



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Individualized Graduation Plan (IGP) for all Secondary Students

NUMBER: BUL-2537.2

ISSUER: Robert Collins, Chief Instructional Officer
Secondary Instructional Services

DATE: May 24, 2006

PURPOSE: This bulletin outlines the implementation of the Individualized Graduation Plan (IGP) and its use in the counseling of students regarding promotion and graduation requirements and monitoring student progress towards greater student achievement.

ROUTING

Local District Superintendents
Administrators of Instruction
Local District Directors of
School Services
Middle School and High
School Principals
Division of Adult & Career
Education Principals
Options Principals
APSCS
College Counselors
Secondary Counselors
ROP/ROC Advisors
Department Chairpersons
Life Skills Teachers

MAJOR CHANGES: This bulletin has been revised to rectify information included on Attachment B.

GUIDELINES: The following guidelines apply:

I. Background

In establishing new graduation requirements aligned to the University of California and the California State University systems by Board Resolution on June 14, 2006, *“each student will complete an individual learning plan based on graduation requirements. Parents and students will be involved in the development of an agreed upon learning plan. Additionally, each student will establish a high school course plan or career and technical education pathway with the participation of their parent/guardian and school counselor.”*

There is a need to develop more personalized relationships between counselors and the students and their parents/guardians relative to academic, personal and career planning. All students must have access to high quality rigorous instruction and realize that the courses they choose have a long-range effect on their post-secondary goals and lives. Effective immediately, The district-wide IGP is to be implemented uniformly at each school and is to be used by the counselor at least annually with all students.

II. Individualized Culmination and Graduation Plans-Grades 6-12

The IGP is a collaborative process that begins no later than the spring semester of fifth grade. At the middle school level, the plan is commonly known as the Middle



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School Individualized Culmination Plan.(**Attachment A**). At the High School Level, the IGP is called the Four Year Individualized High School Graduation Plan (**Attachment B**).

With a focus on academic, personal and career planning, the plan is designed for use with all secondary students. At both middle and high school levels, the plan incorporates data-driven decision making, the mastery of content standards and individual goal setting. Students may have multiple pathways to college and career plans and may combine academic core plus technical knowledge and skills. Additionally, the IGP ensures that all students, including students with disabilities, English Learners and Standard English Learners have access to a rigorous curriculum with opportunities to make regular and necessary changes in plans as needed.

III. Implementation

Effective for the 2006-07 School Year, all secondary students will complete an Individualized Culmination/Graduation Plan with their parent/guardian and counselor. The plan will be an annual worksheet developed and revised collaboratively with student and parent input.

1. Counselor's Role in Student Academic Success

The college and secondary counselor assumes a crucial role in student academic success. Students' scheduling and programming must be timely and focus on personal, academic and career counseling. Students must be counseled and provided the support services and interventions in order to meet the educational goals of the culmination and graduation plans. Counselors will review student transcripts and use multiple data sources in counseling students and parents/guardians in order to meet these goals at the middle and high school levels.

2. Parent Engagement/Involvement in Student Programming

Using the district-wide letters prepared centrally in six languages for parents/guardians of students in grades 5-11 (Classes of 2007-2013), parents are to be invited to participate in the programming process. Counselors are requested to develop a planned schedule of dates inviting parents to participate in large and small groups such as assemblies, workshops and meetings. Because of counseling loads, separate individual conferences with each student without the presence of parents/guardians are no longer effective.



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As programming worksheets are developed, parents should be asked to assist in the career pathway planning as well as in the selection of courses.

3. IGP as Collaborative Dialogue Between Parent/Student/Counselor

The IGP provides greater accountability, communication and collaboration between students, parents/guardians and school staff. Each assumes a role in the planning process is accountable for the educational and career goals as well as the timely completion of the course sequences including middle school promotion, high school graduation credits, courses and non-course requirements and A-G requirement units.

Parents are to be notified of school programming schedules and invited to participate in the educational planning process. Parents are to be invited to orientation meetings held at the school. Parents/guardians will join students and counselors in signing/approving the culmination (middle school) or graduation (high school) plan each year. Additionally, the IGP notates the status of the Individual Education Plan (IEP) for a student with disabilities and these students will annually receive both an IEP and IGP.

4. Students with Disabilities

The IGP for students with disabilities working on standard curriculum should be in alignment with the Individualized Education Program (IEP) and the Individual Transition Plan (ITP) required for students age 14 and above. Counselors, in conjunction with the student's case carrier Resource Specialist Teacher or Special Day Class Teacher, should check page 7, Section L of the IEP and page 2 of the ITP to ensure congruence between the graduation plan, the IEP and the transition plan. Students with disabilities participating in alternate curriculum will meet with counselors around the Individual Transition Plan as the basis for collaborative dialogue.

RELATED RESOURCES: Bulletin No. 307(rev.) Graduation Requirements Grades 9-12
Bulletin 2436.0 Assembly Bill 825-Tenth Grade Counseling
REF-911 Career Pathways Graduation Requirement
REF-914 Service Learning Graduation Requirement
Middle School Individualized Culmination Plan
Four Year High School Individualized Graduation Plan
College and Career Planning Handbook for High School Students



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Planning for College and Beyond-For Middle School Students
Creating Parent/Student Engagement in a College-Going Culture CD
2006-07 Graduation Requirements and Minimum College Admission Requirements
Parent Letters in Seven Languages (Class of 2007-2013)

ASSISTANCE: For assistance or further information please contact Dr. Liza Scruggs, Assistant Superintendent-Secondary Instruction at (213) 241-6040.

Los Angeles Unified School District

MIDDLE SCHOOL INDIVIDUALIZED CULMINATION PLAN

ATTACHMENT A

Name: _____ DOB: _____ Track: _____ SLC: _____
 Last Name First Name Middle Initial

STUDENT ID: _____

CST	6	7	8
ELA			
Math			

IEP Current: Yes No N/A Date: _____ If Yes, ITP Current (14+yrs) Yes No

ELD Level : _____				ELD Level : _____				ELD Level : _____			
SIXTH GRADE FALL	Mark	Work Habits	Cooperation	SEVENTH GRADE FALL	Mark	Work Habits	Cooperation	EIGHTH GRADE FALL	Mark	Work Habits	Cooperation
English/ESL				English/ESL				English/ESL			
ESL/DRW				ESL/DRW				ESL/DRW			
Math				Math/Algebra				Alg/Alg Readiness/Geo.			
Sci/Health 6				Science or Health				Science 8			
World History				World History				US History			
Elective				Elective				Elective			
PE				PE				PE			
A goal I have for myself				A goal I have for myself				A goal I have for myself			
ELD Level : _____				ELD Level : _____				ELD Level : _____			
SIXTH GRADE SPRING	Mark	Work Habits	Cooperation	SEVENTH GRADE SPRING	Mark	Work Habits	Cooperation	EIGHTH GRADE SPRING	Mark	Work Habits	Cooperation
English/ESL				English/ESL				English/ESL			
ESL/DRW				ESL/DRW				ESL/DRW			
Math				Math				Algebra/Alg Readiness			
Sci/Health 6				Science or Health				Science 8			
World History				World History				US History			
Elective				Elective				Elective			
PE				PE				PE			
A goal I have for myself				A goal I have for myself				A goal I have for myself			

Parent's/Guardian's Signature _____ Date _____

Student's Signature _____ Date _____

Counselor's Signature _____ Date _____

Copy Distribution: WHITE (Counselor) YELLOW (Parent) PINK (Student)

Los Angeles Unified School District
FOUR YEAR HIGH SCHOOL INDIVIDUALIZED GRADUATION PLAN

ATTACHMENT B

STUDENT'S NAME: Last: _____ First: _____ Middle: _____ DOB: _____

Student ID: _____ **IEP Current:** Yes No N/A **Date:** _____ **If Yes, ITP attached** Yes No

UC/CSU A-G	COURSE LAUSD CREDITS	EL LEVEL GRADE 9		EL LEVEL (55) GRADE 10		EL LEVEL (110) GRADE 11		EL LEVEL (170) GRADE 12		SLC: CAREER PATHWAY												
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring													
"A" 2 yrs.	History/ Social Science 30			*Wld Hist A	*Wld Hist B	*US Hist A	*US Hist B	*Am Democ	*Econ	Post High School Plans: CC ___ UC ___ CSU ___ Pvt ___ Military ___ Work ___ Other _____ NON-COURSE REQUIREMENTS CAHSEE ELA: _____ Date Passed _____ Math: _____ Date Passed _____ COMPUTER LITERACY Date Completed: _____ SERVICE LEARNING Date Completed: _____ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>CST</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>ELA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td></td> <td></td> <td></td> </tr> </table> Other Notes/Comments/Off Campus Classes _____	CST	9	10	11	ELA				Math			
CST	9	10	11																			
ELA																						
Math																						
"B" 4 yrs.	English/ Language Arts 40	Eng 9A ESL A	Eng 9B ESL B	Eng 10A ESL A	Eng 10B ESL B	*Amer Lit	*Cont Comp	*Comp	*Eng Elec													
"C" 3 yrs. recommend 4	Mathematics 20	Geom A Alg 2A	Geom B Alg 2B	Geom. A Alg 2A	Geom B Alg 2B	*Alg 2A *Trig/MathAn A	*Alg 2B *Trig/MathAn B	*Trig/Math A *APCalc A	*Math Anal B *AP Calc B													
"D" 2 yrs. recommend 3	Lab Science 20	*ICS 1 ^a *Bio A	*ICS 1B *Bio B	*Biology A *Chem A	*Biology B *Chem B	*Chem A *Physics A	*Chem B *Physics B	*Physics A *Science Elective	*Physics B													
"E" 2 yrs. recommend 4	Foreign Language	*▲ For Lang	*▲ For Lang	*▲ For Lang	*▲ For Lang	*▲ For Lang	*▲ For Lang	*▲ For Lang	*▲ For Lang													
"F" 1 yr.	Visual/ Performing Arts 10	*▲ VA/PA A	*▲ VA/PA B	*▲ VA/PA A	*▲ VA/PA B	*▲ VA/PA A	*▲ VA/PA B	*▲ VA/PA A	*▲ VA/PA B													
"G" 1 yr. or more	Other Electives 70																					
	Physical Education 20	PE		PE																		
	Health Life Skills 5 5	#Health	#Life Skills																			
LAUSD Total credits 230	Applied Technology 10	Applied Technology		Applied Technology		Applied Technology		Applied Technology														
	Interventions	Summer Bridge		Other Interventions		CAHSEE Intervention		CAHSEE Intervention														

Parent's/Guardian's Signature _____ Date _____ Student's Signature _____ Date _____ Counselor's Signature _____ Date _____

Copy Distribution: WHITE (Counselor) YELLOW (Parent) PINK (Student)

* Advanced Placement option available # Course may be taken either semester ↔ Course may be taken any time grades 9-12 ▲ Could be taken either semester