

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. Continuing the 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 addressing personal and academic needs of these at-risk youth and their families;
2. Revising the Welligent Individual Transition Plan form to include the status of course requirements for graduation with a diploma to be reviewed at the IEP meeting; and
3. Continuing to increase 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 strategies addressed by the Targeted Strategy Plan—Outcomes 3/4.

PERFORMANCE

Graduation and Completion Rate

Performance on these outcomes is based on graduation and completion rate data for the 2006-07 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, 2006, principals certified whether a student had completed diploma requirements, received a certificate of completion, 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 2007 was 44.20%, 2.12% short of the target of 46.32%. The graduation requirement of the California High School Exit Exam (CAHSEE) for the Class of 2007 contributed to some challenges in reaching Outcome 3 at the end of 2007. The District needed an additional 58 students to graduate with a diploma to meet the outcome. Some students with disabilities were administered the CAHSEE after June 2007 and had until December 2007 to meet Chapman Exemption requirements, which may have increased the graduation rate for students with disabilities.

The graduation rate for twelfth grade students with disabilities varied for the Class of 2007 from a high of 58% in Local District 4 to a low of 34.7% in Local District 8. The completion rate for students with disabilities varied from highs of 71.6% and 71.4% for Local Districts 1 and 2 respectively to a low of 54.4% in Local District 4.

IMPLEMENTATION OF THE 2006-07 TARGETED STRATEGY PLAN—OUTCOME 3/4

Dropout Prevention and Recovery Program

The District's dropout prevention and recovery program, the Diploma Project, had a significant impact on dropouts returning to complete graduation requirements and generally improving graduation and completion data collected to determine the District's status of Outcomes 3 and 4. The Independent Monitor in his end-of the year report¹ stated, "One positive finding observed during the 2006-2007 school

¹ *Report of the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree, 2006-2007, Part II*, Office of the Independent Monitor, January 14, 2008.

year is related to the impact of the diploma recovery project. Although this study did not systematically collect data on students that graduated as a benefit from these efforts, in some instances it was noted that students that had graduated during the 2006-2007 school year, were students from previous graduation classes such as 2005-2006.”

LAUSD used 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 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 Norm 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.

All secondary schools were invited to participate in an all day conference to learn best practices and procedures to reduce their dropout rate. The conference included workshops on best practices, how to work with at-risk students, accurate record keeping, understanding dropout data and research, positive behavioral support, challenges of transitioning youth, and educational alternative options. There also a student panel where students engaged the audience and discussed issues that “pushed” them out of school as well as support that motivated them to stay in school. Each secondary school sent a team that included the principal, assistant principal, dean, counselor, diploma project adviser, pupil service and attendance counselor, academic counselor, and an attendance clerk.

In addition to the conference the Office of Dropout Prevention conducted professional development for principals, counselors, diploma project advisers, the Division of Special Education, and others.

In addition to the work that Diploma Project Advisors did with students, an extensive amount of time was utilized engaging parents. Diploma Project Advisors conducted parent meetings for parents that have students that are not on track to graduate. They give them information on what the graduation requirements are and the supports available to them and their students. They are also given information on various educational options such as dual enrollment in a community college and support available to pass the CAHSEE.

LAUSD continued to refine the tracking and identification of dropouts by using a “recovery process.” This “recovery process” included obtaining files from various agencies to clear a student from dropout status. This “recovery process” included obtaining electronic records of students enrolled in independent charters, alternative education work centers, independent study centers, and adult education to ensure that all students were accounted for. The pool of potential dropouts was matched against the data files and the students were cleared from dropout status.

An official evaluation of the program has not yet been conducted, but a review of data from Planning, Assessment and Research Branch for both the 2006-07 and 2007-08 school years, the schools that had Diploma Project Advisors had approximately 20% less students appear on their potential dropout list.

The District proposes the continuation of 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.

Implementation of Individual Graduation Plans (IGPs)

The AB 1802 initiative, supplemental academic counseling, guidance and annual conferences for reviewing the Individualized Culmination Plan for middle school students and the Individualized Graduation Plan (IGP) for high school students was implemented during the 2006-2007 school year and continued in the 2007-2008 school year. This initiative funded supplemental counseling staff to support the development of a list of coursework and experience necessary to assist each pupil in grades 10-12 that had not passed one or both parts of the CAHSEE and to successfully transition students to postsecondary education or employment. A role of the counseling staff was assisting students who failed to meet graduation requirements with enrolling in adult education programs, community colleges, or continuing enrollment in the District. Students with disabilities were included in this initiative.

With the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA) in 2004, the U.S. Department of Education, the Office of Special Education Programs required states to develop six-year State Performance Plans around 20 indicators on which data is submitted annually (beginning February 2007). *The State of California State Performance Plan for Individuals with Disabilities Education Act of 2004* requires for Indicator 13, transition services for students with disabilities, certain items for CDE monitoring. One of the monitoring items checks for evidence of the following: “Does the IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and each IEP thereafter, include courses of study that focus on improving the academic and functional achievement for the student to facilitate their movement from school to post school?”

In order to be compliant with this indicator, the District will need to redesign its Individual Transition Plan (ITP) form to include courses of study required and completed, which will be reviewed annually at IEP meetings. In one sense, this process will be redundant with the annual conference mandated to review the IGP with students and their parents. However, the new ITP requirement will be easier to monitor through the Welligent system and analysis of whether students with disabilities are getting access to and completing courses required for graduation with a diploma. For this reason, the District is proposing that the IGP strategy previously in the Targeted Strategy Plan—Outcome 3/4 be replaced by a strategy to revise the ITP to be consistent with the State’s Indicator 13 requirement.

Increased Accuracy of the District's Graduation Data

The District's Research and Evaluation (R and E) unit, presently under the Division of Organizational Support and Accountability (OSA), provided schools a list of twelfth-grade students with disabilities enrolled as of December 1, 2006, and required schools to certify whether these students had graduated with a diploma. Schools were directed to track graduation and enrollment status for each student by indicating the student had complete the requirements for a diploma, received a certificate of completion, dropped out, continued to be enrolled, transferred to another district school, out-of-district school or nonpublic school. The verification process was conducted in Fall, 2007, 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 2008 and 2009.

Research and Evaluation conducted a study to identify the practices and programmatic variables that contribute to the differences in graduation and dropout rates among students with disabilities attending comprehensive high schools. The study yielded the following:

- When a student with a disability leaves one LAUSD school and transfers to another school within the District, the new school of attendance is unlikely to add the student to its list of twelfth-grade students with disabilities that is used by the OSA to gather graduation data.
- Over time, comprehensive high schools have developed the practice of transferring to adult schools those seniors who have not completed all of their requirements by the end of their twelfth-grade year (using the L2 leaver code). In the vast majority of cases, these students never actually enroll in an adult school. If the students did not receive a certificate of completion, these students are counted as dropouts unless there is evidence that they have actually enrolled in an adult school or continuation program.
- Students with disabilities often get lost in the transition from comprehensive high schools to adult or continuation schools.
- There are a small number of students with disabilities enrolled in adult schools, occupational centers, and AEWG centers; for example, there are approximately 60 such students for 2007-08. Nevertheless, it seems likely that students with disabilities will continue to enroll in these alternative educational programs, particularly given that they are no longer eligible for the CAHSEE exemption, and can continue for two additional years to prepare for the CAHSEE. In addition, research has found that the small class sizes of these alternative programs, coupled with a more personalized learning environment, can be a more suitable setting for students with disabilities.
- Comprehensive high schools assign grade levels inconsistently. Most assign grade level as described in the 2003 guidelines, which specifies that students must have earned a minimum number of credits to be promoted to the next grade level. Some schools, however, assign grade level based on age. As a result, approximately 30-70 twelfth-grade students with disabilities for 2006-07 had not earned the minimum number of credits to be considered a senior.

CHANGES FOR THE FUTURE CLASSES

The California High School Exit Exam (CAHSEE) is a requirement for graduation from high school with a diploma. The California Department of Education through a settlement agreement allowed students with disabilities to receive a high school diploma during 2006-2007 without passing the CAHSEE if they met specific requirements. These requirements included:

1. The student has a current IEP or Section 504 plan.

2. The student has an IEP or Section 504 plan on file prior to July 1, 2006. The plan must indicate that the student is scheduled to graduate on or before December 31, 2007.
3. The student has met all State and District course and credit requirements.
4. The student attempted to pass the CAHSEE a minimum of two times following the 10th grade with at least one of those times during the 12th grade.
5. The student received remedial or supplemental instruction focused on the CAHSEE and took the CAHSEE after the remedial/supplemental instruction.
6. The parent/guardian was notified no later than 30 days prior to the receipt of a diploma in 2007 that the student is entitled to a public education until age 22 or until the student receives a high school diploma, whichever event occurs first.
7. The parent/guardian acknowledged that the exemption provided a high school diploma to the student.

However, this exemption expired with the Class of 2007, and will increase the challenge for some students with disabilities to achieve a diploma.

AB 347 enacted by the Governor in October 2007 codified provision of the settlement agreement for the Valenzuela v. O’Connell lawsuit. This bill provides that, beginning with the Class of 2006, school districts that participate in the intensive supplemental instruction and services program must now offer students who have not passed one or both parts of the CAHSEE by the time they have completed all District course requirements for a high school diploma, intensive instruction and services for up to two additional years. While students with disabilities may continue their education until the age of 22, the Valenzuela requirements only pertain to the first two years after the student has met all graduation requirements, which may occur before the age of 22. Intensive intervention programs which may be accessed by students with disabilities during this two year period include District high school of residence with special education support (with enrollment in one or more of the following programs: Essential English, Essential Math, Learning Center, or Transition to Independent Skills), adult education programs, Beyond the Bell, community colleges, and continuation schools.

On June 14, 2005, the Board of Education approved the Resolution to create educational equity through the implementation of the A-G course sequence as part of the high school graduation requirement. The A-G Resolution establishes a graduation requirement for all students to complete an A-G, fifteen course college preparatory sequence beginning fall 2008 for the graduating Class of 2012. All students are to be enrolled in the following middle and high school courses by grade:

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> • Eng/Read 6AB • World History and Geography: Ancient Civilizations AB • Mathematics 6AB • Science/Health 6AB 	<ul style="list-style-type: none"> • English 7AB • World History and Geography: Medieval to Modern Times 7AB • Mathematics 7AB • Science 7A • Health JH 	<ul style="list-style-type: none"> • English 8AB • United States History Growth and Conflict 8AB • Algebra 1AB (or Algebra Readiness AB) • Science 8AB
Ninth Grade		Tenth Grade
<ul style="list-style-type: none"> • English 9AB (“B” Requirement) • Mathematics: Algebra I AB, Geometry AB or Algebra II AB (“C” Requirement) • Science: Integrated Coordinated Science I AB (“G” Requirement) or Biology AB, Physics AB or Chemistry AB (“D” Requirement) 		<ul style="list-style-type: none"> • English 10AB (“B” Requirement) • World History, Culture, Geography AB (“A” Requirement) • Mathematics: Geometry AB, Algebra II AB or Math Analysis AB (“C” Requirement) • Science: Integrated Coordinated Science II AB, Biology AB, Physics AB or Chemistry AB (“D” Requirement)

Eleventh Grade	Twelfth Grade
<ul style="list-style-type: none"> • American Literature/Contemporary Composition or AP Eng. Lang. AB (“B” Requirement) • U.S. History AB or AP History (“A” Requirement) • Third-year mathematics course (“C” Requirement and CST Requirement) • Third-year science course (“D” Requirement and CST Requirement) 	<ul style="list-style-type: none"> • Senior Composition/Senior English elective or AP Eng. Lit. AB (“B” Requirement) • Principles of American Democracy/Economics (“G” requirement) • Mathematics recommended (“C” Requirement) • Science recommended (“D” Requirement)

The two-year foreign language requirement (“E” requirement) will be required of all students entering as 9th graders in the year 2008. The one-year visual and performing arts requirement (“F” requirement) may be completed at any point during the four-year high school period. It is likely that the implementation of A-G requirements for graduating from high school with a diploma will pose additional challenges to achieving that goal for students with disabilities.

CLARIFICATION OF DISTRICT CERTIFICATE OF COMPLETION POLICY

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 was issued as a memorandum at the end of 2007. Prior to that, high school assistant principals responsible for special education, Bridge Coordinators, and Diploma Project Advisors were trained on the requirements for students with disabilities to be awarded a diploma or to receive a certificate of completion. This plan proposes a 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.

CONCLUSION

The District submits these primary strategies— continuing the Dropout Prevention and Recovery Program including Diploma Project Advisors to reduce the number of youth dropping out of school; revising the Welligent Individual Transition Plan form to include the status of course requirements for graduation with a diploma to be reviewed at the IEP meeting; and continuing to increase 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.

TARGETED STRATEGY PLAN

Key Strategies to Achieve MCD Outcomes 3 and 4

2006-2007

2008-2009

Approved by the Independent Monitor February 8, 2007

Amended April 18, 2008

Approved by the Independent Monitor June 26, 2008

OUTCOME #3: Graduation Rate— The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by 6/30/2008 using the State of California methodology for calculating the graduation rate for students with disabilities.

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	STRATEGY: Continue to implement the 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 of potential student dropouts and addressing personal and academic needs of these at-risk youth and their families. RESOURCE ALLOCATION: \$11 million
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3/4-1.1: *Use Diploma Project Advisors for targeted 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” students as identified through “at risk” list developed by the Dropout Prevention Office and Planning and Assessment.*

Targeted High School Criteria: High schools with enrollment of students at-risk of dropping out as determined through a logistic regression model to predict dropouts.²

Accountable Personnel:

Assistant Superintendent, Secondary Instruction

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

Initiation Timeline: July 2008

Progress Monitoring:

Intervals	Indicators
September 2008	Diploma Project Advisors assigned to targeted schools.

² The model included five variables: (1) age minus grade—use as an indicator of whether a student has been retained or is on track to graduate in four years; (2) attendance rate; (3) cumulative GPA; (4) number of unsatisfactory (U’s) in Work Effort; and (5) number of fails (F’s) in Math and English. These variables in combination or considered the “Early Alert System.”

3/4-1.2: *Using “potential” dropout lists compiled by the School Information Branch, monitor school attendance patterns to identify potential dropouts who have not enrolled in LAUSD schools to proactively address dropout prevention and recovery.*

Accountable Personnel:

Director, School Information Branch

- Provide potential dropout lists to schools for three reporting periods.
- Cross check potential dropouts with other enrollment data systems to eliminate those students who are enrolled from the dropout report provided to the California Department of Education.

Targeted 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 appropriate Leaver Code, Withdrawal Reason Code, and withdrawal date for students who withdraw or leave school.
 - Use the potential dropout lists to focus efforts on locating and recovering the students and eliminating those students who are not dropouts for California Department of Education reporting purposes.

Initiation Timeline: May 2008

Progress Monitoring:

Intervals	Indicators
May 2008	Report identifying potential leavers and no-shows as of April 2008 distributed.
September 2008	Report identifying potential leavers and no-shows and students who did not graduate as of August 2008 generated and cross-checked against enrollment data for charter schools, adult schools, AEW, and probation to check for potential enrollment as of Norm Day 2008. All remaining dropouts submitted to the California Department of Education after Norm Day 2008.
February 2009	Report identifying potential leavers and no-shows as of January 2009 distributed.

3/4-2	<p>STRATEGY: Revise the Welligent Individual Transition Plan (ITP) form to include the status of course requirements for graduation with a diploma to be reviewed at the IEP meeting.</p> <p>RESOURCE ALLOCATION: No additional cost</p>
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3/4-2.1: *Revise the Welligent Individual Transition Plan (ITP) form to include the status of course requirements for graduation with a diploma to be reviewed at the IEP meeting.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Revise the Welligent ITP form to include fields for courses, grades 9-12, required for graduation with a diploma and fields for recording credits for courses successfully completed.
- Provide written directions for IEP teams regarding use of the new section on the ITP in conducting the IEP meeting.

Initiation Timeline: September 2008

Progress Monitoring:

Intervals	Indicators
July 2008	Welligent ITP revisions developed.
September 2008	Written directions for IEP team regarding use of the new ITP section in conducting the IEP meeting disseminated and revised ITP used by IEP teams.

3/4-3	<p>STRATEGY: Continue to 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 verification lists of 12th grade student with disabilities to principals during the second semester of the 2007-2008 and 2008-2009 school years. These lists will identify students schools must track, monitor, and record progress toward the achievement of graduation with a diploma, certificate of completion, aging-out, or dropout identification and recovery.*

Chief Research Scientist, Organizational Support and Accountability

- 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, 2007.
- Compile findings and submit to the Independent Monitor as data for Outcomes 3 and 4.

Principals

- Track culmination and enrollment status of 12th grade students with disabilities on December 1, 2007 and December 1, 2008 lists and verify accuracy of data prior to submission to the Research and Evaluation Unit.

Initiation Timeline: May 2008 (2007-08) and February 2008 (2008-09)

Progress Monitoring:

Intervals	Indicators
May 2008 (2007-08) February 2009 (2008-09)	12 th grade students with disabilities list generated from December 1, 2007 data and distributed to secondary principals to begin tracking and documenting process.
June 2008 (2007-08) June 2009 (2008-09)	12 th grade students with disabilities culmination and enrollment status tracking and monitoring by school completed and submitted to Research and Evaluation Unit.
October 2008 (2007-08) October 2009 (2008-09)	12 th grade students with disabilities culmination and enrollment status data aggregated and submitted to the Office of the Independent Monitor.

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 written District communication reminding them of the District's policies and procedures regarding receipt of diplomas, certificates 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.

Initiation Timeline: May 2008 (2007-08) and February 2009 (2008-09)

Progress Monitoring:

Intervals	Indicators
May 2008 (2007-08) February 2009 (2008-09)	A written District communication reminding secondary school administrators of the District’s policies and procedures regarding receipt of diplomas, certificates 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 issued.

3/4-3.5: *Track students included in December 1, 2007 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.*

Chief Research Scientist, Organizational Support and Accountability

- Verify graduation/completion status of 12th grade special education students enrolled as of December 1, 2007 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.

Initiation Timeline: May 2008 (2007-08) and February 2009 (2008-09)

Progress Monitoring:

Intervals	Indicators
May-August 2008 (2007-08) February-August 2009 (2008-09)	Monitoring reports regarding transfers of students from one District school to another including adult schools conducted.

3/4-3.6: *Facilitate and track Adult Education enrollment for students with disabilities included in December 1 special education 12th grade count who have not passed CAHSEE and are in need of Adult School or Community College CAHSEE remediation/preparation programs operated by the Division of Adult and Career Education.*

Accountable Personnel:

Assistant Superintendent, Division of Adult and Career Education

- Establish a process by which students with disabilities who have required units for graduation but have not passed one or more parts of the CAHSEE are supported in enrollment in a CAHSEE remediation/preparation program in an Adult School.
- Track enrollment in, and completion of, a CAHSEE remediation/preparation program in Adult Schools operated by the Division of Adult and Career Education.
- Provide data regarding the enrollment in, and completion of, a CAHSEE remediation/preparation program in Adult Schools operated by the Division of Career

and Adult Education to Research and Planning personnel responsible for verifying graduation status of 12th graders enrolled on December 1, as well as to the Office of the Independent Monitor upon request.

Executive Officer, Educational Services

- Collaborate with assigned personnel from Research and Planning to include verification of students enrolled in Division of Adult and Career Education programs for graduation status or enrollment status as of December 1.

Assistant Superintendent, Assessment and Student Data

- Collaborate with assigned personnel from Research and Planning to include verification of students enrolled in Community College programs for graduation status or enrollment status as of December 1.

Director, Dropout Prevention and Recovery Program

- Collaborate with the Division of Adult and Career Education personnel to link students with disabilities identified as 12th graders who have passed the required credits for graduation but have not passed one or more parts of CAHSEE to CAHSEE remediation/preparation programs operated by the Division of Adult and Career Education either in Adult Schools or Community Colleges.
- Follow-up with the same students to determine if they have passed CAHSEE as of December 1 or they continue to be enrolled in a program as of December 1 and communicate findings to the District Office of Transition Services.

Initiation Timeline: July 1, 2008

Progress Monitoring

Intervals	Indicators
July 2008	Enrollment of students in Division of Adult and Career Education Programs encouraged and facilitated by Diploma Project Advisors and Adult Education personnel.
November 2008	Student enrollment tracked and CAHSEE success reported to students' high schools by Division of Adult and Career Education for adult schools. Students with disabilities enrollment status reported to Planning and Research and Office of the Independent Monitor by Assessment and Student Data Division for students attending community college programs.
December 2008	Data regarding student enrollment and CAHSEE status as of December 1, 2008, provided to Research and Planning personnel assigned to graduation verification status of 12 th graders and the Office of the Independent Monitor as requested.

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

Local District 1

Birmingham

Canoga Park

Chatsworth

Cleveland

Kennedy

Monroe

Panorama

Reseda

Taft

Local District 2

Grant

No. Hollywood

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

Maywood Academy

South East

South Gate

Local District 7

Fremont

Jordan

Locke

Manual Arts

Local District 8

Banning

Carson

Gardena

Narbonne

San Pedro

Washington Prep

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

Local District 2

Byrd

Mc Clay

Madison

Olive Vista

San Fernando

Sun Valley

Local District 3

Cochran

Mann

Twain

Webster

Local District 4

Berendo

Virgil

Local District 5

Carver

El Sereno

Hollenbeck

Stevenson

Local District 6

Gage

South Gate

Local District 7

Bethune

Drew

Edison

Gompers

Markham

Muir

Local District 8

Carnegie

Clay

Dana

Fleming

Harte

White

Wilmington