

Los Angeles Unified School District

Office of the Superintendent

Dr. John Deasy's Bio



Dr. John E. Deasy is the superintendent of the Los Angeles Unified School District, the nation's second largest school district. In this role, Dr. Deasy leads the thousands of teachers, administrators and staff in serving the diverse population of more than 600,000 students so that all youth achieve.

He is a man on a mission.

Since becoming LAUSD superintendent in April, 2011, Dr. Deasy has focused his efforts on protecting students' rights to a high quality education—through education policy, negotiation, legislation, and the courts—while handling the budget crisis caused by the underfunding of California's classrooms.

The reform work Dr. Deasy leads is embodied in his message to the LAUSD family: "If we transform human capital by ensuring there are effective employees at every level of the organization focused on improving student outcomes, give our students and parents a portfolio of high quality school choice, and hold ourselves accountable through strong performance management, then every student in our schools will graduate college-prepared and career-ready."

Prior to joining the Los Angeles Unified School District in August 2010, Dr. Deasy served as Deputy Director of Education for the Bill & Melinda Gates Foundation. In that role, he led the programmatic work on effective teaching. Prior to joining the foundation, he served as superintendent of the Prince George's County, Maryland, Public Schools, where he earned a national reputation for his leadership in significantly narrowing the achievement gap between low-income and minority students and their peers. During his time in Prince George's, Dr. Deasy also launched a pay-for-performance plan that was approved by the Board of Education and developed jointly with labor, making the district a leader nationally in efforts to reward teachers for gains in student achievement.

Previously, he served as superintendent of the Santa Monica-Malibu Unified School District in California and of the Coventry Public Schools in Rhode Island. In all three districts, he championed rigorous and ambitious learning opportunities for youth, fair teacher and administrator evaluations, pay-for-performance, staff development and training, and data-based decision-making. Dr. Deasy brought nearly three decades of extensive successful experience in education to the foundation.

He has been a Broad Fellow, an Aspen Institute Entrepreneurial Leaders for Public Education Fellow, an Annenberg Fellow, a State Superintendent of the Year, a presenter at numerous state and national conferences, and a consultant to school districts undertaking high school reform and district-wide improvement strategies. He has spoken and written extensively on education and serves on numerous boards.



Welcome to the Los Angeles Unified School District

Second largest in the nation, the Los Angeles Unified School District (LAUSD) enrolls more than 640,000 students in kindergarten through 12th grade, at over 900 schools, and 187 public charter schools. The boundaries spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California.

All youth achieving, the mission of LAUSD, is reflected in continued double-digit growth on the state Academic Performance Index (API); the upward trend in the graduation rate, progress in the pass rate on the California High School Exit Exam (CAHSEE) and other academic indicators.

LA schools boast more winners of the United States Academic Decathlon championships-12-than any other District in this country. Add to those impressive victories, outstanding individual student and team achievements in: science, mathematics, social studies, language arts, foreign and dual languages, business and entrepreneurial skills, the visual and performing arts, and athletics.

Nationally recognized by the Physicians Committee for Responsible Medicine for serving healthy, low fat and vegetarian school lunches, LAUSD's standards also call for: whole grains, low sodium, locally grown fruits and vegetables and no trans fat; flavored milk or carbonated beverages.

Founded in 1853, the District, today, counts more than 115 new schools and campuses, thanks to the nation's largest public works project, funded by bond measures, a testament to broad voter support.



All Youth Achieving

School Calendars (K-12)

The Los Angeles Unified School District (LAUSD) has two instructional calendars for the 2012-2013 school:

Single-Track Calendar (Traditional)

- First Semester – Aug. 14, 2012
- Winter Recess – Dec. 17, 2012-Jan. 6, 2013
- Second Semester – Jan. 7, 2013
- Spring Recess – March 25 – 29, 2013
- Last Day of Instruction – June 7, 2013

Four-Track Calendar (Year-round)

- First Semester starts for Track B,C,D: July 2, 2012
- First Semester starts for Track A: Aug. 16, 2012
- Winter Recess – Dec. 17, 2012-Jan. 1, 2013
- Second Semester (Tracks B,C,D) – Jan. 2, 2013
- Second Semester (Track A) – Feb. 12, 2013
- Del Olmo ES - Last Day of Instruction (Track D) – May 9, 2013 (Tracks A,B,C) – June 27, 2013
- Cahuenga ES & Bell HS Last Day of Instruction - (Track D) – May 6, 2013 (Track A,B,C) June 28, 2013

Note: Only three schools operate on a year-round basis.

School Holidays

Labor Day – Sept. 3, 2012
 Veterans Day – Nov. 12, 2012
 Thanksgiving – Nov. 19 - 23, 2012
 Christmas – Dec. 25 & Dec. 31, 2012
 New Year's Day – Jan. 1, 2013
 Dr. Martin Luther King Jr. Day – Jan. 21, 2013
 President's Day – Feb. 18, 2013
 Cesar E. Chavez Birthday (observed) – Apr. 1, 2013
 Memorial Day – May 27, 2013

Elementary Schools (K-5)	271,577
Middle Schools (6-8)	116,633
Senior High Schools (9-12)	144,412
Charter Schools (Independent)	88,566
Special Day Programs in Special E Schools**	3,291
Special Day Programs in Regular Schools	25,145
Continuation and Opportunity Schools	5,444*
Adult Education Schools	255,697*
Total K-12 Enrollment	655,716
Total LAUSD Enrollment (incl Adult Education)	911,413*

Student Enrollment

*Figures reflect October 2011 data.

**Count does not reflect total enrollment of Special Education students, including those attending regular Pre-K to 12th-grade LAUSD schools.

Schools and Centers

Beginning this school year, the District will be divided into five Local Education Service Centers, serving elementary, middle, and senior high schools. (See "Educational Service Centers" at www.lausd.net for more information.)

Primary School Centers	18
Elementary Schools	457
Middle Schools	86
Senior High Schools	106
Option Schools	56
Magnet Schools	21
Multi-level Schools	27
Special Education Schools	15
Total	786
K-12 Magnet Centers (on regular campuses)	
Elementary	45
Middle	50
Senior	50
Total	145
Charter Schools (as of 9/10/12)	229
Other Schools and Centers	
Community Adult Schools	24
Regional Occupational Centers/Program	6
Skills Centers	4
Early Education Centers	84
Total	118
Total	1,278

Student Characteristics

In all, 92 languages other than English are spoken in LAUSD schools. The District has 161,484 students who are learning to speak English proficiently. Their primary languages are Spanish (93.4% of English learners), Korean (1.1%), Armenian (1.1%), Tagalog, Cantonese, Arabic, Vietnamese and Russian, each accounting for less than 1% of total.

Latino	73.4%
African American	10.0%
White	8.8%
Asian	3.9%
Filipino	2.2%
Pacific Islander	.04%
American Indian	.04%
Two or more races, not Latino	1.0%
Total	99.74%

Note: Approximately 80% of LAUSD students qualify for free- or reduced-price meals.



Los Angeles Unified School District FINGERTIP FACTS 2012-2013



All Youth Achieving

Financial Information

School District Employees

	2012-2013	2011-2012
K-12 Teachers	25,989	27,925
Adult Teachers	1,455	1,674
Early Education Teachers	555	640
Total (1)	27,999	30,239
K-12 Administrators	1,962	1,926
Adult Ed. Administrators	89	123
Early Education Administrators	43	49
Total (2)	2,094	2,098
Other Certificated Support Personnel(3)	3,759	4,052
Regular Classified Personnel	25,959	28,911
Total Employees	59,811	65,300

Notes: (1) Includes classroom teachers and non-classroom teaching positions, such as instructional coaches.

(2) Includes school-based administrators and non school-based local district and central office administrators.

(3) Includes non-teaching and non-administrative certificated personnel, including nurses, counselors and school psychologists.

LAUSD Boundaries

The District covers an area, totaling 710 square miles. This includes most of the city of Los Angeles, along with all or portions of 31 cities and unincorporated areas of Los Angeles County. About 4.8 million people live within the District's boundaries.

Cities Entirely Within LAUSD

Cudahy	Maywood
Gardena	San Fernando
Huntington Park	Vernon
Lomita	West Hollywood

Cities Partially Within LAUSD

Alhambra *	Long Beach
Bell	Lynwood
Bell Gardens	Montebello
Beverly Hills	Monterey Park
Calabasas *	Rancho Palos Verde
Carson	Rolling Hills Estates
City of Commerce	Santa Clarita *
Culver City	Santa Monica
Downey	South Gate
El Segundo	South Pasadena *
Hawthorne	Torrance
Inglewood	

* Only a few parcels of land generating no enrollment are within LAUSD.

LAUSD's General Fund, almost 80% of which comes from the state, pays for school expenses, including:

	2012-2013	2011-2012
Certificated salaries (teachers, librarians, counselors, nurses, and administrators)	\$2.48 billion	\$2.65 billion
Classified salaries (e.g., instructional aides, office employees, custodians, plumbers, drivers and their supervisors)	\$744 million	\$799 million
Employee benefits (retirement plans, employee health insurance and Workers Compensation Insurance)	\$1.47 billion	\$1.4 billion
Other operating expenses (contract utilities, rents and leases, travel expense instructional consultants)	\$743 million	\$793 million
Other outgoing expenses (miscellaneous items)	\$122 million	\$191 million
Books and Supplies (textbooks, instructional materials, general supplies and fuel)	\$583 million	\$598 million
Capital Outlay (cost of facilities [land buildings], books and media for libraries, equipment)	\$17.7 million	\$76.7 million
Total Expenses General Fund	\$6.15 billion	\$6.5 billion

The methodology used in the 2011-12 table above has changed to align with SACS reporting guidelines. The 2010-11 numbers, using the 2011-12 methodology, are included for comparison. For more information and a reconciliation of numbers:

<http://budgetrealities.lausd.net/fag#t13n124>. Numbers have been rounded. Most of the District's capital outlay is in bond funds devoted only to school construction and modernization.

School Construction

The LAUSD is undergoing a \$19.5 billion voter-approved transformation to build new schools to reduce overcrowding and improve existing campuses throughout the District. Since the first bond was passed in 1997, the District has built **129** new K-12 schools. The District opened 20 new schools this fiscal year. More than 24,000 modernization and repair projects have been completed at existing campuses. For more information, visit:

www.laschools.org.

Vision

Every LAUSD student will receive an education in a safe, caring environment and every student will be college-prepared and career-ready.

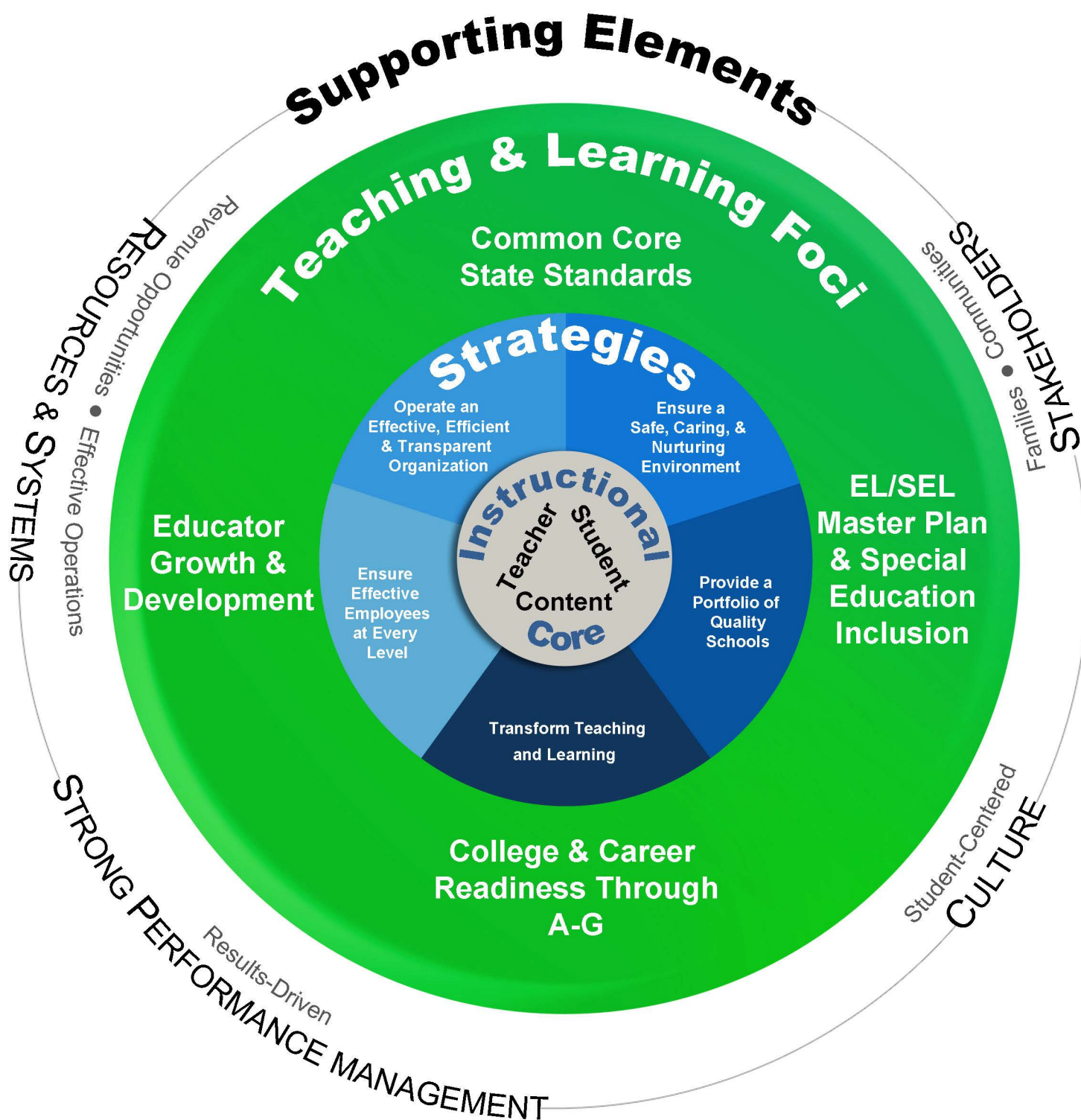
Mission

LAUSD will provide high-quality instruction and a coherent and rigorous curriculum in every classroom to facilitate student learning and achievement.



LAUSD: All Youth Achieving

Theory of Change: If we transform human capital by ensuring there are **effective employees** at every level of the organization focused on **improving student outcomes**, give our students and parents a **portfolio of high quality school choice**, and hold ourselves accountable through **strong performance management**, then, every student in our schools will **graduate college-prepared and career-ready**.





LAUSD: All Youth Achieving

Theory of Change – Our theory of change links our beliefs, vision and mission to graduate every LAUSD student college-prepared and career-ready. We are creating the conditions for success within every LAUSD school, center, office and program.

If we,

- transform human capital by ensuring there are effective employees at every level of the organization focused on improving student outcomes;
- give our students and parents a portfolio of high quality school choice; and
- hold ourselves accountable through strong performance management;

Then, every student in our schools will graduate college-prepared and career-ready.

The Instructional Core – The instructional core is the very heart of our service to students; it is about the connection between the teacher, the student and the content of learning:

- Expanding teachers' knowledge and skill;
- Providing academically challenging content; and
- Fostering highly engaged and life-long learners.

Strategies – Strategies refer to the set of common sense approaches we will use to support the instructional core to help every LAUSD student achieve his/her maximum potential:

1. Transform teaching and learning so that all youth graduate college-prepared and career-ready.
2. Ensure there are effective employees at every level of the organization focused on improving student outcomes.
3. Provide a portfolio of high-quality schools for all youth, families and communities.
4. Ensure a safe, caring, and nurturing environment for all youth.
5. Operate an effective, efficient, and transparent organization in order to assure the public trust.

Teaching and Learning Foci – Our teaching and learning foci are the specific actions we will take to improve student achievement:

- Transition to the **Common Core State Standards** in English Language Arts (ELA) and Mathematics by the year 2014-15 in K-12 so that content, teaching and learning is focused around concepts and skills to help students develop a deeper understanding and apply their knowledge.
- Implement the **English Learner and Standard English Learner Master Plan and Special Education Inclusion** to ensure students have equity and access to a high-quality education.
- Ensure that all students graduate with the option to enroll directly into a university and be prepared for a career by implementing our **College and Career Readiness through A-G** initiative.
- Implement the **Educator Growth and Development** Cycle to achieve our goal that every student will be taught by an effective teacher, every day, in a school led by an effective school leader, surrounded and supported by an effective team by 2016.

Supporting Elements – We serve LAUSD students and their families with a commitment to success. Our Supporting Elements hold the promise that every employee will work in the best interest of students.

- Stakeholders – Ensure that we are engaging our parents and communities to support students.
- Culture – Ensure that everything we do is focused on the success of our students.
- Strong Performance Management – Ensure that we constantly review data to deliver the promise of all youth achieving.
- Resources & Systems – Ensure that we will run an efficient organization at every level.



PERFORMANCE METER

Every LAUSD student will receive an education in a safe, caring environment,
and every student will be college-prepared and career-ready.

C O R E B E L I E F S

- 1 Start with students
- 2 Families are our partners
- 3 Success is in the classroom
- 4 Diversity is our strength
- 5 Effective teaching, leadership, and accountability are the keys to our success

GOAL 1: 100% GRADUATION	Historical					Annual Targets	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	48	52	55	62	64	68	70
B. Percentage of Students On-Track for Meeting A-G Requirements	--	--	26	28	32	50	75
GOAL 2: PROFICIENCY FOR ALL	Historical					Annual Targets	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. English Language Arts, Elementary: Percentage Proficient & Advanced	39	44	46	50	54	67	74
B. English Language Arts, Secondary: Percentage Proficient & Advanced	31	34	37	39	44	50	54
C. Mathematics, Elementary: Percentage Proficient & Advanced	54	57	57	63	63	75	82
D. Mathematics, Secondary: Percentage Proficient & Advanced	20	22	25	27	30	41	47
E. 3rd Grade Proficiency Rate in English Language Arts	29	34	35	40	43	55	62
F. Proficiency in Algebra	17	20	22	24	27	47	55
G. Percentage of English Learners making progress in learning English (AMAO 1)	46	47	53	49	56	58	59
H. Percentage of English Learners who have not reclassified in 5 years (Long-Term English Learners)	36	34	34	33	27	24	22
I. Percentage of students with disabilities who are in the General Education Program at least 80% of the instructional day	63	63	65	65	65	67	69
GOAL 3: 100% ATTENDANCE	Historical					Annual Targets	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	62	64	60	62	65	71	76
B. Percentage of school-based staff with 96% or higher attendance	65	67	65	68	67	74	79
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	Historical					Annual Targets	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork (School Experience Survey)	--	60	58	58	41	70	75
B. Parent participation on School Experience Surveys	--	26	28	25	32	40	50
GOAL 5: SCHOOL SAFETY	Historical					Annual Targets	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	74,765	59,783	53,725	46,006	26,286	25,000	22,000
B. Percentage of students who feel safe on school grounds (School Experience Survey)	--	82	83	84	86	88	90



PERFORMANCE METER GUIDE

GOAL 1: 100% GRADUATION

A. Four-Year Cohort Graduation Rate	Every student entering high school is automatically placed into a 4-year graduation cohort, based on the first school year in which they were enrolled in 9th grade. Students who transfer out to another school district/system are subtracted from the cohort. New enrollees are added to the appropriate cohort as they transfer in. The number of spring graduates four years later is used to calculate the 4-year rate. Please note that the rate displayed only includes students in comprehensive high schools and that 5th year graduates are not included. Targets are based on the number of first-time 9 th graders for the 2013, 2014 and 2015 cohorts.
B. Students On-Track for Meeting A-G Requirements	A-G courses refer to the 15 courses required for admission to the UC and CSU. At the end of each school year, the number of students that are on track for satisfying that A-G requirement is tracked and divided by the total number of enrolled 9th, 10th, 11th, and 12th graders. Targets are based on the implementation timeline of the Board of Education resolutions regarding A-G. Beginning in the 2012-13 school year the incoming cohort of 9 th graders must pass the A-G sequence to graduate.

GOAL 2: PROFICIENCY FOR ALL

A. English Language Arts, Elementary: Proficient & Advanced	Percentage of elementary school students who scored Proficient or Advanced among all those tested in the English Language Arts California Standards Test (CST) throughout the district.
B. English Language Arts, Secondary: Proficient & Advanced	Percentage of secondary school students who scored Proficient or Advanced among all those tested in the English Language Arts California Standards Test (CST) throughout the district.
C. Mathematics, Elementary: Proficient & Advanced	Percentage of elementary school students who scored Proficient or Advanced among all those tested in the Mathematics California Standards Test (CST) throughout the district.
D. Mathematics, Secondary: Proficient & Advanced	Percentage of secondary school students who scored Proficient or Advanced among all those tested in any Mathematics California Standards Test (CST) throughout the district.
E. 3rd Grade Proficiency Rate in English Language Arts	Percentage of students who scored Proficient or Advanced among all those tested in the Grade 3 English Language Arts California Standards Test (CST) throughout the district.
F. Proficiency in Algebra	Percentage of students who scored Proficient or Advanced among all those tested in the Algebra I California Standards Test (CST) throughout the district, not including the Algebra II CST.
G. Percentage of English Learners making progress learning English (AMAO 1)	Percentage of English Learners who improve one or more performance levels on CELDT each year. Targets are based on State requirements for AMAO 1.
H. Percentage of English Learners who have not reclassified in 5 years (Long Term English Learners)	Percentage of English Learners who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification.
I. Percentage of students with disabilities who are in the General Education Program at least 80% of the instructional day	Percent of students ages 6 – 22 with mild to moderate disabilities (specific learning disability (SLD), speech or language impairment (SLI), or other health impairment (OHI)) who participate in the General Education program at least 80% of the instructional day, as written into their individual education plan (IEP). Targets are based on the California State Performance Plan.
*Targets for the above metrics are based on an analysis of the impact of raising the performance level of all schools to the top quartile, unless otherwise specified.	

GOAL 3: 100% ATTENDANCE

A. Percentage of students with 96% or higher attendance	Percentage of enrolled students with an attendance rate greater than or equal to 96% among all students enrolled at the end of the school year. Student attendance rates are the percentage of days that a student attends school (at least one period of the day) among the total number of days they are enrolled in the district. Targets are set at a 5% annual growth.
B. Percentage of school-based staff with 96% or higher attendance	Percentage of all assigned employees (in any functional role) in all school-based locations with an attendance rate greater than or equal to 96%. Rate = (Total Worked hrs.) / (Total Workable hrs. – Protected Absence hrs.). Targets are set at a 5% annual growth.

GOAL 4: PARENT AND COMMUNITY ENGAGEMENT

A. Percentage of parents who talk with the teacher about their child's schoolwork	Percentage of parents who answered "Often" or "Always" on "I talk with the teacher(s) about my child's schoolwork" in the School Experience Surveys among all parent respondents. Targets are set at a 5% annual growth or more.
B. Parent participation on School Experience Surveys	Percentage of parents who completed the School Experience Surveys among the total number of surveys administered. Targets are set at 5% annual growth.

GOAL 5: SCHOOL SAFETY

A. Instructional days lost to suspension	Total number of suspension days. Targets are based on an analysis of projected enrollments, in addition to a 5% annual decline in non-mandatory suspensions.
B. Percentage of students who feel safe on school grounds	Percentage of students who answered "Agree" or "Strongly Agree" on "I feel safe on school grounds" in the School Experience Surveys. Targets are set at 2% annual growth.