Schools will actively</p>	<p>The following outcomes will be measured during the 2008-2009 school year:</p> <p>The parent satisfaction survey from Spring 2009 will indicate that a majority of parents are satisfied with the overall operation, parent training, relevance and timeliness of information provided by their schools.</p> <p>Each school without a parent center will determine if one can be added. Any school without one must have specific approval of the Local District Superintendent.</p>

	<p>were also concerns about school cleanliness and the cost and quality of the food.</p> <p>Seventy percent of those surveyed responded that there were parent centers on their campuses but they would like more parent training at these centers.</p> <p>Community engagement is a key element to operating a successful school and maintaining a positive climate with the surrounding businesses and extended community.</p>	<p>reach out to local business and civic groups to solicit their involvement in the school. Local District offices will help identify methods to do this, using models from successful schools.</p> <p>Schools, with the assistance of their Local District, will provide parents with relevant and timely information regarding school operations.</p>	
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## Safe and Orderly Schools

Goal	Information	Strategy with Benchmark	Outcome
<p>Students will attend safe and orderly schools.</p>	<p>School safety is a primary concern in the Los Angeles Unified School District communities.</p> <p>Serious gang problems in Los Angeles continue to grow and impact both the schools and their neighborhoods.</p> <p>Campus disturbances are prevalent at some middle schools and high schools. Students cannot learn under such conditions.</p> <p>Procedures are in place that connect schools, school police and local law enforcement in the event of any situation.</p> <p>Orderly schools start with high expectations from everyone – parents, teachers, administrators, staff, and students. Everyone is responsible for every child. Rules are few, simple and consistently enforced. All classrooms have the same standards of behavior. New teachers are shown how to establish and</p>	<p>Local district superintendents are responsible for the safety of their schools. When an incident occurs at a school, the school must immediately inform the local district superintendent who is then to inform central office of the occurrence.</p> <p>The communications staff is to immediately help the school handle the situation with the media as well as the school community.</p> <p>Each individual school will establish a relationship with school police, local law enforcement and the community to ensure effective levels of security in and around schools, giving students, staff and families a sense of security.</p> <p>Pertinent information generated from these ongoing relationships will be shared regularly with the entire school community.</p> <p>As appropriate, this information will be added to school safety plans.</p>	<p>As part of a parent survey being conducted in the 2008-2009 school year, the perception of school safety and other issues will be measured.</p> <p>Local districts must determine the necessary staffing of their office to address the frequency of incidents that occur at their schools. Principals will report to their district superintendents if they are not being adequately supported.</p> <p>Local districts will ensure that each school has high expectations from everyone – parents, teachers, administrators, staff, and students for the same standards of school behavior.</p> <p>Each new teacher will be trained on how to establish and enforce classroom and school standards of behavior.</p>

	<p>enforce classroom discipline. Staff, student and parent communication is intense at the outset and then the standards of behavior become the culture of the school. Unfortunately, these principles are not applied in all schools.</p> <p>The school environment is sometimes lacking structure and orderliness which interferes with the education process. As a result establishing and maintaining discipline within the classrooms has become a serious problem in some schools.</p>	<p>Accordingly, each school will continue to review, modify and update their school safety and discipline plans yearly.</p>	
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