

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Middle and High School Principals

DATE: March 25, 2011

FROM: John Deasy, Superintendent-Elect



SUBJECT: A-G METRICS

On June 14, 2005, the LAUSD Board of Education approved a resolution committing the District to becoming one of the best urban school districts in the nation, by requiring a rigorous high school curriculum, beginning with the UC/CSU A-G requirements, a 15-course sequence in seven academic areas. The Board noted that “the A-G course sequence is a rigorous life readiness curriculum that does not guarantee college admission but rather allows students the choice to pursue post-secondary education, vocation/career-technical education, a career, and other career options and has been shown to close the Achievement Gap, increase high school graduation, and reduce drop-out rates.”

The Board determined as an overarching goal in the A-G Resolution that LAUSD will be “committed to eliminating the Achievement Gap among all of its students.” District Bulletin 2513.1 – Enrolling Students in A-G further clarified the purpose of this resolution stating that “the A-G Resolution was approved to create equity through the implementation of the A-G course sequence as part of the high school graduation requirement.”

Our current 7th grade students, class of 2016, will be held to the A-G requirements for graduation. They must not only take A-G courses, they must pass them with a “C” or better. It is imperative that we work collaboratively to vertically articulate and prepare middle school students in order for them to have continued success in high school A-G courses.

Creating equity and *access* to an education that prepares students for careers and for college is a core purpose of this district and is reflected in the vision of LAUSD that *every* student will be college-prepared and career ready. Yet the ability to reach that vision will require our deliberate and rapid action to accelerate our progress.

For every student to be college-prepared and career ready, we must rapidly address the achievement gap that exists in our schools by taking every step possible to implement the A-G resolution without delay. At present, less than one-third of our African-American and Latino students are on track to meet this bar for achievement. What this means is that less than one-third of our African-American and Latino students are on track to have the skills necessary to be competitive in the state of California where the fastest growing industries, hire substantial percentages of employees with college degrees.

We must accelerate the number of students that are on-track to graduate with the skills necessary to succeed in a global economy. We will do so by adopting a common process for setting meaningful goals at each school-site for increasing the number of students who will graduate with A-G requirements, and by carefully monitoring our progress towards the full implementation of the A-G Resolution. In doing so, we will provide thousands of students with new opportunities to succeed, and fulfill this district’s promise to ensure that all students achieve.

The District's progress on A-G will be measured by three main metrics:

- (1) Access to A-G courses, meaning the percentage of courses offered at senior high schools that are A-G;
- (2) Performance of students in A-G courses, as measured by the percentage of students who earn a "C" or higher on A-G courses;
- (3) Percentage of students by grade level who are taking the A-G sequence of classes and are considered on-track to complete all A-G courses with a "C" or better.

All three measures will be disaggregated by school, gender and ethnicity. Future reports will disaggregate the data by SLC and CTE Pathway. The attachment provides statistics for the three metrics for LAUSD for the 2009-10 school year, as well as a quick guide for schools on how to access this information in MyData. Monitoring reports for tracking interim grades and enrollment in A-G courses are also available on MyData.

While there may be efforts and structures put in place to address A-G enrollment and success, we as a district, are far from successful in this area. It is not enough to have students enrolled in Intervention classes if they are failing them. It is not enough to have school-based intervention programs that are not being used by the site. It is not enough to have a 'College-going Culture' yet have many students failing classes and not successfully recouping the credits.

As a district we are eliminating courses that are not standards-based and we are moving to offer Electives and Career and Technical Education (CTE) courses that are A-G approved. No new core and elective courses will be offered for credit unless they are A-G and approved by the Office of the Chief Academic Officer. Requests for new or experimental courses must follow the guidelines outlined in BUL 3697.0. In order to expand the A-G course offerings that are available to our students, all new courses will be submitted to the University of California Office of the President (UCOP) for A-G approval.

To that end, in order to support principals in these actions, we as a district will continue the following efforts:

- Ensure all secondary principals complete a Master Schedule Institute that is tailored to the experiences of the principals.
 - All sites will ensure that the master schedule reflects the appropriate number of needed sections to allow students equitable access to A-G courses (as well as AP).
 - All sites will conduct a Master schedule audit to ensure that all students are properly enrolled in A-G classes and immediately work to correct those that are not.
 - Sites will monitor all English Learners and the transition to A-G curriculum when they are re-designated.
- Review every student by name that is enrolled in an intervention course to ensure they are passing, receiving counseling support, and are concurrently enrolled in the core class being supported by the intervention course (e.g., Math Tutorial Lab and Algebra I).

- **Ensure that the course syllabus for each A-G class is reviewed and approved by site administration and that the grading policies are standards-based. Starting July 1, 2011, homework will not count more than 10% toward a grade.**
- **At each marking period, run the D and F lists for each course and grade level and begin targeted efforts to improve students' achievement.**
- **Work to ensure every student is given access and opportunity and support to enroll in Advanced Placement (AP) courses. Preparation for and enrollment in AP should be a common goal in all of our schools and no adult should discourage or deny any students who desires AP courses.**
- **Maximize the schedule flexibility given by the elimination of Life Skills as a graduation requirement (See Bulletin BUL-5185.0 Graduation Requirements for the Graduating Class of 2012 and 2013) to offer needed intervention courses and additional A-G classes and AP sections.**

While the success of A-G is firmly grounded in student achievement at the school site level, the Local District will be held accountable for providing service and support to ensure accelerated improvement of our district-wide performance and aligned investment in supporting our students in successful A-G attainment.

**c: Members, Board of Education
 Michelle King
 Judy Elliott
 Cynthia Lim
 Matt Hill
 Sharon Robinson
 Local District Superintendents
 Principal Leaders
 Administrators of Instruction
 PreK-12 Counseling Coordinators**

Attachment

A-G

Access to A-G Courses

Table 1 calculates the number of A-G courses offered as a percentage of all course enrollments. The data is presented for all courses and by major subject. Table 2 calculates the same data by student ethnicity and table 3 by grade level.

Table 1: 2009-10, Percent of A-G Course Enrollment By Department

	% A-G
ALL SUBJECTS	61
ENGLISH	93
MATHEMATICS	88
SCIENCE	99
SOCIAL SCIENCE	98
FOREIGN LANGUAGE	99
ART	99
MUSIC	88
PHYSICAL EDUCATION	1
THEATER ARTS	100

Table 2: 2009-10, Percent of A-G Course Enrollment By Ethnicity

	ALL ETHNICITIES	ASIAN	BLACK	HISPANIC	WHITE
ALL SUBJECTS	61	66	61	60	64
ENGLISH	93	98	91	92	97
MATHEMATICS	88	97	83	87	93
SCIENCE	99	99	99	99	99
SOCIAL SCIENCE	98	99	98	98	97
FOREIGN LANGUAGE	99	99	99	100	99
ART	99	100	100	99	100
MUSIC	88	90	82	89	87
PHYSICAL EDUCATION	1	0	1	1	1
THEATER ARTS	100	100	100	100	100

Table 3: 2009-10, Percent of A-G Course Enrollment By Grade Level

	Grades 9-12	9	10	11	12
ALL SUBJECTS	61	54	66	68	58
ENGLISH	93	87	95	97	95
MATHEMATICS	88	85	89	91	87
SCIENCE	99	100	99	99	97
SOCIAL SCIENCE	98	93	99	99	99
FOREIGN LANGUAGE	99	100	100	100	99
ART	99	100	100	99	99
MUSIC	88	87	88	88	89
PHYSICAL EDUCATION	1	0	0	1	2
THEATER ARTS	100	100	100	100	100

A-G

Performance in A-G Courses

Table 4 calculates the percent of students who passed A-G courses with a C or above by ethnicity. Table 5 captures the same data by grade level.

Table 4: 2009-10, A-G Course Marks C and Above By Ethnicity

	% A-G Pass C & Above				
	ALL ETHNICITIES	ASIAN	BLACK	HISPANIC	WHITE
ALL SUBJECTS	67	86	64	64	81
ENGLISH	68	88	67	65	83
MATHEMATICS	54	80	50	51	71
SCIENCE	62	85	60	59	79
SOCIAL SCIENCE	70	87	68	67	84
FOREIGN LANGUAGE	73	88	66	72	81
ART	80	91	77	79	87
MUSIC	85	96	84	83	94
PHYSICAL EDUCATION	89	93	88	87	98
THEATER ARTS	87	95	87	85	94

Table 5: 2009-10, A-G Course Marks C and Above By Grade Level

	% A-G Pass C & Above				
	Grades 9-12	9	10	11	12
ALL SUBJECTS	67	57	64	71	79
ENGLISH	68	59	66	71	79
MATHEMATICS	54	49	55	56	66
SCIENCE	62	55	61	68	77
SOCIAL SCIENCE	70	44	65	73	81
FOREIGN LANGUAGE	73	67	72	78	82
ART	80	69	74	84	88
MUSIC	85	79	84	88	91
PHYSICAL EDUCATION	89	72	84	96	96
THEATER ARTS	87	81	84	89	92

On-Track Towards A-G Completion

Table 6 calculates the percent of students taking the A-G sequence of classes and considered on-track towards A-G completion, meaning they passed the course with a C or better.

Table 6: 2010-11, On-Track Pass C and Above By Ethnicity

	ALL ETHNICITIES	ASIAN	BLACK	HISPANIC	WHITE
% AG on Track -- Grades 10-12	35	63	26	31	51
Grade 10	42	73	34	39	61
Grade 11	33	64	24	29	51
Grade 12	27	54	20	24	40

Defining "On-Track" for A-G

At the end of	Students Should Have Completed
9th Grade	1 year of B-English, 1 year of C - math, + 1 year of another A-G requirement
10th Grade	2 years of B - English, 2 years of C - math, + 3 years of other A-G requirements
11th Grade	1 year of A - social science, 3 years of B - English, 3 years of C - math, 1 year of D - science, 1 year of E - foreign language, + 2 years of other A-G requirements
12th Grade	2 years of A - social science, 4 years of B - English, 3 years of C - math, 2 years of D - science, 2 years of E - foreign language, 1 year of F - visual and performing arts, and 1 year of G - college-prep elective

Percent of A-G Course Enrollment, Comprehensive High Schools, 2009-10

Locn	Name	LD	% A-G
7137	32ND STREET USC PERFORMING ARTS MAGNET	7	75.3
8558	DANIEL PEARL JOURNALISM & COMMUNICATIONS MAGNET	1	72
8132	FOSHAY LEARNING CENTER	7	71.9
8893	VAN NUYS SENIOR HIGH	2	71.9
8786	NORTH HOLLYWOOD SENIOR HIGH	2	70.3
8206	SCHOOL FOR VISUAL ARTS AND HUMANITIES AT ROBERT F KENNEDY HS	4	69.8
8783	NEW TECHNOLOGY SENIOR HIGH @ JORDAN SH	7	69.3
8557	BIRMINGHAM SENIOR HIGH	1	69.2
8686	HAMILTON SENIOR HIGH	3	69
8643	FRANKLIN SENIOR HIGH	4	68.7
8760	MIDDLE COLLEGE HIGH SCHOOL	8	68.6
8880	TAFT SENIOR HIGH	1	68.6
8907	VENICE SENIOR HIGH	3	68.4
8679	GARFIELD SENIOR HIGH	5	68.2
8750	JOHN MARSHALL SENIOR HIGH	4	68.2
8729	ABRAHAM LINCOLN SENIOR HIGH	5	67.9
8727	KING-DREW MEDICAL MAGNET	7	67.8
7390	VALLEY ALTERNATIVE	1	67.7
8779	NARBONNE SENIOR HIGH	8	67.6
8741	LOS ANGELES CENTER FOR ENRICHED STUDIES	3	67.5
8664	GARDENA SENIOR HIGH	8	67.4
8690	ACADEMIC PERFORMANCE EXCELLENCE ACADEMY	4	67.3
8850	SAN PEDRO SENIOR HIGH	8	67.3
8207	ACADEMIC LEADERSHIP COMMUNITY	4	67
8928	WASHINGTON PREPARATORY SENIOR HIGH SCHOOL	8	66.6
8529	BANNING SENIOR HIGH	8	66.5
8590	GROVER CLEVELAND SENIOR HIGH	1	66.5
8621	FAIRFAX SENIOR HIGH	4	66.4
8517	MIGUEL CONTRERAS LEARNING COMPLEX	4	65.9
8571	CANOGA PARK SENIOR HIGH	1	65.6
8611	SCHOOL OF MATH AND SCIENCE AT MENDEZ LEARNING CENTER	5	65.5
8516	CENTRAL LOS ANGELES AREA NEW HIGH SCHOOL #9	4	64.8
8754	FRANCISCO BRAVO MEDICAL MAGNET	5	64.4
8142	ROBERT FULTON COLLEGE PREPARATORY SCHOOL	2	64.3
8596	CRENSHAW SENIOR HIGH	T	64.2
3548	ELIZABETH LEARNING CENTER	6	63.9
8774	LOS ANGELES SCHOOL OF GLOBAL STUDIES	4	63.3
8771	NEW TECHNOLOGY SENIOR HIGH @ JEFFERSON SH	5	63.2
8853	ORTHOPAEDIC HOSPITAL MEDICAL MAGNET HIGH SCHOOL	5	63.1
8696	HELEN BERNSTEIN SENIOR HIGH	4	63
8650	FREMONT SENIOR HIGH	7	62.7
8575	CARSON SENIOR HIGH	8	62.5
8701	INTERNATIONAL STUDIES LEARNING CENTER	6	62.3
8513	NORTHRIDGE ACADEMY SENIOR HIGH	1	62.3
8544	EDWARD R ROYBAL LEARNING CENTER	4	62.1
8583	CHATSWORTH SENIOR HIGH	1	61.9
8829	THEODORE ROOSEVELT SENIOR HIGH	T	61.7
8714	THOMAS JEFFERSON SENIOR HIGH	5	61.7
8738	DOWNTOWN BUSINESS HIGH SCHOOL	4	61
8725	JOHN F KENNEDY SENIOR HIGH	1	60.9
7784	SCHOOL OF ENGINEERING AT TECHNOLOGY AT MENDEZ LEARNING CNTR	5	60.8

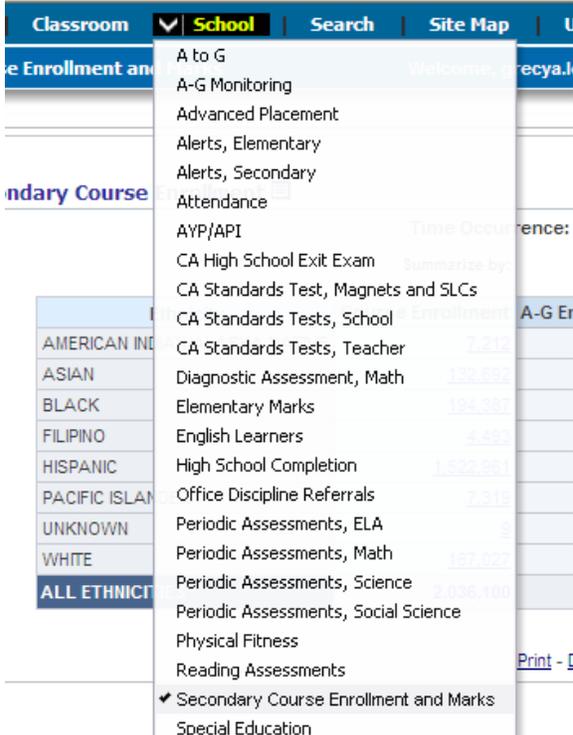
Percent of A-G Course Enrollment, Comprehensive High Schools, 2009-10

Locn	Name	LD	% A-G
8093	SUN VALLEY SENIOR HIGH	2	60.8
8842	SHERMAN OAKS CENTER FOR ENRICHED STUDIES	1	60.5
8600	DORSEY SENIOR HIGH	3	60.4
8683	ULYSSES S GRANT SENIOR HIGH	2	60.2
8693	HOLLYWOOD SENIOR HIGH	4	59.9
8814	RESEDA SENIOR HIGH	1	59.8
8614	EAGLE ROCK SENIOR HIGH	4	59.6
8943	WESTCHESTER SENIOR HIGH	T	59.5
8700	HUNTINGTON PARK SENIOR HIGH	6	59.3
8610	PANORAMA SENIOR HIGH	1	59.2
8500	CIVITAS SCHOOL OF LEADERSHIP	4	59.1
8536	BELL SENIOR HIGH	6	58.5
8721	JORDAN SENIOR HIGH	7	58.5
8617	EL CAMINO REAL SENIOR HIGH	1	58
8878	SYLMAR SENIOR HIGH	2	57.8
8543	BELMONT SENIOR HIGH	4	57.4
8768	JAMES MONROE SENIOR HIGH	1	57.2
8501	LOS ANGELES HIGH SCHOOL OF THE ARTS AT ROBERT F KENNEDY HS	4	56.5
8210	LOS ANGELES TEACHER PREPARATORY ACADEMY	4	56.2
8914	VERDUGO HILLS SENIOR HIGH	2	55.9
8636	FRANCIS POLYTECHNIC SENIOR HIGH	2	55.6
8736	LOS ANGELES SENIOR HIGH	3	55.6
8518	HARBOR TEACHER PREPARATION ACADEMY	8	54.1
8886	UNIVERSITY SENIOR HIGH	3	54
8882	MAYWOOD ACADEMY SENIOR HIGH	6	53.5
8743	MANUAL ARTS SENIOR HIGH	T	53.1
8618	WOODROW WILSON SENIOR HIGH	5	52.6
8881	SOUTH EAST SENIOR HIGH	6	50.3
8871	SOUTH GATE SENIOR HIGH	6	49.9
8843	SAN FERNANDO SENIOR HIGH	2	49.7
8716	SANTEE EDUCATION COMPLEX	T	48.3
8609	ARLETA SENIOR HIGH	2	47.8
8607	EAST VALLEY SENIOR HIGH	2	46.5
8748	WEST ADAMS PREPARATORY SENIOR HIGH	T	45.5

A-G enrollment, A-G course marks, and progress towards completion of the A-G sequence of courses are available on MyData. This quick guide can help you get there.

Q: Where can I find A-G enrollment for my school? Can I summarize by A-G enrollment by ethnicity?

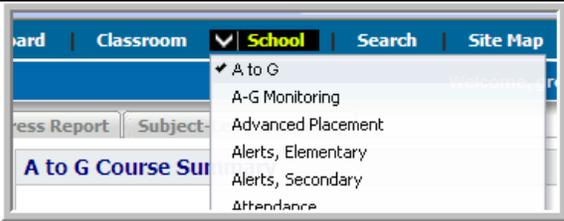
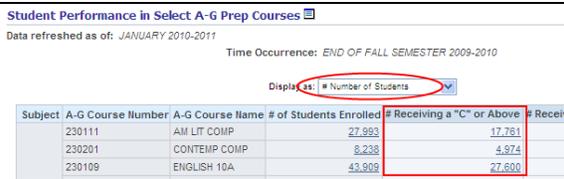
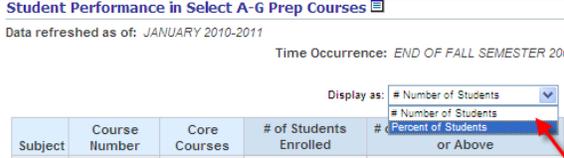
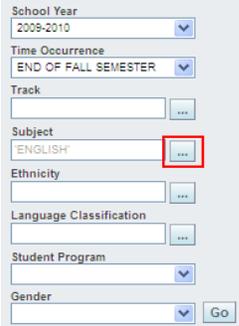
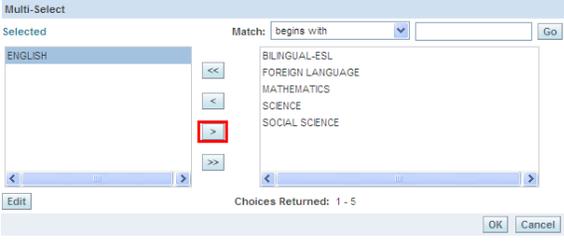
A: There are two school-level reports on MyData that exhibit A-G course enrollment. One report is the A-G Course Marks Report and the other is the Secondary Course Enrollment and Marks report. Here, we will show you how to get to A-G enrollment from the Secondary Course Enrollment report.

Step #	Step	Icon/Link	Comments
1.	From the menu bar, click on “School,” and select “Secondary Course Enrollment and Marks.”		
2.	The column titled “%A-G” will show your school’s A-G enrollment.		<p><i>Notice that the default view of this information is by Ethnicity. You can also summarize by Gender or Language Classification.</i></p>

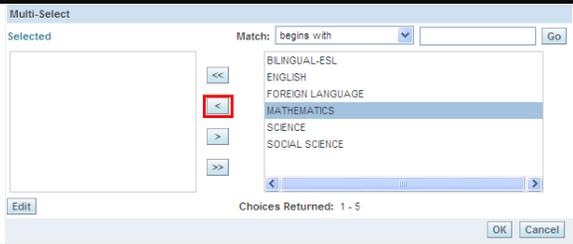
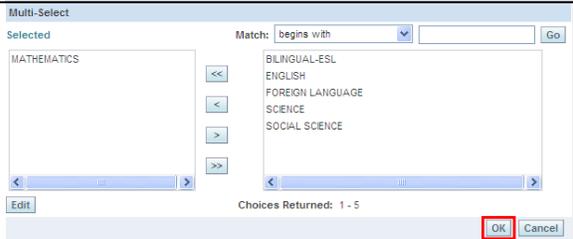
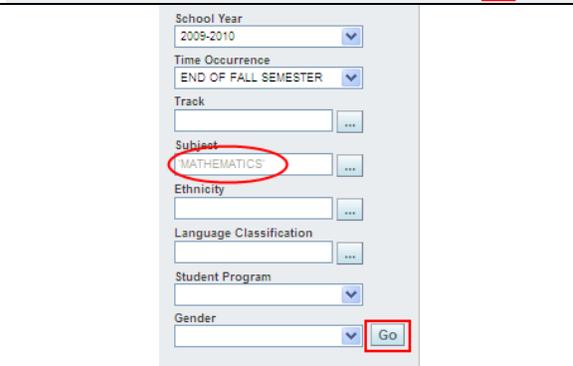
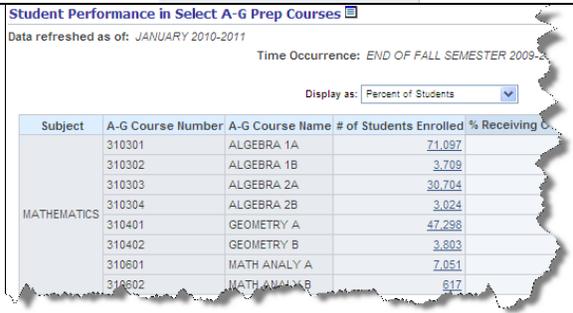


Q: What are the A-G course marks earned by my students? Can I view A-G course marks by ethnicity?

A: The A-G Course Summary shows A-G course marks. You can view A-G course marks for a particular subject, ethnic group, language classification, etc. Here's how:

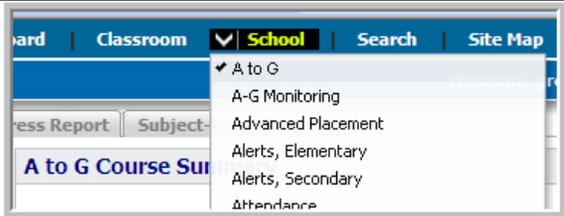
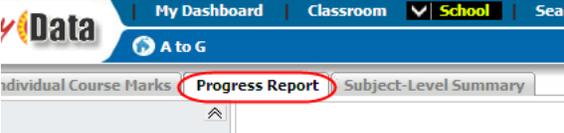
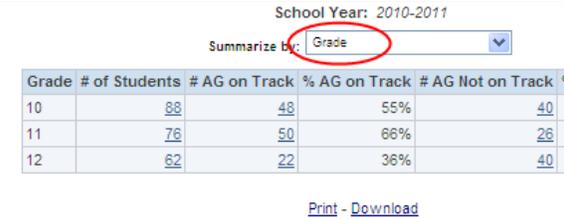
Step #	Step	Icon/Link	Comments
1.	From the menu bar, click on "School," and select "A to G."		You will be taken to the "Individual Course Marks" tab. This report contains two reports: an A-G Prep Course Summary and an A-G Summary.
2.	You will then be able to view the course marks for A-G courses in the English department for the most current school year and time occurrence.		Notice that the default view of this information is by # Number of Students.
3.	Select Percent of Students from the drop down menu just above the report.		The data will now display as % instead of # of students.
4.	To view marks for A-G courses in another subject, click on the multi-select button  for Subject on the menu located on the left hand side of your screen.		A multi-select window will open.
5.	Click on English until it is highlighted in blue. Then click the remove button  located in the center of the multi-select window.		Notice that this will remove English from the Selected box on the left and place it in the choices box on the right. The selected box on the left should be empty once you've completed this step.



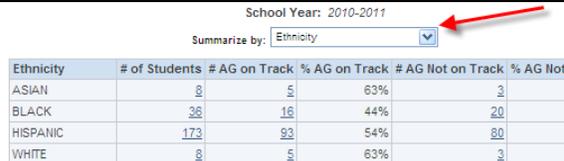
Step #	Step	Icon/Link	Comments																																													
6.	Select a new subject then click the move button  located in the center of the multi-select window.		<i>Your selection will move from the choices box on the right to the selected box on the left (we selected Mathematics for this example).</i>																																													
7.	Click OK .																																															
8.	Click Go on the menu on the left hand side of your screen.		<i>Notice how the new subject selected is inside the Subject box. (Recall, we selected Mathematics for this example).</i>																																													
9.	Your report will now display data for the new subject(s) you selected.	 <table border="1" data-bbox="641 1186 1193 1375"> <thead> <tr> <th>Subject</th> <th>A-G Course Number</th> <th>A-G Course Name</th> <th># of Students Enrolled</th> <th>% Receiving C</th> </tr> </thead> <tbody> <tr> <td></td> <td>310301</td> <td>ALGEBRA 1A</td> <td>71,097</td> <td></td> </tr> <tr> <td></td> <td>310302</td> <td>ALGEBRA 1B</td> <td>3,709</td> <td></td> </tr> <tr> <td></td> <td>310303</td> <td>ALGEBRA 2A</td> <td>30,704</td> <td></td> </tr> <tr> <td>MATHEMATICS</td> <td>310304</td> <td>ALGEBRA 2B</td> <td>3,024</td> <td></td> </tr> <tr> <td></td> <td>310401</td> <td>GEOMETRY A</td> <td>47,298</td> <td></td> </tr> <tr> <td></td> <td>310402</td> <td>GEOMETRY B</td> <td>3,803</td> <td></td> </tr> <tr> <td></td> <td>310601</td> <td>MATH ANALY A</td> <td>7,051</td> <td></td> </tr> <tr> <td></td> <td>310602</td> <td>MATH ANALY B</td> <td>617</td> <td></td> </tr> </tbody> </table>	Subject	A-G Course Number	A-G Course Name	# of Students Enrolled	% Receiving C		310301	ALGEBRA 1A	71,097			310302	ALGEBRA 1B	3,709			310303	ALGEBRA 2A	30,704		MATHEMATICS	310304	ALGEBRA 2B	3,024			310401	GEOMETRY A	47,298			310402	GEOMETRY B	3,803			310601	MATH ANALY A	7,051			310602	MATH ANALY B	617		<i>Follow steps 4-8 to view the data for an Ethnic group(s) of interest. On step 4, select Ethnicity instead of Subject from the menu located on the left hand side of your screen.</i>
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	310602	MATH ANALY B	617																																													

Q: How many students are on-track to completing A-G requirements?

A: MyData tracks students who are being placed in the A-G sequence and earning a mark of C or above in a report called A-G Progress Report. Here’s how to get there:

Step #	Step	Icon/Link	Comments
1.	From the menu bar, click on “School,” and select “A to G.”		You will be taken to the “Individual Course Marks” tab. Notice that there are two other tabs.
2.	Select the tab called “Progress Report.”		
3.	You will then be able to view your school’s report of the number and percentage of your enrolled students on track to completing their A-G course requirements.		Notice that the default view of this information is by grade level.

B. How does on-track status vary for different subgroups?

Step #	Step	Icon/Link	Comments
1.	You may choose to view the number and percentage of students on track for A-G by ethnicity, gender, language classification, special education status, or graduating class. Simply click on the dropdown menu located above the report.		Each of these options will show the number of students by subgroup and the percentage of enrolled 10 th , 11 th , and 12 th graders who are on track. The reports will also show this information for students who are <u>not</u> on track.