

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

COMMITTEE OF THE WHOLE
333 South Beaudry Avenue, Board Room
9:00 a.m., Tuesday, March 14, 2023

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **841 3628 9341**, or (3) in person. Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of 15 speakers may sign up for general Public Comment. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **841 3628 9341** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at (213) 241-7002 if you have any questions.

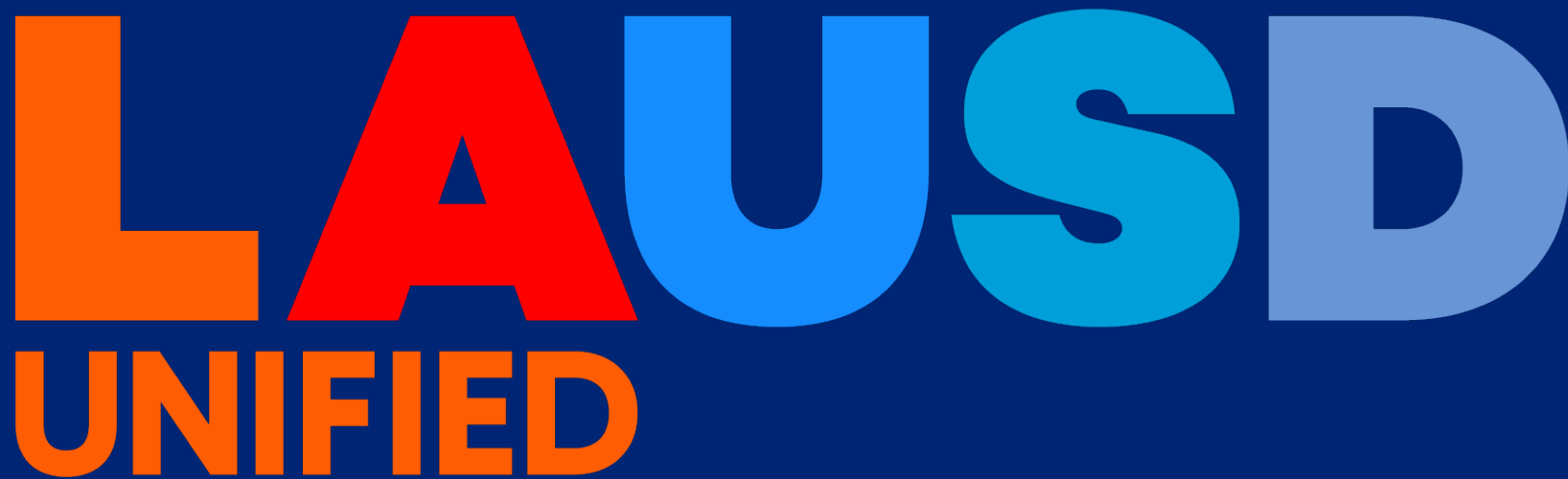
AGENDA

- I. Welcome and Introductions** Mr. Scott Schmerelson
Chairperson
- II. Labor Partners**
- III. Committee Presentations**
1. Acceleration Days Andrés Chait
Chief of School Operations
- Frances Baez
Chief Academic Officer
2. Community Advisory Committee (CAC) Comments..... John Perron
Chair, CAC
- Arlaina Jackson
Public Relations Officer, CAC
3. District English Learner Advisory Committee (DELAC) Comments..... Diana Guillen
Chair, DELAC
- Cecilio Lopez
Vice-Chair, DELAC
4. Strategic Plan Update..... Veronica Arreguin
Chief Strategy Officer
- Derrick Chau
Senior Executive Director, Strategy and Innovation
- IV. Public Comment**
- V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://achieve.lausd.net/boe#calendar73805/20230303/event/65317>

TAB 1



Acceleration Days: April 3–4, 2023

Committee of the Whole Meeting
March 14, 2023

Our Goal

Acceleration Days allow students to explore important enriching concepts and receive individualized academic instruction with the support of a teacher.



Spring Acceleration Days

April 3-4



Spring Acceleration Days Website

achieve.lausd.net/accelerationdays



Home Enrichment Instruction Participating Schools Registration Information More Information

Join us for Acceleration Days!

April 3-4, 2023

Please join us on **April 3-4, 2023** for our next set of Acceleration Days. These extra days of instruction will allow students to explore important concepts and receive individualized academic help with the support of a teacher. Whether your student is interested in an exciting enrichment activity or needs additional academic support, Acceleration Days provide a benefit to all who participate.

Explore what Acceleration Days can offer:

Exploration and Discovery

Enrich your student's education with hands-on classes dedicated to science, music production, dance, technology, Advanced Placement support, writing workshops and more. This unique opportunity allows students to explore concepts through activities and projects that go beyond the textbook.

Personalized Support

Receive individual and small-group support in reading and math. Acceleration Days provide extra hours of instruction for students who will benefit from focused academic support.



Key Changes

Advance Notice

- Participating schools were announced the week of February 19
- Student registration closes on March 24



Participating Schools

- All 100 Priority Schools will serve their own students
- All comprehensive high schools, including grades 9-12 in span schools
- All CTC/Special Education Centers
- All 6 Virtual Academies
- Additional schools selected by Region Leadership
- Schools will be provided various central supports
- A total of 354 schools will be open



Participating Schools

Local Design Programs

- Schools will provide programs on their own such as:
 - Credit Recovery and Academic Course Extension
 - Focused Support for English Learners in preparation for *English Language Proficiency Assessments for California*



Key Dates and Timelines

Week of February 26

Student Registration Opens

- Registration began with high need students
- Schools and parents have been able to register students directly, either through MiSIS (school staff) or Parent Portal (parents)
- Paper application available
- Progress Monitoring and 10-week report card marks are data points to identify high need students



Key Dates and Timelines

Beginning the Week of March 5

Coffee with the Principal Week

- Regions held town hall meetings
- Schools hosted meetings to amplify the opportunity to participate in Acceleration Days
- Student registration continues, now open to all students



Registration Options for Parents

Option 1:

Parent Portal

Parents may register their student directly through the Parent Portal, beginning on March 6, 2023.



Option 2:

Through A Student's School

In-person, phone registration, or tear-off form for Acceleration Days is available at a student's school of regular attendance, beginning on March 6, 2023.

Transportation

- Transportation services will be available to all students whose regular school of attendance is closed on Acceleration Days
- All registered students who normally receive transportation as part of their Special Education services will also receive transportation for Acceleration Days
- All registered students who attend a Magnet School or Center who normally receive transportation will also receive transportation for Acceleration Days
- Additional transportation will be provided upon request



What to Expect at Schools

Beyond the Bell

- Beyond the Bell will provide services to all participating elementary and middle schools

Food Services

- Food Services will provide breakfast and lunch for all students and supper to Beyond the Bell students

Hours

- Schools will run their regular school hours

Key Dates and Timelines

Week of March 19

- Student registration closes on 3/24
- Student confirmation letters distributed



Launch!

April 3-4

Instructional Foci

- Literacy
- Numeracy
- English Language Development
- Social Emotional Learning
- STEAM +Computer Science
- Media & Climate Literacy



Elementary Schedules

April 3-4



Time	Activity
8:00 a.m. – 8:20 a.m.	Breakfast
8:30 a.m. – 9:30 a.m.	Small Group (3-5 students) or 1:1 Literacy Lesson
9:30 a.m. – 9:40 a.m.	Break
9:40 a.m. – 10:40 a.m.	Enrichment Activity
10:40 a.m. – 11:40 a.m.	Small Group (3-5 students) or 1:1 Math Lesson
11:40 a.m. – 12:20 a.m.	Lunch
12:20 p.m. – 1:20 p.m.	Tutoring
1:20 p.m. – 1:30 p.m.	Recess
1:30 p.m. – 2:30 p.m.	Enrichment Activity



Secondary Schedule Sample

Time	Overview
8:00 a.m.– 8:30 a.m.	Student Arrival, Breakfast, & Supervision
8:30 a.m.– 3:30 p.m.	Guided Opportunities to improve Academic Grades - Opportunity for students in danger of failing to complete assignments that will lead to grade improvement - Teacher support with completing assignments
	Passing Period
	College and Career Preparation Activities - <u>Middle School</u>: Naviance Activities, Tutor.com (for computer, study, or life skills) and Individualized Graduation Plan (IGP) meetings - <u>High School</u>: Support with FAFSA Completion, Tutor.com (for SAT Prep) and IGP meetings
	Lunch
	Guided Opportunities to improve Academic Grades
	Passing Period
	Enrichment Activities
3:30 p.m.	Dismissal

Fall Data

December 19–20, 2022

Grading Marks Improved

- 7,812 marks improved from December 16, 2022 to January 13, 2023

B to A	1,231
C to A, B	1,638
D to A, B, C	2,563
F to A, B, C, D	2, 380

Data Source: DOI and ODA



Fall Data

December 19–20, 2022

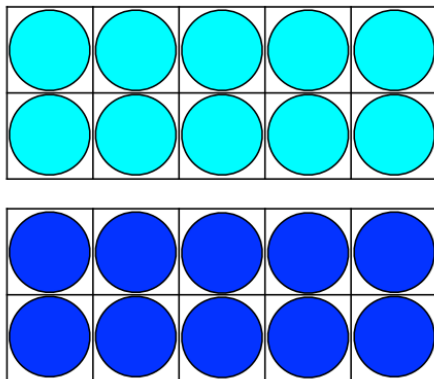
Grade Level	Original Mark	Improved Marks			
		A	B	C	D
9	B (196)	196			
10	B (323)	323			
11	B (376)	376			
12	B (336)	336			
9	C (292)	36	256		
10	C (468)	73	395		
11	C (472)	63	409		
12	C (406)	84	322		
9	D (492)	12	74	406	
10	D (704)	20	74	610	
11	D (682)	13	75	594	
12	D (685)	20	74	591	
9	F (480)	3	18	173	286
10	F (602)	4	13	214	371
11	F (589)	12	25	225	327
12	F (709)	24	57	234	394

Data Source: DOI and ODA

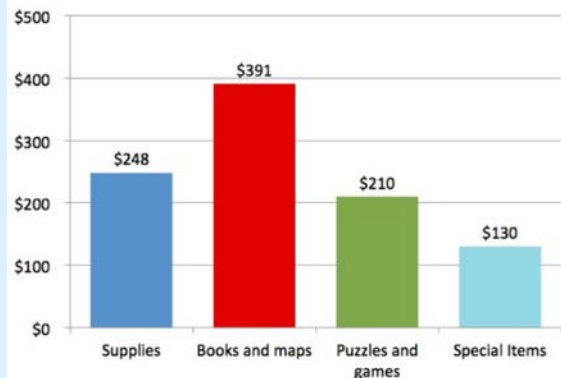


Examples of Literacy and Numeracy Resources for Students

Number Talk



im Illustrative
Mathematics



A Dog (or cat, or unicorn) is a Kid'...

PROMPT

Do you have a pet? Tell us about them! What does your pet look like? What makes them special to you? If not, create your own ideal pet...

RECOMMENDED GRADE LEVEL

Grade 1 thru 5

LINK TO AN EXAMPLE

<http://826la.org/the-doggy-apocalypse-oth...>

THEME

Friendship Animals

GENRE

Fiction

A Good Friend Is...

PROMPT

"What makes a good friend is sharing nice things like French fries. A good friend shares words from the heart."
--From "Friendly Lendy" by 826LA student ...

RECOMMENDED GRADE LEVEL

Grade 1 thru 5

LINK TO AN EXAMPLE

<http://826la.org/student-writing-edwins-fri...>

THEME

Friendship

GENRE

List Poetry



Examples of English Language Development and Social Emotional Learning Resources for Students



Constructive Conversation Skills

- Creating**
 - Sharing our Ideas
- Clarifying**
 - Making our Ideas Clearer
- Fortifying**
 - Supporting our Ideas
- Negotiating**
 - Making our Ideas Stronger

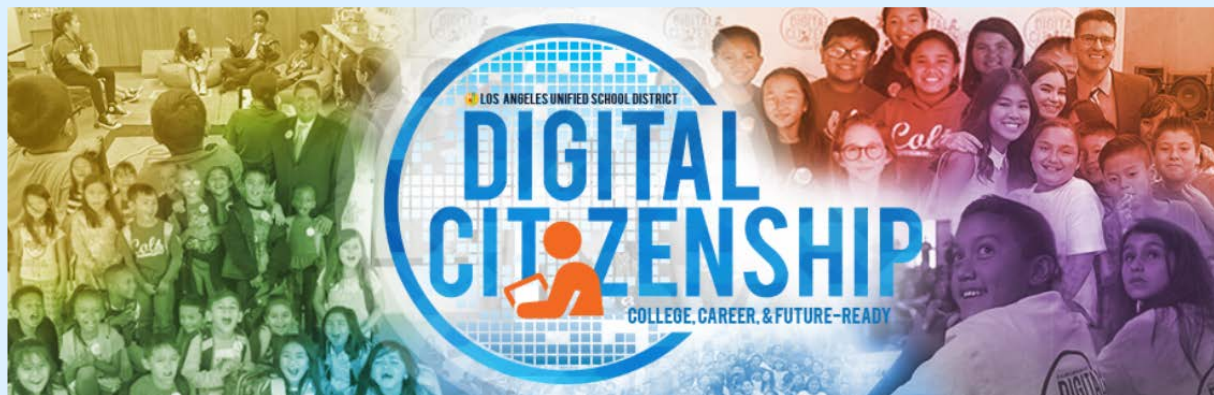




Examples of STEAM and Computer Literacy Resources for Students

Virtual Field Trips:

- Eagle's Nest
- Pacific Walrus Beach
- Mississippi River Flyway
- Giant Flying Foxes
- Penguin Beach





Examples of Media and Climate Literacy Resources for Students



News & Media Literacy 101

Teach foundational news and media literacy skills for Grades K–12.



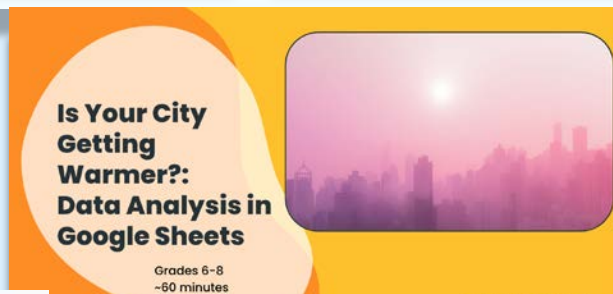
News Literacy & Current Events

Apply news and media literacy skills in context. (Grades 8–12)



Get Engaged & Make Change

Use news and media literacy skills to get civically engaged. (Grades 8–12)





Examples of Academic Course Extension

Opportunity for students to fill gaps in learning and improve an existing grade, by agreement with the teacher of record.

Purposed to increase students' GPA, improving C or better, eligibility for 4-year college admissions and enhancing financial aid outcomes.

DOI-Created ACE Resources	Imagine Learning Fall & Spring Booster Modules
Grades 6 - 12 • ELA & Math Resources for deliberate practice and assessment aligned to single standards and learning targets. ACE can be an independent or small group/class learning experience.	Grades 6-12 • ELA, Math, History, Science Modules take 20 to 25 hours, depending on complexity of the standard. Assignments are auto-graded, with the exception of essays.

Roster-carrying teachers can be compensated 3 hours for preparation of materials: Program 16193; Fund 101-3214

Receive Personalized Support

Two days of instruction and hands-on learning.

Acceleration Days

April 3-4, 2023



Thank you all for your efforts and support for encouraging your children to participate in this learning and enrichment opportunity.

TAB 2



COMMUNITY ADVISORY COMMITTEE *COMITÉ ASESOR COMUNITARIO* (CAC)

Presentation to the LAUSD Board Committee of the Whole
March 14, 2023

***Presentación ante el Comité Plenario de la Junta de Educación de
LAUSD***
14 de marzo de 2023

**THEMES FROM
MEMBER AND
COMMUNITY
FEEDBACK**

**Strengthening the
Special Education
Community**

**TEMAS DE LAS
APORTACIONES DE
LOS MIEMBROS Y
LA COMUNIDAD**

**Fortalecer a la
Comunidad de
Educación Especial**

STRENGTHEN THE PARENT VOICE

Truly empower parents, guardians, and families as partners with LAUSD in supporting their special-education students with additional COSA and Regional Superintendent 'town hall' meetings that include Q&A sessions.

STRENGTHEN THE STUDENT VOICE

Give special-education students more opportunities to be engaged and heard. Add a student representative to the Board Special Education Committee.

FORTALECER LA VOZ DE LOS PADRES

Realmente empoderar a los padres, tutores legales, y familias como socios con LAUSD para apoyar a sus estudiantes en educación especial con reuniones adicionales de los foros comunitarios de los Superintendentes Regionales y los Administradores de Comunidades de Escuelas que incluya sesiones de preguntas y respuestas.

FORTALECER LA VOZ DE LOS ESTUDIANTES

Dar a los estudiantes de educación especial más oportunidades para que participen y sean escuchados. Agregar un representante estudiantil en el Comité de Educación Especial de la Junta de Educación.



THEMES FROM MEMBER AND COMMUNITY FEEDBACK

Ensure Excellent Special Education Services at Every School

TEMAS DE LAS APORTACIONES DE LOS MIEMBROS Y LA COMUNIDAD

Asegurar Excelente Servicios de Educación Especial en Cada Escuela

SPECIAL EDUCATION COMMITTEE AT EVERY SCHOOL SITE

Form a Special Education Committee at each school, similar to School Site Council and ELAC.

STATUS UPDATES AVAILABLE TO PARENTS AND FAMILIES

IEPs and 504 Plans are often not reviewed for years at a time, and then not updated promptly.

TRAINING AND SKILL SET

Community Representatives request direct CAC communication, more consistent Parent Engagement, and learning opportunities for staff and families at their school sites.

COMITÉ DE EDUCACIÓN ESPECIAL EN CADA ESCUELA

Crear comités de educación especial en cada escuela, similares al consejo del plantel escolar y ELAC.

LAS ESCUELAS DEBEN PROVEER ACTUALIZACIONES A LOS PADRES Y LAS FAMILIAS

Los IEP y Planes 504 a menudo no son revisados por años, y no se actualizan de forma oportuna.

CAPACITACIÓN y CONJUNTO DE DESTREZAS

Los representantes comunitarios solicitan comunicación directa del CAC, compromiso más consistente de los padres, y oportunidades de aprendizaje para el personal y las familias en sus planteles escolares.



THEMES FROM MEMBER AND COMMUNITY FEEDBACK

Ensure Excellent Special Education Services at Every School

TEMAS DE LAS APORTACIONES DE LOS MIEMBROS Y LA COMUNIDAD

Asegurar Excelente Servicios de Educación Especial en Cada Escuela

SPECIAL EDUCATION INFOGRAPHICS

Create flowcharts that clearly show the processes and timelines for drafting IEPs and 504 Plans

MESSAGING

"SpEd 101" webinar for families and staff every year after summer and winter break, with updates and information on how to get resources

ACCOUNTABILITY AND COMPLIANCE

Teachers are unsure how to support students with IEPs. A principal at a CAC presentation stated, "I'm not well versed in Special Ed."

INFOGRAFÍAS DE EDUCACIÓN ESPECIAL

Desarrollar diagramas que claramente muestren los procesos y plazos para desarrollar IEP y Planes 504

COMUNICACIÓN

El webinar "lo básico sobre la educación especial" para las familias y el personal se presenta después de cada descanso de verano e invierno e incluiría actualizaciones e información sobre cómo obtener recursos.

CUMPLIMIENTO Y RESPONSABILIDADES

Los maestros no están seguros cómo apoyar a los estudiantes con un IEP. Un director escolar expresó "no tengo amplio conocimiento de la educación especial."



THEMES FROM MEMBER AND COMMUNITY FEEDBACK

Clear Administrative and Legal Hurdles

TEMAS DE LAS APORTACIONES DE LOS MIEMBROS Y LA COMUNIDAD

Eliminar los Obstáculos Administrativos y Legales

FASTER DISPUTE RESOLUTION

Hire and train Due Process Specialists to resolve cases faster, so students can quickly receive appropriate services.

TRANSPARENCY

Provide detailed, written notice in a timely manner for all decisions. Be specific about what the IEP team can and cannot do, and be clear on how to move forward after a disagreement.

RESOLUCIÓN DE CONFLICTOS DE FORMA MÁS RÁPIDA

Contratar y capacitar especialistas de debido proceso legal para solucionar los casos más rápido para que los estudiantes puedan recibir los servicios apropiados.

TRANSPARENCIA

Proporcionar un aviso previo detallado por escrito sobre todas las decisiones. Ser específico acerca de lo que el equipo del IEP puede y no puede hacer y ser claro sobre cómo avanzar después de un desacuerdo.

The CAC Needs You!

¡EL CAC TE NECESITA!



Community Advisory Committee (CAC)

[CAC Spot 1-25-23 - LOS ANGELES UNIFIED SCHOOL DISTRICT](#)

THANK YOU!

We hope to see you at the CAC!

¡GRACIAS!

¡Esperamos verlos en el CAC!

View the CAC meeting schedule
and much more by visiting:

*Encuentre el calendario de las reuniones
del CAC y mucho más visitando:*

achieve.lausd.net/CAC

TAB 3



**Comité Asesor del Distrito para
Aprendices de Inglés (DELAC)
Presentación a la Junta de Educación
District English Learner Advisory
Committee (DELAC)
Presentation to the Board of Education**

**martes 14 de marzo de 2023
Tuesday, March 14, 2023**



FUNCIONARIOS DE DELAC

DELAC OFFICERS

2022-2023



Diana Guillen
Presidente
Chairperson



Cecilio Lopez
Vicepresidente
Vice Chairperson



Alicia Suarez
Secretaria
Secretary



Norma Gonzalez
Representante
Parlamentario
Parliamentarian



Ronald Orellana
Oficial de
Relaciones
Públicas
Public Relations
Officer

Mandated Topics / Temas obligatorios 2022–2023



- Plan Maestro para Aprendices de Inglés
- Evaluación Integral de las Necesidades
- Asistencia Escolar
- Plan Escolar para el Rendimiento Académico Estudiantil (SPSA)
- Master Plan for English Learners
- Comprehensive Needs Assessment
- School Attendance
- School Plan for Student Achievement (SPSA)

English Learners students currently enrolled in LAUSD
Estudiantes Aprendices de inglés inscritos en LAUSD

92, 016

Plan Maestro para Aprendices de Inglés

Master Plan for English Learners

- Asegurar que las escuelas provean constante apoyo a los estudiantes aprendices de inglés, que incluya monitoreo individualizado y evitar substitutos.
- Cuatro (4) series de intervención para los estudiantes aprendices de inglés en el dominio que necesitan (lectura, habla, escucha, y escritura) después de clase y sábados de manera permanente, cada seis semanas.
- Ofrecer un mínimo de 4 talleres para padres acerca de lectura y matemáticas, reclasificación, ELPAC, DIBELS, schoology, portal de padres y como saber identificar las necesidades de los estudiantes.
- Ensuring that schools provide ongoing support for English Language Learners, including individualized monitoring and avoiding substitutes.
- Four (4) intervention series for English Language Learners in the domain they need (reading, speaking, listening, and writing) after school and on Saturdays on an ongoing basis, every six weeks.
- Offering a minimum of 4 parent workshops on reading and math, reclassification, ELPAC, DIBELS, Schoology, Parent Portal and how to identify student needs.

Evaluación Integral de las Necesidades

Comprehensive Needs Assessment

- Métodos efectivos de comunicación personalizada y simplificada para comunicarse con las familias.
- Establecer un proceso de monitoreo que resuelva la necesidad identificada del estudiante en 8 semanas.
- Es importante asegurar estrategias en la evaluación efectiva que acelere la lectura en primaria; asegurará el logro en otras materias como matemáticas.
- Capacitación para padres acerca de la rúbrica de ELPAC; lograr metas de reclasificación antes de la secundaria.
- Effective personalized and simplified communication methods to communicate with families.
- Establishing a monitoring process that resolves the identified student need within 8 weeks.
- It is important to ensure effective assessment strategies that accelerate reading in elementary school; this will ensure achievement in other subjects such as mathematics.
- Parent training on the ELPAC rubric; attaining reclassification goals prior to middle school.

Asistencia / Attendance

- Hostigamiento y acoso estudiantil es causa de ausencias. Entrenar al personal/consejeros de asistencia para ser mediadores efectivos del acoso estudiantil que incluya monitoreo.
- Implementar recursos requeridos de sanitización/limpieza para evitar ausencia crónica.
- Destinar recursos para incentivar a los estudiantes con asistencia diaria (paseos, certificados y premios).
- Extender de 3 a 7 días la ausencia justificada por el fallecimiento de un familiar.
- Cuando haya inclemencias del tiempo (climatológicas y meteorológicas) que se dé una prórroga en el horario de entrada de máximo 15 minutos para que no se tome como una entrada tarde.
- Student harassment and bullying are reasons for absences. Training staff/assistance counselors to be effective mediators to prevent bullying, including monitoring.
- Implementing required sanitizing/cleaning resources to avoid chronic absences.
- Allocating resources to incentivize students for daily attendance (field trips, certificates and prizes).
- Extending excused absences from 3 to 7 days due to the death of a family member.
- Allowing a 15-minute maximum grace period for arrivals when there is inclement weather (weather and meteorological) so that students are not marked tardy.

Plan Escolar para el Rendimiento Académico Estudiantil (SPSA)

School Plan for Student Achievement (SPSA)

- Proveer talleres sobre el Plan Escolar de como hacer una recomendación y que presenten el presupuesto desglosado (cifras, programas, y salarios) de la escuela.
- El Distrito debe proveer capacitación para preparar a los padres cuando asistan a su reunión del Plan Individualizado del Estudiante (IEP).
- Se necesita mejorar en proveer un ambiente de bienvenida cuando lleven a cabo las elecciones de ELAC y SSC.
- Se ofrezca traducción durante las reuniones de ELAC, planificar la agenda con la mesa directiva, y asegurar que la información que se comparte con los padres sea fácil de entender y promover el liderazgo de los padres.
- Providing workshops on how to make a recommendation on the School Plan and presenting the budget breakdown (numbers, programs, and salaries) for the school.
- The District must provide training to prepare parents when they attend their Individualized Education Program (IEP) meeting.
- Improvement is needed in terms of providing a welcoming environment when conducting ELAC and SSC elections.
- Providing translation during ELAC meetings, agenda planning with the board, and ensuring that the information shared with parents is easy to understand and promotes parent leadership.

Seguimiento para la participación, Liderazgo y abogacía de los Padres

Monitoring for Parent Involvement, Leadership and Advocacy

- El Distrito debe respetar sus propias pólizas.
 - Sanciones documentadas para Directores y personal con acceso a padres cuando incurran violaciones a las pólizas.
 - Reporte escolar en papel.
 - Promover la participación en el comité ELAC en todo el año.
 - Estipendios para los Padres que participan a nivel Central (CAC, DELAC y PAC)
 - Talleres 3 veces por año en cada escuela acerca de la reclasificación, abogacía, derechos de padres.
- The District must honor its own policies.
 - Documented sanctions for incurring in policy violations for Directors and staff with access to parents.
 - Hard copy of the school report.
 - Promoting participation in the ELAC committee throughout the year.
 - Stipends for Parents participating at the Central level (CAC, DELAC and PAC)
 - Workshops 3 times per year in every school on reclassification, advocacy, and parent's rights.

Seguimiento para la participación, Liderazgo y abogacía de los Padres

Monitoring for Parent Involvement, Leadership and Advocacy

- Procurador/mediador para la defensa de los derechos de padres.
- Entrenamiento de liderazgo independiente a nivel Región y Distrito Central.
- Incrementar el personal de traducción e interpretación de 9 a 18.
- Comité ELAC por Región {Reunión de delegados ELAC regional}
- Comité asesor de padres a nivel escolar para la transparencia de todos los presupuestos adicionales y suplementarios que recibe una escuela.
- Seguridad escolar: policía escolar, guías peatonales, etc.
- Advocate/mediator for the defense of parent's rights.
- Independent leadership training at the regional and Central District levels.
- Increase of translation and interpretation staff from 9 to 18.
- ELAC Committee by Region (Regional ELAC Delegates Meeting)
- School-level parent advisory committee for transparency of all additional and supplemental budgets a school receives.
- School safety: school police, pedestrian guides, etc.

Gracias Thank you



¿Hay Preguntas ? Any Questions?



DELAC Comments 2022–2023

Comentarios de DELAC 2022–2023

English	Español
Master Plan	Plan Maestro
Reclassification is an issue that we must address. It must be done step by step, know the necessary steps, such as ELPAC Level 4, Reading Growth Measure, understand the master plan, and advocate for interventions. When a test is changed, parents should be given training. The importance of reclassification for students with special needs and what affects the process that must be carried out and shared it. Long-term students should know what is needed to reclassify.	La reclasificación es un tema que debemos tratar. Se debe llevar paso a paso, saber dichos pasos necesarios, como el ELPAC nivel 4, medida del crecimiento en la lectura, entender el plan maestro y abogar por intervenciones. Cuando se cambia un examen, se debe dar un entrenamiento a los padres. La importancia de la reclasificación para estudiantes con necesidades especiales y lo que le afecta el proceso que debe llevarse a cabo y compartirlo. Estudiantes a largo plazo deben de saber qué es lo que se necesita para reclasificar.
Offer high school intervention for English learners. Provide training to parents about the ELPAC rubric in order to meet the reclassification requirements.	Ofrecer intervención en la preparatoria para estudiantes aprendices de inglés. Que les den capacitación a los padres acerca de la rúbrica de ELPAC para poder cumplir con los requisitos de la reclasificación.

English	Español
We recommend that children use the audiobook to improve reclassification. That a process is carried out to identify strategies to support reclassification.	Recomendamos que los niños usen el audiolibro para mejorar la reclasificación. Que se haga un proceso de identificar estrategias para apoyar la reclasificación.
School Plan for Student Achievement	Plan Escolar para el Rendimiento Estudiantil
There should be a little more control over ELAC and help parents at the school level, so that parents can have more knowledge about how to help children with learning. More resources and tutoring for students.	Que haya un poco más de control en cuanto al ELAC y que ayuden a los padres a nivel escolar, para que los padres puedan tener más conocimiento sobre cómo ayudar a los hijos en el área del aprendizaje. Más recursos y tutoría para los alumnos.
All schools and parents should participate in a survey as to what they need in the school and parents, in general, should give recommendations about what is needed in school so that the ELAC committee can be a voice about the needs of students, parents, and teachers. The committee could make recommendations based on those comments.	Que todas las escuelas y los padres participen en una encuesta en cuanto a qué se necesita en la escuela y que los padres en general den recomendación acerca de lo que se necesita y así el Comité ELAC puede ser una voz de las necesidades de los alumnos, padres y maestros. El comité podría hacer recomendaciones basadas en esos comentarios.
The school had already selected the officers in my school. There was no voting really. There should be monitoring of the election process so that new	La escuela ya había seleccionado a los oficiales en mi escuela. No hubo votaciones en realidad. Que haya un monitoreo del proceso de elecciones para

English	Español
parents can have the opportunity to participate and feel welcome.	que los padres nuevos tengan la oportunidad de participar y sentirse bienvenidos.
There is an emphasis on parents not participating in ELAC, SSC. Meetings should be more focused because the meetings are not effective, and this discourages parents because they are not clear in the meetings.	Hay enfoque en que los padres no participen en ELAC, SSC. Deben de hacer las reuniones más enfocadas porque las reuniones no son eficaces y esto desanima a los padres porque no son claros en las reuniones.
What I see as difficult is to give a recommendation because no specific information is given. There is no effective process. Five parents should be gathered to make changes in their schools. Follow the steps alongside the school: Principal, CoSA, etc. Keep records such as minutes, agendas, etc. and document the meeting and the steps to follow in protocol and it needs to be documented and taken before the board. This takes about 6 months and should be followed up. This cannot be compliance alone. If we who know are struggling, imagine other parents. The process has to be fixed.	Lo que veo que es difícil es dar una recomendación, porque no se da la información concreta. No hay un proceso efectivo. Deben de reunir 5 padres para hacer los cambios en su escuela. Seguir los pasos con los de la escuela: Director, CoSA, etc. Llevar la evidencia actas, agendas, etc. y documente de la reunión y los pasos a seguir al ser protocolo y se tiene que documentar e ir hasta arriba ósea el board. Esto tarda como 6 meses y se debe darle seguimiento. Esto no puede ser cumplimiento solamente. Si nosotros que sabemos estamos batallando, imagínese a los demás padres. Se tiene que arreglar el proceso.
It is very difficult when the principal does not support the teachers. It is very difficult because you	Es muy difícil cuando la directora no apoya a los maestros. Es muy difícil porque no se trabaja en

English	Español
do not work as a team. Example: To make a copy, the principal must sign an authorization so that they can make a copy of the instructional materials. Schools must have bilingual administrators when they have a dual [language] programs or they are a bilingual school campus.	equipo. Ejemplo: para hacer una copia tiene que firmar la directora el permiso para que puedan sacar copia de los materiales instruccionales. Las escuelas deben de tener administradores bilingües cuando están en un plantel del programa dual o es escuela bilingüe.
If the population is Spanish speaking, there should be bilingual (Spanish) staff to support or help families.	Que si la población es de habla hispana, debería de haber personal bilingüe (español) para apoyar o ayudar a las familias.
Interpretation should be offered during ELAC meetings, because sometimes they put the community representative [to do it] and they leave before the meeting ends. As members, we are left without interpretation. The chair is not planning the agenda with school staff. I have never been called to plan an agenda or documents. There should be monitoring on the implementation of the ELAC committee and interpretation for all throughout the entire meeting.	Que se ofrezca interpretación durante las reuniones de ELAC, porque a veces ponen a la representante comunitaria y se sale antes de que termine la reunión. Como miembros nos quedamos sin interpretación. El presidente no está planificando la agenda con el personal de la escuela. Nunca se me ha llamado para planear una agenda o documentos. Que haya monitoreo acerca de la implementación del comité ELAC e interpretación para todos durante toda la reunión.
Training for coordinators and they put it into place.	Entrenamiento para los coordinadores y que lo pongan en práctica.

English	Español
2–3 workshops for parents per year 4 workshops per year (2 and a half months for students to estimate their growth in the academic level in mathematics and reading.)	2–3 talleres para padres al año. 4 talleres por año (2 meses y medio para estudiantes para estimar su crecimiento a nivel académico matemáticas y lectura.)
Out of class intervention for all students during 4 sessions. Communication between the student and parent when they participate in intervention. 4 workshops per year specifically for English learners. Identify the children who need the intervention and know how to identify, as a parent, the child who needs help.	Intervención para estudiantes fuera de clase para todos en 4 sesiones. Comunicación entre el estudiante y padre cuando van a la intervención. 4 talleres por año específicamente para los aprendices de inglés. Identificar a los niños que necesitan la intervención y saber cómo identificar como padre al niño que necesita ayuda.
Intervention 5 times a week, 30 minutes, for 6 weeks	Intervención 5 veces por semana 30 min por 6 semanas.
Intensive studies per semester in underperforming subjects.	Estudios intensivos en materias bajas por semestre.
Continue IRP specifically for each student (monitor every 3 months). emotional intelligence each month (to help students.).	Continuar con el IRP específicamente para cada estudiante (monitorear cada 3 meses). inteligencia emocional cada mes (para ayudar a los estudiantes.).

English	Español
Supervision in schools and parents should receive the necessary information. For example, the agenda is provided one day earlier.	Supervisión en las escuelas y que los padres reciban la información necesaria. Por ejemplo, la agenda se entrega un día antes.
Before creating the agenda, do a survey. The chair should develop the agenda. More SPSA monitoring: Number of parents who attended, to be precise and not just a simple participation. The entire process needs to be monitored. The community rep needs to be outside to communicate with parents.	Antes de hacer la agenda que se tome encuesta. El/la presidente/a para hacer la agenda. Más monitoreo del SPSA: número de padres que asistieron para ser concretos y no solo una simple participación. Se necesita monitorear todo el proceso. El community rep tiene que estar afuera para comunicarse con los padres.
Differences in three plans in different schools – special education and other topics. The language is difficult to understand, the plan must be better developed. Must have language that is more family friendly.	Diferencia en tres planes en diferentes escuelas – educación especial y otros temas. El lenguaje es difícil de entender, el plan debe ser mejor desarrollado. Debe tener un lenguaje más para las familias.
The school does send emails and information but there are schools that are not doing so. If there are complaints it is because it is not going well.	La escuela sí manda correos e información pero hay escuelas que no lo están haciendo. Si hay quejas es porque no está saliendo bien.

English	Español
First year in school, they promised several workshops about the single plan, how to make recommendations, but half the year has gone. The new coordinator has provided confusing information as she wants the signed plan to be submitted.	Primer año en la escuela, prometieron varios talleres sobre el plan único, cómo hacer recomendaciones, pero se fue la mitad del año. La nueva coordinadora ha proveído una información confusa pues quiere que se entregue el plan ya firmado.
The District should ensure that English learners, newcomers, and students with an IEP in grades 3–5, 6 and 12, receive the support of a teacher assistant for two years to increase the percentage by 15%.	El Distrito debería asegurar que los estudiantes aprendices de inglés, recién llegados, y estudiantes con un IEP del 3er al 5to, 6to y 12vo grado, reciban el apoyo de un asistente de maestro por dos años para aumentar el porcentaje de un 15%.
Once English learners have been identified, ensure that the school provides the necessary support, short and long-term monitoring so that students receive the necessary programs and supports, and avoid having substitutes. The District should avoid confusion and be more transparent with data shared with parents at the school level such as how many students are reclassifying. Challenge schools and recognize students who are reclassifying, including the schools.	Una vez que se haya identificado a los estudiantes aprendices de inglés, asegurar que la escuela les provea el apoyo necesario, monitoreo a corto y largo plazo para que los estudiantes reciban los programas y apoyos necesarios y evitar menos sustitutos. El Distrito debe evitar confusión y ser más transparente con los datos que comparten con los padres a nivel escolar como cuántos estudiantes están reclassificando. Retar a las escuelas y reconocer a los estudiantes que están reclassificando, incluyendo al plantel escolar.

English	Español
The District should ensure that schools provide training and prepare parents before attending IEP meetings, specifically in the areas of writing, listening, speaking, and reading. There is no information provided to the parent that can benefit the student.	El Distrito debería asegurar que las escuelas provean capacitación y preparen a los padres antes de asistir a las reuniones de IEP, específicamente en los dominios de escribir, escuchar, hablar, y leer. No hay información que se le proporcione al padre que puede beneficiar al estudiante.
In schools parent workshops: Reclassification, ELPAC/DIBELS, ELD strategies, master plan, 1 year, percentage 10%	En las escuelas talleres de padres: la reclasificación, ELPAC/DIBELS/estrategias de ELD, plan maestro, 1 año, porcentaje 10%
The school district should ensure that schools provide additional resources for English learners to reinforce at home and during classes. Also motivate and encourage schools and students when there is an increase in the percentage of reclassified students.	El Distrito escolar debería asegurar que las escuelas provean recursos adicionales para que los aprendices de inglés puedan reforzar en casa y durante las clases. También motivar e incentivar a los planteles escolares y alumnos al incrementar el porcentaje de alumnos reclasificados.
Increase the number of school site psychologists in certain schools with the majority of English Learners who are most in need of these services. We need children to be healthy in order to learn and be successful.	Que se aumente el número de psicólogos en los planteles escolares en ciertas escuelas con la mayoría de los estudiantes aprendices de inglés que son los más necesitados de estos servicios. Necesitamos que los niños estén sanos para poder aprender y ser exitosos.

English	Español
Comprehensive Needs Assessment	Evaluación Integrales de Necesidades
Give students in grades 2–5 designated ELD intervention, for 2 hours, for 8 Saturdays, 2 times per year.	Dar a los estudiantes del 2o al 5o grado intervención de ELD Designado, por 2 horas, por 8 sábados, 2 veces por año.
Provide information to parents.	Proveer información a los padres.
The district should ensure that schools provide information, presentations, and brochures in understandable language and less acronyms. Parents do not know that their children are identified as English learners and do not know how to help their children.	El distrito debería de asegurar que las escuelas provean información, presentaciones, y folletos en un lenguaje entendible y menos siglas. Los padres no saben que sus hijos son identificados como aprendices de inglés y no saben cómo ayudar a sus hijos.
The district should ensure that schools train parents on what English learners are and the mandatory letters to parents should be included. The letter should explain what category the child is in and train parents to be able to help their children. Send a letter to inform parents that includes details of what support will be given to the student.	El distrito debería de asegurar que las escuelas capaciten a los padres sobre lo que son aprendices de inglés y que se incluyan las cartas obligatorias a los padres. En la carta que se explique en qué categoría está el niño y capacitar a los padres para poder ayudar a nuestros hijos. Mandar una carta para informar a los padres con detalles de que asistencia se le dará al estudiante.

English	Español
They need to know more streamlined methods of communication and communicate to all families on a regular basis. Establish a monitoring process to ensure that the family's need is resolved in a reasonable amount of time.	Necesitan saber métodos de comunicación más simplificados y comunicado a todas las familias regularmente. Establecer un proceso de monitoreo para asegurar que la necesidad de la familia sea resuelto en un tiempo razonable.
There should be a two-track evaluation of strategies to reach ELD standard goals and IEP goals. The evaluation should include supports for staff and at the same time consistent support to practice as parents at home.	Debe de haber una evaluación de dos vías sobre estrategias para llegar a las metas de las normas de ELD y las metas del IEP. La evaluación debe de incluir apoyos para el personal y a la vez apoyo coherente para practicar como papás en casa.
It is important to ensure assessment strategies that focus on reading in Elementary school to ensure achievement in other academic subjects, such as mathematics.	Es importante asegurar estrategias en la evaluación que se enfoque en lectura en primaria para asegurar el logro en otras materias académicas, como las matemáticas.
Attendance	Asistencia
Extend 3 to 7 days of school attendance when a student's immediate family member dies. Respect students who are sick, stop calling them constantly when they are not in school. Parents and students feel harassed.	Extender de 3 a 7 días de asistencia escolar cuando fallece un familiar inmediato del estudiante. Respetar a los estudiantes que están enfermos, dejar de llamarles constantemente cuando no están en la escuela. Los padres y estudiantes se sienten hostigados.

English	Español
Do not require students to attend school when a serious incident has occurred, for example a shooting.	No exigir que los estudiantes asistan a la escuela cuando haya sucedido un incidente serio, por ejemplo: una balacera.
The District should suspend classes for 1 to 2 days in heavy rain or inclement weather to avoid subsequent absences.	El Distrito debería suspender clases 1 o 2 días cuando llueva intensamente o inclemencias del clima para evitar las ausencias posteriores.
We ask that when intense rain happens, provide a buffer in the schedule for start time of a maximum of 15 minutes when the forecast says that rains will happen during school hours.	Pedimos que al presentarse lluvias intensas, se pueda dar una prórroga en el horario de entrada por máximo 15 min. si el pronóstico dice que las lluvias suceden durante el horario de clases.
The District should modify the attendance policy and add that upon returning from winter break, allow students to continue for two weeks of classes on Zoom.	El Distrito debería modificar la política de asistencia y agregar que al regresar de las vacaciones del invierno, permitir que los estudiantes resuman las dos semanas de clases en Zoom.
The District should ensure that schools implement bullying policies and monitor students and teachers who harass students.	El Distrito debería asegurar que las escuelas implementen las pólizas de hostigamiento y monitoreen a los estudiantes y maestros que hostigan a los estudiantes.

English	Español
Divide the data by chronic absence with justified absences and that the other graph shows the absences without justification. This would help teachers be able to have a conversation with parents so parents know what's going on with their children. That parents be informed of the importance of attending and making their medical appointments in the afternoons. Focus on students with unexcused absences.	Dividir los datos por ausencia crónica con faltas justificadas y que la otra grafica muestre las ausencias sin justificación. Esto le ayudaría a los maestros poder tener una conversación con los padres para que los padres sepan lo que está pasando con sus hijos. Que se les informe a los padres la importancia de asistir y de hacer sus citas médicas en las tardes. Enfocarse en los alumnos con faltas injustificadas.
That the motivation format be formalized in terms of attendance by recognizing the Certificate, etc. That teachers receive buttons, certificates, monthly to deliver to students. This motivates students, even if they have a special need. This could be implemented over a period of two years. That improves or decreases the number of students with chronic absences without justification with an average of 10% at the district level.	Que se formalice el formato de motivación en cuanto a la asistencia haciendo reconocimiento de Certificado, etc. Que los maestros recibieran botones, certificados, mensualmente para entregarle a los alumnos. Esto motiva a los alumnos, aunque tengan una necesidad especial. Esto se podía implementar en un periodo de dos años. Que mejor o disminuye el número de alumnos con ausencias crónicas sin justificación con un promedio de 10% a nivel distrito.
Students who do not make it to school at the intermediate and high school level go to valid places or parks. Let the police monitor more the parks and	Alumnos no llegan a la escuela a nivel intermedio y preparatoria se van a lugares válidos o a los parques. Que la policía vigile más los parques y

English	Español
hidden areas. That as parents we are aware of school calls and that they follow up.	áreas escondidas. Que como padres estemos al pendiente de las llamadas escolares y que den seguimiento.
It is important to see where the problem is coming from. Have a professional staff from the school or district visit the home and talk with the family in total. Every 3 months and measure progress, and that there is an incentive. Many times, these families have personal needs. Have staff empathy and talk about academic goals. Acknowledgments, gift cards, support for Socio-Emotional families or and government departments. One visit per student every 2 or 3 months. People with a professional heart, and who have the necessary academic profile to support the student. (School social worker, attendance counselor, teacher etc.)	Es importante ver de dónde viene el problema. Que haga un personal profesional de la escuela o distrito haga una visita a la casa y platicar con la familia en total. Cada 3 meses y medir el progreso, y que haiga un incentivo. Muchas veces estas familias tienen necesidades personales. Que el personal tenga empatía y hablar de las metas académicas. Reconocimientos, tarjetas de regalos, apoyo a familias Socio Emocional o y departamentos de gobiérnateles. Una visita por estudiante cada 2 o 3 meses. Gente con corazón profesional, y que tengan el perfil académico necesario para apoyar al alumno. (Trabajadora social de la escuela, consejero de Asistencia, maestro etc.)
Lower by 20, what is affecting the external student, internal, emotional state. The teacher, a legal guardian. % of students—we see the enlistment of students —it can be personal or collaborators.	Bajar un 20 %, que este afectando al alumno externo, interno, estado emocional. El maestro, un tutor legal. % de alumnos—vemos el alistado de alumnos —puede ser personal o colaboradores.

English	Español
Many students have chronic health care. The superintendent should invest in their schools, implement more the need for mouth coverings and also the need to have hand sanitizer. Also, student bullying and air quality. Inform parents about changing air filters.	Muchos estudiantes tienen asistencia crónica por la salud. El superintendente debería invertir en sus escuelas, implementar más la necesidad de cubre boca y también la necesidad de tener sanitizador de manos. También del acoso estudiantil y la calidad del aire. Informar a los padres acerca del cambio de filtros de aire.
Bullying is one reason students don't want to go to schools. Usually, the staff makes students face each other. And it seems that the situation will not be fixed. The situation in primary schools has to be fixed. Staff must be properly trained to handle bullying. Have enough water for students since when it comes to going out to physical education there is no water to drink.	El acoso estudiantil es una razón de que los estudiantes no quieran ir a las escuelas. Usualmente el personal hace que los estudiantes se enfrenten uno a otro. y parece ser que no se arregle la situación. Se tiene que arreglar la situación en las escuelas primarias. El personal debe de ser entrenado adecuadamente para poder manejar la situación de acoso estudiantil. Tener suficiente agua para los estudiantes ya que a la hora de salir a la educación física no hay agua para tomar.
How the district monitors attendance counselors at each school. The staff is not trained and check if the work is being done. Give the policies to the parents those of attendance, of student harassment.	Cómo el distrito monitorea los consejeros de asistencia de cada escuela. El personal no está capacitado y revisar si se está haciendo el trabajo. Dar las pólizas a los padres las de asistencia, de acoso estudiantil.

English	Español
Staff should be biased when talking to students. Make it a requirement that teachers know about students who have an IEP every year. Students who belong to your class.	El personal debería ser parcial cuando hablen con los estudiantes. Que sea un requisito que todos los años los maestros sepan de los estudiantes que tienen un IEP. Estudiantes que pertenecen a su clase.

TAB 4

Strategic Plan Implementation Update

Committee of the Whole Meeting

March 14, 2023



LAUSD
UNIFIED



Today's Update Will:

- Outline our approach for systemic implementation of the Strategic Plan over the next four years
- Focus on vertical (through schools) and horizontal (across central office) implementation of systems to bring this plan to life at all levels

2026 District Goals



Post Secondary:

Graduate with C or better
on A-G Courses

70%

Literacy

3rd grade students on SBA-ELA

**+30
pts**

Numeracy

Grades 3-5 & 6-8 on SBA-Math

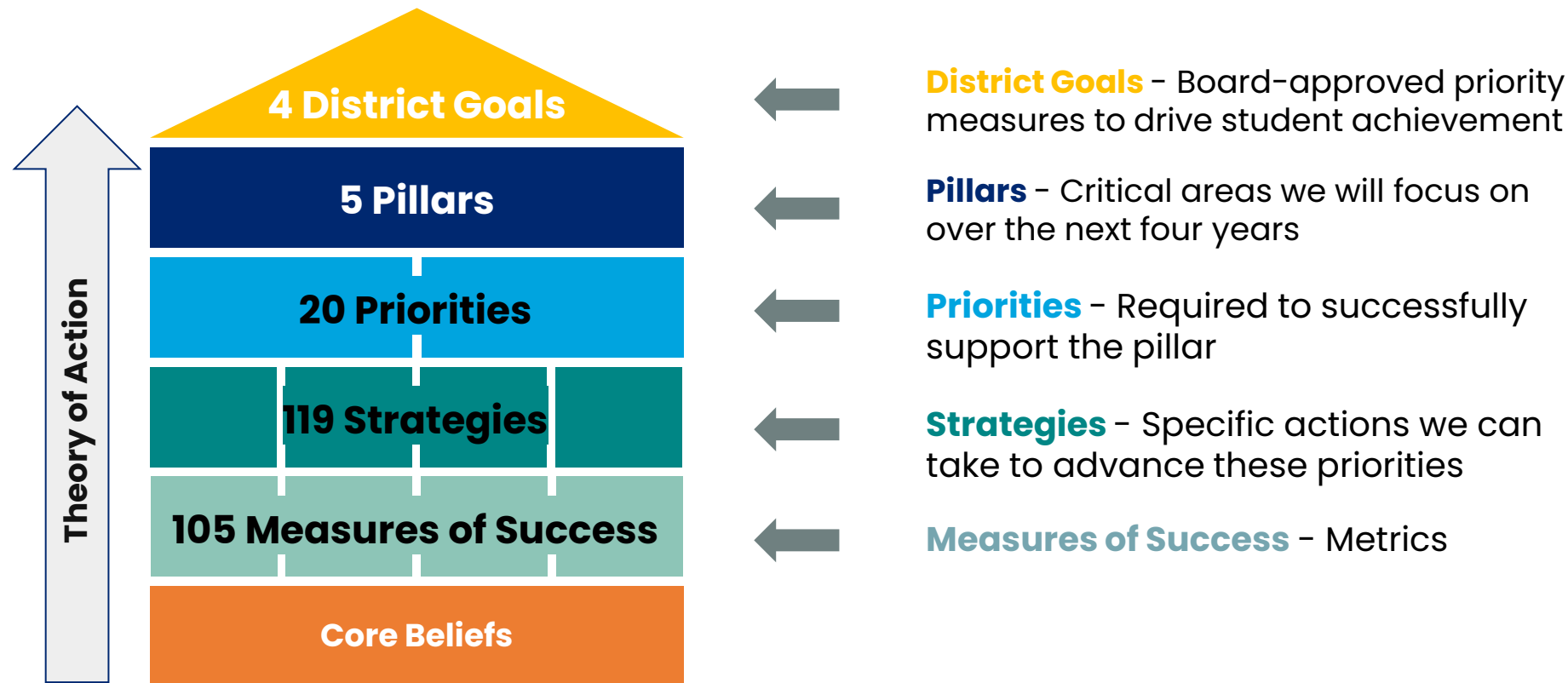
**+40
pts**

Social-Emotional/Wellness

Growth as measured by
School Experience Survey

+8%

2022–26 Strategic Plan Overview



Engagement is critical to the development of the Local Control Accountability Plan (LCAP) and ongoing implementation of the Strategic Plan

As part of this process, the LCAP team is engaging:

Students

4 meetings with Board District Youth Advisory Groups and Superintendent's Student Advisory Council

In development: Team-lead focus groups for students with disabilities, Black students, English Learners, students in foster care and experiencing homelessness

School and District Staff

58 ongoing LCAP Leadership Group, Accountability Workgroup, and team-specific LCAP development meetings

Parents and Families

36 Parent Advisory Committee and District English Learner Advisory Committee and Officer meetings in 2022-23

8 Local District LCAP Study Groups meetings in 2022-23

Community Partners

8 community partner meetings planned for 2022-23

Labor Partners

3 labor partner engagement meetings in Fall 2022; additional meetings planned

Districtwide Survey

We want to hear from you! Your input is critical to help us support student success.



What do you think LA Unified needs to do to ensure student success and close opportunity gaps?

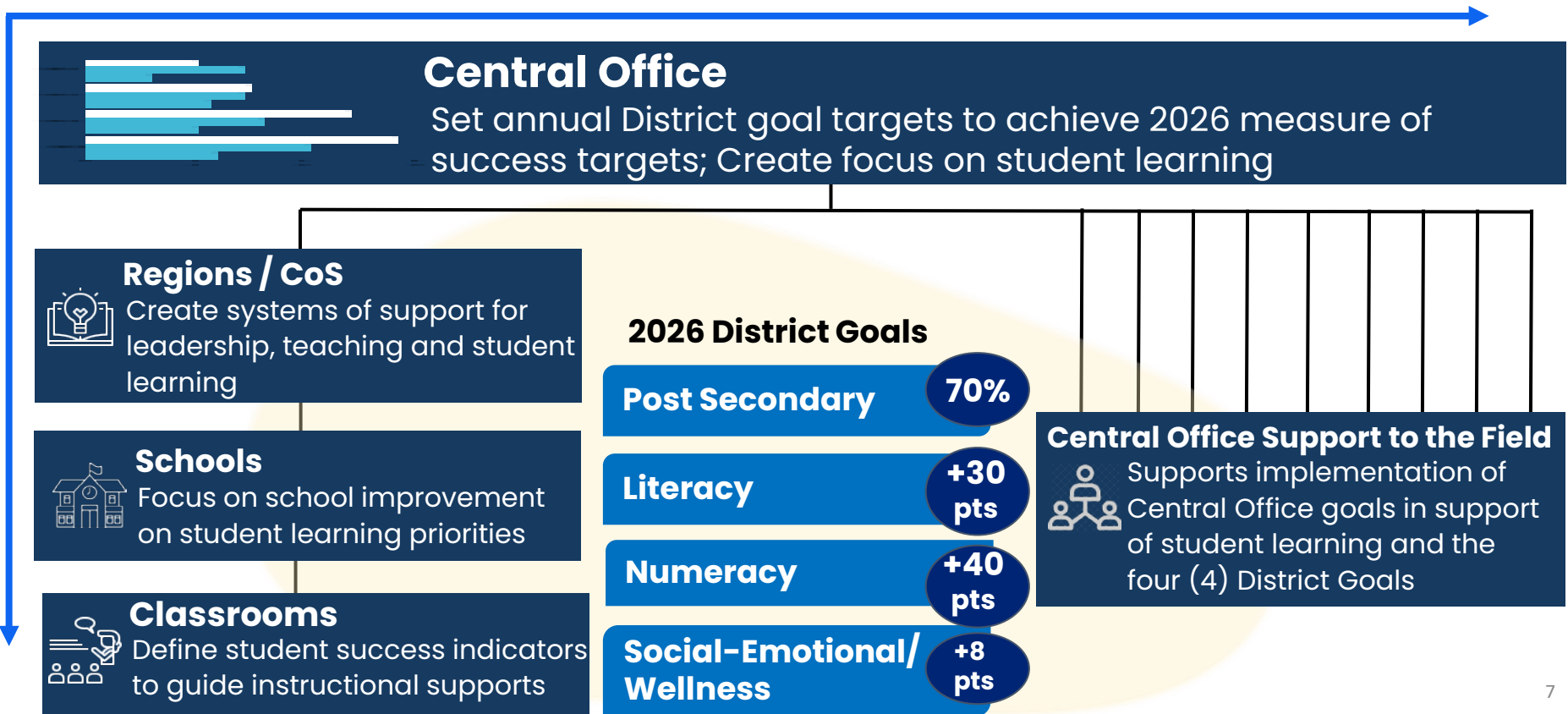
Scan the QR Code using your smartphone's camera or go to tejoin.com and enter code **284-035-026**

<https://tejoin.com/scroll/284035026>

This survey will remain open through April 29.

Strategic Plan

Horizontal and Vertical Implementation



Vertical Implementation

Implementation Guide *School-Based Target Setting*

Implementation Guide



STRATEGIC PLAN: INITIAL PLANNING

On June 21, 2022, the Board of Education approved our [2022-26 Strategic Plan](#) – a roadmap outlining the steps we will take to achieve our singular goal of ensuring all students graduate ready for the world. This Initial Planning guide is a resource designed to support school leaders with aligning school site initiatives to the Strategic Plan to best focus implementation planning for the phased release of the Implementation Guide choice board. This guide provides protocols and resources to support the collaboration of school teams to determine action steps and practices to implement.

Continuous Cycle of Improvement
Planning for Implementation incorporates a continuous cycle of improvement.

Implementation Planning

How This Initial Planning Guide is Organized
To guide the initial planning for implementation, consider the use of the "Here's What, So What, Now What" protocol to support the facilitation of critical conversations with school teams with aligning school initiatives to the Strategic Plan. Accompanying resources are also available to assist with conversations with the school's Instructional Leadership Teams to deepen your team's understanding of the Strategic Plan and connections to school site initiatives.

PLANNING GUIDE

Pillars	Priorities
1 Academic Excellence	High Quality Instruction, Enriching Experiences, Eliminating Opportunity Gaps, College and Career Readiness
2 Joy and Wellness	Welcoming Learning Environments, Whole-Child Well-Being, Strong Social-Emotional Skills, Outstanding Attendance
3 Engagement and Collaboration	Strong Relationships, Accessible Information, Leading for Impacts, Honoring Perspectives
4 Operational Effectiveness	Data-Driven Decision-Making, Modernizing Infrastructure, Sustainable Budgeting, District of Choice
5 Investing in Staff	Diverse Workforce, Professional Learning, Staff Wellness, High Performance Standards

PRIORITY PAGE CHOICE BOARD

4A

Data-Driven Decision-Making

PILLAR 4
Operational
Effectiveness

4A

Data-Driven Decision-Making | PILLAR 4
Operational Effectiveness

OUR PRIORITY
Develop comprehensive data-driven systems to inform decision-making

WHY THIS MATTERS
Our actions must be driven by the opportunities and the needs identified by student and school data, and we must have the structures to respond effectively and efficiently

STRATEGIES

- Conduct focused, school-by-school data review meetings to drive continuous improvement at the school and District levels
- Build capacity of District staff and school teams to use data to drive improvement, including local plan and budget development
- Utilize data to provide a multi-tiered system of support, distribution of resources, and earned autonomy to schools
- Develop, align, and implement user-friendly performance monitoring systems and data dashboards accessible to all stakeholders
- Establish common feedback systems for professional development to inform decision-making
- Establish and support processes for program evaluation

MEASURES OF SUCCESS
By 2020, we will

- ✓ Increase the percentage of Whole Child platform users by 25% and percentage of Executive Dashboard users by 10%
- ✓ Evaluate 100% of all professional development completed through MyPLN using a standardized system
- ✓ Implement annually at least three data sessions with designated priority schools
- ✓ Increase the number of annual professional development sessions offered to school and District staff on data-driven decision-making

RESOURCES

- Los Angeles Unified Open Data Portal
- Whole Child Data Integration Platform (for school personnel)
- Office of School Design Options - Autonomous Schools



Build capacity of District staff and school teams to use data to drive improvement, including local plan and budget development

Beginning in 2022–23, each school will establish **yearly** targets aligned to our four District Goals.

Goal: Create greater alignment between school priorities and Districtwide priorities outlined in our Strategic Plan to ensure we meet our 4-year goals and close achievement gaps.

Target Setting by School Level

	Elem (K-5)	Elem (K-6)	Mid (6-8)	High (9-12)
Goal 1 - Postsecondary				
Goal 2 - Literacy				
Goal 3 - Numeracy (gr. 3-5)				
Goal 3 - Numeracy (gr. 6-8)				
Goal 4 - Social-Emotional/Wellness outcomes* for <i>elementary, middle, high schools</i>				

*These outcomes include competencies in Growth Mindset, Self-Efficacy, Self-Management, Social Awareness

School-Based Target Setting



22-23

Schools provided 25-26 targets for all goals, focused on closing gaps



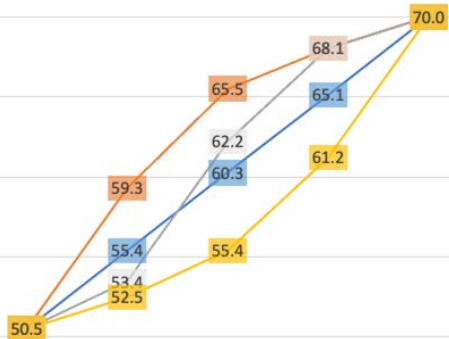
Possible trajectories offered for each year



Regional leadership reviewed + provided support

23-24

Schools will set 23-24 targets in their Targeted Student Population (TSP) Plans



**Sample image representing possible trajectories: linear, aggressive, step-up, delayed*

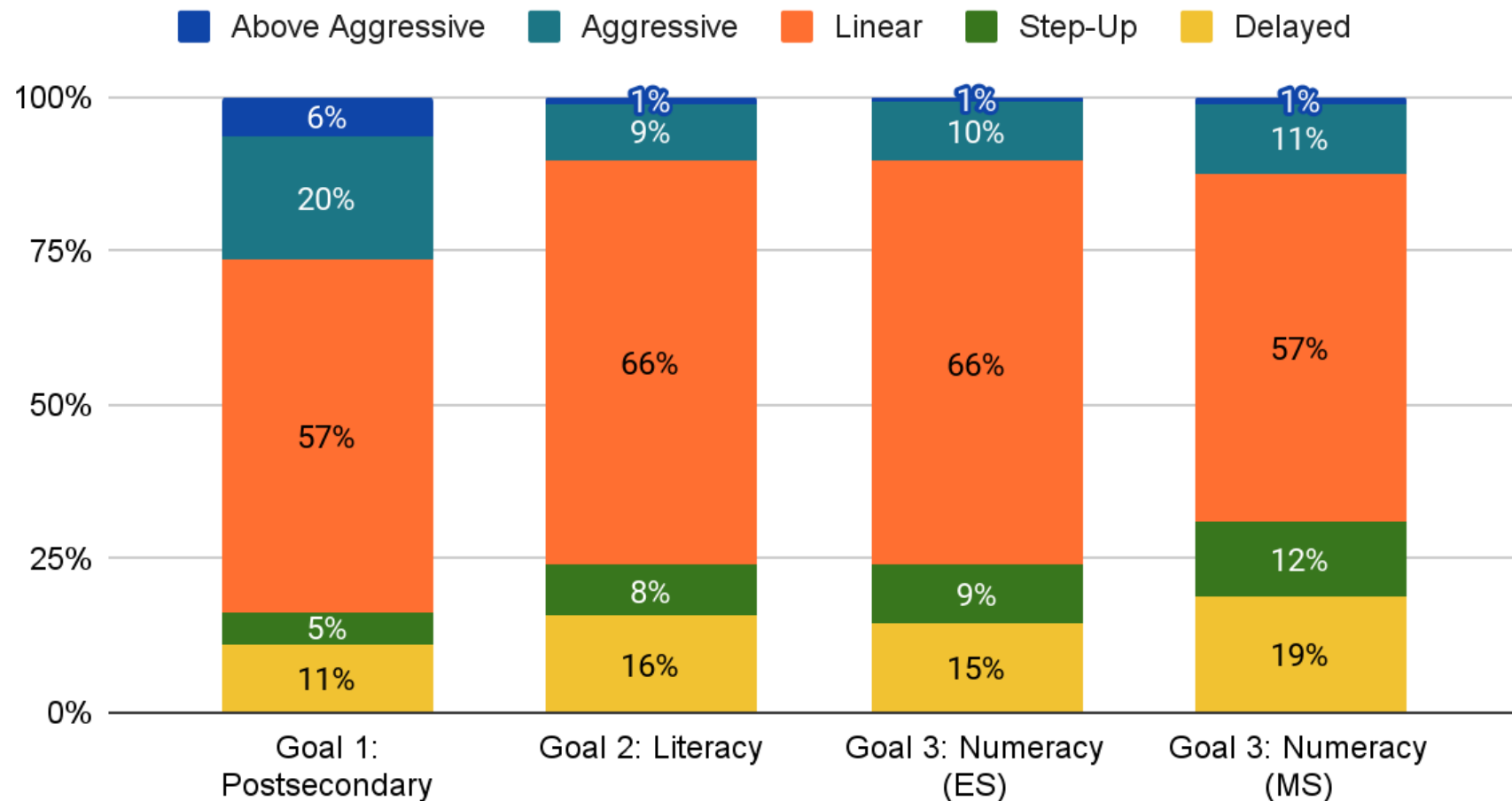


100% of schools with eligible targets submitted for 22-23



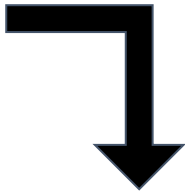
Schools will set targets schoolwide and for student groups

2022-23 Target Selection Trajectory by Academic Goal



Horizontal Implementation

Systems Alignment
Progress Monitoring



2022-23 Central Office “Action Plans”



Progress Monitoring Platform



**Progress Check-ins/
Strategic Plan Actualization**



2026 District Goals

Social-Emotional/Wellness Growth as measured by School Experience Survey	+8%
Literacy 3rd grade students on SBA-ELA	+30 pts
Numeracy Grades 3-5 & 6-8 on SBA-Math	+40 pts
Post Secondary: Graduate with C or better on A-G Courses	70%

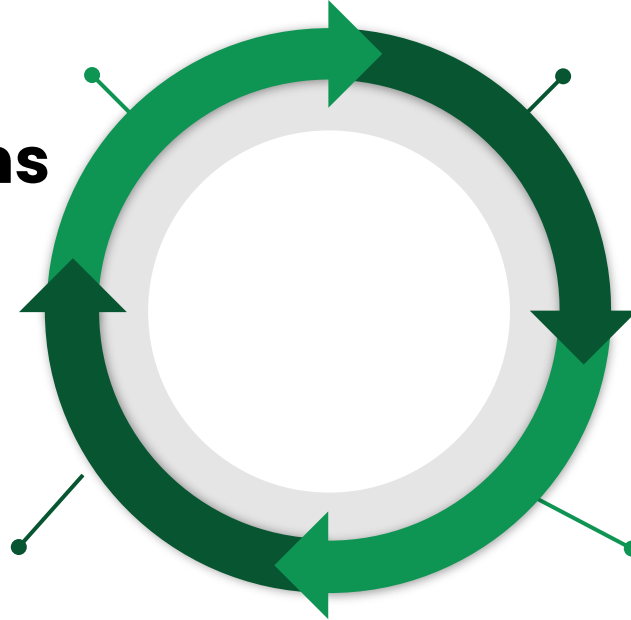
Strategic Plan Implementation *Progress Monitoring Cycle*

**1. Strategy
Sharing Sessions**

**2. Platform
Progress Update /
Data Review**

**3. Update with
Superintendent**

**4. Update to
the Board of
Education**



Progress Monitoring



Pillar 1: Academic Excellence

Acceleration Days and Tutoring

Pillar 2: Joy and Wellness

*iAttend Campaign
Greening Projects*

Pillar 3: Engagement and Collaboration

Connectivity

Pillar 4: Operational Effectiveness

Priority Schools

Pillar 5: Investing in Staff

Staffing SENI High/Highest Needs Schools

Acceleration Days & Tutoring

1C

Eliminating Opportunity Gaps

PILLAR 1
**Academic
Excellence**

1C

Eliminating Opportunity Gaps | PILLAR 1
Academic Excellence

OUR PRIORITY
Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students

WHY THIS MATTERS
Implementing instructional systems that directly recognize and address the unique needs of specific student groups is critical to disrupting persistent, systemic gaps

STRATEGIES

- Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academic support
- Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- Target high-impact intervention and instructional programs to accelerate learning – such as summer school, Acceleration Days, and tutoring – for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups
- Act upon early-warning indicators to ensure all students remain on track
- Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need
- Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes
- Advance the implementation of the Black Student Achievement Plan
- Advance programs and initiatives that support success for underserved student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Mexican American, Muslim, South Asian, American Indian, and Native Alaskan students



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Target high-impact intervention and instructional programs to accelerate learning – such as summer school, **Acceleration Days, and tutoring** – for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups

Acceleration Days & Tutoring

1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

Previous updates to the Board

11/15/2022

1/17/2023

Tutoring Data Overtime



	September 2022 As of 9/23/22	October 2022 As of 10/11/22	November 2022 As of 11/1/22
Service Type	Total Cumulative Unique Users	Total Cumulative Unique Users	Total Cumulative Unique Users
On-Demand Homework Help	3,667	5,788	19,613
Locally Designed Intervention	14,351	19,306	31,177
High-Dose Tutoring	N/A	2,526	4,062
TOTAL USAGE <i>Not unique users</i>	18,018	27,620	54,852

Total student participation across service types = 100,490
Students may have participated in multiple tutoring support opportunities overtime.

Participation Data



- Close to 40,000 students participated in one or both Acceleration Days
- This provided an equivalent of 60,000 student days of intervention/enrichment services were provided
- More than 80% of participating students were those who would most benefit from intervention services
- More than 50,000 students accessed schoology just on Day 1



Acceleration Days & Tutoring

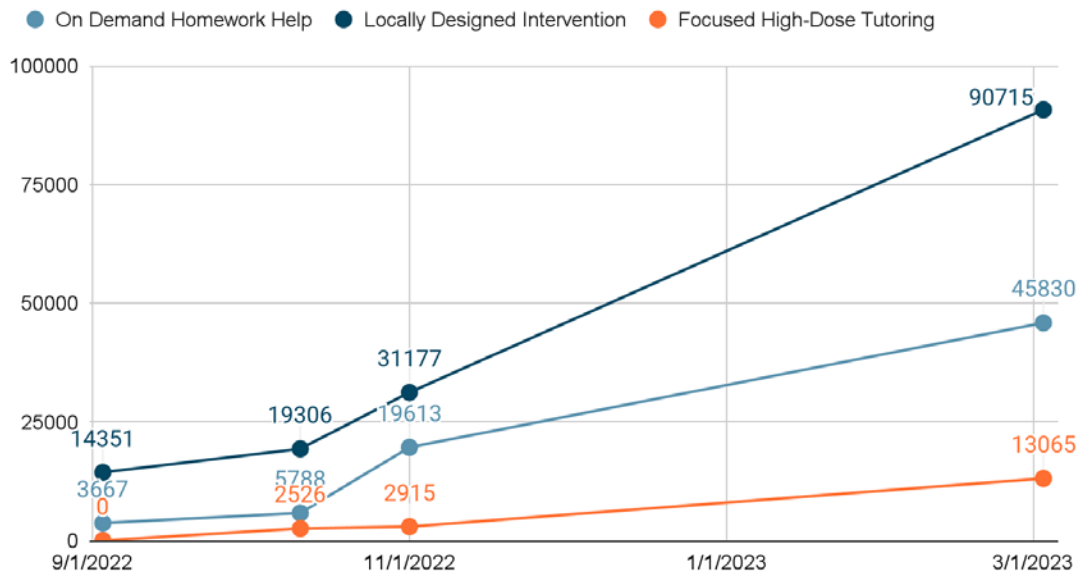
1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

Progress Monitoring Data

- ❑ Students who participated in Acceleration days: **~40,000**
- ❑ Tutoring (total unique users):



Measure of Success

- ❑ District Goal 1: Postsecondary
- ❑ District Goal 2: Literacy
- ❑ District Goal 3: Numeracy
- ❑ Increase English Learner reclassification rates



Greening Projects

2A

Welcoming Learning Environments

PILLAR 2
Joy and
Wellness

2A

Welcoming Learning Environments

PILLAR 2
Joy and
Wellness

OUR PRIORITY

Design and sustain welcoming, safe, environmentally friendly, affirming, and inclusive learning environments

WHY THIS MATTERS

Healthy and safe environments increase student capacity for learning and success

STRATEGIES

- Support and build capacity of all campus staff to implement affirming, welcoming, and trauma-informed practices
- Increase staff awareness and capacity to support students around sexual orientation, gender identity, and gender expression
- Develop safe and sustainable green spaces, outdoor learning environments, and shaded areas at each school
- Ensure "safe passage" to and from school through coordination with local civic and safety organizations
- Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students
- Engage students in regular, inclusive celebrations and community events that recognize diverse cultures
- Increase access to other safe learning and community spaces, including libraries and partner organizations
- Conduct regular environmental health, safety, and emergency readiness assessments of schools



14

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Develop safe and sustainable green spaces, outdoor learning environments, and shaded areas at each school

Greening Projects

2A

Welcoming Learning Environments

PILLAR 2
Joy and
Wellness

Progress Monitoring Data

- ❑ # of projects approved:
5
- ❑ Projects valued at:
\$11,894,670



Measure of Success

Identify \$50 million in projects to create outdoor learning spaces and other landscaping and greening upgrades

2D

Outstanding Attendance

PILLAR 2
**Joy and
Wellness**

2D

Outstanding Attendance | PILLAR 2
Joy and Wellness

OUR PRIORITY
Ensure outstanding attendance to support consistent in-class learning

WHY THIS MATTERS
Being engaged and on campus is essential for students to learn

STRATEGIES

- Provide regular mentorship and community-building opportunities to strengthen interpersonal relationships with students
- Engage and build capacity of families to support attendance for students as a shared responsibility
- Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports
- Implement incentive programs for students with poor attendance, including recognition events, "challenges," and spirit days
- Leverage school teams to conduct personalized, daily outreach to families of students with low attendance
- Collaborate with organizations promoting student attendance and re-engagement efforts to increase coordination, consultation, and referrals

MEASURES OF SUCCESS
By 2026, we will:

- ✓ Decrease the percentage of chronically absent students (attendance rate of 91% or less)
 - K-5 - 12.8% (from 13.6% in 2017-18, the most recent year without significant disruptions to in-person attendance)
 - 6-8 - 11.6% (from 12.4% in 2017-18)
 - 9-12 - 21.5% (from 22.3% in 2017-18)

RESOURCES
□ Pupil Services and Attendance



Engage and build capacity of families to support attendance for students as a shared responsibility

Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports

2D

Outstanding Attendance

PILLAR 2
Joy and
Wellness

Progress Monitoring Data

Percentage of chronically absent students (attendance rate of 91% or less)

	2017 Baseline	Fall 2021	Fall 2022	2026 Goal (Measure of Success)
K-5	13.6%	40.8%	39.9%	12.8%
6-8	12.4%	35.2%	33.7%	11.6%
9-12	22.3%	36.8%	37.0%	21.5%

iAttend Days #1 and #2

Total Home Visits	Home Visits Resulting in Contact
8930	4317

Connectivity

3B

Accessible Information

PILLAR 3
Engagement
and Collaboration

3B

Accessible Information

PILLAR 3
Engagement
and Collaboration

OUR PRIORITY

Provide clear, consistent, and accessible information to the community

WHY THIS MATTERS

Effective school and District communication builds trusting relationships and enables families, students, staff, and community members to serve as collaborative partners

STRATEGIES

- Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information
- Ensure all families are connected to the internet and have the training to access technology to promote communication and advocacy for student learning
- Increase collaboration with media partners to share positive and uplifting stories of Los Angeles Unified
- Provide school promotion training and resources
- Improve internal communication structures to ensure all employees receive timely District news and important information
- Communicate with families in multiple languages and modes to best meet their needs



Ensure all families are connected to the internet and have the training to access technology to promote communication and advocacy for student learning

3B

Accessible Information

PILLAR 3
Engagement
and Collaboration

Progress Monitoring Data

- ☐ # of students connected through Universal Wi-Fi:
100,015
- ☐ % of needs being met for students who request:
 - ☐ a computing device: **90%**
 - ☐ connectivity: **81%**
 - ☐ technical support: **99%**

Measure of Success

Meet the needs of 100% of students who request a computing device, connectivity, and/or technical support



Priority Schools

4A

Data-Driven Decision-Making

PILLAR 4
Operational
Effectiveness

Conduct focused, school-by-school **data review meetings** to drive continuous improvement at the school and District levels

4A

Data-Driven Decision-Making | PILLAR 4
Operational Effectiveness

OUR PRIORITY
Develop comprehensive data-driven systems to inform decision-making

WHY THIS MATTERS
Our actions must be driven by the opportunities and the needs identified by student and school data, and we must have the structures to respond effectively and efficiently

STRATEGIES

- Conduct focused, school-by-school data review meetings to drive continuous improvement at the school and District levels
- Build capacity of District staff and school teams to use data to drive improvement, including local plan and budget development
- Utilize data to provide a multi-tiered system of support, distribution of resources, and earned autonomy to schools
- Develop, align, and implement user-friendly performance monitoring systems and data dashboards accessible to all stakeholders
- Establish common feedback systems for professional development to inform decision-making
- Establish and support processes for program evaluation

MEASURES OF SUCCESS
By 2026, we will:

- ✓ Increase the percentage of Whole Child platform users by 25% and percentage of Executive Dashboard users by 10%
- ✓ Evaluate 100% of all professional development completed through MyPLN using a standardized system
- ✓ Implement annually at least three data sessions with designated priority schools
- ✓ Increase the number of annual professional development sessions offered to school and District staff on data-driven decision-making

RESOURCES

- Los Angeles Unified Open Data Portal
- Whole Child Data Integration Platform (for school personnel)
- Office of School Design, Outcomes: Autonomous Schools



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Priority Schools

4A

Data-Driven Decision-Making

PILLAR 4
Operational
Effectiveness

Progress Monitoring Data

- ☐ # of data review meetings held centrally (to date):

4 total

- ☐ # of data review meetings held at LD/Region (to date):

11



- ☐ # of schools participating in data review meetings:

100 Tier 2 (Central Office)

100 Tier 3 (Region Office)

Measure of Success

Implement annually at least three data sessions with designated priority schools

Staffing SENI high/highest-needs Schools

5A

Diverse Workforce

PILLAR 5
**Investing
in Staff**

5A

Diverse Workforce

PILLAR 5
**Investing
in Staff**

OUR PRIORITY

Effectively recruit and retain a highly qualified, diverse workforce committed to serving all students

WHY THIS MATTERS

Filling every school with talented educators and staff who reflect our students' diversity can be the single most impactful driver in ensuring academic success

STRATEGIES

- Increase investments in the marketing, recruitment, selection, staffing, and retention of under-represented employees at all levels of the District to reflect our student population
- Create new and promotional pathways for staff to become proficient or certified in specialized classifications and areas of need
- Create career pathways for students to transition to District careers, including high-demand areas such as teaching and nursing
- Develop comprehensive compensation plans and incentive programs
- Implement a comprehensive community-based recruitment strategy to ensure there are qualified candidates to fill vacancies at hard-to-staff schools



Implement a comprehensive community-based recruitment strategy to ensure there are qualified candidates to fill vacancies at hard-to-staff schools

Staffing SENI high/highest-needs Schools



5A

Diverse Workforce

PILLAR 5
Investing
in Staff

Progress Monitoring Data

- ❑ Fill rate at SENI high/highest needs schools
 - ❑ **Certificated** New Hires to Date: **1,146 teachers (Fill-Rate: 98%)**
 - ❑ **Certificated** positions eligible for back filling: **158 (2%)**
 - ❑ **Classified** New Hires to Date: **1,760 positions (Fill-Rate: 86%)**
 - ❑ **Classified** positions to be filled: **1,562 positions (14%)**



Measure of Success

Ensure the vacancy rate at SENI high/highest-needs schools will not exceed 6%

Strategic Plan Implementation

Anticipated Future Updates



- Mid-year update: March 2023
- End-of-Year update: June 2023
- Annual Report: Fall 2023

2022		2023		
JUN	OCT	MARCH	JUN	FALL
Strategic Plan Approved 6/21	Initial Update 10/11	Mid-Year Implementation Update 3/7	End of Year Update	Annual Report

