

TARGETED STRATEGY PLAN—MCD OUTCOMES 3/4

INTRODUCTION

The following strategies will be used to target the barriers to achievement of Outcomes 3 and 4:

1. Implementing a Dropout Prevention and Recovery Program including Diploma Project Advisors at middle and high schools to reduce the number of youth dropping out of school by focusing the prevention, intervention, and recovery efforts on potential student dropouts and to address personal and academic needs of these at-risk youth and their families;
2. Implementing mandated supplementary annual conferences for students in grades 7-12 for academic counseling and guidance of secondary students and their parents/guardians, including Individual Graduation Plans, with emphasis on “at-risk” students; and
3. Increasing the accuracy of the District’s graduation data.

These primary strategies have been developed from (a) an analysis of graduation and completion rate data, (b) District initiatives focused on dropout prevention and increased graduation rates, and (c) a review of the impact of particular action steps from the prior annual plan or plans.

PERFORMANCE

Graduation and Completion Rate

Performance on these outcomes is based on graduation and completion rate data for the 2005-2006 school year. The Program Evaluation and Research Branch conducted a verification study with individual schools requiring identification of the graduation and enrollment status of each student. Based on 12th grade students enrolled as of December 2, 2005, principals certified whether a student had completed diploma requirements, received a letter of recommendation, dropped out, did not graduate but continued to be enrolled, and/or transferred to another district school, out of a district school or to a nonpublic school. Outcome 3 graduation rate results for the Class of 2006 was 42.18% for the District which did not meet the target of 46.32%, and was less than the Class of 2005 rate of 49.40%. Two factors may account for the decline in 2006. One was the additional graduation requirement of the California High School Exit Exam (CAHSEE) for the Class of 2006. Despite CAHSEE preparation activities for students with disabilities, this additional requirement for graduation with a diploma most probably had an effect on fewer students with disabilities meeting all graduation requirements even with the Chapman exemption. Some students with disabilities were administered the CAHSEE after June 2006 and have until December 2006 to meet Chapman Exemption requirements, which may increase the graduation rate for students with disabilities. Additionally, the graduation rate for the Class of 2005 was primarily calculated on a verification process conducted by PERB in the Fall of 2005 that included comprehensive high schools, and not all 12th grade students in the District, which may have had some inflationary influence on the graduation rate for that year.

Local District 2 (50.76%) and Local District 4 (53.67%) had the highest graduation with a diploma rates. Local District 7 (35.47%) and Local District 8 (35.10%) had the lowest rates.¹

¹ *Report on the Accuracy of Graduation Data for Students with Disabilities 2005-2006 School Year*, December 19, 2006, page 6.

2005-2006 ANNUAL PLAN

The following activities identified as action steps in the 2005-2006 Annual Plan contributed to the 2005-2006 graduation and completion rates for students with disabilities. It is difficult to identify the individual impact of each action step, but members of the Central and Local District MCD Review Teams have determined through a review and analysis of the data that these action steps have had a positive impact individually or in combination when they have been fully implemented at the appropriate central, local district or school level.

Implementation of a Data Verification Process²

The implementation of a data verification process to validate the accuracy of graduation and completion data for students with disabilities required the submission of lists identifying the graduation, completion and enrollment status of students with disabilities enrolled in LAUSD schools on December 2, 2005. The verification process was conducted in Fall, 2005, following summer opportunities for students to complete required course work and CAHSEE requirements. This process yielded better data than the prior years. A similar process should be conducted for the Class of 2007.

CAHSEE Preparation³

During the 2005-2006 school year, students with disabilities were provided opportunities to prepare for and pass the CAHSEE successfully, including specific interventions and supports for those students exhibiting difficulty. Particular emphasis was placed on test-taking skills. This activity will continue beginning in February 2007, although this targeted strategy plan does not include this activity as a primary strategy.

Multi-level Professional Development Modules for Targeted Local Interventions⁴

Professional development was provided on targeted intervention strategies to increase graduation and completion rates for students with disabilities. These multi-level modules emphasized access to general education curriculum and increased participation in general education classrooms, procedures to monitor “at-risk” students and refer them for interventions and support, multi-tiered service delivery (including collaborative instruction) models for middle and senior high schools to increase access to core curriculum content and state standards, and monitoring of appropriate development and implementation of transition services for students with disabilities. The District will continue to emphasize the importance of, and support the implementation of, multi-tiered service delivery models so that students with disabilities may access standards-based instruction with the support of learning centers during the 2006-2007 school year. Access to required courses may be more easily tracked during the current school year based on a required element of one of the strategies proposed by the District in this targeted strategy plan: Individual Graduation Plans.

DOCUMENTATION OF COMPLETION AND GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Two programs initiated by the District for 2006-2007 are anticipated to have a significant impact on increasing achievement of Outcomes 3, graduation rate for students with disabilities, and Outcome 4,

² *Schools for All Children: Modified Consent Decree 2005-206 Annual Plan, 3/4.4.*

³ *Schools for All Children: Modified Consent Decree 2005-206 Annual Plan, 3/4.5.*

⁴ *Schools for All Children: Modified Consent Decree 2005-206 Annual Plan, 3/4.6.*

completion rate for students with disabilities. Students with disabilities are included in both District initiatives.

Dropout Prevention and Recovery

The District's dropout prevention and recovery program, the Diploma Project, has been designed to assist in reducing the number of secondary students dropping out of school. Selected middle school and senior high schools have been assigned a Diploma Project Advisor to address the needs of at-risk youth and their families. High schools with a rate above the California average of 12.70 and middle schools with projected dropout rate of 2.0 or above were assigned a Diploma Project Advisor. An additional 14 schools were identified because of having a significant number of students living in group homes and were funded for Diploma Project Advisors through another funding source.

The Diploma project is a focused effort to provide middle and high school students and their families with multiple pathways to a high school diploma through strategic counseling, utilization of adult options school programs and continual academic and personal support. The program is preventive in measure by identifying and providing supports to students who are struggling academically and are at-risk. It is also an intervention program because it identifies students in 8th through 12th grades who have dropped out of school and provides them and their parents with counseling to reenter and be successful in a diploma track program.

Two elements will be emphasized in the Diploma Project. One is attendance monitoring. The other is uniform and accurate calculation of dropout statistics, including the refinement and updating of "leave" codes in SIS, and ultimately in ISIS.

Effective dropout prevention strategies begin with attendance monitoring. During the last 9 months, secondary schools have been trained on the period-by-period attendance taking system that is a part of the new Integrated Student Information System (ISIS). At this point, every secondary school teacher has been trained.

During November and December 2006, local district support staff will be trained on using the district's Decision Support System (DSS) that allows them to view "Stats at a Glance" about their schools to determine if there are any attendance taking discrepancies, the number and percent of unresolved or unexcused absences, and the number and percent of students absent each day. This information helps local district support staff to identify the schools that need assistance.

Beginning January 2007, on a monthly basis, two reports will be provided to the local district superintendent to assist their schools to ensure that: 1) the teachers have submitted their period-by-period attendance on a daily basis; 2) the number of students with 3 or more truanancies are reduced; 3) the number of students with ten uncleared absences in a calendar month are reduced; and 4) the number of students who have left or transferred out of the school without a leave code are reduced. This information will be summarized and reported to the Superintendent and the Board of Education on a monthly basis. In addition, the following reports will be available:

- "No Show Dropout Report" – this report lists the students who received final grades in the spring semester and have not returned to the school in the new school year and have not enrolled in another LAUSD school or educational institution.⁵

⁵ See Attachment A.

- “Leaver Dropout Report” – this report lists the students who have left during the school year and there is no indication that the students have enrolled in another LAUSD school or educational institution.⁶
- “No Show Matriculating Dropout Report” – this report is sent to high schools only. This report lists students who completed middle school in the prior year and were expected to enroll in the new school year, but did not enroll in the receiving school and are not enrolled in any other LAUSD school or educational institution.⁷

LAUSD will use the dropout criteria used in state reporting for the Common Core of Data (CCD) developed by the National Center for Education Statistics (NCES), U.S. Department of Education. The CCD definition determines whether an individual is a dropout by his/her enrollment status at the beginning of the school year.

A dropout is an individual who meets the following criteria:

- Was enrolled in grades 9 through 11, or grade 12 at some time during the school year school year AND left the school prior to completing the school year;
- OR
- Successfully completed the previous school year but did not begin attending the next grade (9-11 or grade 12) in the school to which the individual was assigned or in which he/she had pre-registered or was expected to attend the next school year;
- AND
- Is not enrolled and attending school as of Information Day in October.

A student is not a dropout if he/she meets any of the conditions listed below:

- The student has transferred to and is attending another public or private educational institution leading towards a high school diploma or its equivalent. This definition does not include adult education programs.
- The student has received a high school diploma or its equivalent (i.e., General Educational Development [GED] or California High School Proficiency Examination [CHPSE] certificate.
- The student has transferred to and is attending a college offering a baccalaureate or associate’s program.
- The student has moved out of the United States.
- The student has a temporary school-recognized absence due to suspension or illness.
- The school has verified that the student is planning to enroll late (e.g., extended family vacation, seasonal work).
- The student has died.

LAUSD will continue to refine the tracking and identification of dropouts by using a “recovery process.” This “recovery process” includes obtaining files from various agencies to clear a student from dropout status, such as students who have passed the General Educational Development (GED) or students who have passed the California High School Proficiency Examination (CHPSE). This “recovery process” includes obtaining electronic records of students enrolled in independent charters, alternative education work centers, and independent study centers to ensure that all students are accounted for. The pool of potential dropouts will be matched against the GED, CHPSE or independent charter files and clear the student from dropout status. The valuable information from these external sources will be downloaded into the SIS and become a permanent part of the student’s history.

⁶ See Attachment B.

⁷ See Attachment C.

The Independent Monitor's report⁸ discussing the District's progress on Outcomes 3 and 4 identified issues with the secondary SIS system regarding the "leave codes", including an automatic default code for students who did not pass the CAHSEE, essentially designating them as dropouts. As part of Diploma Project initiative, LAUSD will continue to review and update the "leaver codes" used in SIS/ISIS to more clearly identify legitimate leavers, graduates, and dropouts. These codes will also be aligned to the state's longitudinal database that is being developed. Reason codes for why students leave school will be refined. Students leave school for a variety of reasons including leaving school to pursue a job, because of pregnancy, low grades, or poor attendance. These would be counted as dropouts. Students who have other reasons such as leaving school to pursue home schooling or returning to the student's home country would not be considered as a dropout. By updating and expanding the "leaver codes" and the leave reasons, LAUSD can more precisely develop profiles of the students who dropout.

The District proposes this initiative as a primary strategy for the targeted strategy plan for Outcome 3/4 that will contribute to decreasing dropout rates for students, including students with disabilities, and increase the accuracy of "leave code" data.

Supplemental Academic Counseling, Guidance and Annual Conferences for Secondary Students

The District will fund supplemental counseling staff in secondary schools for mandated annual conferences for students, including students with disabilities, in grades 7-12 during the 2006-2007 school year. Students who are "at-risk" of not graduating with a diploma are a specific focus. Key elements of this initiative include mandated conferences for all students in grades 9-12, implementation of the Individualized Culmination/Graduation Plan (ICP/IGP) as related to graduation requirements, and use of SIS/ISIS for recording and tracking ICP/IGP data including past and future conference dates.

This initiative is funded through AB 1802 which requires Districts to identify students who are at risk of not graduating with the rest of their class, are not earning credits at a rate that will enable them to pass the high school exit examination, or do not have sufficient training to allow them to fully engage in their chosen career. It requires that the following occur:

- Each school that enrolls pupils in grades 10 and 12 is to develop a list of coursework and experience necessary to assist each pupil in their respective grade that has not passed one or both parts of the high school exit examination and to successfully transition to postsecondary education or employment.
- The list of coursework and experience for a student enrolled in grade 12 shall include options for continuing his or her education if he or she fails to meet graduation requirements. These options shall include, but not be limited to, enrolling in an adult education program, enrolling in a community college, or continuing enrollment in the student's school district.
- A copy of the list of coursework and experience necessary shall be provided to the pupil and his or her parent or legal guardian.

This District proposes this initiative as a primary strategy that will track the progress of students, particularly "at-risk" students, toward graduation with a diploma or some other culmination and will contribute to an analysis of future data regarding interventions and supports provided to students including students with disabilities that contribute to higher graduation rates. This strategy also has the capability of increasing the overall accuracy of the District's graduation data.

⁸ *Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2005-06 School Year—Part III*, November 21, page 6.

CLARIFICATION OF DISTRICT CERTIFICATE OF COMPLETION POLICY

In the Independent Monitor's December 19, 2006, report⁹ he finds that "differences were noted in how schools apply the various completion options for students with moderate to severe disabilities." This conclusion suggests a need for additional clarification of District policy regarding the circumstances when a certificate of completion is provided to students with disabilities and the procedures for documenting it in SIS/ISIS. This plan proposes the reissue of the policies and procedures for certificate of completion as a means of increasing the completion rate for students with disabilities as required by Outcome 4.

RANGE IN GRADUATION RATES AMONG COMPREHENSIVE HIGH SCHOOLS

The rates of students with disabilities graduating with a diploma in 2006 ranged from a low of 21.50% to a high of 90.63%. The Independent Monitor has stated in his end of the year report that the "District should examine the factors contributing to the low rates of graduation at some comprehensive high schools as well as examine if any programmatic differences exist for schools with higher rates of graduation."¹⁰ The Program Evaluation and Research Branch will conduct an analysis of this issue during the second half of the 2006-2007 school year to determine if there are significant differences that can be addressed as the graduation data relates to students with disabilities.

CONCLUSION

The District submits these primary strategies—implementing a Dropout Prevention and Recovery Program including Diploma Project Advisors at middle and high schools, implementing mandated supplementary annual conferences for students in grades 7-12 for academic counseling and guidance of secondary students and their parents/guardians, including Individual Graduation Plans, and several activities for increasing the accuracy of the District's graduation data—as key strategies that will significantly increase LAUSD's opportunity for achieving Outcome 3/4. The District's proposed targeted strategy plan for Outcome 3/4 follows.

⁹ *Report on the Accuracy of Graduation Data for Students with Disabilities 2005-2006 School Year*, December 19, 2006, page 10.

¹⁰ *Report on the Accuracy of Graduation Data for Students with Disabilities 2005-2006 School Year*, December 19, 2006, page 11.

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes 3 and 4
2006-2007

OUTCOME #3: Graduation Rate— The District shall increase the number of grade 12 students with disabilities who receive diplomas no less than 46.32% of grade 12 students with disabilities during the 2006-07 school year. This outcome is based on current diploma requirements. If the State’s diploma requirements change, the Independent Monitor shall meet with the parties to discuss the impact of the change and may revise this outcome if appropriate.

OUTCOME # 4: Completion Rate—The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

3/4-1	<p>STRATEGY: Implement a Dropout Prevention and Recovery Program including Diploma Project Advisors at middle and high schools to reduce the number on youth dropping out of school by focusing the prevention, intervention, and recovery efforts of potential student dropouts and to address personal and academic needs of these at-risk youth and their families.</p> <p>RESOURCE ALLOCATION: \$9 million</p>
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3/4-1.1: *Use Diploma Project Advisors for target schools to implement a District initiative that will reflect a comprehensive plan to provide every student the opportunity to earn a high school diploma with an emphasis on “at risk”¹¹ students.*

Targeted High School Criteria: High schools with a rate above the California dropout average of 12.70.¹²

Accountable Personnel:

Chief Instructional Officer, Secondary Instruction

- Assign Diploma Project Advisors to targeted schools.
- Provide training for Diploma Project Advisors

Associate Superintendent, Division of Special Education

- Review training for Diploma Project Advisors to determine if it adequately addresses special education issues, make recommendations for additional training as appropriate, and provide a report on the adequacy of training and recommendations for additional training to the Office of the Independent Monitor.

¹¹ “At risk”—a student who has excessive unexcused absences; has not advanced from one grade level to the next for two or more years; are below basic in either reading or math; are not maintaining a passing average in two or more courses and are not expected to graduate within four years from entering ninth grade.

¹² See Attachment D, *DPA High School Roster*.

Initiation Timeline: September 2006

Progress Monitoring:

Intervals	Indicators
September 2006	Diploma Project Advisors assigned to targeted schools.
September 2006	Diploma Project Advisors schools trained.
March 2007	Training for Diploma Project Advisors reviewed to determine if it adequately addresses special education issues and recommendations for additional training made as appropriate.
April 1, 2007	Report on the adequacy of training and recommendations for additional training provided to the Office of the Independent Monitor.
May 1, 2007	District response to the recommendations including an explanation for any training that will not be provided and a timeline for training that will be provided submitted to the Office of the Independent Monitor.

3/4-1.2: *Implement an attendance tracking system to monitor school attendance patterns and to locate students who have not enrolled in LAUSD schools to proactively address dropout prevention and recovery.*

Accountable Personnel:

Chief Instructional Officer, Secondary Instruction

- Provide monthly reports to each Local District Superintendent.
- In preparation for the annual reporting of the dropout rates to the California Department of Education, Central Office staff will continue to provide the “No Show,” “Leaver,” and “Matriculating No Show” reports for schools to track and locate students who do not appear to have enrolled in any LAUSD school to ensure the accuracy of the dropout statistics.

Local District Superintendents

- Monitor each school’s attendance patterns using “Stats-at-a-Glance” in the Decision support System, which include attendance taking discrepancies, unresolved or uncleared absences, and the number of students absent each day.
- Use the following reports to work with the schools to resolve the truanancies, uncleared absences, and leavers without an appropriate leaver code as possible and enter the information into in SIS/ISIS:
 - A local district summary that shows each school and the number and percent of students with 3 or more truanancies, the number and percent of students with ten uncleared absences in a calendar month, the number and percent of students who have left or transferred out of school and who do not have an appropriate leaver code.

- A school report that lists each student with 3 or more truanancies, ten uncleared absences in a calendar month, and students who have left or transferred out of the school and who do not have an appropriate leaver code.

Targeted High School Principals

- Implement school-wide attendance practices consistent with LAUSD’s attendance policy.
- Monitor student attendance according to District procedures.
- Oversee that a student is not inadvertently identified and counted as a dropout. The school’s SIS/ISIS Coordinator or designee must use the following procedures to withdraw a student who has left the school:
 - In processing withdrawals, the Attendance Office must print a Pupil Accounting Report (PAR) to document the withdrawal, transfer, or other student movement.
 - Whenever a parent/guardian withdraws a student, the Attendance Office is required to ask the parent/guardian for a destination address, reason for withdrawal and destination school.
 - The Attendance Office must enter into SIS/ISIS the leaver code, withdrawal reason and withdrawal date.
 - Schools must use the appropriate Leaver Codes and Withdrawal Reason Codes for students who withdraw or leave school and enter them in SIS/ISIS.¹³

Initiation Timeline: January 2007

Progress Monitoring:

Intervals	Indicators
January 2007	Monthly reports provided to each Local District Superintendent by Central Office; each school’s attendance patterns monitored by Local District Superintendent; school-wide attendance practices consistent with LAUSD’s attendance policy implemented and student attendance monitored according to District procedures by targeted school principals.
February 2007	Monthly reports provided to each Local District Superintendent by Central Office; each school’s attendance patterns monitored by Local District Superintendent; school-wide attendance practices consistent with LAUSD’s attendance policy implemented and student attendance monitored according to District procedures by targeted school principals.
March 2007	Monthly reports provided to each Local District Superintendent by Central Office; each school’s attendance patterns monitored by Local District Superintendent; school-wide attendance practices consistent with LAUSD’s attendance policy implemented and student attendance monitored according to District procedures by

¹³ See Attachment E, *Leaver Codes* and *Withdrawal Reason Codes*.

Intervals	Indicators
	targeted school principals.
April 2007	Monthly reports provided to each Local District Superintendent by Central Office; each school's attendance patterns monitored by Local District Superintendent; school-wide attendance practices consistent with LAUSD's attendance policy implemented and student attendance monitored according to District procedures by targeted school principals.
May 2007	Monthly reports provided to each Local District Superintendent by Central Office; each school's attendance patterns monitored by Local District Superintendent; school-wide attendance practices consistent with LAUSD's attendance policy implemented and student attendance monitored according to District procedures by targeted school principals.
June 2007	<p>Monthly reports provided to each Local District Superintendent by Central Office; each school's attendance patterns monitored by Local District Superintendent; school-wide attendance practices consistent with LAUSD's attendance policy implemented and student attendance monitored according to District procedures by targeted school principals.</p> <p>Annual reporting of the dropout rates to the California Department of Education, the "No Show," "Leaver," and "Matriculating No Show" reports completed; school activities to track and locate students who do not appear to have enrolled in any LAUSD school to ensure the accuracy of the dropout statistics provided to schools by Central Office.</p>

3/4-2	<p>STRATEGY: Implement mandated supplementary annual conferences for students in grades 7-12 for academic counseling and guidance of secondary students and their parents/guardians, including Individual Graduation/Culmination Plans, with emphasis on “at-risk” students.</p> <p>RESOURCE ALLOCATION: \$20 million</p>
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3/4-2.1: *Implement a supplemental counseling program for conferencing students in grades 7-12 and their parents/guardians, with specific focus on students who are “at risk”, to use the Individualized Culmination/Graduation Plan (IGP/ICP) regarding promotion and graduation requirements and monitoring student progress towards academic achievement and graduation with a diploma.*

Accountable Personnel:

Chief Instructional Officer, Secondary Instruction

- Communicate District policy to secondary schools regarding the implementation of supplemental counselor program and procedures for the use of the IGP/ICP.
- Communicate guidelines to secondary schools on:
 - Conference requirements for students in grades 9-12;
 - Students identified as being at-risk;
 - Content and timeline for conferences with students and their parents/guardians;
 - How to plan for AB 1802 conferences;
 - Sample letters to parents;
 - The IGP/ICP form;
 - Coursework and graduation requirements;
 - Educational options;
 - Conference summaries; and
 - Use of SIS/ISIS for the conferences.

Associate Superintendent, Division of Special Education

- Develop a data report to monitor the participation of students with disabilities in high school intervention programs such as CAHSEE boot camp and Beyond the Bell Programs;
- Review the training program for counselors to determine if it adequately addresses special education issues, make recommendations for additional training as appropriate, and provide a report on the adequacy of training and recommendations for additional training to the Office of the Independent Monitor.

Targeted Secondary School Principals

- Implement during the second semester of the 2006-2007 school year conference requirements for students in grades 9-12 according to guidelines developed for each of the following:
 - Students identified as being at-risk;

- Content and timeline for conferences with students and their parents/guardians;
 - How to plan for AB 1802 conferences;
 - Sample letters to parents;
 - The IGP/ICP form;
 - Coursework and graduation requirements;
 - Educational options;
 - Conference summaries; and
 - Use of SIS/ISIS for the conferences.
- Designate school staff to monitor implementation of procedures for the CAHSEE Chapman exemption requirements.

Initiation Timeline: November 2006

Progress Monitoring:

Intervals	Indicators
January 2007	Guidelines for the IGP/ICP process provided by Central Office to secondary schools including the counselor's role in student academic success, parent/guardian involvement in the educational planning process, the IGP/ICP as a collaborative process between parent/student/counselor, and students with disabilities.
February 2007	Data report to monitor the participation of students with disabilities in high school intervention programs such as CAHSEE boot camp and Beyond the Bell Programs completed; IGP/ICP process for all secondary students initiated by supplemental counselors; AB1802 conferences initiated; school staff designated by high school principals to monitor implementation of procedures for the CAHSEE exemption requirements.
March 2007	Training program for counselors reviewed to determine if it adequately addresses special education issues and recommendations for additional training made as appropriate AB1802 conferences conducted.
April 1, 2007	Report on the adequacy of training and recommendations for additional training provided to the Office of the Independent Monitor.
April 2007	AB1802 conferences conducted.
May 1, 2007	District response to the recommendations including an explanation for any training that will not be provided and a timeline for training that will be provided submitted to the Office of the Independent Monitor.
May 2007	AB1802 conferences conducted.

3/4-3	<p>STRATEGY: Increase the accuracy of the District’s graduation data.</p> <p>RESOURCE ALLOCATION: No additional cost</p>
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3/4-3.1: *Issue and monitor 12th grade student with disabilities principal verification lists to schools at the beginning of the second semester of the 2006-2007 school year to identify students schools will track, monitor, record progress toward the achievement of graduation with a diploma, certificate of completion, aging-out, or dropout identification and recovery.*

Assistant Superintendent, Planning, Assessment, and Research

- Generate 12th grade students with disabilities verification lists and distribute to schools based on those students who were enrolled in the LAUSD on December 1, 2006.
- Compile findings and submit to the Independent Monitor as data for Outcomes 3 and 4.

Associate Superintendent, Division of Special Education

- Train Bridge Coordinators in strategies to assist the principal in monitoring and accurately tracking 12th grade students with disabilities on December 1, 2006 list during the Spring 2007 semester.

Principals

- Track culmination and enrollment status of 12th grade students with disabilities on December 1, 2006 list and verify accuracy of data prior to submission to Program and Evaluation Research Branch.

Initiation Timeline: February 2007

Progress Monitoring:

Intervals	Indicators
February 2007	12 th grade students with disabilities list generated from December 1, 2006 data and distributed to secondary principals; Bridge Coordinators trained in strategies to assist principal in monitoring and tracking.
March 2007	12 th grade students with disabilities culmination and enrollment status tracked and monitored by school.
April 2007	12 th grade students with disabilities culmination and enrollment status tracked and monitored by school.
May 2007	12 th grade students with disabilities culmination and enrollment status tracked and monitored by school.
June 2007	12 th grade students with disabilities culmination and enrollment status tracked and monitored by school.
Fall 2007	12 th grade students with disabilities culmination and enrollment status data aggregated and submitted to the Office of the

Intervals	Indicators
	Independent Monitor.

3/4-3.2: *Target schools with low 2006 graduation-with-diploma rates for students with disabilities to monitor SIS/ISIS documentation of IGP data regarding coursework and student achievement, including passing the CAHSEE.*

Target School Criteria: Comprehensive high schools with the lowest graduation rate and the highest dropout rates.¹⁴

Assistant Superintendent, Planning, Assessment, and Research

- Monitor targeted schools for accuracy of SIS/ISIS documentation of IGP/ICP data for students with disabilities.
- Provide technical assistance to targeted schools who demonstrate evidence of failing to document according to District procedures.
- Prepare monthly reports regarding the status of SIS/ISIS documentation of IGP data for students with disabilities for each targeted school and submit to the Chief Instructional Officer, Secondary Instruction, the Associate Superintendent, Division of Special Education, and the appropriate Local District Superintendents.

Targeted School Principals

- Monitor, or delegate monitoring of, the implementation of procedures for CAHSEE Chapman exemption requirements.

Initiation Timeline: February 2007

Progress Monitoring:

Intervals	Indicators
February 2007	Determine status of IGPs for students with disabilities at each targeted school.
March 2007	Monitor data and prepare monthly report regarding the status of school SIS/ISIS documentation procedures for students with disabilities; provide technical assistance as needed.
April 2007	Monitor data and prepare monthly report regarding the status of school SIS/ISIS documentation procedures for students with disabilities; provide technical assistance as needed.
May 2007	Monitor data and prepare monthly report regarding the status of school SIS/ISIS documentation procedures for students with disabilities; provide technical assistance as needed.

¹⁴ See Attachment F, *Graduation/Dropout Study Targeted Schools List*.

Intervals	Indicators
June 2007	Monitor data and prepare monthly report regarding the status of school SIS/ISIS documentation procedures for students with disabilities; provide technical assistance as needed.

3/4-3.3: *Communicate to secondary schools the District's policies and procedures for issuing students a diploma or a certificate of completion, including the right to continue enrollment based on age, and procedures for documenting what the student received in SIS/ISIS and the student's cumulative record.*

Associate Superintendent, Division of Special Education

- Issue to secondary school administrators a reference guide on the District's policies and procedures regarding receipt of diplomas, certificate of completion and the student's right to continue enrollment based on age and include procedures for documentation in SIS/ISIS and the cumulative record.
- Train designated secondary administrators and Bridge Coordinators in the above referenced District procedures.

Initiation Timeline: February 2007

Progress Monitoring:

Intervals	Indicators
February 2007	A reference guide on the District's policies and procedures regarding receipt of diplomas, certificate of completion and the student's right to continue enrollment based on age and include procedures for documentation in SIS/ISIS and the cumulative record developed and distributed.
April 2007	Designated secondary administrators and Bridge Coordinators provided training on District's policies and procedures regarding receipt of diplomas, certificate of completion and the student's right to continue enrollment based on age and include procedures for documentation in SIS/ISIS and the cumulative record.

3/4-3.4: *Conduct a study to identify the practices and programmatic variables that contribute to the differences in graduation and dropout rates among student with disabilities attending comprehensive high schools.*

Target School Criteria: Comprehensive high schools with the highest and lowest graduation rate and comprehensive high schools with the highest and lowest dropout rates¹⁵.

Accountable Personnel:

Assistant Superintendent, Planning, Assessment, and Research

¹⁵ See Attachment F, *Graduation/Dropout Study Targeted Schools List*.

- Design a study to identify the quantifiable practices and programmatic variables, including the use of school site interventions and level of teacher credentialing, that contribute to the differences in graduation and dropout rates among student with disabilities attending comprehensive high schools through a comparison of those with the highest and lowest graduation rates.
- Conduct study and share findings with District administrators responsible for implementation of District initiatives to improve graduation and dropout rates.

Initiation Timeline: February 2007

Progress Monitoring:

Intervals	Indicators
February 2007	Study design completed; study interviews and records review initiated.
March 2007	Study interviews and records review conducted.
April 2007	Study interviews and records review conducted.
May 2007	Study interviews and records review finalized and preparation of findings initiated.
June 2007	Findings distributed and reviewed with District administrators responsible for implementation of District initiatives to improve graduation and dropout rates.

3/4-3.5: *Track students included in December 1, 2006 special education 12th grade student count who are designated by a SIS L2 code and have transferred from one school to another including adult schools to determine the graduation status for each.*

Assistant Superintendent, Planning, Assessment, and Research

- Provide to the Local District Superintendents, the Chief Instructional Officer, Secondary Instruction, and the Executive Officer, Educational Services, reports regarding transfers of students from one District school to another, including adult schools.
- Include 12th grade special education students enrolled as of December 1, 2006 who as designated by a SIS L2 code have transferred from one school to another, including adult schools, for completion status of diploma, certificate of completion, or aging out.

Associate Superintendent, Division of Special Education

- Designate Division of Special Education staff to verify status and location of new enrollment all 12th grade special education students enrolled as of December 1, 2006 who are designated by an SIS L2 code and have transferred from one school to another including adult schools and provide the verification data to the Assistant Superintendent, Planning Assessment, and Research.

Initiation Timeline: February 2007

Progress Monitoring:

Intervals	Indicators
February 2007	Monitoring reports regarding transfers of students from one District school to another, including adult schools completed and distributed monthly.
February 2007	Division of Special Education staff designated to verify status and location of new enrollment of 12 th grade special education students enrolled as of December 1, 2006.

APPENDIX

No Show Dropout Report

This report lists the students who received final grades in the spring semester and have not returned to the school in the new school year and have not enrolled in another LAUSD school or educational institution

2005-2006 POTENTIAL 'NO-SHOW' DROPOUTS, SEPT 2006

NOTE: Data has been taken from the 2004-2005 School Year

INSTRUCTIONS : A 'NO-SHOW' is a student who received final grades at your school in 2004-2005, has not re-enrolled in the 2005-2006 school year, is not attending another LAUSD school and does not have a Y in Field 212 in SIS indicating that records have been requested. If you have information to clear these students from your dropout count, update Field 212 in the 2004-2005 database (04-05) based on current information. Do not return this list.

<u>LOCAL ID</u>	<u>STUDENT NAME</u>	<u>GRADE</u>	<u>DISTRICT ID</u>	<u>BIRTHDATE</u>
	ANTHONY	10		
COMMENT :				
	EDVIN	12		
COMMENT :				
	HECTOR	12		
COMMENT :				
	DULCE	12		
COMMENT :				
	CHRISTOPHER	12		
COMMENT :				
	GUSTAVO	10		
COMMENT :				
	BRENDA	11		
COMMENT :				
	LUIS	10		
COMMENT :				
	EMIGDIA	10		
COMMENT :				

Leaver Dropout Report

This report lists the students who have left during the school year and there is no indication that the students gave enrolled in another LAUSD school or educational institution

2005-2006 POTENTIAL 'LEAVER' DROPOUTS, SEPT 2006

NOTE: Data has been taken from the 2005-2006 school Year

INSTRUCTIONS : A LEAVER is a student who checked out during the 2005-2006 school year, is not attending any other LAUSD school and does not have a Y in Field 212 in SIS indicating that records have been requested or that a parent assurance letter is on file. If you have information to clear these students from your dropout count, update Field 212 based on current information. Do not return this list.

LOCAL ID	STUDENT NAME	GRADE	DISTRICT ID	LEAVE DATE	L CODE
	ARMANDO	12			2
COMMENT :					
	GERMAN	09		10-05-2005	5
COMMENT :					
	ANDREW	09		03-10-2006	3
COMMENT :					
	FRANCISCO	10		10-24-2005	2
COMMENT :					
	ABDI	11		12-21-2005	2
COMMENT :					
	FATIMA	11		12-21-2005	3
COMMENT :					
	LISE			12-21-2005	3
COMMENT :					
	NOE	11		05-02-2006	8
COMMENT :					

ATTACHMENT C

No Show Matriculating Dropout Report

This report is sent to high schools only. This report lists students who completed middle school in the prior year and were expected to enroll in the new school year, but did not enroll in the receiving school and are not enrolled in any other LAUSD school or educational institution.

ICB6915.M

LOS ANGELES UNIFIED SCHOOL DISTRICT
 PLANNING, ASSESSMENT & RESEARCH DIV.
 SCHOOL INFORMATION BRANCH

07 Sep 2006

2005-2006 POTENTIAL 'NO-SHOW MATRICULATING' DROPOUTS

MONROE SH (8768) (1) STUDENTS MATRICULATING FROM SEPULVEDA MS (8363)

LOCAL ID	STUDENT NAME	GRADE	DISTRICT ID	LAST KNOWN ADDRESS	ZIP	PHONE
2781	YESENIA	09			91343	
____/____/____ DATE RECORDS REQUESTED _____ LOCATION CODE/SCHOOL _____ CITY/STATE/COUNTRY						
COMMENT : 213 605 2956 GINA VARGAS						
2971	MARIA	09			91343	
____/____/____ DATE RECORDS REQUESTED _____ LOCATION CODE/SCHOOL _____ CITY/STATE/COUNTRY						
COMMENT :						
8290	YOLANDA	09			91402	
____/____/____ DATE RECORDS REQUESTED _____ LOCATION CODE/SCHOOL _____ CITY/STATE/COUNTRY						
COMMENT :						
8058	ANDREW	09			91402	
____/____/____ DATE RECORDS REQUESTED _____ LOCATION CODE/SCHOOL _____ CITY/STATE/COUNTRY						
COMMENT : 8/30/06 FAXED LIST TO SEPULVEDA - NO RECORDS REQUESTED FOR ABOVE STUDENTS. NO WORKING #'S.						

DROPOUT DATA BUILD DATE : SEPT 06, 2006
 NOTE: Data has been taken from the 2004-2005 School Year

**Targeted Strategy Plan: Outcome 3/4
 Strategy 3/4-1: Diploma Project Advisors
 Targeted School List**

Local District 1

Birmingham

Canoga Park

Chatsworth

Cleveland

Monroe

Reseda

Taft

Local District 2

Arleta

Grant

Polytechnic

San Fernando

Sylmar

Van Nuys

Local District 3

Crenshaw

Dorsey

Hamilton

Los Angeles

University

Venice

Westchester

Local District 4

Belmont

Contreras LC

Eagle Rock

Fairfax

Franklin

Hollywood

Marshall

Local District 5

Garfield

Jefferson

Lincoln

Roosevelt

Santee

Wilson

Local District 6

Bell

Elizabeth LC

Huntington Park

South Gate

Local District 7

Fremont

Jordan

Locke

Manual Arts

Local District 8

Banning

Carson

Gardena

Narbonne

San Pedro

Washington Prep

Secondary SIS Leaver Codes

Code	Description
L1	Student changes classrooms, grade level, or track within the same school.
L2	Student transfers to another LAUSD school including charter schools and adult schools.
L3	Student transfers to another public school within California but outside of LAUSD.
L4	Student transfers to a non-public school.
L5	Student leaves California for another state or another country.
L7	Student matriculates to the next school (middle to high) or receives a high school diploma.
L8	Unknown (the whereabouts of the student is unknown).

Withdrawal Reason Codes (L1 to L5)

Code	Description
01	Residence Change – the student moves from one residence to another
02	Inaccurate Residence – the school determines that the student has been enrolled based upon a false address or inaccurate residence information.
03	Special Education Assignment – the student attends another school that has the special education facilities or appropriate instructional program.
04	Permits With Transportation Assignment – court-ordered voluntary permit program to allow students to attend schools outside of their attendance area if space is available.
05	Magnet Assignment – court-ordered voluntary permit program granted to students who meet the eligibility requirements.
06	Satellite Zone – when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area, new enrollees may be assigned to a designated Satellite Zone school.
07	Capacity Adjustment Program- when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area, new enrollees may be assigned to a school with space available.
08	Caregiver’s Affidavit – the student named in the caregiver’s affidavit is deemed to have satisfied residency requirements for school enrollment based on the caregiver’s address.
09	Inter-District Permit – an approved application to attend a district other than LAUSD.
10	Bilingual / ESL Assignment – the student attends another school that has the appropriate bilingual/ESL program.
11	Direction of the Superintendent – used in special circumstances for the welfare of the student.
13	Sibling Permit (allow siblings of CAP, SAT, or PWT students to attend the same school)
14	Child Care Permit – when a child lives in one school’s attendance area, but is being cared for before and/or after school hours by an adult who lives or works within another school’s attendance area. (Must meet eligibility requirements.)
15	Medical Permit – when a student is under regular and current care of a licensed health care provider for a severe and/or chronic health condition that affects the ability of the student to attend the school of attendance.
16	Prospective Residence Change Permit – may be issued when proof of an anticipated move within 60 days into a school’s attendance area.
17	Permit Termination – under specific circumstances a permit may be withdrawn.
18	Opportunity Transfer –permit is issued when a situation exists which seriously affects a student’s education or welfare or results in an extreme hardship on the family.
19	Expulsion

Withdrawal Reason Codes (L1 to L5)

Code	Description
20	Opportunity Transfer Termination – the opportunity transfer permit is terminated.
21	Expulsion Reinstatement – student returns to the school upon reinstatement.
22	Continuing Enrollment Permit – when a student moves out of the attendance area of a school, but wishes to remain at the school. (Must meet certain requirements).
23	Other – other reason not listed.
25	Permit Reinstatement – a permit was reinstated.
27	Continuation School – student transfers to a continuation school.
28	Adult School – student transfers to an adult school program.
29	Employment Preparation Center – student transfers to a regional occupational center.
30	Alternative Education Work Ctr (AEWC) – student transfers to an AEWC.
40	Open Enrollment Permit – permit to attend a school outside of the student's attendance area where space is available.
41	Advanced Studies Permit – permit for students to attend an Advanced Study Program outside of the student's attendance area.
43	Overcrowded Permit – when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area.
44	Pubic School of Choice – NCLB required for PI schools

Withdrawal Reason Codes (for use with L8 Only)

Code	Description	Code	Description
51	Marriage	63	Institutionalized
52	Needed at Home	64	Whereabouts Unknown
53	Pregnancy	65	Death
55	Overage	69	Economic Reasons
56	Training (no HS diploma)	74	Undercover Police Officer
57	Work	75	CAHSEE not passed
62	Personal illness		

Special Certifications (Field 421, Program ID01)

Exit Code	Description
C	Certificate of Completion (special education students in an alternative curriculum)
I	Independent Study To Graduation
P	California High School Proficiency Exam (CHSPE) or GED
W	Withdrawn with HS Diploma
E	California High School Exit Exam (CAHSEE)

Graduation/Dropout Study
Strategy 3/4-3.4: Study on Differences in Graduation Rates (PERB)
Targeted Schools List

Comprehensive High Schools with High Graduation Rates

Carson

Cleveland

Gardena

Palisades Charter

Verdugo Hills

Comprehensive High Schools with Low Graduation Rates

Franklin

Granada Hills

Jefferson

South Gate

Sylmar

Comprehensive High Schools with Low Dropout Rates

Eagle Rock

El Camino Real

Francis Polytechnic

Verdugo Hills

Westchester

Comprehensive High Schools with High Dropout Rates

Fremont

Hamilton

Jefferson

Jordan

South Gate