

Decentralizing the A-G Plan

In the spirit of decentralization, the Division of Instruction would like to honor autonomy and innovation by providing each Local District Superintendent with the current A-G data for each high school, desegregated by subgroup with a menu of A-G intervention and support options in order to determine the supports provided to each of their high schools.

Objective

Our objective is to provide expanded opportunities for students to complete A-G course requirements in order to ensure that all students are on track to graduate.

Goals

- Support the autonomy of the local districts around a common mission of increasing the number of students completing the A-G requirements and on track for graduation
- Provide viable options to local district leadership to implement any or all of the GOT Credit program options
- Decision-making to be driven by local district leadership
- Provide the resources to the local districts to determine the appropriate intervention supports for each of their high schools, ensuring priority is given to the class of 2016
- Provide maximum flexibility to local districts, who know their schools' needs to be responsive to the needs of the communities and students they serve
- Provide requested professional development and tactical assistance to support local districts in the implementation of the credit recovery programs
- Assist with the compiling of multiple data measures to monitor student, school and local district progress and hold local districts accountable to improving the number of students on track for graduation

Action Steps

Local Districts in partnership with multiple stakeholders will analyze the data and design a plan that include: objectives, timelines, deliverables, action steps, measureable outcomes, monitoring schedule and person/s responsible. An allocation will be provided from the A-G Intervention budget to the Local Districts to support the implementation of their plan to support students needing credit recovery. The money to support the local district plan comes from the District's TSP funds. This money is intended to support the needs of low-income, foster youth, re-designated fluent English proficient and English learners in support of the 100% graduation goal. Priority should be given to the three populations that generate these resources and to the students closest to graduation starting with the class of 2016.

The Division of Instruction will provide the materials, training and support to local district staff on the implementation of the following menu of GOT Credit programs:

- Performance Assessment Student Support (PASS) Program
- Students Taking Action for Readiness (Star 17) Program
- Recovery + Intervention = Graduation (RIG)
- Edgenuity
- Campus Steps

Local districts will be able to train selected administrators, faculty and staff at their selected high school sites on the GOT Credit programs and support with implementation. In addition, local districts will have the ability to identify sites for auxiliaries and assign the number allocated.

In addition, the Division of instruction will provide professional development support to local districts, schools and parents on:

- A-G and Graduation Requirements
- Early Language and Literacy
- California Standards (Common Core, ELD Standards, Next Generation Science Standards)
- Mastery Learning and Grading
- Instructional Technology
- Professional Development Support to Local Districts (as requested by LD Superintendents)

The expanded supports provided by Adult Education program, the Diploma project, the 20 Schools Project and Edgenuity will continue as planned based on the indicators seen in the data for the schools with the highest need.

Performance Measures and Monitoring

Local districts will participate in performance dialogues with Central leadership staff to discuss progress, analyze data points, reflect on the implementation of the various programs and determine needs and adjustments. The Division of Instruction will collect progress monitoring data from each local district and compile into a report detailing results, problems and feedback on the implementation for the Board of Education. Central will also compile the information gathered through performance dialogues, with the summer school data results and updated student progress on A-G into an equity audit surfacing gaps in resources, interventions and access for the LAUSD Board of Education.

Division of Instruction

- Interprets and communicates policy and information
- Provides service and support to Local Districts and schools
- Develops and communicates guidelines for implementation
- Collects and analyzes data and monitors progress and performance
- Identifies resources for Local Districts

Local District

- Develops and communicates plan for A-G intervention and support
- Provides service and support to schools
- Communicates initiatives and plan for implementation
- Ensures intervention programs are meeting the needs of student subgroups
- Provides systemic professional development opportunities to build capacity
- Collects and analyzes data and monitors school progress and performance

School

- Develops and communicates plan for A-G intervention and support
- Provides services and support to teachers and staff
- Communicates initiatives and plan for implementation
- Identifies and prioritizes student needs by subgroup, ensures implementation and monitors progress
- Develops and participates in professional development opportunities
- Collects, analyzes and monitors performance data
- Provides training for parents in understanding data reports