Los Angeles Unified School District/Los Angeles County Office of Education
High School Integrated Assessment Tool
NCLB REVIEW DOCUMENT

WASC	NCLB	Academic Program Survey (APS) SAIT	MCD - Williams	Small Learning Communities
A1. To what extend does the school/district have a clearly stated vision and purpose based on its students needs, current educational research and the belief that all students can achieve at high levels?				**#1 Unifying Vision/Identity**
A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving state content standards? To what extent does the school leadership and staff annually monitor and refine the SPSA based on analysis of data to ensure alignment with student needs?	**§ 1116** Utilizes student data to determine professional development	**#5 Student Achievement/ Monitoring Systems**	**MCD Outcomes #1, #2, #6, #7**	**#5 Accountability and distributed leadership**
A4. To what extent does a qualified staff facilitate achievement of the state content standards through a system of preparation, induction, and ongoing professional development?	**§ 1119** Highly qualified teachers/ongoing professional development	**#3 Professional Development** for Principals (AB75) **#4 Professional Development** for Teachers (AB 466) **# 6 Ongoing Instructional Assistance and Support** **#7 Teacher/ Dept. Subject-matter Collaboration** **#9 Fiscal Support**	**MCD Outcomes #16** **Williams:** **B Highly Qualified Teachers**	
A5. To what extent are leadership and staff involved in ongoing professional development that is standards aligned, data-based, and focused on identified student needs? To what extent does monitoring occur for impact on improved student learning?	**§ 1114** School needs assessment to determine professional development to impact quality of instructional program	**#3 Prof. Dev. AB 75** **#4 Prof. Dev. AB466** **#5 Student Achievement/ Monitoring** **#6 Ongoing Instructional Assistance and Support** **#7 Teacher/ Dept. Subject-matter Collaboration**	**MCD Outcomes #2, #5, #6, #7, #17, #18**	**# 7 Professional Development**

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A6. To what extent are the human, material, physical, and financial resources utilized effectively and appropriately in accordance with the legal intent of the programs to support students in meeting proficiency of the state content standards?	**Ed. Code 64001** SPSA based on data, & school goals w/ alignment of re-sources to pro-mote increased student achievement	**#1 Instructional Program** **#9 Fiscal Support**	**MCD Outcomes #6, #7, #13, #16** **Williams:** **A Instructional Materials** **D Educational Resources**	**#2 Rigorous Standards-based Curriculum, Instruction and Assessment**
B1/C1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum and learning that supports the achievement of the state content standards?	**§ 1114 Needs Assessment** School needs assessment to determine professional development to impact quality of instructional program **§ 1115 Resources for "At Risk" Students** Resources utilized to identify "at-risk" students to plan standards-based instructional program	**#1 Instructional Program** **#2 Student Access to Core** **#5 Achievement Monitoring System** **#8 Intervention for Students Below Grade Level**	**MCD Outcomes #6, #7, #8, #13, #16, #18** **Williams:** **A Instructional Materials**	**#2 Rigorous standards-based instruction and assessment** **#3 Equity and Access**
B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?		**#2 Student Access to Core**	**MCD Outcomes #6, #7, #9, #13,**	**#4 Personalization**
B3. To what extent are all students able to meet all the graduation requirements?			**MCD Outcomes #2, #3, #4**	**#2 Rigorous standards-based Curriculum, Instruction and Assessment**

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C2. To what extent do all teachers use a variety of scientifically research-based strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize high order thinking skills, and help them succeed at high levels?	**§ 1114** **Needs Assessment** School needs assessment to determine professional development to impact quality of instructional program **§ 1115 Resources for Intervention** Resources utilized to identify "at-risk" students to plan standards-based instructional program	**#6 Ongoing Instructional Assistance and Support** Coaching and other district support **#7 Teacher/Dept. Subject matter Collaboration** **#8 Intervention Programs** **#9 Fiscal Support**	**MCD Outcomes #6, #7**	**# 7 Professional Development**
D1/D3. To what extent does the school/district utilize and implement a system to collect, disaggregate, analyze and report student performance data to parents and other stakeholders? To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards?	**§ 1111** Disaggregation and reporting for all subgroups for data collection to support basic program requirements	**#5 Student Achievement/ Monitoring Systems** **#7 Teacher/Dept. Subject matter Collaboration**	**MCD Outcomes #1, #2, #5**	
D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/ learning process for the enhancement of the educational progress of every student?		**#5 Student Achievement/ Monitoring Systems** **#6 Ongoing Instructional Assistance and Support** Coaching and other district support **#7 Teacher/Dept., Subject Collaboration** **#8 Intervention Programs**	**MCD Outcomes #2**	**#2 Rigorous standards-based Curriculum, Instruction and Assessment**

WASC	NCLB	Academic Program Survey (APS) SAIT	MCD - Williams	Small Learning Communities
D4. To what extent does assessment of student achievement drive the school/district program?		**#5 Achievement Monitoring System** **#9 Fiscal Support**	**MCD Outcomes #1, #2, #6, #7**	
E1. To what extent do the district/school leadership/ teachers employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?	**§ 1118 Coordination/ Integration of Effective Parent Involvement**		**MCD Outcomes #14**	**#6 Collaboration and Community and Parent Engagement**
E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?			**MCD Outcomes #5, #8** **Williams:** **C Healthful, Safe, and Adequate School Facilities**	
E3. To what extent do all students receive appropriate interventions to ensure academic success?	**§ 1115 Resources for Intervention** Resources used to identify "at-risk" students to plan standards-based instructional program	**#8 Intervention Programs**	**MCD Outcomes #1, #2, #3, #17, #18**	**#4 Personalization**
E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?			**MCD Outcomes #3, #4, #9, #13, #17, #18**	

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Academic Program Survey – High School Level**
Essential Components

1. Instructional Program

1.1. School/district provides state standards-aligned English/language arts textbooks in all classrooms for all students enrolled in 9th and 10th grade English/language arts courses.
1.2. School/district provides SBE-adopted reading/language arts intervention program texts for appropriate students.
1.3. School/district provides SBE-adopted mathematics textbooks in all classrooms for all students enrolled in remedial mathematics and Algebra 1 courses.

2. Student access to high school standards-aligned core courses

2.1. The school's master schedule and English/language arts course pacing schedules reflect effective use of instructional time and provide all students access to the English/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE.
2.2. The school's master schedule and mathematics course pacing schedules reflect effective use of instructional time and provide all students access to the necessary mathematics courses and instruction needed to master the required skills to pass the related components on the CAHSEE and in Algebra 1.

3. Principals' instructional leadership training

The district provides the school's principal and vice principals with AB75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider.
3.1. The training features the district's adopted intervention program for reading/language arts.
3.2. The training features the district's program for State Board-adopted Algebra 1 and locally adopted remedial mathematics program in use at their site.

4. Teachers professional development opportunities

4.1. The district
4.1.1. staffs most high school English and mathematics classrooms with fully credentialed teachers, and
4.1.2. has a plan in place to have fully credentialed teachers in all classrooms within three years.
4.2 The school/district provides 9th and 10th grade English/language arts teachers with AB466 training.
4.3 The school/district provides Algebra 1 mathematics teachers with professional development focused on SBE-adopted instructional materials for Algebra 1 (AB466) and remedial mathematics teachers with professional development on the instructional materials at use at their site.

5. Student achievement monitoring system

5.1. The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9th and 10th grade English/language arts classes. These assessments, usually referred to as curriculum-embedded, can be the tests that are included in the locally adopted English/language arts textbooks or may be tests based on textbooks. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement and provide a basis for the monitoring system.
5.2. The school/district has a similar assessment and monitoring system for Algebra 1 and remedial mathematics courses.

Academic Program Survey – High School Level**
Essential Components (continued)

6. Ongoing instructional assistance and support

6.1. The school/district provides instructional assistance and support to teachers of English/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

6.2. The school/district provides instructional assistance and support to teachers of Algebra 1 and remedial mathematics. The possible options are the same as above with specialists in mathematics.

7. Teacher/department and subject matter collaboration

The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for

7.1. The adopted programs in English/language arts

7.2. The adopted programs in mathematics.

8. Intervention programs for students below grade level

8.1. School/district provides (a) SBE-adopted intervention programs, offered as a separate extended-period class, for all students requiring **intensive** interventions in

8.1.1. English/language arts, i.e., those who are unable to demonstrate proficiency in 6th grade standards, and (b) appropriate instructional strategies for those students requiring **strategic** intervention, i.e. student at or above the 6th grade reading/language arts standards but unable to pass the English/language arts portion of the CAHSEE.

8.1.2. Mathematics, i.e. those you are unable to demonstrate proficiency in 7th grade mathematics standards, and (b) appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra 1 and/or are at risk of failing the mathematics portion of the CAHSEE.

9. Fiscal Support

9.1. The school/district general and categorical funds are used appropriate to support the English/language arts program goals in the school plan.

9.2. The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.

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Federal and State Requirements

1. **NCLB—Section 1111**: Basic program requirements included in the state report card are the desegregation and reporting of student academic achievement data.

2. **NCLB—Section 1114**: Title I Schoolwide Program includes a comprehensive needs assessment of the entire school with professional development activities to strengthen the academic program utilizing scientifically-based research.

3. **NCLB—Section 1115**: Title I Targeted Assistance Program uses resources to help identified at risk students meet the state's student academic achievement standards.

4. **NCLB—Section 1116**: Utilizes student academic achievement data to identify and align professional development and to inform instruction to Program Improvement Schools.

5. **NCLB—Section 1118**: Includes required strategies to encourage effective parental and community involvement and the coordination and integration of effective parent involvement.

6. **NCLB—Section 1119**: Qualification for highly qualified teachers: a plan to ensure that all teachers are highly qualified and participate in ongoing professional development.

7. **NCLB—Section 9101**: Ongoing professional development will give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards.

8. **Ed. Code—64001**: Single Plan for Student Achievement shall be aligned with school goals, analysis of verifiable state data, and address how funds provided will be use to improve the student academic achievement.

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Characteristics/Attributes of School Learning Communities**

1. **Unifying Vision/Identity**
   A shared vision created by a group of educators, support staff, students, parents, and community who comprise the small school learning community and who assume responsibility for the learning of every student through a distinctive and focused standards-based curriculum.

2. **Rigorous Standards-Based Curriculum, Instruction and Assessment**
   A standards-based educational program embodies high expectations for every student so that they achieve grade-level standards, use appropriate technology, district adopted textbooks, and materials to support instruction, meet high school graduation requirements and A-G college entrance requirements, and are prepared for post secondary experiences and the world of work.

   Instruction is adapted based upon learning needs within a rigorous culturally relevant and linguistically responsive curriculum; student performance is measured to report on progress and accomplishments and to inform future instructional practices. Multiple forms of standards-based assessments are used including some benchmarks by the district. Additionally, school indicators are used as measures of school progress including, for example, attendance, dropout rates, number of high school graduates, etc./

3. **Equity and Access**
   Every student will participate in a rigorous quality curriculum that is culturally relevant and linguistically responsive to their unique learning needs, thereby eliminating achievements gaps between groups of students.

4. **Personalization**
   A demonstration of sustained and mutually respectful personal relationships where every student is well known by a group of educators who advise/advocate for them and work closely with them and their families over time. The size of the Small School Learning Community is appropriate to its vision and mission, generally ranging from 300-500 students.

5. **Accountability and Distributed Leadership**
   Members of the Small School Learning Community work together, share expertise, and exercise leadership to ensure that student achievement is the intended result of all decisions. They retain primary responsibility, appropriate autonomy, and are accountable for making decisions affecting the important aspects of the small school learning community.

6. **Collaboration/Parent and Community Engagement**
   All members of the Small School Learning Community are viewed as critical allies and are significantly included in the school community (i.e. students, teachers, support staff, parents, administrators, business, and community partners). An ongoing partnership is aimed at supporting continuous improvement of student achievement. Authentic engagement leads to sustained participation in critical school decisions and implementation of school efforts.

7. **Professional Development**
   Small School Learning Communities demonstrate implementation of central and local district training and resources. Continuous professional learning is focused on improving practice and performance as a vehicle for school improvement and program coherence. This is accomplished through collaboration, reflection, the analysis of student work and data, and a review of pedagogy. Common planning time is provided for teachers to gain in-depth knowledge of their content standards to work on lesson design, review student work and performance data. Professional development is monitored and assessed regularly for effectiveness and implementation to ensure continuous school improvement.

Class Action Settlement in the Williams Legislation**

The class is this lawsuit has been defined as the following:

All students who are attending or will attend public elementary, middle or secondary schools in California who suffer from one or more deprivations of basic educational necessities. The specific deprivations are as follows:

A) a lack of instructional materials such that the student does not have his or her own reasonably current textbook or educational materials, in useable condition, in each core subject (1) to use in class without sharing with another student; or (2) to use at home each evening for homework;

B) a lack of qualified teachers such that (1) the student attends a class or classes for which no permanent teacher is assigned; or (2) the student attends a school in which more than 20% of teachers do not have full, non-emergency teaching credentials; or (3) the student is an English Language Learner ("ELL") and is assigned a teacher who has not been specially qualified by the State to teach ELL students;

C) inadequate, unsafe and unhealthful school facilities such that (1) the student attends classes in one or more rooms in which the temperature falls outside the 65-80 degrees Fahrenheit range; or (2) the student attends classes in one or more rooms in which the ambient or external noise levels regularly impede verbal communication between students and teachers; or (3) there are insufficient numbers of clean, stocked and functioning toilets and bathrooms; or (4) there are unsanitary and unhealthful conditions, including the presence of vermin, mildew or rotting organic material;

D) a lack of educational resources such that (1) the school offers academic courses and extracurricular offerings in which the student cannot participate without paying a fee or obtaining a fee waiver; or (2) the school does not provide the student with access to research materials necessary to satisfy course instruction, such as a library or the Internet; or

E) overcrowded schools such that (1) the student is subject to a year-round, multi-track schedule that provides for fewer days of annual instruction than schools on a traditional calendar provide; or (2) the student is bused excessive distances from his or her neighborhood school; or (3) the student attends classes in one or more rooms that are so overcrowded that there are insufficient seats for each enrolled student to have his or her own seat or where the average square footage per student is less than 25 square feet.

Los Angeles Unified School District/Los Angeles County Office of Education
Integrated Tool Crosswalk
LAUSD Modified Consent Decree Outcomes**

Outcome 1 - Participation in the Statewide Assessment Program: By June 30, 2006, 75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in state-identified grade levels will be comparable to the percentage of non-disabled students participating in the statewide assessment program.

Outcome 2 – Performance in the Statewide Assessment Program: By June 30, 2006, the percentage of students with disabilities in grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient, and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

Outcome 3 – Graduation Rate: The District shall increase the number of grade 12 students with disabilities who receive diplomas based on the 2001-02 data by at least 5% (no less than 42.01% of grade 12 students with disabilities) during the 2003-04 school year, at least 5% (no less than 44.11% of grade 12 students with disabilities) during the 2004-05 school year, and at least 5% (no less than 46.32% of grade 12 students with disabilities) during the 2005-06 school year.

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, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion or age out, or drop out (grades 7-12). 2004-05 Benchmark: The completion rate for students with disabilities will increase 5% from the completion percentage of the 2003-2004 school year.

Outcome 5 – Reduction of Long-Term Suspensions & Other Suspensions:
Outcome 5A: By June 30, 2006, the District will reduce the percent of students with disabilities suspended 6 or more days from 9.14% of the total suspensions of students with disabilities occurring during the 2001-2002 school year to 2% of the total suspension of students with disabilities.
Outcome 5B: By June 30, 2006, the District will reduce the risk of suspension for the population of students with disabilities by 30% from the rate of 14.7% in the 2002-03 school year to a rate lower than 10.3%.
Outcome 5C: By June 30, 2006, the District will reduce disproportionality in the district-wide rate of suspension of students with disabilities in comparison to their non-disabled peers to a relative risk ratio of no more than 1.75X discrepant, such that the population of students with disabilities is no more than 1.75 times more likely to be suspended than the population of their non-disabled peers.

Outcome 6 – Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI): By June 30, 2006, the District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

Outcome 7 – Placement of Students with Disabilities (Ages 6-22) with All Other Eligibilities: By June 30, 2006, the District will demonstrate a ratio of not less than 52% of students placed in the combined categories of 0-20% and 21-60% and not more than 48% students placed in the 61-100% category according to Federal placement reporting requirements.

Outcome 8 – Home school Placement/Least Restrictive Environment:
Outcome 8A: The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9% by June 30, 2006.
Outcome 8B: By June 30, 2006, the District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%.
Outcome 8C: By June 30, 2006, the District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62%. By June 30, 2006, the District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. By June 30, 2006, the District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%

LAUSD Modified Consent Decree Outcomes**

Outcome 9 – Individual Transition Plan: By June 30, 2006, 98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

Outcome 10 – Timely Completion of Evaluations: By June 30, 2006, a. 90% of all initial evaluations shall be completed within 50 days. b. 95% of all initial evaluations shall be completed within 65 days. c. 98% of all initial evaluations shall be completed within 80 days.

Outcome 11 – Complaint Response Time: The District will provide lawful responses to parents filing complaints in accordance with the following performance standards: a. 25% will be responded to within 5 working days. b. 50% will be responded to within 10 working days. c. 75% will be responded to with 20 working days. d. 90% will be responded to within 30 working days.

Outcome 12 – Informal Dispute Resolution: By June 30, 2006, the District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

Outcome 13 – Delivery of Services: By June 30, 2006, 93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. In addition, by June 30, 2006, 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision.

Outcome 14 – Increased Parent Participation: By June 30, 2006, the District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. By June 30, 2006, 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

Outcome 15 – Timely Completion of Future Translations: By June 30, 2006, the District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days 95% within 45 days 98% within 60 days.

Outcome 16 – Increase in Qualified Providers: By June 30, 2006, the disparity between qualified regular education and special education teachers will decrease from 10.4% based on the 2001-2002 school year, to 3.4%.

Outcome 17 – IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports: By June 30, 2006, the percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

Outcome 18 - Disproportionality: By June 30, 2006, 90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.