



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** Identification of Strategies for Making Adequate Yearly Progress (AYP)

**NUMBER:** MEM-3515.1

**ISSUER:** Rita P. Caldera, Assistant Superintendent  
Specially Funded Programs Division

**DATE:** May 9, 2007

**ROUTING**  
Principals of Title I Schools  
Local District Superintendents  
Local District Administrators of Instruction  
Local District School Support Directors  
Local District Categorical Program Coordinator  
Categorical Program Advisors  
Teachers

**PURPOSE:** The purpose of this Memorandum is to identify strategies which have been effective in enabling Title I Academic Achievement Award (AAA) eligible schools to close the achievement gap and exceed Adequate Yearly Progress (AYP) targets.

Principals of 31 schools identified by the California Department of Education as exiting Program Improvement (PI) status or holding in PI status, for the 2006-07 school year, were invited to participate in a focus group meeting. The purpose of the focus group was to identify strategies which assisted PI schools in making AYP and to share these strategies with all other LAUSD PI schools. AAA-eligible schools were asked to review these strategies and provide additional feedback before the findings were disseminated to all Title I schools.

**MAJOR CHANGES:** Reflects feedback from 2007 State Title I Academic Achievement Award Schools.

**INSTRUCTIONS:** **RESULTS OF FOCUS GROUP AND FOLLOW-UP IDENTIFICATION OF SUCCESSFUL PRACTICES**  
This document represents the compilation of successful practices and offers the opportunity for each Title I school to customize these “pockets of excellence” as appropriate to “close the achievement gap” and foster improved student performance.

While all schools may know the California Content Standards and learning expectations of the District’s core instructional program, they do not share the same knowledge about how to increase student achievement of the standards.

The focus group identified specific strategies in topic areas including *Making AYP*, *Exiting PI*, *Supporting Standard English Learners/English Learners*, *Supporting Students with Disabilities*, *Monitoring Instruction*, and *Fostering Parental Involvement*. The attached strategies contain commonalities that center on analyzing data to identify instructional priorities, providing focused professional development based on data, implementing collaborative leadership, engaging parents as active participants in the educational program, and ensuring consistent delivery of the core program with ongoing monitoring by site administrators.

Many of the practices identified in this publication are not new; however, their inclusion and the academic success of the participating schools validate the implementation of these strategies as part of creating a successful culture of learning.



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It should be noted that the cornerstone of the *No Child Left Behind* Act of 2001 is to use categorical resources to support strategies that have a research base and that have been proven to be successful.

Commendations are extended to the following focus group participants and 2007 State Title I Academic Achievement Award school principals that shared their successes for the betterment of all LAUSD Title I schools. The contributors to this memorandum as follows:

<b>Local District</b>	<b>School/Office</b>	<b>Type of School</b>	<b>Name</b>	<b>Position</b>
1	Anatola ES	Holding in PI Status	Brenda Litt	Principal
1	Capistrano ES	AAA	Lynn Wallace	Principal
1	Cleveland HS	AAA	Robert Marks	Principal
1	Einstein HS	Holding in PI Status	Jazmin Ayala	Principal
1	Fullbright ES	AAA	Caren G. Guthman	Principal
1	Gledhill ES	AAA	Betsy Garvin	Principal
1	Mulholland MS	Holding in PI Status	Warren Dale	Technical Coordinator
1	Nestle ES	AAA	Alan O'Hara	Principal
1	Stagg ES	AAA	Lisa Gaboudian	Principal
1	Taft HS	Holding in PI Status	Margaret Kearns	Assistant Principal
1	Valley Alternative	AAA	Bennett Blum	Principal
2	Local District Office	N/A	Mercedes Velazquez	Director of School Support
2	Mount Gleason	Holding in PI Status	Deborah Acosta	Principal
2	O'Melveny ES	Exited PI in 2006-07	Mary Campbell	Principal
2	Valerio St. ES	Holding in PI Status	C.F. Ghoneim	Principal
3	54th St. ES	Exited PI in 2006-07	Akida Long	Principal
3	Hobart Blvd. ES	Holding in PI Status	M. Santoyo Ruth Kim	Principal TI Coordinator
3	Shenandoah St.	Holding in PI Status	Carmen Dominguez Sarah Fried Deborah Davidson	Principal Teacher Teacher
4	Arroyo Seco ES	AAA	Lourdes Ortiz	Principal
4	Atwater ES	Exited PI in 2006-07	Karen Sulahian	Principal
4	Commonwealth ES	AAA	Young Ae Park	Principal
4	Elysian Heights ES	AAA	Sally Olguin	Principal
4	Garvanza ES	AAA	Shannon Arriaga	Principal
4	Glassell Park ES	Holding in PI Status	Sandra Carter	Principal
4	Local District Office	N/A	Lupe Inabu	Categorical Coordinator
4	Rosewood ES	Exited PI in 2006-07 and AAA	Janet Chapman	Principal
4	Union ES	Holding in PI Status	Joe Nardulli	Principal



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5	20th St. ES	Holding in PI Status	Dr. Bethsaida A. Castillo Ken Williams	Principal AP-EIS
5	Bravo HS	AAA	Maria Torres-Flores	Principal
5	Kennedy ES	Holding in PI Status	Christopher Lund	Principal
5	Local District Office	N/A	Sally McGuire	Categorical Coordinator
5	Metropolitan HS	Holding in PI Status	Raul Aguilar Nancy De Poolo Marilyn Fuss	Principal AP-SCS Teacher
5	Solano ES	AAA	Richard Hickcox	Principal
6	Lillian Street ES	Exited PI in 2006-07	Susan Ahern	Principal
6	Local District Office	N/A	Reyna V. Corral	Categorical Coordinator
6	Stanford ES	Holding in PI Status	Dr. Marcus Billson III	Principal
7	92nd St. ES	Holding in PI Status	Nanetta Arceneaux	Principal
7	Rodia High	Holding in PI Status	Reginald Obiamalu	Principal
8	Banning HS	Holding in PI Status	Mike Summe Adam Paskewitz	Principal Assistant Principal
8	Caroldale ES	AAA	Suzanne Zopatti	Principal
8	Leland ES	AAA	John Graham	Principal
8	Park Western ES	AAA	C. Cassidy	Principal
Central Office	Educational Services	N/A	Tim Tabui	Program/Policy Specialist
Central Office	Specially Funded Programs Division	N/A	Rita P. Caldera	Assistant Superintendent
Central Office	Specially Funded Programs Branch	N/A	Debbie Ernst	Director
Central Office	Specially Funded Programs Branch	N/A	Chris Downing	Administrative Coordinator
Central Office	Specially Funded Programs Branch	N/A	Marcie Sanders	Coordinator

**RELATED RESOURCES:**

District publications: *Results Count!* (Educational Services, Publication No. GC-165.

**ASSISTANCE:**

For assistance or further information, please contact Debbie Ernst, Specially Funded Programs Branch, at (213) 241-6990.

<b>Strategies for Making Adequate Yearly Progress (AYP)</b>
<b>Leadership</b>
Motivate students to reach API goal at morning/off-track assemblies and display API goal banners at every building. Hold period-by-period student motivational assemblies.
Award certificates to students who score Advanced or Proficient on CST for Mathematics and/or Language Arts. Give medals to students who score proficient/advance on CST Mathematics and/or Language Arts.
Guide staff in setting goals and objectives for student learning and responsibility. (Secondary)
Ensure that the Instructional Design Team meets monthly to review instruction and monitor data.
Create a schoolwide culture of academic success - targeting both CAHSEE and CST Exams. (Pep Rallies, letters to students and parents, posters, student recognition, teacher-parent buy-in, website, etc.)
Provide student incentive programs such as: Superstars, Principal Pal, Perfect Attendance, Remarkable Readers, Math Wizards, etc.
Conduct academic activities such as: Math Field Day, Spelling Bee, Science Fair, etc. and host multicultural events including diversity festivals, arts exhibits, dance recitals, and assemblies.
Facilitate meaningful conversations whereby schoolwide academic objectives are agreed upon every school year and appropriate professional development topics are chosen to help teachers become more skilled.
Provide test preparation and test taking strategies that are used to support student achievement.
Institutionalize a climate of change based on student needs.
Maintain data of students' strengths, weaknesses, and backgrounds.
Create a climate of high expectations.
Form partnerships with agencies or persons who can serve as critical friends and provide impartial feedback to staff members.
Meet with site teachers who are instructional leaders to jointly improve instruction.
<b>Professional Development / Grade Level / Department Meeting</b>
Implement focused and coherent professional development based on data analysis to determine student needs.
Ensure that instructional coaches must be available to plan and model lessons with teachers.
Provide for grade level articulation for greater cohesion in each grade level. Increase teacher collaboration across and between grade levels to create grade level coherency.
Facilitate vertical teaching and staff development throughout the school.
Ensure that all grade level meetings and professional development have planned objectives and outcomes. Collaboration is a key element in grade level meetings.
Design rigorous process pieces (writing) for each OCR Unit and give teachers time (subs) to develop 6 week pacing plans. Track results over time.
Provide professional development that focuses on: <ul style="list-style-type: none"><li>• Special education and general education collaborative partnerships.</li><li>• Grade level lesson study.</li></ul>
<b>Data Analysis</b>
Target specific students for individual assistance based on data.
Use comparative analysis of data from previous years to look at "achievement gap" among subgroups.
Coordinate examinations of test results by principal of each child during the last 3 years and hold meaningful dialogue with teachers to provide additional support.
Facilitate review of data for every student and conduct grade level/department meetings to articulate strategies to help each child improve. Maintain schoolwide vision of achievement and improvement.
Analyze data on a regular basis to drive instruction. Target intervention to meet the needs of struggling students with the goal of moving students from one performance level to the next.
Analyze CST blueprints to determine priority standards to focus instruction.
<b>Consistent delivery of the core</b>
Use scientifically-based research such as <i>Classroom Instruction That Works</i> -Marzano.
Conduct student-led conferences.
<b>Use of Resources</b>
Provide schoolwide tutoring in English/Mathematics. Targeted intensive assistance for all FBB/BB students.
Reduce class size through locally designed intervention plan and use of categorical resources.

<b>Strategies for Exiting Program Improvement (PI)</b>
<b>Leadership</b>
Implement a major cultural alignment to focus all stakeholders on meeting the needs of selected subgroups in order to exit PI. Guide staff members in building a proper climate for change.
Facilitate teacher ownership of necessary school changes to exit PI.
Emphasize we are all part of a team; everyone takes ownership of all students.
Rework and rewrite school vision statement with all stakeholders.
Implement schoolwide strategies for testing including: <ul style="list-style-type: none"><li>• Target intervention around CAHSEE. (Secondary)</li><li>• Hold a daily count down on the morning PA announcement that indicates the # of days remaining until testing.</li><li>• Develop a countdown score board in the main hallway.</li><li>• Monitor hallways to ensure limited noise and show encouragement and support for those testing.</li><li>• Increase opportunities for grade level articulation.</li><li>• Focus professional development (PD) on test scores.</li><li>• Build the excitement for CST.</li><li>• Develop an attitude of celebration and positiveness. "Testing is our opportunity to show how much we learned and how awesome we are!"</li><li>• Analyze data, compare scores with students to see where they were on the previous CSTs, and what improvement needs to happen for them to score proficient on this year's CST.</li></ul>
<b>Professional Development / Grade Level / Department Meeting</b>
Identify which students are close to scoring proficient; develop a three month plan on how they will ensure that students meet grade level standards.
Focus professional development on one area of improvement at a time.
Provide release time for grade level planning with the literacy coach before each OCR unit. (Elementary)
Common school-wide English Language Development (ELD) block supported by ELD practicum, PD and monitoring instructional implementation.
<b>Data Analysis</b>
Provide ongoing feedback to students on their periodic assessment data for student self-assessment.
Provide electronic access for students and parents on achievement results. (Secondary)
<b>Consistent delivery of the core</b>
Share test scores readily available to teachers and students to create personal goals.
Make instruction personal by building background and identifying relevancy for student learners.
Provide daily feedback to students.
Use double block scheduling. (Secondary)
Use electives to combine algebra and basic skills. (Secondary)
Schedule and conduct classroom visits to ensure that the administrative team faithfully monitors the core instructional program, i.e., Open Court Reading (OCR), concept-based math lessons, etc. (Elementary)
Change the instructional delivery style (from lecture only) and use more technology.
<b>Use of Resources</b>
Fund additional intervention hours to lower teacher to student ratio.

<b>Strategies for English Learners (EL)/Standard English Learners (SEL)</b>
<b>Leadership</b>
Complete teacher matrix early to allow grade level teams to pre-plan the next school year by providing common planning time, analyzing lessons, and preparing materials with student-friendly language.
Ensure that Language Appraisal Team (LAT) meets to develop strategies for students not making annual measurable objective targets.
Group students or create teacher rotations to assure that no ELD group has more than 2 levels. Dedicate ELD time, group students according to EL levels, and provide additional intervention after-school to all newcomers.
Use advisory class to provide intervention during school day. (Secondary)
Encourage more student led discussions in the classroom.
Offer advanced-level classes at community college. (Secondary)
Ensure that administrative team monitors the ELD instruction and focuses staff on strategies, which are proven to increase fluency, such as "handing off."
Focus attention to updating EL portfolios and reclassifying EL students.
Ensure that teachers attend the ELD practicum and bring back effective strategies for the instruction of EL students.
<b>Professional Development / Grade Level / Department Meeting</b>
Begin professional development meetings with Academic English Mastery Program (AEMP) strategies.
Participate in the ELD Practicum and implementation of the lesson during ELD time on a daily basis.
Conduct grade level meetings focusing on ELD.
Develop lesson studies in each grade-level to enhance core literacy instruction for English learners.
Provide common planning time before unit openers on building background to allow grade levels to build a common schema relevant to engaging all students. (Elementary)
<b>Data Analysis</b>
Monitor ELD portfolios three times a year.
Provide data-determined professional development in ELD based on identified student needs.
Analyze data to identify Far Below Basic (FBB) and Below Basic (BB) students to plan appropriate interventions.
<b>Consistent delivery of the core</b>
Use strategies from Academic English Mastery Program (AEMP). Standard English Learners (SEL) strategies are useful for all students.
Train paraprofessionals to deliver EL support.
Implement ELD strategies in all core subject areas.
Implement <i>Into English</i> , English Language Support Guide (ELSG) and scaffold instruction. (Elementary)
Use SDAIE strategies throughout the day to reinforce standard English and vocabulary through the direct instruction and small group activities during Independent Time (IWT). (Elementary)
Implement Thinking Maps to scaffold instruction for EL students.
<b>Use of Resources</b>
Use Advancement Via Individual Determination (AVID) strategies.
Supplement Highpoint with standards based English 9th grade curriculum for ESL 3/4 students. (Secondary)
Supplement OCR with "Language Arts Today." (Elementary)
Effectively use supplemental materials to support the ELD program.
Provide Saturday school intervention for EL students which focuses on writing strategies and reading comprehension.
Require substitutes to remain on site till the end of their assigned time on banked time Tuesdays. Use substitutes to continue ongoing intervention programs, i.e., after school tutoring.
Focus intervention on fluency and mastery of site words for FBB and BB students. (Elementary)

<b>Effective Strategies for Students with Disabilities</b>
<b>Leadership</b>
Establish a collaborative model with both general education and special education teachers.
Recognize that special education teachers need to provide the core program and are critical to AYP achievement.
Facilitate each general education teacher adopting a special education student in their classroom in order to foster a feeling of responsibility with all teachers for all students.
Implement learning centers.
Ensure resource teacher conducts learning center and collaborative programs daily.
Assign special education teachers to grade level teams to promote networking.
<b>Professional Development / Grade Level / Department Meeting</b>
Conduct grade level planning meetings and encourage special education teachers to be co-presenters.
Include special education teachers participate in staff development for concept-based lessons in mathematics, Reading First, and lesson study, etc.
Resource Specialist delivers professional development for general education teachers which facilitates collaboration, co-teaching, team teaching, and the collaborative model.
Provide special education in-services for general education teachers.
<b>Data Analysis</b>
Analyze data to determine if some students with disabilities are scoring at the same level as general education students.
Use case studies, including pictures, when analyzing student data.
Monitor Individualized Education Program (IEP) goals to make sure that instruction is delivered at their performance level, at the same time students are exposed to grade level standards.
<b>Consistent delivery of the core</b>
Focus on grade-level specific standards-based instruction in Special Day Class (SDC) / Specific Learning Disabilities (SLD).
Include students with disabilities in all unit and periodic assessments at grade level to prepare them for CST.
Bring in students at the end of the IEPs so students know what is happening and are a part of the process.
Use of Conversation, Help, Activity, Movement, Participation (CHAMPS) for middle school classroom management.
Facilitate mainstreaming and promote inclusion.
<b>Use of Resources</b>
Implement programs including: <ul style="list-style-type: none"><li>• Asset Building.</li><li>• Character Development Program.</li><li>• After school reading/math clubs/intervention.</li><li>• Student-led conferences.</li><li>• Use of supplemental materials for students with disabilities.</li></ul>
Supplement learning at occupational center. (Secondary)
Implementation of "Voyager Program."

<b>Strategies for Monitoring Instruction</b>
<b>Leadership</b>
Ensure attendance at grade level meetings regularly by administrator(s).
Understand that frequent classroom visitation and regular feedback are the keys in monitoring instruction.
Implement classroom visitations by administrators/coaches/coordinators, district literacy/math experts with a specific focus (e.g. comprehension, blending, etc.) and debrief/feedback with teachers.
Visit classrooms to focus on implementation of strategies being taught and refined during PD and lesson study.
Use of a common observation tool provides for more objective evaluation method.
Improve student achievement through teacher observation and feedback.
Foster partnerships with organizations such as UCLA Principal Center.
Observe all math concept lessons. Walk around; be everywhere. Talk to kids in their classrooms about their work.
Utilize the <i>Walk About</i> program from ASCD which provides the protocol for two-minute classrooms visitations to monitor standards-based instruction. The program allows the administrator to use a hand-held PDA for notes.
Organize school support structures to include instructional leadership team, / grade level leadership team.
<b>Professional Development / Grade Level / Department Meeting</b>
Implement 3-day lesson studies allow teachers to visit and reflect with grade-level colleagues.
<b>Data Analysis</b>
Provide frequent data analysis by grade levels and ensure sharing of best practices. Administrator(s) monitor test data for all classes and have meaningful discussions with teachers about the data.
Plan strategies and data analysis to create needs assessments and instructional priorities. Act on strategies (put plan into effect), follow through, and re-assess for possible changes.

<b>Strategies for Effective Parent Involvement</b>
<b>Leadership</b>
Strengthen the link between parental involvement and student achievement.
Increase number of parent meetings and updates sent home. Positive notes are sent to parents regularly.
Distribute a school newsletter to keep parents informed.
Communicate using e-mail and school website to contact working parents.
Take parents on tours of the school. Prepare parents for what to look for beforehand and debrief after classroom visitations.
Convey to parents the administrator's commitment to the school by being visible before and after school. Use this visibility to invite parents to school activities.
Conduct freshman and new student orientation in August.
Organize parent volunteers in the classrooms to assist teachers.
Encourage parents to participate in special events such as Literacy Night, Math Night, and Museum Day.
Distribute school-based handbook for parents, informational brochure on grade-level specific standards, "Parent-Student Handbook" in English/Spanish including CA content standards, language arts and math expectations, CA reading goals, CA reading list, and CAT reading proficiency.
Conduct ESL classes for parents.
Ensure active participation of principal at all advisory committee meetings.
Use meetings to explain testing, student scores, Public School Choice, and Supplemental Educational Services.
Implement student-led conferences through all grade levels.
Conduct parent education classes in reading, math, and ELD.
Use literacy and mathematics coaches to lead monthly parent workshops.
Provide PD for teachers on how to conduct effective parent conferences.
Increase parent involvement through the use of award assemblies, use community representative to organize parent volunteers, monthly "Coffee with the Principal," and monthly literacy evenings for parents to read to their children.
<b>Use of Resources</b>
Fund Parent Community Representative.
Ensure parent center is staffed full-time.
Use Epstein's Model of Parent Involvement, found in <i>Single Plan for Student Achievement</i> to develop data for parent activities.
Provide parent workshops and survey parents for workshop topics.