

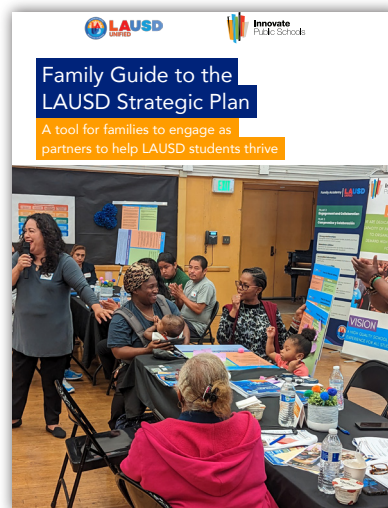
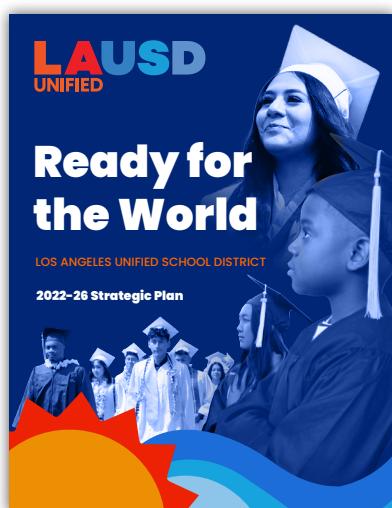
Ready for the World

Strategic Plan

Year One Report

2022-23

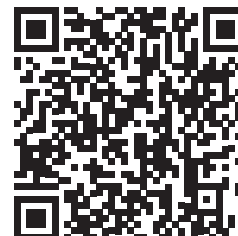




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Report 2022-23



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Hello Los Angeles Unified Family,

We are happy to share the report for the first year of the District's 2022–26 Strategic Plan. I am very proud of the initial progress we've achieved! Our collective efforts have yielded tangible results that will help us assess our progress – and adjust our course where necessary.

I want to commend our teachers and staff whose dedication and perseverance have helped our students to learn and thrive. Next, thank you to our central office departments, regional representatives and school teams who have collaborated closely to identify common objectives and overcome challenges. And of course, we greatly appreciate the ongoing partnership with our parents and community partners as we work together to support and strengthen our schools.

Despite how far we've come, it is essential for us to acknowledge that this journey is ongoing. We've achieved a lot, but there is still more work to do. Continuous evaluation and a willingness to adapt will be crucial as we move forward. The Strategic Plan provides us with a solid foundation and I am confident that with our shared commitment to our students, we will continue to build upon the momentum gained in our first year of implementation.

Thank you all for your support and commitment to our shared vision. I am optimistic about our students' continued academic growth and success and I look forward to the road ahead.

Sincerely,
Jackie Goldberg
President

Los Angeles Unified Board of Education



Dear Los Angeles Unified Family,

We have concluded the first year of our 2022–26 Strategic Plan and I am proud of the work we have accomplished together. It is only through our shared commitment that we have been able to enact meaningful change for our students. It's through the work of our amazing educators, school leaders, staff and community partners who have not only implemented the various priorities and initiatives inside and outside our schools, but have done so with remarkable clarity, creativity and compassion.

The Strategic Plan established a clear and inspiring vision for the future – a future that will not only redefine Los Angeles Unified and the manner in which we are able to service the families in our communities, but also for the future of our students and the world. There is perhaps no more urgent time for a renewed vision of what public education can do for our cities, state, nation and world. The future is moving fast and demanding that we rise to the moment.

This document delineates the areas in which we're on track to meet the goals outlined in the Strategic Plan and the areas where we need to adjust, amend or re-appropriate our processes in order to achieve our goals. While necessarily detailed and focused on the specifics, the overarching flow of the document highlights our movement toward ensuring students are Ready for the World.

Thank you for your continued partnership, resolve and commitment as we impact the lives of our students and families. I've had the distinct privilege of meeting with families, staff, community partners, elected leaders and other community leaders since enacting the Strategic Plan. Through these meetings and conversations, I have witnessed firsthand how important our work is and how it is transforming the student experience. This is the power that collective synergy can achieve. I look forward to our continued work together and furthering the commitments and goals of the Strategic Plan.

Sincerely,
Alberto M. Carvalho
Superintendent

Ensuring our students are Ready for the World

We have adopted systems to bring the Strategic Plan to life through the following:

Developed an implementation guide for schools

Established school-based target setting for District goals

Aligned systems to organize our work and resources

Developed an internal progress monitoring system

We are excited to share the progress for Year One (2022-23) of the Strategic Plan with our community and have organized this report by pillars.



District Goals

In June 2021, the Board of Education approved a set of four powerful goals outlining the student outcomes we expect to see by 2026. These goals establish a philosophy on the primary areas of success around which we must organize – postsecondary preparedness, literacy, numeracy and social-emotional wellness – to ensure our students graduate Ready for the World. Most importantly, these goals serve to build greater alignment on how to best meet the needs of our students. The 2022–26 Strategic Plan will help us maintain a singular focus on achieving these goals, giving us clear direction for collective planning, implementing and adjusting as needed to reach these goals in service of our students.

Postsecondary

70%

The percentage of students in a graduating 9th–12th grade cohort demonstrating college and career readiness with a “C” or better on University of California/California State University A–G approved courses will increase to 70% by June 2026.

Literacy

+30_{pts}

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026.

Numeracy

+40_{pts}

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in grades 3–5 and 6–8.

Social- Emotional/ Wellness

+8%

At each school level, students in elementary, middle school and high school will demonstrate growth of 8 percentage points in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management and social awareness, by June 2026 as preliminarily measured by the School Experience Survey with full transition to a portfolio rubric to be implemented by 2023–24.

District Goals: Where We Are

The targets we set for 2026 were informed by our students' performance over the last several years and by where we think our students should be to ensure success in college, career and beyond. Based on this data, we believe these targets are ambitious but achievable goals for all Los Angeles Unified students.

Goal 1: Postsecondary

The percentage of students in a graduating 9th-12th grade cohort demonstrating college and career readiness with a "C" or better on University of California/California State University A-G approved courses will increase to 70% by June 2026. Students in targeted student groups will demonstrate growth of 25 percentage points over this time based on 2021-22 baseline data.

Graduate Cohort A-G Completion Rate (Meeting UC-CSU Entrance Requirements)

Student Group	2021-22	2022-23	2026	2026 Goal:
Overall	50.5	53.0	70.0	70.0
Students with Disabilities	24.3	27.9	49.3	
English Learners	27.0	31.3	52.0	
Low Income	49.0	51.1	74.0	
Foster	24.3	23.3	49.3	
Latino/a	48.0	50.6	73.0	
Black	45.7	45.5	70.7	

2026 Goal:
70.0

2026 Goal:
+25 from
2021-22

Goal 2: Literacy

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment (SBA) English Language Arts/Literacy from 2022 to 2026. Students in targeted student groups will move, on average, 40 points closer to proficiency over that time.

Smarter Balanced Assessment (Literacy) – Grade 3 – Distance from Standard*

Student Group	2021-22	2022-23	2026	
Overall	-32.9	-28.4	-2.9	<div> <p>+30 from 2021-22</p> <p>+40</p> </div>
Students with Disabilities	-102.5	-101.2	-62.5	
English Learners	-106.2	-101.2	-66.2	
Low Income	-50.9	-45.8	-10.9	
Foster	-77.9	-77.2	-37.9	
Latino/a	-49.9	-43.9	-9.9	
Black	-61.4	-61.0	-21.4	

*Distance from Standard is used by the California Department of Education (CDE) to measure how far the average student is from meeting the grade-level standard

Goal 3: Numeracy

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8. Students in targeted student groups will move, on average, 50 points closer to proficiency over this time.

Smarter Balanced Assessment (Math) – Grades 3-5 – Distance from Standard*

Student Group	2021-22	2022-23	2026
Overall	-44.6	-37.4	-4.6
Students with Disabilities	-112.5	-108.4	-62.5
English Learners	-111.0	-103.7	-61.0
Low Income	-60.5	-52.9	-10.5
Foster	-85.8	-90.1	-35.8
Latino/a	-60.0	-52.3	-10.0
Black	-78.5	-72.7	-28.5

+40 from 2021-22

+50

Smarter Balanced Assessment (Math) – Grades 6-8 – Distance from Standard*

Student Group	2021-22	2022-23	2026
Overall	-81.0	-80.1	-41.0
Students with Disabilities	-173.9	-172.3	-123.9
English Learners	-187.7	-188.0	-137.7
Low Income	-97.2	-96.8	-47.2
Foster	-147.9	-152.1	-97.9
Latino/a	-98.5	-97.8	-48.5
Black	-121.1	-121.4	-71.1

+40 from 2021-22

+50

*Distance from Standard is used by the California Department of Education (CDE) to measure how far the average student is from meeting the grade-level standard

Goal 4: Social-Emotional/Wellness

At each school level, students in elementary, middle school and high school will demonstrate growth of 8% in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management and social awareness, by June 2026 as measured by the School Experience Survey. Students in targeted student groups will demonstrate growth of 12 percentage points in each of the SEL competencies over this time.

Growth Mindset

Student Group	School Level	2021-22	2022-23	2026
Overall	Elementary	75.9	74.2	83.9
Overall	Middle	68.6	66.1	76.6
Overall	High	67.5	67.0	75.5

2026 Goal:
+8 from
2021-22

Self-Efficacy

Student Group	School Level	2021-22	2022-23	2026
Overall	Elementary	64.0	62.6	72.0
Overall	Middle	54.7	52.6	62.7
Overall	High	52.0	51.3	60.0

2026 Goal:
+8 from
2021-22

Self-Management

Student Group	School Level	2021-22	2022-23	2026
Overall	Elementary	69.8	67.8	77.8
Overall	Middle	68.1	65.5	76.1
Overall	High	68.6	67.1	76.6

2026 Goal:
+8 from
2021-22

Social Awareness

Student Group	School Level	2021-22	2022-23	2026
Overall	Elementary	67.6	65.0	75.6
Overall	Middle	62.5	58.2	70.5
Overall	High	63.9	61.9	71.9

2026 Goal:
+8 from
2021-22

The Strategic Plan has five high-level **Pillars** that represent critical areas we will focus on through 2026. Each Pillar contains several **Priorities** we believe are required to successfully support the pillar, as well as **Measures of Success** and associated targets so we can gauge our progress toward meeting our goals. **Strategies** are specific actions we can take at the school site level, District level and within the school communities we serve to advance these Priorities and help us meet our targets. These elements are also not intended to stand alone but to be interconnected and to influence or support one another. While the Priorities and Strategies may be categorized in a particular area, each piece will work together in a coherent system to provide an exceptional education program to ensure all students graduate **Ready for the World**.

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

The Year One report is organized by pillar and shares highlights, next steps and data for Measures of Success. **Highlights** describe the work to support student achievement and provide a narrative about the progress made to move the Strategic Plan forward. **Next Steps** describe actions and adjustments that started on or about July 1, 2023 or are currently being made to strengthen programs or initiatives.

There are 93 Measures of Success in the Strategic Plan. The Measures of Success are displayed for each pillar and indicate:

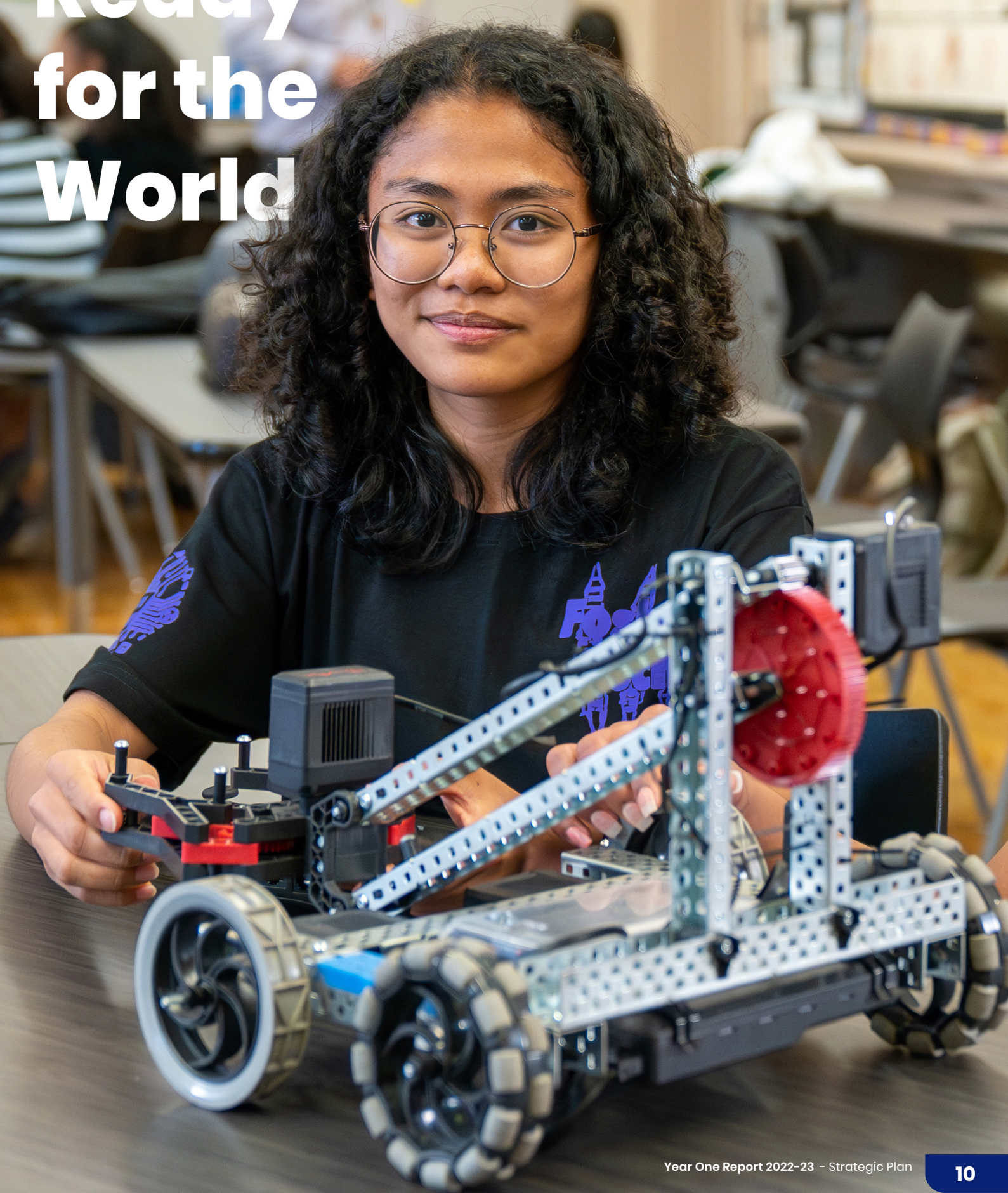
- 1 **2021-22 Baseline**
- 2 **2022-23 Result**
- 3 **2025-26 Goal for each measure**

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
1A.M1 (Data Description)	1	2	3

Please note that some measures may have a different baseline. In addition, ☐ **Work in Progress** is defined as metrics where Year One outcomes are lower than baseline outcomes OR outcome data for Year One is not yet available and ☒ **Showing Improvement** is defined as metrics where Year One outcomes are higher than baseline data OR are already meeting the 2026 goal. Lastly, **data descriptors** next to each measure are provided to better explain the item that is being reflected in the data tables.



Ready for the World





Pillar 1 Overview

Providing a world-class academic experience for our students is the most important component to ensure they are Ready for the World. This pillar represents our dedicated focus on building a system where exceptional teaching can be found in every classroom and knowledgeable, critical thinkers can be found in every seat.

Highlights

To increase student achievement in literacy and numeracy, Los Angeles Unified developed a comprehensive multi-tiered system of support with three distinct approaches called Tiers. Tier 1 offers students strong core instruction using highly rated curricula and culturally and linguistically sustaining pedagogy. Professional development was offered to support educators with differentiating instruction in the classroom. Tier 2 consists of core instruction plus additional instructional time through intervention, tutoring and supplemental materials to address areas of need. Tier 3 offers students core instruction plus additional instruction and individualized support to help close achievement gaps.

Enrichment program offerings increased throughout the school year in summer school, after school and on Saturdays including outdoor education, STEAM, cultural arts, expanded learning, tutoring, locally designed programs and more.

The following narratives are highlights by subject and level of the programs offered to students.

Highlights

Elementary Instruction - Literacy

Instruction

- The Division of Instruction supported schools with consistent use of the Structured Literacy approach to provide explicit, systematic, diagnostic and cumulative instruction in foundational literacy skills.
- The Division of Instruction supported schools with implementation of flexible small-group instruction based on student need, as determined by multiple measures, to personalize learning.



Curriculum

- One hundred ninety-two elementary schools adopted a new core literacy curriculum grounded in the Structured Literacy approach, bringing the total number of adopting elementary schools to three hundred ten. The Core Knowledge Language Arts (CKLA) curriculum emphasizes explicit, systematic and cumulative instruction in foundational skills, integrating daily opportunities for applying these skills through engaging content.
- Supplemental instructional programs and materials were provided to schools aligned to the Structured Literacy approach to further strengthen foundational skills instruction and intervention such as the Heggerty phonemic curriculum and Language Essentials for Teachers of Reading and Spelling (LETRS).

Assessment

- The Division of Instruction supported schools with progress monitoring of student literacy and numeracy skills, in ELA, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and, in math, using Edulastic.
- The Division of Instruction supported schools with the analysis of ELA and math data to support the implementation of academic improvement cycles, inform intervention and professional development.

Professional Development

- All literacy professional development was anchored in the Structured Literacy approach.
- School teams, including over 4,500 educators, actively engaged in LETRS and the Orton-Gillingham instructional approach grounded in the Structured Literacy approach.
- The Reading Specialist - Early Literacy Foundations Micro-Credential Program continued in its third year as a one-year intensive program that trained a cohort of 64 educators from all Regions, grounding participants in the Science of Reading and a deep understanding of structured literacy instruction.
- Division of Instruction (DOI) and Regions led action seminars to support Tier 1 instruction. Action seminars provided regular collaboration meetings for participants to learn content and plan for instruction based on classroom data.

Highlights

Professional Development

- Four thousand two hundred thirty-three teachers engaged in voluntary professional development based on the tenets of the Science of Reading, which deepened knowledge and provided specific strategies that teachers could implement immediately in their classrooms.
- Summer professional development on the Science of Writing was implemented District-wide to over 7,000 teachers, providing all teachers with the text *The Writing Rope*.

Intervention

- To address the achievement gap for struggling learners in the early grades, 337 intervention teachers and 367 instructional aides supported a multi-tiered system of support. They provided high-quality, targeted, small-group instruction for the 14,889 at-promise students in kindergarten through third grade.
- Interventionists attended monthly meetings in the Regions, with a focus on a Structured Literacy approach in Tier 2 instruction.
- Professional learning and support were also offered to provide literacy intervention for struggling readers in third through fifth grade.

Elementary Instruction – Mathematics

Instruction

- Numeracy interventionist and school teams engaged in action seminars to dive deeper into high-leverage math strategies for conceptual development and problem-solving activities. There was a focus on school-based systems and structures for math teaching and learning, including reviewing data, deeper understanding of math teacher practices and implementing a multi-tiered system of supports (MTSS) with whole and small-group instruction.
- Two hundred twenty elementary schools were part of specialized trainings on Cognitively Guided Instruction (CGI). Trainings include ongoing cycles of inquiry, professional development and coaching support.
- Math front loading modules were developed to further support instructional strategies focused on student engagement, student discourse and problem solving.
- Over 100 numeracy interventionists participated in 24 hours of math recovery course work. Training included how to design and provide mathematics instruction based on individual student learning. Research based diagnostic assessments, learning progressions and high-quality instructional tools were used in order to increase student foundational numeracy skills.

Curriculum

- Mathematics curriculum focused on implementation of structures and systems that focus on grade-level priority content standards.
- In addition, there was a focus on teaching priority standards for conceptual understanding, procedural skills and fluency and application to real-world problem solving.
- Building Fact Fluency (BFF) kits were provided to all schools to develop deep conceptual understanding of operations and basic fact fluency in math. The strategies incorporated research-based and standards-aligned practices for students to approach multiple, rich and real-world contexts.

Highlights

Assessment

- Edulastic was used to administer pre- and post-instruction diagnostic assessments (Beginning of Year [BOY], Middle of Year [MOY], End of Year [EOY]) in order to compare growth on the same standards assessed.
- Spark Math was used for progress monitoring between diagnostic assessments.
 - Progress monitoring assessments were aligned with California state math content standards and aligned to school-adopted curriculum (Eureka Math, Illustrative Mathematics).
- Results from math assessments and progress monitoring supported numeracy interventionists with small-group supports.

Professional Development

- Professional development support was provided for classroom teachers and Tier 1 small-group instruction. These courses focused on early numeracy development, diagnosing and advancing student understanding and numeracy development. The assessment, data collection and teaching tools allowed educators to recognize students' current levels of numeracy understanding to make data-driven instructional decisions.

Intervention

- 139 numeracy interventionist teachers at 119 numeracy intervention schools received ongoing training using math recovery assessments and lessons alongside number sense activities from the Building Fact Fluency (BFF) kits.
- Tier 2 support was provided to 4,063 students who received small-group math instruction in numeracy and number sense routines.
- Additional instructional support was provided during Acceleration days, summer school and enrichment programs.

Secondary Instruction – Literacy

Curriculum and Instruction

- The District offers schools three options for textbook adoption: StudySync, myPerspectives and Springboard. The District trained approximately 1,000 teachers on the secondary ELA curriculum.
- StudySync ELA curriculum integrates technology and literature, foster collaboration and personalizes learning. While the myPerspectives ELA curriculum focuses on real-world literacy, building analytic skills and connecting lessons to students' lives, both curricula prioritize alignment with grade-level standards and offer professional development that empower teachers to create engaging and impactful learning environments.
- The Advanced Placement (AP) program experienced success in 2022–23 with an increased student enrollment rate. Success can be attributed to increased awareness and promotion, expansion of course offerings, a supportive academic environment, support services like AP Readiness, recognition of benefits for college admissions and improved accessibility.

Highlights

Assessment

- Assessment results from i-Ready Diagnostic Assessments (BOY, MOY and EOY) and Interim Assessment Blocks (IABs) were used in the fall and spring semesters and serve as a valuable tool for preparing students for the end of year assessment.

Professional Development

- During 2022–23, the Division of Instruction implemented professional development for teachers using the StudySync and myPerspectives curriculum.
- Ongoing development of lessons around Critical Media Literacy and project-based learning curriculum was shared with educators.

Intervention

- Literacy interventionists used small-group instruction and instructional resources, such as iReady, IXL, Corrective Reading and Achieve 3000 to support early literacy and numeracy learning for targeted students in Grades 6–8. Tutoring and on-demand homework help is provided as an additional component.
- Read 180 training was provided for select schools implementing the Tier 3 literacy program to increase literacy skills for secondary students reading significantly below grade level.

Enrichment

- Summer school credit recovery and enrichment to support student learning remediation and expanded learning opportunities.
- Acceleration Days (now Winter Academy), credit recovery and enrichment to support student learning remediation and expanded learning opportunities.
- AP Readiness provides access to high-level, rigorous instruction in Advanced Placement. The program is designed with two goals; improve the teaching abilities of AP instructors and simultaneously give students the skills they will need to be successful in college level classes.



Highlights

Secondary Instruction – Mathematics

Curriculum and Instruction

- There was an increase in implementation of Illustrative Math (IM) as there are now 123 secondary schools implementing Illustrative Math (IM) curriculum.
- Alternate Pathway and Fourth-Year Mathematics Courses. Ongoing professional development was created to provide support for high school teachers in the implementation of an alternate algebra pathway and fourth-year math courses. This included content specific and curriculum strategies, Equitable Grading and Instruction (EGI), assessments and culturally relevant lessons. The courses prioritized are:
 - Financial Algebra 1 and 2: These courses are designed to provide an alternate pathway for students using algebra concepts taught through finance and business applications. The courses provide increased engagement and motivation by making algebra relevant. The professional development is designed to provide ongoing support to teachers of Financial Algebra for effective delivery of the course.
 - Introduction to Data Science (IDS): This highly relevant and interdisciplinary course uses statistics, data analysis and programming. The course can be used as a fourth-year math course to continue to engage students in math. A nine-day professional development series was provided to introduce and prepare teachers to deliver the content of the course, including programming in RStudio.
 - Transition to College Mathematics and Statistics (TCMS): Similar to IDS, TCMS is a fourth-year math option that focuses on statistics and student transition into college mathematics. TCMS training was provided to both new and returning teachers as an ongoing series of professional development designed to provide ongoing support to teachers for effective implementation of the TCMS course.
- Plan-Do-Study-Act (PDSA) cycles. We are working with grant partners and UCLA to support schools in implementing PDSA cycles.
 - Numeracy interventionist and school teams, by Regions, engaged in PDSA cycles and small-group instruction to dive deeper into high-leverage math strategies for conceptual development, re-engagement strategies and problem-solving activities. This includes reviewing data, deeper understanding of math teacher practices and implementing MTSS with whole and small-group instruction.
 - The Division of Instruction (DOI) developed professional development modules for:
 - Accelerating Learning in Mathematics for Students with Disabilities
 - Accelerating Learning in Mathematics for English Learners
 - Accelerating Learning in Mathematics for African American Students
- Over 40 secondary numeracy interventionists have been participating in the Interventionist Academic training which included the following topics:
 - How to design, implement and analyze mathematics instruction based on individual student learning
 - Re-engagement strategies
 - Utilize IXL to support intervention, especially in high schools

Assessment

- i-Ready Diagnostic Assessments and data analysis performed for i-Ready BOY and MOY assessments are currently in process, with the EOY assessment taking place in spring 2024.

Highlights

Professional Development

- Illustrative Math (IM) – The District provided differentiated pedagogical and content training to support three groups with successful implementation of the curriculum and recommended strategies:
 - Teachers new to the curriculum
 - Teachers with 1–2 years of experience with IM
 - School and District administrators
- Pre-Summer professional development Math Modules – A cross-functional team came together to develop four modules to provide background for the math summer professional development. These modules were made available in flexible formats so that they could be completed in groups or individually.
- UCLA Mathematics Identity Partnership (MIP) – MIP is an initiative to address math instruction in grades 4–Algebra 1. The project attempts to impact teaching practices and beliefs of math departments at participating schools by providing a professional development series on high-leverage math activities. Wrap around support was provided in the form of:
 - Parallel professional development for school and District leaders
 - Facilitated office hours to support effective monitoring
 - Developing teacher leaders to build District capacity to support the ongoing work
- Math Leaders Collaborative – Groups of teacher leaders from around the District worked on three projects to support important math work in our District.
 - Project 1: Develop and deliver professional development modules on accelerating growth in math for African American students, English Learners and students with disabilities.
 - Project 2: Create curriculum maps to support Illustrative Math implementation
 - Project 3: Create intervention materials for Algebra 1

Enrichment

- AP Readiness provides access to high-level, rigorous instruction in Advanced Placement. The program is designed with two goals; improve the teaching abilities of AP instructors and simultaneously give students the skills they will need to be successful in college level classes.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tutoring

- Tutoring services were initially launched in 2021–22 and were expanded in 2022–23. Tutoring provides targeted high-impact instruction and intervention to accelerate learning for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness and other historically underserved groups.
 - On-Demand Homework Help was expanded to support students in all grades (TK–12) in mathematics and literacy (51,842 unique students used on-demand services)
 - High-Dose In-Person and Virtual Tutoring was expanded to support both literacy and mathematics for students in all grades (TK–12)
 - High-Dose In-Person Tutoring was expanded to all at-risk students in the 100 high-needs schools (16,743 students participated)
 - High-Dose Virtual Tutoring was expanded to all at-risk students at all schools (15,888 students participated)

Highlights

School Counseling Services

- To ensure our students graduate college and career-ready, School Counseling Services implemented a series of initiatives that resulted in 99.7% of our students completing an Individualized Graduation Plan (IGP). Some of the initiatives included:
 - Conducting meetings with stakeholders to redesign the IGP and add critical sections such as credit recovery, intervention, acceleration and enrichment plans
 - Facilitation of additional training for counselors on new guidelines and timelines for conducting IGP conferences and classroom lessons
 - Release of a new IGP monitoring report that allowed schools and District staff to easily track IGP completion and identify students who need an IGP conference
- To support all students completing graduation requirements, including the passage of A-G approved courses with a grade of “C” or better, School Counseling Services implemented the following series of initiatives:
 - Provided the first yearlong monthly professional development series focusing on utilizing comprehensive counseling programs to support student achievement
 - Trained counseling teams on the use of student achievement data to collaboratively create Annual Student Outcome Goals in order to strategically plan targeted counseling services
 - Partnered with Always Be Learning (ABL) to engage schools in reflective discussions around their course completion data and identify ways to expand student access towards completion of A-G requirements
 - Leveraged Regional Counseling Coordinators to engage high school staff in discussions around A-G enrollment and passage rates to ensure that schools had a plan in place to support students in meeting A-G course requirements with a grade of “C” or better

A-G Intervention & Support: Proficiency Pathways

- The A-G team supports secondary schools and students in grades 9-12 to meet A-G course requirements with grades of “C” or better. The team has created secondary ELA and math instructional support programs available in Schoology. All programs are modular and can be combined with teachers’ own curriculum to best serve students’ learning needs. Onboarding professional developments are available for educators planning to implement the programs, which include:
 - Just-in-Time Interventions: Resources for implementation during students’ regularly scheduled core class. Resources are aligned to learning targets and bundled standards and can be assigned to individuals and small-groups, as needed.
 - Academic Course Extension (ACE): Additional assignments and extended time for students needing to improve a low end-of-course grade. ACE is to be offered during the semester immediately following that in which the low final grade was recorded and is by agreement with the teacher of record.
 - Performance Assessment Student Support (PASS): Credit Recovery: All programs are modular, student-paced and can be combined with teachers’ own curriculum to best serve students’ learning requirements.
- The A-G Monitoring Plan is updated annually to reflect critical dates and deadlines on the postsecondary preparation calendar. Data is extracted and reports for each reporting period are provided to schools and Regions to support school teams in progress monitoring.

Highlights

College Courses

- The A-G team supports the partnership with the National Education Equity Lab, which provides access to dual enrollment courses delivered by our nation's top universities into teacher-led high school classrooms. The National Education Equity Lab is committed to closing the opportunity gap and leveling the playing field for high achieving students from historically marginalized communities. This model empowers students to both advance their learning and demonstrate readiness to college admissions officers, employers and themselves.



Financial Aid

- The A-G team exceeded the Got a Plan For That? Board of Education resolution goal of 80% in 2022-23 with over 94% of graduating seniors completing a Free Application for Federal Student Aid (FAFSA)/California Dream Act Application (CADAA). Results were supported by organizing and hosting face-to-face financial aid workshops at each Region led by California Student Aid Commission (CSAC) trainers.
- With the State scheduled to launch the updated FAFSA and CADAA financial aid applications in December 2023, the A-G team is supporting school teams and class of 2024 students to create Federal Student Aid (FSA) IDs and gather all relevant documentation in preparation.
- The Financial Aid Success Toolkit (FAST) is a staff-facing bank of resources and strategies to help facilitate timely FAFSA/CADAA completion.
- Further strategies included collaborating with Cash for College to provide school and Region-based opportunities to support students with financial aid applications, providing submission and completion rate reports weekly for each school, Community of Schools and Region as well as providing coaching and support as requested by Region and school-site personnel.



Highlights

Professional Development & Workshops

- The A-G team designs and facilitates differentiated professional development for secondary educators on multiple postsecondary preparation topics. Sessions are synchronous and virtual, with all resources and expanded independent learning folders housed in Schoology.
 - College Access for Everyone (CAFÉ): The signature workshop series, hosted in January and June, is focused on bringing a broad spectrum of postsecondary knowledge to all educators.
 - Cafecitos: Intensive deep-dive sessions for counselors and advisors who work with juniors and seniors. Topics are linked to steps on the college access timeline.
 - Family Academy: In collaboration with the Student, Family and Community Engagement (SFACE) Office, the A-G team creates and facilitates online workshops for our families on preparation for postsecondary opportunities.
 - Hatching Results: In partnership with Study Smart Tutors, this asynchronous professional development experience is specifically for middle school educators to maintain college-going culture and programming at their schools. The content is research-based and supports students during these critical developmental years to make a strong transition to the college access process.
 - UCLA-LAUSD College Advisement Program (CAP): The A-G team launched a new partnership with UCLA Extension this year to provide LAUSD middle and high school counselors and college advisors the opportunity to participate in CAP. The program is based on UCLA Extension's College Counseling Certificate, regarded as a national leader in college counseling and admissions courses through the UCLA-LAUSD CAP partnership, selected applicants complete a yearlong four-course series with tuition and materials provided free.

A-G Diploma Program

- The A-G Diploma Program Counselors provide tiered services to historically underrepresented populations. These include early identification, intensive case management, enrollment in appropriate educational and social emotional support programs, parent engagement and support for postsecondary transitions. Monthly training for each Region focuses on the following:
 - Increasing student attendance and engagement
 - Increasing graduation rates and decreasing dropout rates
 - Increasing A-G course completion rates via proficiency pathways instructional supports and promoting college and career readiness

College Advisement School Social Workers

- The A-G team collaborates with the Student Health and Human Services (SHHS) office to support specialized counselor-social workers, assigned to selected secondary school zones serving foster youth, English learners and low-income students. They focus on mitigating barriers to college access and enrollment, providing resources, information and supporting college planning, applications and transition.

Highlights

Equitable Grading and Instruction (EGI)

- A variety of differentiated professional development opportunities to support educators in implementing equitable grading and instructional practices in their classroom. Beginning with the six-part workshop series, educators can advance to earn EGI certification, with skills to support their school communities. Central office and Region-based EGI staff certified over 3,000 educators during 2022-23. Additional EGI opportunities include:
 - Implementation Support: certified educators meet with EGI Coaches to support and refine their practice.
 - UnConferences: certified educators engage in collaborative two-day events to build EGI-aligned student and family-facing resources including syllabi and tiered assessments.
 - EGI Champions: School-based certified educators who support the school community with equitable grading and instructional practices. The EGI Champions receive regular PD workshops with the central office team. For the past two years, they have taken part in The Art of Coaching PD experience, which provides deep grounding in Cognitive Coaching skills, strategies and mindsets.
 - Micro-Credential: In its second cohort cycle, this process prepares EGI certified K-12 educators to implement evidence-based, equity-focused grading and instructional practices. The Micro-Credentialing program's goal is to ensure that teachers become accomplished proficiency-based grading and mastery-based learning educators, are able to enact positive change in their classrooms and schools and improve achievement for our students.

Instructional Technology Initiative (ITI)

- Our educational initiatives have been marked by innovation and inclusivity. ITI has laid the groundwork for an equitable and rigorous computer science program, introduced 'Level Up Los Angeles' as an engaging platform for teamwork and SEL and deepened our commitment to digital citizenship. ITI cultivated partnerships with cybersecurity experts, facilitating proactive professional development for educators. ITI has embarked on a journey into the ethical implications of generative artificial intelligence (AI) tools through a comprehensive four-part professional learning series. These highlights reflect our unwavering dedication to empowering students, educators and families while embracing the transformative potential of technology in education.
 - Computer Science
 - Computer Science Educator Cadre provided strong foundations for implementing an equitable and rigorous computer science program in grades UTK-12.
 - eSports
 - Level Up Los Angeles is a game-based learning to eSports District-wide competition. The relevance of eSports among today's students provides an opportunity for practicing teamwork and fosters SEL skills.
 - Digital Citizenship
 - Family Academy sessions and Parent Focus Groups were conducted to explore topics related to digital citizenship. Parent and Caregiver Focus groups were organized to gather valuable insights and perspectives on generative AI-related matters.
 - Cybersecurity Education
 - ITI created new partnerships with industry-standard cybersecurity education experts to co-design timely and proactive professional learning opportunities for educators.
 - Generative Artificial Intelligence (AI)
 - ITI launched a comprehensive four-part professional learning series that delves into emerging generative AI tools' ethics, exploration and implications for grades UTK-12 teaching and learning.

Highlights

Multilingual and Multicultural Education Department (MMED)

- During 2022–23, MMED supported English Learners through the following actions:
 - Provided English Learner professional development sessions to school staff to promote high levels of proficiency in English, including academic language, as well as academic achievement across the curriculum using the California English Language Development (ELD) Standards in tandem with all content area standards.
 - Provided family engagement opportunities through the implementation of weekly family office hours.
 - Provided English Language Proficiency Assessments for California (ELPAC) digital family resources that directly support understanding of the assessment.
 - Focused on addressing English Learners (EL) who are identified as Potential Long-Term ELs (PLTELS), Long-Term ELs (LTELS) and EL Students with Disabilities (EL SWDs) to increase the reclassification rates for those student typology groups.
 - Collaborated with Region and school site staff to increase English Learner student enrichment and educator professional development opportunities (Support Tutoring Acceleration Reclassification Student Success, professional development for EL SWDs, professional development for LTELS and PLTELS, etc.).
 - Provided teacher and staff training on the California State Seal of Biliteracy, parent informational sessions and increased District-wide awareness.
 - Implemented a District-wide computer-based assessment system that was easily accessible to proctor and test students regardless of the language of the assessment.
 - Offered test sessions on Saturdays and during school breaks to facilitate assessment access for all students.

Division of Special Education

- During 2022–23, the Division of Special Education supported students through the following actions:
 - Supported schools and Regions to increase the percentage of students with disabilities participating in the general education setting for 80% or more of the instructional day.
 - Developed a mandatory professional development training to be delivered at every school site during the year that is focused on increasing inclusive practices.
 - Designed and delivered a six-part professional development series for administrators focused on leading inclusive practices.
 - Increased the number of schools who submitted plans to increase inclusive practices to 213 campuses, an increase of 30.7%.
 - Developed a tool for schools to self-assess their current inclusive practices.
 - In partnership with the Early Childhood Education Division, increased the number of Universal Transitional Kindergarten Collaborative Classrooms (UTK CC) to 239 inclusive programs, an increase of 33.7%.

Highlights

Division of Special Education

- Provided training for general education teachers on how to implement accommodations and modifications in the general education classroom for students with disabilities.
- Provided targeted professional development of 3,000+ teachers and 1,000+ administrators, including sessions for general education teachers regarding accommodations in the Individualized Education Plan (IEP) and considerations for their delivery in the general education classroom.
- Partnered with Division of Instruction (DOI) to create summer professional development, ensuring that needs and services for students with disabilities were considered and addressed.
- Partnered with the Multilingual and Multicultural Education Department (MMED) to increase the reclassification rate of students with disabilities dually identified as English Learners.

Social Emotional Learning

- The DOI expanded opportunities for educator professional development and access to evidence-based SEL instruction for all students.
- The DOI SEL Team worked to address the District goal and the Board of Education SEL resolution. The team developed the SEL Micro-Credential Program in collaboration with Human Resources (HR) for launch in fall 2023. To address SEL integration, DOI designed and implemented Acceleration Day and Climate Change SEL lessons.
- The DOI team provided multiple opportunities for professional development in SEL. Our program partners provided banked time professional development to introduce educators to our evidence based SEL programs. Our team facilitated Saturday professional development for over 2,500 educators.
- Additionally, DOI team provided an opportunity for schools that wanted to develop plans to address areas of growth with regard to student SEL competencies. The resulting plans were collected and used as promising practices for other school sites.
- The DOI team provided all grades K-8 teachers with access to Second Step, an evidence-based curriculum shown to improve student SEL outcomes. Approximately 89% of elementary and middle schools accessed this resource. All teachers were also provided with access to Inner Explorer, a program designed to reduce student stress. Approximately 66% of schools District-wide accessed this resource. The DOI SEL team developed over 180 SEL lessons for secondary teachers to use in advisory or in content classrooms.



Highlights

Black Student Achievement Plan (BSAP)

- Culturally Responsive Unit Development:
 - BSAP school principals embarked on a critical analysis of their existing curriculum to evaluate its responsiveness to the unique needs of Black students.
 - BSAP schools actively engaged in the creation of a minimum of two culturally responsive instructional units each semester, guided by established tenets of culturally responsive teaching.
 - Continuous monitoring and evaluation of culturally responsive units occurred, with feedback gathered from administrators and school teams.
 - Approximately 70% of Group 1 and 2 teachers developed and implemented culturally responsive instructional units, as of March 2023.
- To enhance access to a culturally responsive curriculum and increase the number of students meeting A-G requirements with a grade of “C” or better, a transformative strategy was implemented in each secondary school within Group 1 and Group 2. This initiative centers around the addition of a dedicated auxiliary period to the school’s master schedule, specifically designed to incorporate a Social Studies course aligned with African American culture, literature and history. The African American Studies high school course was A-G approved by the University of California Office of the President (UCOP) and implementation of teacher professional learning workshops to develop a course scope and sequence and plan instructional Units was approved.
- Curriculum Development:
 - A dedicated team of educators drawn from various Regions collaboratively designed and developed the new Social Studies course that focuses on African American culture, literature and history.
 - This effort included close collaboration with the Division of Instruction to ensure that the course adheres to the necessary standards and requirements for A-G approval, facilitating broader acceptance and recognition.
 - A total of 223 high school students were enrolled in the African American Studies course and 196 middle schools students were enrolled in the Ethnic Studies course.
- Inclusive Teacher Professional Development:
 - To ensure the success of the new course and promote culturally responsive teaching, selected teachers delivered this curriculum and received planning time and ongoing support.
 - Planning time is instrumental in increasing teachers’ expertise in the subject matter and honing their understanding of culturally responsive instructional practices. It allows educators to design engaging and effective lessons tailored to the unique needs and backgrounds of their students.
 - In collaboration with school teams, weekly classroom observations were conducted to learn about the implementation of African American course curriculum.



Highlights

Early Childhood Education Division (ECED)

- The ECED of Los Angeles Unified is committed to providing a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages and cultures of all students, families, staff and communities it serves.
- ECED opened Universal Transitional Kindergarten (UTK) in 317 UTK elementary schools across the District in 2022-23.

Gifted and Talented Education (GATE)

- During 2022-23, nearly 28,000 K-12 students in Los Angeles Unified were referred for gifted/talented assessment/evaluation and over 62,000 students were identified as gifted/talented.
- Gifted/talented referrals for students at Targeted Identification Program (TIP) schools increased during 2022-23 as referrals for Black students increased by over 500 referrals (about a 1,000% increase) and referrals for Latino/a students increased by over 5,900 referrals (about a 900% increase).



Highlights

Career Technical Education (CTE)

- LAUSD's CTE and Linked Learning departments are working to ensure that every student has the opportunity to access a high-quality, industry-relevant career pathway with an interdisciplinary program of study that connects experiences at every level of education, elementary through postsecondary and provides career readiness.
- LAUSD has robust K-12 Career Technical and Linked Learning pathways. There are 43 different career pathways in 155 schools serving 57,918 students ranging from elementary to high school. These pathways include 11 Gold Certified Linked Learning schools. All CTE and Linked Learning pathways provide work-based learning to their students. In 2022-23 close to 4,000 students earned an industry recognized certification and over 600 students had paid internships.
- The Division of Adult and Career Education offers career training programs that prepare for state certification and apprenticeship programs. There are pre-apprenticeship programs such as the Multi-Craft Core Curriculum where students experience a mix of theory, hands-on training and project-based learning designed to help them understand key concepts and build essential technical skills. To support successful transition into apprenticeships, the program also includes meetings with trade union representatives and field trips to authentic work sites. As part of the program, students interact with local union representatives who will guide them through the process of applying for a skilled trade apprenticeship.



Office of Development and Civic Engagement

- The Office of Development and Civic Engagement and various District departments established partnerships with venues and no-cost partnerships in support of our cultural arts education initiative.

Los Angeles School Police Department (LASPD)

- Following approval by the Board of Education, the LASPD continues to work closely with Student Integration Services, Police Academy Magnet staff and other LAUSD partners to further develop the planned Police Academy Magnet School program at Clinton Middle School.
- The LASPD has identified and developed an Explorer Post, including assigning the appropriate support personnel and is coordinating an Explorer programming with Learning for Life.

Human Resources (HR) Division

- Feedback and coaching from school leaders are essential to ensuring growth in high-quality instruction. The Informal Classroom Observation Tool on the My Professional Growth System (MyPGS) allows school leaders to capture Teaching and Learning Framework (TLF) aligned evidence of classroom instruction in a non-evaluative setting. In 2022-23, school leaders observed more than 7,000 teachers across 485 schools. Feedback included areas where effective practice was observed for each TLF element, as well as comments from leaders regarding areas of strength, growth and next steps for improvement of practice.

Pillar 1 – Priority

1A. High-Quality Instruction: Focus on consistent implementation of high-quality instruction to improve student outcomes

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
1A.M1 Move third-grade students, on average, 30 points closer to proficiency on the Smarter Balanced Assessment in English Language Arts, using 2021-22 data as a baseline; move those in targeted student groups 40 points closer; Move all students in grades 4-8 and 11 closer to proficiency (Data Description: Average Distance From Standard for third-grade students on the Smarter Balanced Assessment in ELA)	-32.9	● -28.4	-2.9
1A.M2 Move students in grades 3-5 and 6-8, on average, 40 points closer to proficiency on the Smarter Balanced Assessment in math, using 2021-22 data as a baseline; move those in targeted student groups 50 points closer; Move all students in grade 11 closer to proficiency on the Smarter Balanced Assessment in math (Data Description: Average Distance From Standard for students in <u>grades 3-5</u> on the Smarter Balanced Assessment in Math)	-44.6	● -37.4	-4.6
(Data Description: Average Distance From Standard for students in <u>grades 6-8</u> on the Smarter Balanced Assessment in Math)	-81	● -80.1	-41
1A.M3 Use the Informal Observation Tool on the My Professional Growth System to observe classroom instruction in 100% of schools (Data Description: Percent of teachers observed using the MyPGS Informal Observation Tool)	15%	● 52%	100%
1A.M4 Increase the percentage of teachers with Equitable Grading and Instruction certification by over 50% (from 2021-22) (Data Description: Percentage increase from June 30, 2022 of teachers completing EGI certification)	0%	● 21%	50%
1A.M5 Increase the percentage of students meeting early literacy benchmarks - Kindergarten - 83%; Grade 1 - 80%; Grade 2 - 84% (Data Description: Percent of <u>Kindergartners</u> meeting early literacy benchmarks)	63.5%	● 69%	83%
(Data Description: Percent of <u>1st graders</u> meeting early literacy benchmarks)	65.8%	● 69.9%	80%
(Data Description: Percent of <u>2nd graders</u> meeting early literacy benchmarks)	62.4%	● 66.1%	84%

Pillar 1 – Priority

1B. Enriching Experiences: Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
1B.M1 Increase the percentage of students reporting on the School Experience Survey that they are happy to be at their school - Elementary School (ES) - 94% (from 84% in 2021-22); Middle School (MS) - 81.4% (from 74% in 2021-22); High School (HS) - 74% (from 67% in 2021-22) (Data Description: Percent of <u>ES</u> students reporting they are happy to be at their school on the School Experience Survey)	84.1%	□ 81.3%	94%
(Data Description: Percent of <u>MS</u> students reporting they are happy to be at their school on the School Experience Survey)	73.8%	□ 66%	81.4%
(Data Description: Percent of <u>HS</u> students reporting they are happy to be at their school on the School Experience Survey)	66.8%	□ 63.4%	74%

● Showing Improvement is defined as metrics where Year One outcomes are higher than the baseline data OR are meeting the 2026 goal.

□ Work in Progress is defined as metrics where Year One outcomes are lower than baseline outcomes OR outcome data for Year One is not yet available.

Pillar 1 – Priority

1B. Enriching Experiences: Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
1B.M2 Increase the District-wide percentage of students identified for gifted/talented education programs to 14.8% (from 12.5% in 2018-19) (Data Description: Percentage of grades K-12 students identified for GATE participation)	12.5%*	● 14.5%	14.8%
1B.M3 Ensure at least 50% of our graduating seniors receive the California Seal of Biliteracy (Data Description: Percentage of 4-year graduates who have met the Seal of Biliteracy requirements)	20%	● 24%	50%
1B.M4 Increase the number of students participating in arts and music programs District-wide (Data Description: Number of TK-12 students participating in arts education enrichment <u>after</u> school)	15,392	● 16,432	30,784
(Data Description: Number of TK-12 students participating in arts education <u>during</u> the school day.)	2022-23 is baseline	● 129,178	260,637
1B.M5 Increase the number of partnerships with community-based arts organizations, performance venues, professional sporting events and outdoor education experiences (Data Description: Number of arts, sports-related and outdoor education partnerships between the District and other organizations)	2022-23 is baseline	● 15	22

*Using 2018-2019 as a baseline year

Pillar 1 – Priority

1C. Eliminating Opportunity Gaps: Eliminate opportunity gaps, advance anti-racist instructional practices and personalize learning for all students

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
1C.M1 Increase to 70% the percentage of high school students who are “On Track” to graduate meeting all A-G requirements with grades of C or better (Data Description: Percentage of grades 9-12 students on-track to complete A-G required courses with grades of C or better)	50%	● 52%	70%
1C.M2 Increase English Learner reclassification rates to 25% (Data Description: Percentage of English-language learners in grades K-12 who reclassified)	15.1%	● 21.8%	25%
1C.M3 Increase percentage of students that are ready for kindergarten based on their Desired Results Developmental Profile (DRDP) scores: 90% in social-emotional development, 85% in language and literacy development, 85% in math development (Data Description: Percentage of students ready for kindergarten based on DRDP results/data Profile: <u>Social-Emotional Development</u>)	78%	□ 67%	90%
(Data Description: Percentage of students ready for kindergarten based on DRDP results/data Profile: <u>Language & Literacy Development</u>)	74%	□ 63%	85%
(Data Description: Percentage of students ready for kindergarten based on DRDP results/data Profile: <u>Math</u>)	73%	□ 64%	85%
1C.M4 Increase the percentage of students with disabilities who are in the general education program at least 80% of the school day to 80% (from 58.8% in 2020-21) (Data Description: Percentage of TK-12 students with disabilities who are in the general education program at least 80% of the school day)	58.8%*	● 61.6%	80%
1C.M5 Ensure 100% of employees have completed implicit bias training (Data Description: Percent completion of employees registered for any one of the Implicit Bias PD Series, Sessions 1-3, in MyPLN)	48%	● 59%	100%
(Data Description: Percent completion of certificated employees and paraprofessionals who are registered for session 4 of the Implicit Bias PD Series in MyPLN)	26%	● 50%	100%

● Showing Improvement □ Work in Progress

*Using 2020-2021 as a baseline year

Pillar 1 – Priority

1D. College and Career Readiness: Champion multiple pathways for college and career readiness for all students

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
1D.M1 Increase to 70% the percentage of students in a graduating 9th to 12th grade cohort demonstrating college and career readiness with a “C” or better on A-G approved courses (Data Description: Percentage of students in the graduation cohort who completed A-G requirements with a C or better)	50.5%	● 53%	70%
1D.M2 Increase the four-year cohort graduation rate to 93% (Data Description: Percentage of students who graduate with a regular high school diploma within 4 years of enrolling in 9th grade)	86%	□ 84%	93%
1D.M3 Increase the percentage of students enrolled in Advanced Placement courses to 30% (Data Description: Percentage of students enrolled in Advanced Placement courses)	22.2%	● 25.4%	30%
1D.M4 Increase the percentage of students who complete career technical education sequences to 27% (Data Description: Percentage of high school students completing a 2-year CTE course sequence)	17.8%	● 19.7%	27%
1D.M5 Ensure 100% of middle school and high school students have completed an Individualized Graduation Plan (Data Description: Percent of grades 6-12 students who have completed an IGP)	98%	● 100%	100%
1D.M6 Increase the percentage of graduating seniors completing a FAFSA/CADAA application to 100% (Data Description: Percentage of LAUSD graduates completing a financial aid application in their senior year of high school)	77%	● 86.6%	100%
1D.M7 Increase the percentage of graduating seniors completing a college application to a UC or CSU to 70% (Data Description: Percentage of graduating seniors submitting an application to a UC or CSU)	37%	● 55%	70%

● Showing Improvement □ Work in Progress

Pillar 1 Next Steps

To continue to strengthen a comprehensive MTSS and increase student achievement in literacy and numeracy, the Interventionist Model was adopted for 2023–24 for all school and District funded elementary and secondary Interventionist positions focusing on all schools implementing a foundation of strong teaching in every classroom, including small-group direct differentiated instruction; use of evidence-based literacy and numeracy pedagogy and strategies; tiered direct intervention services for our struggling students; and leveraging family partnerships. The Interventionist Academy was launched to provide coherent professional development to all interventionists in all elementary and secondary schools.

In order to identify students’ level of achievement, students were assessed using the i-Ready Diagnostic assessment in fall 2023 and instructional tools were leveraged to offer students a personalized path to address unfinished learning.

The Division of Instruction, in collaboration with the Division of Special Education and Specialized Programs, the Education Transformation Office, Regions and Transitional Programs, have provided guidance on the MTSS and the Plan-Do-Study-Act (PDSA) cycle of improvement at schools.

The following are next steps by subject and level of the programs offered to students.

Pillar 1 Next Steps

Elementary Instruction - Literacy

Instruction

- Educators will receive specialized training on evidence-based strategies and support for enhancing reading and writing instruction based on the Science of Reading and Writing.
- Parent workshops on the components of structured literacy and effective research-based practices will be provided on a monthly basis.

Curriculum

- All elementary schools will adopt Core Knowledge Language Arts (CKLA) for the 2024-25 school year, providing cohesive instruction and a strong, structured literacy curriculum.
- Educators implementing the CKLA core literacy curriculum will receive enhanced initial and ongoing professional development, professional learning opportunities during Banked Time and on-site coaching support.
- To support small-group Tier 1 and Tier 2 instruction, training for the University of Florida Literacy Institute (UFLI) Foundations supplemental curriculum will be expanded and made available District-wide.

Assessment

- The Division of Instruction will adopt and implement a comprehensive assessment using i-Ready in reading for grades 3-12 and in math for grades UTK-12 to support student proficiency, personalized learning and progress monitoring throughout the school year.
- The Division of Instruction will support schools with implementation of i-Ready's Personalized Learning to provide students with targeted lessons at their performance level.
- Educators will be provided ongoing professional development throughout the year in understanding i-Ready at the District, Region and school level. Teachers and leaders will be supported with weekly office hours.
- Educators will be supported with using progress monitoring tools and reports within the i-Ready platform to monitor student growth at each diagnostic assessment.

Professional Development

- Expand professional development programs anchored in the Science of Reading and the Science of Writing.
- All professional development will focus on students applying requisite decoding skills to read grade-level texts and produce writing for a range of purposes and audiences using the writing process and research.
- Teachers will have the opportunity to participate in professional development sessions aimed at deepening their understanding and application of the Science of Writing.
- Ongoing development offerings for school teams during Banked Time Tuesdays focusing on topics based on the Science of Reading and Writing to enhance and strengthen a structured literacy instructional approach.
- District-wide professional development opportunities will be offered to deepen knowledge in using a structured literacy approach with instructional strategies from Language Essentials for Teachers of Reading and Spelling (LETRS) and Orton-Gillingham.

Pillar 1 Next Steps

Professional Development

- Action seminars will be offered to school teams with an intent to enhance Tier 1 instruction aligned to the Science of Reading and the Science of Writing, with a focus on foundational skills.
- The Reading Specialist: The Early Literacy Foundations Micro-Credential Program will continue to recruit participants from all Regions to deepen knowledge of the implementation of research-based strategies that are aligned with the Science of Reading while supporting the needs of diverse learners.

Intervention

- Professional development for Interventionists will expand to include school-based interventionists and intervention support coordinators, creating more coherence across intervention programs.
- UFLI Foundations supplemental foundational skills instructional program curriculum materials and training will be provided for all Literacy Interventionists to support targeted, personalized Tier 2 instruction.
- Literacy Interventionists who have not undergone prior training will be offered professional development opportunities in LETRS and Orton-Gillingham to enhance their understanding of research-based literacy instruction.

Elementary Instruction – Mathematics

Instruction

- Frontloading modules supported the structure for the 2023-24 summer professional development for administrators and teachers.
- Additional professional development will be provided to Numeracy Interventionists who have completed the Math Recovery coursework to further pinpoint a student's current level of knowledge and accelerate their learning through a deepened understanding of learning trajectories.

Curriculum

- All elementary schools will have professional development opportunities focused on planning and implementing math adopted curriculum (Eureka Math, Illustrative Math) lessons that are aligned to standards.
- Educators implementing Eureka Math and Illustrative Mathematics will receive initial and ongoing professional development opportunities during Bank Time Tuesdays professional development and coaching sessions.
- To support small-group Tier 1 and Tier 2 targeted math instruction, professional development by US Math Recovery will provide supplemental foundational skills to all schools through Math Recovery and Add+Vantage Math professional development Programs.

Assessment

- The Division of Instruction will adopt and implement a comprehensive assessment using i-Ready in reading for grades 3-12 and in math for grades UTK-12 to support student proficiency, personalized learning and progress monitoring throughout the school year.

Pillar 1 Next Steps

Professional Development

- Ongoing development offerings for school teams during Banked Time Tuesdays focusing on number fluency development using instructional strategies from the Building Fact Fluency (BFF) kits.
- Additional Saturday training focused on small-group instructional support, conceptual understanding and real-world math application using Eureka and Illustrative Math (IM) programs.

Intervention

- Math Recovery course work required for all Instructional Aides supporting Numeracy Interventionists in order to support small-group instruction.
- Provide Numeracy Interventionist Academy training on a monthly basis aligned to a Literacy and Numeracy Interventionist Implementation Guide, in order to promote coherence across all schools in the implementation of a literacy and numeracy intervention model within a MTSS framework.

Secondary Instruction - Literacy

Curriculum and Instruction

- 23 interventionists at high needs middle schools will be trained in Corrective Reading to facilitate during pull out, small-group instruction for students two or more years below grade level.
- Interventionists and their instructional leadership team, a total of 150 participants, will engage in four action seminars in order to make evidence-based literacy instruction a schoolwide priority, collect information on the Science of Reading and provide feedback on literacy instruction at their school sites.
- Intermediate Textbook Training with priority standards is planned for Spring 2024 using best practices for implementing focus standards into lesson instructional design and delivery.

Assessment

- The Division of Instruction will adopt and implement a comprehensive assessment using i-Ready in reading for grades 3-12 and in math for grades UTK-12 to support student proficiency, personalized learning and progress monitoring throughout the school year.
- In addition, the Division of Instruction will support schools with progress monitoring and the implementation of MyPath personalized learning.

Professional Development

- During 2023-24, the Division of Instruction (DOI) will continue to focus on providing high-quality, differentiated professional development grounded in data to support effective teaching, analysis of data to guide instructional planning and personalized learning.
- Summer PD: Beginning in July 2023, PD throughout the year will be provided to support Social and Emotional Learning (SEL), small-group instruction, Plan, Do, Study, Act (PDSA) cycles of improvement to implement data analysis and targeted instruction using the i-Ready common assessment system District-wide.
- Banked Time Professional Development will include content implementation of small-group instruction, the Teaching and Learning Framework and Critical Media Literacy.

Pillar 1 Next Steps

Professional Development

- The District is implementing programs that support foundational literacy such as i-Ready, IXL, Achieve 3000, Read 180 and Corrective Reading to target students reading significantly below grade level. Every professional development opportunity will highlight instructional tools, data analysis and assessments aligned with improving student learning outcomes. These efforts will include addressing the foundational literacy needs of all students in secondary schools using the Science of Reading along with providing rigorous standards-based instruction to help students meet and exceed overall grade-level learning expectations. Curriculum specific lesson development and continued curriculum alignment with the priority standards will be a key component of ELA specific professional development.
- Middle School College Career Readiness Coaches (MSCCR) will engage in quarterly meetings to support literacy intervention, data analysis, coaching practices and building a culture of college and career readiness at their school sites.
- Cross-Curricular collaboration: Boosting struggling readers in History and ELA through this upcoming effort, 50 history and ELA teachers will collaborate to differentiate instruction using informational texts for students not reading at grade level.

Intervention

- Refine Tier 1 intervention practices by providing opportunities for small-group instructional planning, incorporating small-group observation and feedback and by supporting leader to teacher data chats.
- Implement and expand Corrective Reading or another literacy intervention program to be selected during the Spring 2024 Request For Proposal (RFP) that focuses on foundational literacy remediation in a small-group setting for targeted students. Corrective Reading is designed to promote reading accuracy (decoding), fluency and comprehension skills of students reading far below their grade level.
- 23 Priority middle school interventionists will be trained in Corrective Reading to facilitate during pull out, small-group instruction for students two or more years below grade level.
- Winter Academy: Three optional days of learning during 2023-24 will be offered for all students in grades 6-12 targeting a focus standard in ELA and Academic Course Extension. DOI will provide targeted lessons based on i-Ready Diagnostic results using small-group instruction to target specific skills.
- Interventionist Academy: Working monthly meetings throughout 2023-24 to provide interventionists with training in literacy resources, assessment, progress monitoring, instruction and collaboration using the PDSA cycle.
- Provide PD support that incorporates evidence-based strategies to develop academic vocabulary and academic discourse. Facilitate reading comprehension with informational and expository texts.

Enrichment

- Winter Academy: enrichment lessons to support Social and Emotional Learning, Science, Technology, Engineering, Arts and Mathematics (STEAM) and virtual field trips.
- Warner Brothers (WB) StoryLab partnership: 6th grade program to engage incoming middle schoolers in discovering inner strengths by creating an avatar that celebrates themselves and a super power they feel the world needs.

Pillar 1 Next Steps

Secondary Instruction – Mathematics

Curriculum and Instruction

- Illustrative Mathematics (IM) professional development for all teachers of IM will be provided. The professional development will include:
 - Discussion of strategies
 - Valuing Student Thinking
 - Focus on Valuing Student Experience
 - Fostering Synthesis Through Discourse
 - Enhancing Access with Universal Design for Learning (UDL) Part 1
 - Enhancing Access with UDL Part 2
- The UCLA Mathematics identity partnership will include a PDSA cycle for some high-needs schools:
 - An initiative to address math instruction in grades 4 to Algebra 1. The project attempts to impact teaching practices and beliefs of math departments at participating schools by providing a professional development series on high-leverage math activities
 - Teachers plan and teach a lesson together in their classrooms with their students. Parallel professional development is offered for school and District leaders
 - Learning walks
- The Mathematics Leadership Collaborative (MLC) comprised of math educators will develop trainings, modules and resources. The team will create modules for deep dive into the three new areas of the framework:
 - Teaching for Equity and Engagement
 - Mathematical Foundations for Data Science
 - Investigating and Connecting
- Working with the MLC, professional developments, modules and resources will be created for:
 - Accelerating math growth with historically underserved student groups
 - EGI and professional development support for Illustrative Math grades 6–12
 - Academic Course Extension (ACE) activities for Geometry and other courses
- Work with Regional mathematics coordinators to support PDSA cycle at schools around IM implementation
- Provide training and support for Numeracy Interventionists



Assessment

- The Division of Instruction will adopt and implement a comprehensive assessment using i-Ready in reading for grades 3–12 and in math for grades UTK–12 to support student proficiency, personalized learning and progress monitoring throughout the school year.
- In addition, the Division of Instruction will support schools with progress monitoring and the implementation of MyPath personalized learning.

Pillar 1 Next Steps

Professional Development

- During 2023–24, the Division of Instruction (DOI) will continue to focus on providing high-quality differentiated professional development grounded in data to support effective teaching, analysis of data to guide instructional planning and personalized learning.
- Summer Professional Development (PD): Beginning in July 2023, professional development throughout the year to support Social Emotional Learning (SEL), small-group instruction and implementation of the Plan, Do, Study, Act (PDSA) cycles to conduct data analysis and provide targeted instruction using a common assessment system, such as i-Ready or IXL. professional development modules will be developed and made available to schools to support their professional development plan.
- Content specific professional development: Professional development will be provided throughout the year to support implementation of small-group instruction, instructional tools, data analysis and assessments. Differentiated professional development for Illustrative Math (IM), TCMS, IDS, Financial Algebra and Math Leaders Collaborative will continue to be provided for new teachers and those continuing to implement the curriculum.
- PDSA Cycle of Improvement: As part of this effort, i-Ready Diagnostic data, analysis and a variety of instructional tools available to teachers will be used for ongoing review and revision of instructional focus goals and implementation efforts to provide targeted instruction and meet the learning needs of all students.



Intervention

- Numeracy Intervention Model: The Numeracy Intervention Model, as part of the PDSA improvement cycle, will be a key component within middle and high schools in their ongoing implementation of a more robust, comprehensive and sustained MTSS District model. This includes District-funded Numeracy Interventionists that will use small-group instruction and instructional resources, such as i-Ready and IXL, to support numeracy and standard proficiency.
- Winter Academy: Three optional days of learning will be offered for all students in grades 6–12 to target a focus standard in math and Academic Course Extension (ACE). DOI will provide targeted lessons based on i-Ready Diagnostic results using small-group instruction.

Enrichment

- Winter Academy: Three optional days of learning will be offered for all students in grades 6–12 to provide enrichment lessons to support Social and Emotional Learning, STEAM and virtual field trips.

Pillar 1 Next Steps

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tutoring

- A dedicated Tutoring Services team will be hired to ensure high-quality tutoring services, increase student participation and expand the types of services offered across all schools.
- On-Demand Homework Help will be expanded into more content areas and courses.
- High-Dose In-Person tutoring will be expanded to all schools beginning in the fall semester.
- Home-Based Virtual tutoring launched in September 2023.

School Counseling Services

- School Counseling Services is planning to release several phase two enhancements to the Individualized Graduation Plan (IGP) to enable the inclusion of additional postsecondary planning information. Internal data systems will also be enhanced to allow users to enter credit recovery, intervention, enrichment and acceleration plans, along with additional details regarding the IGP conference.
- During 2023-24 the focus on increasing the percentage of graduating seniors completing a FAFSA/CADAA application will include:
 - Developing strategies to reduce the number of students requiring a manual GPA match and reduce the number of incomplete applications.
 - Working with families to facilitate the creation of Federal Student Aid IDs (FSA ID).
- LAUSD will increase the percentage of graduating seniors completing a college application to a University of California (UC) or California State University (CSU) by working toward the creation of systems to collect college application data within District data systems to better monitor student progress. In addition, a wider differentiated professional development series for 2023-24 is slated to include offerings for new/emerging counseling staff, middle school grades staff and high school staff.
- School Counseling Services will continue to support students in a graduating 9th to 12th grade cohort demonstrating college and career readiness with a grade of "C" or better on A-G approved courses by leveraging the American School Counselor Association (ASCA) National Model. As part of this model, counselors will use data to provide a combination of universal and targeted counseling services to support student achievement. School Counseling Services will add a credit recovery, intervention, acceleration and enrichment plan screen to internal systems to better allow schools to monitor student progress.
- LAUSD will take advantage of historically high graduation rates by learning from the successful programs and practices of the past year so that we can replicate the practices and continue on our accelerated path.
- LAUSD will provide professional development on high-quality first instruction and personalizing learning in MTSS.

Pillar 1 Next Steps

Advanced Placement (AP)

- We will work to increase the percentage of students enrolled in AP courses through the following strategies:
 - Resource Allocation: Schools and educational institutions should prioritize allocating resources to meet the demand for AP courses. This includes ensuring an adequate number of qualified teachers and more robust AP offerings in the master schedule.
 - Continuous Evaluation and Improvement: Schools should regularly assess the effectiveness of their strategies to increase AP enrollment. Collecting data on enrollment rates, student outcomes and feedback from students and educators can help identify areas for improvement and guide greater access to AP courses.
- Based on the high percentage of students participating in AP classes, LAUSD will increase its 2025-26 goal for participation to 32%.

Arts Education Branch

- The Arts Education Branch will track grades TK-5/6 single student count enrollment in arts courses taught by elementary itinerant arts teachers and continue to offer online after school enrichment courses and expand offerings. The Arts Education Branch will identify and support grades K-12 arts pathways throughout LAUSD.
- Coordination and promotion of the Cultural Arts Passport will occur earlier in the school year to allow schools more time to plan experiences to incorporate into schedules.



Equitable Grading and Instruction (EGI)

- The EGI team is in the process of moving all records to MyPLN, to better capture records on progress towards and completion of EGI certification. In addition, the EGI team will continue building the capacity of school site leaders to facilitate the EGI PD series at their school sites to provide teachers with a wide range of certification opportunities.

Career Technical Education (CTE)

- Data from the Association of CTE shows that CTE concentrators (students who take multiple courses in one CTE program area) have a high school graduation rate of 94% compared to a national rate of 85% for non-concentrators. The CTE - Linked Learning team will continue to support Regions and schools by providing CTE Pathway parent education, counselor master scheduling training, work-based learning student experiences and CTE teacher professional development.

Pillar 1 Next Steps

Multilingual and Multicultural Education Department (MMED)

- MMED will continue to support the reclassification of English Learners (ELs) by implementing the following action steps:
 - Provide professional development opportunities for educators and support staff on essential instructional approaches to maximize academic discourse.
 - Support EL student enrichment/acceleration programs to address language needs or barriers and ensure that reclassification rates continue to increase.
 - Ensure schools utilize the ELPAC Interim Assessments to assess students' current ELD progress and inform EL teaching and learning.
 - Establish Individual Reclassification Plans for Potential Long-Term ELs (PLTEs) and Long-Term ELs (LTEs).
 - Provide training to teachers, support staff and administrators on the reclassification of EL students with disabilities, with a focus on ELs matriculating into 5th/6th and 9th grade so that they may reclassify before they enter middle and high school.
- MMED will support graduating seniors to receive the California State Seal of Biliteracy by adopting primary language assessment as a part of the officially required assessments for all students who demonstrate proficiency in a language other than English. MMED will also provide ongoing funding for computer-based assessments and testing proctors so that all students who may qualify for the State Seal of Biliteracy can take the assessment in another language. MMED will continue to raise District-wide awareness on the State Seal of Biliteracy by providing teacher and staff training and parent informational sessions.

Division of Special Education

- The Division of Special Education will support the District's goals in 2023-24 by:
 - Increasing opportunities to engage with parents/families/community members to further develop the understanding of a least restrictive learning environment and the impact it plays on whole child development.
 - Increasing student participation in the IEP team process.
 - Focusing support and professional development on increasing academic rigor to ensure students are able to participate in the general education setting to the maximum extent possible for the individual student.
 - Continuing to build the capacity of leaders and enhance support systems for schools by utilizing support staff in a more intentional way based on feedback and patterns identified in data.
 - Building a common understanding of language used among students, families and staff.



Pillar 1 Next Steps

Black Student Achievement Plan (BSAP)

- BSAP schools aim to promote access to a culturally rich curriculum and facilitate the attainment of A-G requirements by a broader spectrum of students. The integration of African American culture, literature and history into the curriculum reflects a commitment to fostering a more inclusive and equitable educational experience, ultimately empowering students with a well-rounded education that acknowledges and celebrates their diverse cultural heritage.

Early Childhood Education Division (ECED)

- The Early Childhood Education Division will continue to support staff members with focused professional development to improve instruction and student outcomes in Social Emotional Development, Math and Language and Literacy.
- Throughout 2023-24, Desired Results Developmental Profile (DRDP) data and the UTK Progress Report will be utilized to monitor student progress. As the DRDP progress monitoring tool has been updated, it is necessary for the ECED to reflect these changes. Only students who meet Building Middle, Building Higher and Integrating levels of the DRDP will be considered as being kindergarten ready.
- The ECED will continue to promote Early Childhood Education programs so all students have the opportunity to attend a high-quality preschool program.
- During the 2023-24 school year, the goal for ECED is to add an additional 171 UK programs.

Gifted and Talented Education (GATE)

- Gifted/Talented Programs is committed to continued innovation and targeted efforts to support the identification and participation of underrepresented students in GATE. In accordance with the LAUSD Theory of Action, next steps include:
 - Continuing to build capacity through professional development at Targeted Identification Program (TIP) schools – with an emphasis on high-needs schools and BSAP schools.
 - Supporting and amplifying diverse student and family voices through GATE meetings, parent/family events and a District-wide GATE Student Advisory Committee.
 - Developing a process in My Integrated Student Information System (MiSiS) for schools to report students who meet GATE verification criteria (i.e., demonstrating critical thinking and problem-solving skills in primary language) to ensure equitable GATE placement and instruction for students who have not been formally assessed or identified as gifted.



Pillar 1 Next Steps

Office of Development and Civic Engagement

- The Office of Development and Civic Engagement serves as a bridge between our communities, as well as philanthropic and community organizations. Our work aligns grants and in-kind resources available through external entities to the actions and needs of the District. With our focus on increasing the number of partnerships with community-based arts organizations, performance venues, professional sporting events and outdoor education experiences, the goal for the Office of Development and Civic Engagement is to increase the number of free-based partners during 2023-24 given the needs of our schools. We anticipate the need for additional partnerships to provide the instructional resources and services required to establish, expand and sustain high-quality cultural and arts education programs aligned to the LAUSD Strategic Plan. A centralized repository to track and aggregate no-cost partnerships data will be developed.

Los Angeles School Police Department (LASPD)

- The LASPD will continue to collaborate with Student Integration Services, Police Academy Staff and other LAUSD partners to expand the Police Academy Magnet School (PAMS) program at other school sites throughout the District. Additionally, the LASPD will also continue its efforts to implement an additional Police Explorer Post by 2026 that focuses on positive student engagement and creates opportunities for students to build a variety of critical skills for world readiness.

Human Resources (HR) Division

- The HR Division will publicize the Informal Classroom Observation Tool on MyPGS to school leaders, including the overview training and provide progress reports on school participation.
- Moving forward, the HR Division has identified key next steps to ensure employees have completed implicit bias training. These include:
 - Recognizing and celebrating those who completed the training to inspire others.
 - Revising the communication plan to emphasize the importance of training, address concerns and encourage all employees to participate.





Pillar 2 Overview

In order for our students to thrive in our schools and fully engage in their academic experience, we must establish environments where they feel safe, welcome and excited to learn. This pillar represents our commitment to serving the whole child – attending to the social, emotional and physical health and wellness of our students so they are prepared and energized to focus on learning, growing and building meaningful connections at school.

Highlights

We made progress in our efforts to support Joy and Wellness during the first year of implementation of the Strategic Plan and are excited to share highlights from 2022-23.

- Our approach to safety is comprehensive and we are committed to creating environments that offer physical, emotional and environmental safety. By promoting these conditions, we believe our campuses and classrooms will shine as exciting and exemplary learning spaces for students to realize their potential.
- The focus on safety and positive learning environments involves all staff on campuses. About 74% of Campus Aides and about 90% of School Climate Advocates have been trained on affirming, welcoming and trauma-informed practices. In addition, professional development for certificated employees on de-escalation has been offered.

Highlights

School Operations

During 2022–23, our goal was to work toward increasing the percentage of students reporting on the School Experience Survey that they feel safe in the neighborhood around their schools. This included the following strategies:

- Increased accountability on establishing and maintaining safety collaboratives.
- Increased partnership with the Office of Government Relations and municipalities to address homeless encampments within 500 feet of schools and pedestrian safety.
- Direct service provided to principals to establish community-based partnerships for Safe Passages.
- Over 40 Safe Passage programs at BSAP schools Group 1 Schools are in-place to begin for 2023–24.

Student Health & Human Services (SHHS)

- LAUSD remains committed to upholding California Education Code that schools are safe and affirming for all members of our school communities. Los Angeles Unified remains a staunch supporter of our LGBTQIA+ students, staff and families.
- The increased availability of Student and Family Resource Navigators (SFRNs) has played a tremendous part in addressing students' and families' needs. SFRNs continue to provide ongoing case-management support to ensure our students and families receive the services and support they need to thrive. They also serve as a critical connection point within each school's team, promoting coordinated care among psychiatric social workers, pupil services and attendance counselors, specialized student services counselors, A-G counselors and others.
- Our Student Support Programs department is proud to have completed over 20 college tours for students in foster care, youth experiencing homelessness and students involved in the juvenile justice system. Colleges visited included Mt. San Antonio College, East Los Angeles College, LA Trade Tech, Cal State Long Beach, Cal State Northridge, UCLA, UC Riverside and Pepperdine.
- The number of mental health consultation events provided to stakeholders increased in 2022–23. This growth can be attributed to strategic professional development and training provided to School-Based Psychiatric Social Worker (PSW) staff. As a result, key stakeholder groups at schools were provided increased and improved access to mental health services.
- During 2022–23, monthly mental health wellness parent workshops were provided. These cover topics such as grief and loss, supporting your child's emotional wellness and anxiety. The purpose of these groups was to increase parents' ability to support their children. This was a new service that was added during 2022–23 and will be continued for 2023–24.
- CHAMP is a Wellness Programs Department subdivision designed to support student academic achievement and promote the well-being of children, families and community members through enrollment in health insurance programs such as: Medi-Cal, Covered California and the Kaiser Permanente Child Health Program.
- CHAMP and the Wellness Student and Family Resource Navigators have directly impacted the lives of thousands of students and their families by ensuring they have comprehensive health coverage. Ongoing case-management support is also being provided to assure access to the medical services needed, so our students are in the classroom ready to learn.

Highlights

Student Health & Human Services (SHHS)

- SHHS continued to provide practical and easy-to-use Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) tools, resources and lesson plans to schools to build capacity and promote a positive school culture. To phase in the use of the Tiered Fidelity Inventory (TFI), the focus for the Spring 2023 semester was for schools to become familiar with Tier 1 of the TFI. The requirement for the Fall 2023 semester will be that each school completes Tier 1 of the TFI and submits their scores and action plan in the Principal's Portal. We have a trained team of systems of support advisors ready to assist all schools in full adoption of these processes.
- In 2022–23, the Pupil Services and Attendance team led the way in launching iAttend, an innovative and all-encompassing approach to improving student attendance across the District. The fact is that we cannot teach an empty seat: all instructional and whole child wellness efforts start with ensuring every student is in school every day, on time and ready to learn. Aimed at building coherence and shared responsibility in promoting attendance, the iAttend campaign provides guidance and solutions to all stakeholders in using a multi-tiered system of support to address barriers to attendance by meeting students where they are. With direct support from our Pupil Services and Attendance professionals, our schools enacted global Tier 1 campaigns to promote the importance of attendance, frequently involving incentives and rewards for students to improve. Targeted Tier 2 support helped address common barriers such as transportation, health concerns and motivation issues through direct support to students and families experiencing such challenges. More intensive Tier 3 support was provided through various channels to students experiencing more serious challenges – such as mental health issues – with plans tailored to the needs of the individual. The collective, multifaceted approach helped increase a holistic network of support in each school community, ultimately improving attendance rates and reducing chronic absenteeism.
- District, Region and school teams made countless home visits to connect with families, provide resources and get students back in school. The overall rate of absenteeism decreased from 2021–22 as the chronic absenteeism rate decreased marking a significant improvement from the previous school year.



Black Student Achievement Plan (BSAP)

- In order to support the 16 student success metrics, a strategic initiative was launched within each Community of Schools for BSAP Group 1 and Group 2. This initiative involved allocating partnership funds to each community based on their Black student total count. Principal supervisors played a pivotal role in utilizing these funds to collaborate with school principals in order to identify and address the specific root causes contributing to underperformance among Black students.

Targeted Resource Allocation:

- To address the 16 student success metrics comprehensively, resources are allocated to each Community of Schools, with the allocation being proportionate to the number of Black students within their jurisdiction. This approach ensured that communities with a larger Black student population received the necessary support to effect change to promote wellness services.



Highlights

Black Student Achievement Plan (BSAP)

Collaborative Root Cause Analysis:

- Principal supervisors worked closely with school principals, utilizing the allocated funds, to systematically identify the root causes that are hindering the academic success and wellness of Black students.
- This collaborative effort fosters a proactive approach to addressing the unique challenges faced by Black students in each community while supporting holistic wellness.

Yearlong Community Partnerships:

- The partnership allocations are a result of the dedicated support of the BSAP team members who recognized the importance of facilitating meaningful change.
- The yearlong nature of these partnerships signified a sustained commitment to improving outcomes for Black students. It allowed for ongoing collaboration, data-driven decision-making and targeted interventions.

Office of Environmental Health & Safety (OEHS)

- The OEHS successfully launched our Safe School Inspection Program in December 2022 and completed over 160 comprehensive school assessments by May 2023. The inspections help us assess school health and safety conditions as well as compliance with federal, state and local regulations dealing with environmental health and safety. It is a proactive approach to maintaining school safety.

Highlights

Facilities Services Division (FSD)

- Safe, welcoming and sustainable outdoor spaces that will engage and inspire our learners are underway at 13 schools. These outdoor learning environment projects, with a combined value of \$30.5 million, will provide each school with approximately 2,000 square feet of outdoor learning space with landscaping, shaded seating areas, shade structure, internet connectivity and Americans with Disabilities Act (ADA) accessibility improvements.



Food Services

- The Food Services department values the feedback from our school communities, especially from our students and parents. Food Services sent surveys in April 2023 via Schoology and the Parent Portal and received over 20,000 responses. Results indicated that about 79% of parents and students gave the program a positive rating, of which approximately 25% were excellent/good and about 54% fair. Our goal is to grow excellent and good ratings in the years to come.

Pillar 2 – Priority

2A. Welcoming Learning Environments: Design and sustain welcoming, safe, environmentally friendly, affirming and inclusive learning environments

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
2A.M1 Increase the percentage of students reporting on the School Experience Survey that they feel safe at school to 82% (from 72.7% in 2021-22) (Data Description: Percent of students reporting that they feel safe at school on the School Experience Survey)	72.7%	<input type="checkbox"/> 67.3%	82%
2A.M2 Increase the percentage of students reporting on the School Experience Survey that they feel safe in the neighborhood around their schools (Data Description: Percent of <u>Elementary School</u> students reporting that they feel safe in their neighborhood on the School Experience Survey)	67.3%	<input type="checkbox"/> 63.2%	78%
(Data Description: Percent of <u>Middle School</u> students reporting that they feel safe in their neighborhood on the School Experience Survey)	64.9%	<input type="checkbox"/> 59.7%	75%
(Data Description: Percent of <u>High School</u> students reporting that they feel safe in their neighborhood on the School Experience Survey)	60%	<input type="checkbox"/> 55.4%	68%
2A.M3 Increase the percentage of schools with completed environmental health, safety and emergency readiness assessments to 100% (Data Description: Percent of schools that have received an OEHS Routine Safe School Inspection)	2022-23 is baseline	<input checked="" type="radio"/> 19%	100%
2A.M4 Identify \$50 million in projects to create outdoor learning spaces and other landscaping and greening upgrades (Data Description: Dollar value of outdoor learning environment projects)	2022-23 is baseline	<input checked="" type="radio"/> \$30,543,973	\$50,000,000
2A.M5 Increase the number of schools and employees trained on topics of sexual orientation, gender identity and gender expression (Data Description: Number of <u>participants</u> who attended professional development or case consults on topics of sexual orientation, gender identity and gender expression)	4,406	<input checked="" type="radio"/> 4,768	5,400
(Data Description: Number of <u>schools</u> where professional development or case consults on topics of sexual orientation, gender identity and gender expression were held)	60	<input checked="" type="radio"/> 80	90

☒ Showing Improvement is defined as metrics where Year One outcomes are higher than the baseline data OR are meeting the 2026 goal.

☐ Work in Progress is defined as metrics where Year One outcomes are lower than baseline outcomes OR outcome data for Year One is not yet available.

Pillar 2 – Priority

2B. Whole-Child Well-Being: Promote whole-child well-being through integrated health, nutrition and wellness services

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
2B.M1 Exceed 70% positive response rate on biannual and monthly surveys regarding school meals (Data Description: Percentage of positive response on biannual survey)	2022-23 is baseline	● 79%	75%
(Data Description: Percentage of positive response on YumYummi monthly survey)	2022-23 is baseline	● 72%	75%
2B.M2 Increase access to whole-child wellness interventions (Data Description: Number of unique students that have received interventions)	99,404	● 204,721	210,000
2B.M3 Increase the number of mental health consultations for staff and parents (Data Description: Number of consultations completed by School Mental Health staff for staff and caregivers)	20,013	● 21,130	24,325
2B.M4 Increase the number of students served and supported through mental health services (Data Description: Count of unique students served and supported through clinics, wellness centers, central offices, wellness hotline and school-based mental health services)	60,436	● 68,095	73,460
2B.M5 Increase Medi-Cal enrollment for students and families in communities with greatest needs (Data Description: Total count of students and family members enrolled in Medi-Cal, WIC and other subsidized health and nutrition programs)	2,067	● 2,861	2,510

Pillar 2 – Priority

2C. String Social-Emotional Skills: Cultivate and model strong social-emotional skills

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
2C.M1 Increase the percentage of students in elementary (ES), middle (MS) and high school (HS) demonstrating growth in each of the social-emotional learning competencies of growth mindset, self-efficacy, self-management and social awareness to 8% as measured by the School Experience Survey (Data Description: Percentage of <u>ES</u> students demonstrating SEL competency <u>GROWTH MINDSET</u>)	75.9%	□ 74.2%	83.9%
(Data Description: Percentage of <u>MS</u> students demonstrating SEL competency <u>GROWTH MINDSET</u>)	68.6%	□ 66.1%	76.6%
(Data Description: Percentage of <u>HS</u> students demonstrating SEL competency <u>GROWTH MINDSET</u>)	67.5%	□ 67%	75.5%
(Data Description: Percentage of <u>ES</u> students demonstrating SEL competency <u>SELF-EFFICACY</u>)	64%	□ 62.6%	72%
(Data Description: Percentage of <u>MS</u> students demonstrating SEL competency <u>SELF-EFFICACY</u>)	54.7%	□ 52.6%	62.7%
(Data Description: Percentage of <u>HS</u> students demonstrating SEL competency <u>SELF-EFFICACY</u>)	52%	□ 51.3%	60%
(Data Description: Percentage of <u>ES</u> students demonstrating SEL competency <u>SELF-MANAGEMENT</u>)	69.8%	□ 67.8%	77.8%
(Data Description: Percentage of <u>MS</u> students demonstrating SEL competency <u>SELF-MANAGEMENT</u>)	68.1%	□ 65.5%	76.1%
(Data Description: Percentage of <u>HS</u> students demonstrating SEL competency <u>SELF-MANAGEMENT</u>)	68.6%	□ 67.1%	76.6%
(Data Description: Percentage of <u>ES</u> students demonstrating SEL competency <u>SOCIAL AWARENESS</u>)	67.6%	□ 65%	75.6%
(Data Description: Percentage of <u>MS</u> students demonstrating SEL competency <u>SOCIAL AWARENESS</u>)	62.5%	□ 58.2%	70.5%
(Data Description: Percentage of <u>HS</u> students demonstrating SEL competency <u>SOCIAL AWARENESS</u>)	63.9%	□ 61.9%	71.9%
2C.M2 Reduce the Single Student Suspension Rate to 0.15% (Data Description: Percentage rate of K-12 students who were suspended one or more times, in or out-of-school, during the school year. Students with multiple suspensions are counted only once.)	.30%	□ .39%	.15%

● Showing Improvement □ Work in Progress

Pillar 2 – Priority

2D. Outstanding Attendance: Ensure outstanding attendance to support consistent in-class learning

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
2D.M1 Decrease the percentage of chronically absent students (attendance rate of 91% or less) - K-5 - 12.8% (from 13.6% in 2017-18); 6-8 - 11.6% (from 12.4% in 2017-18); 9-12 - 21.5% (from 22.3% in 2017-18) (Data Description: Percent of chronically absent grades K-5 students)	47%	● 36.4%	12.8%
(Data Description: Percent of chronically absent grades 6-8 students)	40.1%	● 32.4%	11.6%
(Data Description: Percent of chronically absent grades 9-12 students)	46%	● 39.4%	21.5%

● Showing Improvement □ Work in Progress

Pillar 2 Next Steps

Based on the data we've seen at the end of 2022-23, there are several areas of reflection and learning we will capitalize on for the pillar of Joy and Wellness.

School Operations

- As part of our commitment to student safety, we will continue partnering with municipalities throughout 2023-24 to increase pedestrian safety. We will also work with District-approved Safe Passage vendors to increase community partnerships for school communities. These strategies will help increase the percentage of students reporting on the School Experience Survey that they feel safe in the neighborhood around their schools.
- The Division of School Operations is ensuring alignment of efforts to promote positive inclusive environments. This includes offering training on Affirming, Welcoming and Trauma-informed Practices and de-escalation, which will continue during Fall 2023.

Student Health & Human Services (SHHS)

- LAUSD remains committed to upholding California Education Code that schools are safe and affirming for all members of our school communities. We will continue to advocate for our students, staff and families by facilitating training and support groups, curating educational materials and sponsoring District wide initiatives, such as OUT for Safe Schools and Jazz & Friends Day of Community Reading.
- SHHS will ensure division staff are trained to administer the Social Influencers of Health and Education tool to families they assist. We will continue to use this tool to identify and address our students' and families' needs. All Student Health and Human Services teams will continue to recruit, hire and train staff critical to promoting the well being of all students and families.
- For 2023-24, School Mental Health administrators will work to:
 - Increase the number of staff serving as mental health consultation trainers
 - Increase the number of staff trained in the mental health consultation model
 - Continue to expand the total number of mental health consultation events

Pillar 2 Next Steps

Student Health & Human Services (SHHS)

- SHHS is focused on reducing the single student suspension rate through intervention and prevention strategies to help reduce the number of behavioral incidents that rise to the level of suspension. SHHS developed and delivered a comprehensive array of tools and resources through the nationally recognized Positive Behavior Interventions and Supports /Restorative Practices (PBIS/RP) framework, which ensures equitable access and opportunity for all students through a proactive, evidence-based three-tiered approach to address student behavior and misconduct, fostering resilience through authentic positive relationships.
- Last year's work during 2022-23 focused on orienting schools around the Tiered Fidelity Inventory (TFI), a nationally recognized, validated instrument used to measure the degree to which school personnel apply the core features of the MTSS framework for behavior and social-emotional well-being. This year there will be a formal launch of TFI across schools, providing critical data for understanding the level of adoption of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) across tiers at every school.

Black Student Achievement Plan (BSAP)

- The educational community aims to address the challenges faced by Black students comprehensively and proactively. Through targeted resource allocation, collaborative root cause analysis and sustained yearlong partnerships, the BSAP initiative seeks to drive positive changes in the 16 student success metrics, ultimately ensuring that Black students receive the social emotional support and opportunities they need to thrive in their academic journeys.

Office of Environmental Health & Safety (OEHS)

- The OEHS will continue to conduct comprehensive environmental health, safety and emergency preparedness assessments at all schools and is scheduled to complete over 320 in Fiscal Year 2023-24.

Facilities Services Division (FSD)

- The FSD will continue to design and construct projects approved to date, as well as continue planning of new projects, at five additional schools. These projects will remove excess relocatable buildings and provide safe, welcoming and sustainable outdoor learning environments that support student-centered, experiential, and engaged learning.

Food Services

- Food Services will be addressing student assemblies at all elementary schools and providing nutrition education in partnership with Common Threads. Through student advisory group meetings and parent meetings, Food Services will provide food samples, talk about the healthy aspect of school meals and work at the grassroots level to redefine students' and parents' opinions of school meals.





Pillar 3 Overview

Our families and communities are critical partners in preparing students to be Ready for the World and in building a world that is ready for our students. We recognize the incredible knowledge, traditions and resources these partners contribute and we commit to strengthening these connections so that we may jointly create more opportunities for our youth. This pillar represents our commitment to creating transparent and empowered systems of engagement to ensure that everyone has an opportunity to contribute to the success of LAUSD and its students.

Highlights

We made progress in our efforts to support Engagement and Collaboration during the first year of implementation of the Strategic Plan and are excited to share highlights from 2022-23.

Student, Family and Community Engagement (SFACE)

- The percentage of parents stating that they feel welcome to participate at their schools increased at elementary, middle and high schools. More parents completed the School Experience Survey this year than any other, with the participation rate increasing from 41% to 54% District-wide.
- As schools implement training related to a welcoming environment and customer service, percentages of parents responding favorably on the School Experience Survey regarding overall customer service increased at all levels. The hosting of professional development through Region Family Engagement Summits has established coherent training that has elevated the importance of the School Experience Survey as a tool to help follow welcoming environment measures.
- The percentage of parents stating that their schools provide them with information that they can understand stayed the same at the middle school level with 89% responding favorably. The elementary and high school response rates increased by approximately 1 and 1.5 percentage points respectively, with approximately 95% of elementary parents responding favorably and approximately 89% of high school parents responding favorably.

Highlights

Student, Family and Community Engagement (SFACE)

- Enhancements in disaggregating data and use of District certification platforms such as the Principal Portal have allowed for a deeper analysis of school and parent needs. This has led to a collaborative sharing of best practices and targeted strategies to accelerate progress toward measures of processing school volunteers within 30 days, forming School Site Councils and English Learner Advisory Committees, hosting monthly family engagement activities and helping families link their students to Parent Portal accounts.
- Four cohorts of parent participants completed the 4 Equity Course Pathway course series and participated in an end-of-year graduation ceremony organized through a partnership between the Division of Adult and Career Education and the Office of Student, Family and Community Engagement. Enrollment tripled by the fourth cohort due to targeted and broad outreach.
- The Family Academy has provided parents and community members with information on topics related to health, academics, civic engagement, career development and honoring diverse perspectives, averaging close to 400 participants per session. Over 90% of participants state that the learning acquired is useful for them. Engagement has evolved to offer families varied options to engage by recording content as well as by hosting engagement activities that offer webinar, in-person and hybrid formats.
- A baseline and new expectations were developed during 2022–23 for the timely processing of volunteer applications within a 30-day window. The Volunteer Management System had significant enhancements made to address challenges that impeded efficient processing and data analysis for school, Region and District personnel.
- The Family Engagement Micro-credentialing Program syllabus and curriculum were completed in Spring 2023. Cohort 1 was also recruited and initiated the program this year. They will complete the micro-credential in Spring 2024, establishing a baseline from which the number can increase in subsequent years.

Student Empowerment Unit (SEU)

- District-level student advisory council members participated in two or more national organizations.
- In 2021–22, the percentage of students responding favorably on the School Experience Survey around the overall opportunities for participation and leadership was 60% and in 2022–23 the percentage remained about the same.



Highlights

Black Student Achievement Plan (BSAP)

In a concerted effort to enhance student engagement, boost participation in extracurricular activities and improve overall attendance, the Community-Based Safety Pilots initiative was implemented. This initiative introduced a multifaceted approach to create a more supportive and engaging educational environment for students.

Expanding Community Partnerships:

- Schools leveraged the robust support of the District's established city partnerships with the expansion of community connections to broaden the scope of resources and expertise available to schools to build the capacity of school volunteers and community leaders.
- Additionally, the initiative sought to foster greater collaboration with a variety of community-based organizations, which now have the opportunity to establish partnerships directly on school campuses. These partnerships are instrumental in enhancing the overall safety of students during their daily commutes to and from school.

Safe Passage Assurance:

- The primary goal of these partnerships is to ensure Safe Passage for students and their families, guaranteeing that the journey to and from school is secure and free from potential hazards.
- By working closely with community organizations, students and their families can confidently navigate their daily routes, knowing they have a network of support dedicated to their well-being.

Holistic Youth Development Programs:

- In addition to safety measures, the community-based partnerships also played a pivotal role in enhancing youth development programs.
- These programs aimed to cultivate growth mindset, self-efficacy, self-management skills and social awareness among students. By instilling these qualities, students are better equipped to thrive not only academically but also in their personal growth.

Increased Student Engagement and Attendance:

- The overarching objective of the initiative is to boost student engagement and attendance by creating a more supportive and enriching environment.
- Through these community-based partnerships, students have access to resources, mentorship and programs that inspire them to actively participate in school life and extracurricular activities.

Implementation of Safe Passage programs at 27 schools:

- The initiative of Safe Passage focused on increasing the number of students and families indicating safe passage services and improved safety.

Highlights

Community Schools Initiative (CSI)

- For the 2022–23 school year, an additional 21 schools applied for and were selected to join the 34 previously designated Community Schools. These 21 schools comprise Cohort 4.
- Cohort 4 was provided with an orientation to the Community Schools strategy and provided with a look at what happens in Year One and Year Two. During Spring 2023, they received their budget and position allocations for the 2023–24 school year so that they would have structures in place as the new year began.
- The new Community Schools began receiving training on the values, commitments and proven practices associated with the Community Schools strategy in July 2023. This year is considered their “Planning Year” during which their Community Schools Coordinators will be taught how to lead an asset mapping project as well as facilitate a deep Assets and Needs Assessment process.
- Each Community School in Cohorts 1–3 provided expanded learning opportunities through the California Community Schools Partnership Program Grant.
- Five Cohort 1–2 Community Schools were awarded recognition through the America’s Healthiest Schools program.
- Twenty nine Community Schools in Cohorts 1–4 offer whole child wellness services through no-cost Memorandum of Understanding (MOU)s.

Office of Data & Accountability (ODA)

- The 2022–23 School Experience Survey participation rates represent the highest ever for students, staff, parents and teachers. Compared to last year, teacher rates increased from 90% to 97%; staff rates increased from 85% to 96%; parent rates increased from 41% to 54%; and student rates increased from 78% to 89%. Elementary schools posted the highest student participation rate at 95% (85% last year) followed by middle schools at 92% (82% last year). Although high schools posted the lowest overall participation rate at 84% (70% last year), they posted this year’s largest gain compared to last year, with a 14-percentage point gain.
- The substantial increase in the number of survey participants this year was due to the successful efforts of school-based staff and Regional and District administrators who devoted incredible time and effort to increase survey participation among all respondent groups.



Information Technology Services (ITS)

- Technical Support: ITS resolved approximately 188,000 technical support service requests from families, students and employees. ITS completed over 218,000 tickets based on routine site visits to resolve problems before they start, which reduced downtime and increased productivity for all educational partners.
- Computing Device: As of June 1, 2023, ITS provided approximately 132,000 devices to students, fulfilling 98.3% such requests made. This allowed students and families to stay connected at home and participate in academic offerings like online tutoring, online assignments and virtual instruction.
- Connectivity: ITS fulfilled 96.8% of student requests for connectivity (over 104,000 students) this year. This work allowed students to connect to the internet to accomplish daily assignments and participate in enrichment opportunities.

Highlights

Communications and Media Relations

- The District's website (lausd.org) and social media platforms were used to increase the District's brand, engage the community, improve communication, showcase achievements, foster collaboration and support recruitment efforts to our school community (students, families, employees, community members, etc.).
- Social media engagement increased over the last school year by developing a hub to push further messaging in a timely and transparent manner.
- The media coverage of our District has been instrumental in highlighting our achievements, initiatives and the remarkable accomplishments of our students, employees and school communities. The published stories have served to inform and engage the public and have also bolstered the image of our District.

Office of Government Relations (OGR)

- The OGR's original metric to measure engagement with elected officials and governmental agencies counted participation in roundtables and convenings. This definition significantly limited our ability to report on the number and types of engagement with elected officials that OGR facilitates. To better reflect our work, OGR broadened the metric to capture all "opportunities to engage" elected officials and key governmental agencies with the Los Angeles Unified community. The number of opportunities to engage slipped slightly from the baseline year of 2021-22 to the first year of the Strategic Plan in 2022-23 due to the high number of introductory meetings that occurred when Superintendent Carvalho was appointed in Winter 2022, which was not matched in Spring 2023. OGR is on track to meet and exceed its planned progress in 2023-24.
- In 2023, OGR introduced a total of seven sponsored bills. The Legislature passed four of these bills and the substantive policy of a fifth bill was incorporated into another piece of legislation. OGR successfully sponsored a bill to allow Los Angeles Unified to offer specialized coursework to child welfare and attendance counselors, who are vital to making sure students are able to attend school ready to learn. The remaining two bills may be continued in the next legislative session.



Highlights

Office of Government Relations (OGR)

- OGR hosted three advocacy briefings with members of the community in 2022-23. Virtual briefings continue to yield larger attendance and participation, with an average attendance of 66 attendees per briefing.
- OGR dramatically increased the number of signatories on our coalition letters from 88 in 2021-22 to 171 in 2022-23 by engaging partners at the state and federal levels.
- In 2022-23, OGR supported the establishment of four Education Compacts with the cities of Bell, Cudahy, Huntington Park and Vernon. In 2023-24, three more Compacts have been signed with the cities of San Fernando, Maywood and West Hollywood. OGR is more than halfway through reaching its overall strategic goal of achieving 12 compacts by the conclusion of the Strategic Plan in 2025-26.



Office of Development & Civic Engagement

- The District maintains over 460 no-cost partnerships with entities actively engaging with LAUSD.

Strategic Initiatives Office (SIO)

- Los Angeles Unified is proud to have built on the record engagement levels in 2021-22 as part of the development of the Strategic Plan. The Local Control Accountability Plan (LCAP) team increased educational partner engagement by offering expanded opportunities for engagement as well as using ThoughtExchange to gather feedback from our school communities.
- Labor partner engagement, staff engagement and additional community partner engagement opportunities ensured all our students, families, staff and communities are engaged and included in our District-level decision-making.



Pillar 3 – Priority

3A. Strong Relationships: Strengthen relationships between families, students and their schools to improve student success

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
3A.M1 Increase the percentage of parents reporting on the School Experience Survey they feel welcome to participate at their school to 94% (from 86.3% in 2021-22) (Data Description: Percentage of parents of students completing the survey who report that they feel welcome to participate at school)	86.3%	● 89.7%	94%
3A.M2 Increase the percentage of students and parents or guardians linked on Parent Portal by 4 percentage points annually (Data Description: Percentage of students with at least one parent or guardian registered on the Parent Portal)	80%	□ 78%	91%
3A.M3 Graduate at least 1,000 participants from Equity Course Pathways by 2026 (Data Description: Number of participants who complete 4 of 7 courses in a pathway)	2022-23 is Baseline	● 212	250
3A.M4 Average at least 300 participants on Family Academy course catalog webinars (Data Description: Average number of participants joining the Family Academy webinars in a given year)	2022-23 is Baseline	● 569	300
3A.M5 Host Annual School Goals and Budget Consultation processes at 100% of schools (Data Description: Percent of schools reporting in the Principal Portal that they hosted at least one session)	84%	● 93%	100%
3A.M6 Increase the percentage of volunteer applications that are processed within 30 days by 10 percentage points annually (Data Description: Percentage of volunteer applications with no errors processed within 30 days)	2022-23 is Baseline	● 43%	73%
3A.M7 Increase the percentage of families responding favorably on the School Experience Survey around overall customer service by 2 percentage points annually (Data Description: Percentage of families, with students, responding favorably on the School Experience Survey around customer service)	86.7%	● 88%	94.7%
3A.M8 Increase the number of school sites with employees completing the Family Empowerment micro-credential (Data Description: Number of schools with employees completing the Family Empowerment micro-credential)	2023-24 is Baseline	□ 0	25
3A.M9 Increase the number of community school initiative programs available in the District (Data Description: Number of schools in the Community Schools Initiative Program)	34	● 55	80

● Showing Improvement is defined as metrics where Year One outcomes are higher than the baseline data OR are meeting the 2026 goal.

□ Work in Progress is defined as metrics where Year One outcomes are lower than baseline outcomes OR outcome data for Year One is not yet available.



Pillar 3 – Priority

3B. Accessible Information: Provide clear, consistent and accessible information to the community

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
3B.M1 Increase the percentage of parents reporting on the School Experience Survey that their school provides them with information they can understand to 96% (from 91.2% in 2021-22) (Data Description: Percentage of parents reporting that their school provides them with information they can understand)	91.2%	● 92.2%	96%
3B.M2 Meet the needs of 100% of students who request a computing device, connectivity and/or technical support (Data Description: Percentage of requests fulfilled related to <u>computing device</u>)	2022-23 is Baseline	● 98.3%	100%
(Data Description: Percentage of requests fulfilled related to <u>connectivity</u>)	2022-23 is Baseline	● 96.8%	100%
(Data Description: Percentage of requests fulfilled related to <u>technical support</u>)	2022-23 is Baseline	● 99.9%	100%
3B.M3 Increase primary website usage by 20% (Data Description: Number of unique daily visitors by IP address to the lausd.org website)	56,507,712	● 71,837,592	68,685,478
3B.M4 Increase social media reach by 10% (Data Description: Number of posts, stories, ads, tags, check-ins, page/profile visits and the number of times a post is viewed on <u>Facebook</u>)	350,392	● 463,877	492,270
(Data Description: Number of posts, stories, ads, tags, check-ins, page/profile visits and the number of times a post is viewed on <u>Instagram</u>)	135,778	● 140,155	148,734
(Data Description: Total of the number of times a <u>post on X (formerly Twitter)</u> has been seen and the number of profile visits)	2022-23 is Baseline	● 3,484,000	3,697,249
3B.M5 Publish media releases and media advisories each school year (Data Description: Number of <u>media advisories released</u>)	2022-23 is Baseline	● 61	No target
(Data Description: Number of <u>news releases published</u>)	2022-23 is Baseline	● 82	88
(Data Description: Number of <u>KLCS Content</u>)	2022-23 is Baseline	● 197	209
3B.M6 Provide schools with resources, including training toolkits, to promote local programs and meaningful stories (Data Description: Cumulative count of number of times the PDF is downloaded from the Promote My School website)	2023-24 is Baseline	□ 2023-24 is Baseline	
3B.M7 Communicate timely and relevant District information to employees (Data Description: Number of central <u>emails</u> sent to specific employees via listserv)	2022-23 is Baseline	● 61	64
(Data Description: Number of central <u>phone messages</u> sent to employees)	2022-23 is Baseline	● 33	36
(Data Description: Number of central <u>text messages</u> sent to employees)	2022-23 is Baseline	● 36	39
(Data Description: Number of central <u>emails from Superintendent@lausd.net</u> were sent to employees)	2022-23 is Baseline	● 14	15
3B.M8 Distribute outreach messages in languages other than English and Spanish (Data Description: Number of interpretation assignments and written translation projects other than English or Spanish)	312	● 318	337

● Showing Improvement □ Work in Progress

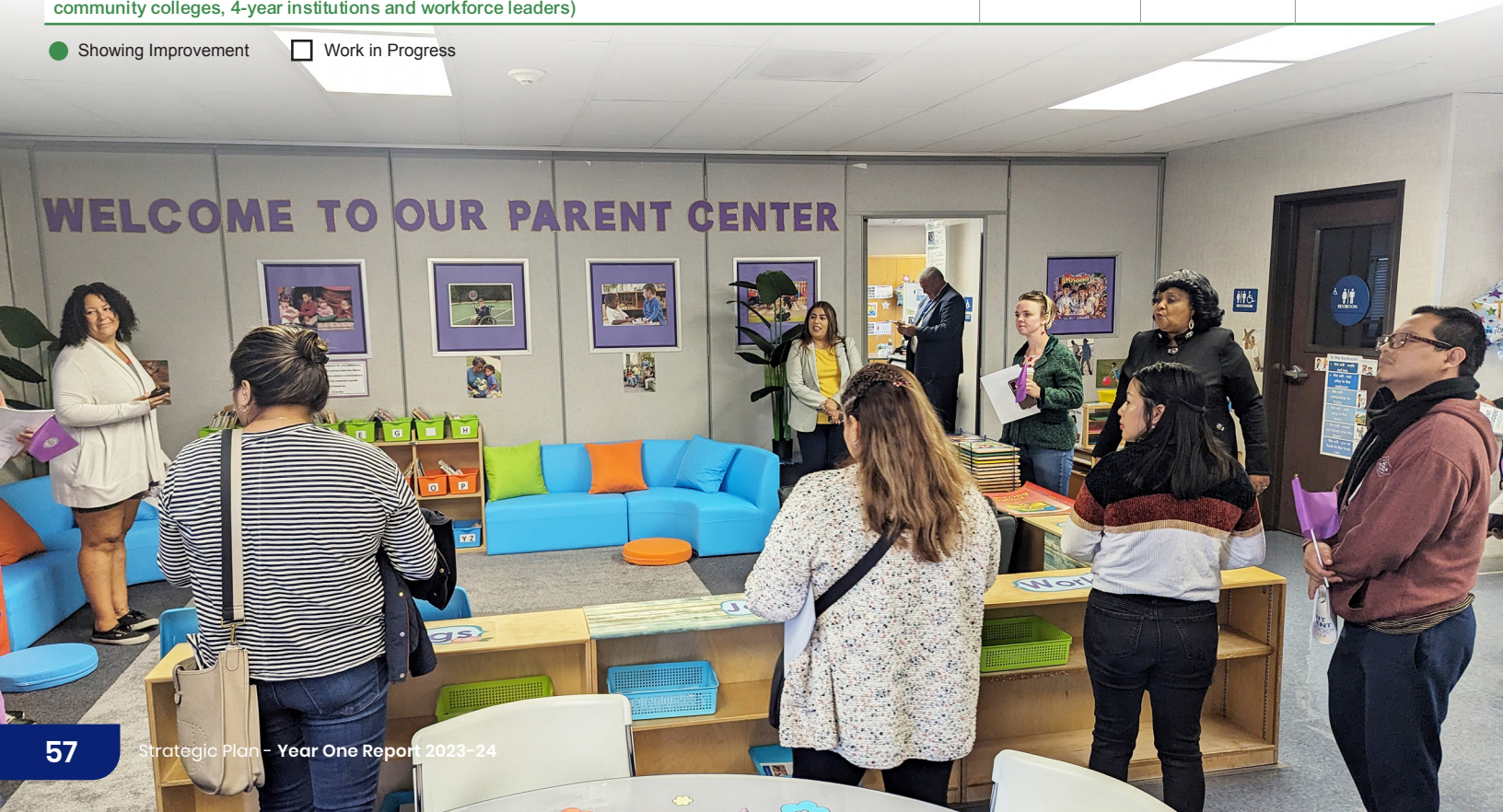
Pillar 3 – Priority

3C. Leading for Impact: Lead and leverage our role as an impactful, key member of local, state, national and global communities

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
3C.M1 Expand the number and types of opportunities for elected officials and government agencies to engage with Los Angeles Unified leadership and the school community by 40% (Data Description: Number of annual “opportunities to engage” facilitated by Office of Government Relations)	36	<input type="checkbox"/> 34	50
3C.M2 Annually pass through the house of origin at least 66% of the District’s sponsored bills and at least 40% of the District’s sponsored bills through both houses of the California Legislature (Data Description: Percentage of District-sponsored bills passed through the <u>House of Origin</u> of the California legislature during the annual legislative session)	80%	● 83%	66%
(Data Description: Percentage of District-sponsored bills passed through <u>both houses</u> of the California legislature during the annual legislative session)	60%	● 66%	40%
3C.M3 Increase the average number of community partners engaging in the Office of Government Relations’ advocacy briefings by 50% (Data Description: Average number of RSVPs for all OGR community briefings, excluding LAUSD staff, in a fiscal year)	60	● 99	105
3C.M4 Increase the number of signatories in coalition letters by 50% (Data Description: Cumulative count of all signatories to all coalition letters in a single year)	88	● 171	180
3C.M5 Establish at least 12 new municipal education compacts, focusing on local governmental entities (Data Description: Number of compact agreements or Memoranda of Understanding (MOUs) between LAUSD and local government entities)	2022-23 is Baseline	● 4	12
3C.M6 Increase participation in national organizations (Data Description: Number of student leaders participating in national leadership organizations in a school year)	4	● 4	12
3C.M7 Increase the number of partnerships with community-based organizations, civic leaders, local community colleges, four-year institutions and workforce leaders (Data Description: Number of partnerships with community-based organizations, civic leaders, local community colleges, 4-year institutions and workforce leaders)	2022-23 is Baseline	● 464	539

● Showing Improvement

☐ Work in Progress



Pillar 3- Priority

3D. Honoring Perspectives: Honor and act upon the perspectives of students and everyone we serve

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
3D.M1 Increase the percentage of parents completing the annual School Experience Survey to 60% (from 41.2% in 2021-22) (Data Description: Percentage of parents completing the annual School Experience Survey)	41.2%	● 53.9%	60%
3D.M2 Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2 percentage points annually (Data Description: Percentage of students who agreed with the 4 items related to opportunities for participation and leadership on the District's annual School Experience Survey)	60.9%	□ 60%	66%
3D.M3 Increase the number of participants in Thought Exchanges and other feedback/input surveys (Data Description: Number of participants in ThoughtExchange and other feedback/input surveys)	10,450	● 11,816	13,678
3D.M4 Increase the number of Local Control Accountability Plan (LCAP) educational partner engagement opportunities (Data Description: Number of LCAP educational partner engagement opportunities)	45	● 45	52

● Showing Improvement □ Work in Progress

Pillar 3 Next Steps

Based on the data we've seen at the end of 2022-23, there are several areas of reflection and learning we will capitalize on for the pillar of Engagement and Collaboration.

Student, Family and Community Engagement (SFACE)

- The Office of SFACE, in partnership with Region Family and Community Engagement (Region FACE) teams, will continue to provide focused training to classified and certificated employees on cultivating welcoming environments in schools and on offering opportunities for families to participate in school activities. Training will be differentiated for school communities whose families feel less welcomed so school leaders have additional supports to foster a welcoming environment. This will be fulfilled by integrating the Family Engagement Professional Development Summits into the Principal Leadership Institute.
- Increased support for translation services will be explored and SFACE is studying new approaches to meet demands. Professional development will be provided for school leaders and staff working with families to survey their communities regularly to learn more about family assets and needs, school governance and budget development.
- Differentiated and disaggregated data will be shared with school leaders and Region Directors to support their efforts in establishing new Parent Portal/LAUSD Mobile App 3.0 accounts and increasing the number of parents linking to their student information, maintaining school site Family Academy catalogs/calendars, processing school volunteers within 30 days and forming and cultivating School Site Councils and English Learner Advisory Committees.

Pillar 3 Next Steps

Student, Family and Community Engagement (SFACE)

- Continuing to diversify and target outreach will result in higher enrollment in Parent Portal and Family Academy Equity Course Pathways. Course modifications are being made to incorporate participant feedback into the curricula.
- In 2023–24, schools will be supported to design and deliver their own Family Academy offerings to their communities, building upon the activities and workshops provided through their parent and family centers. The District and Region Family Academy sessions will continue to be offered as hybrid, in-person and virtual opportunities for learning and engagement.
- SFACE will provide information and resources to Region Directors and Family and Community Engagement Team representatives focused on documentation and practices to form councils and committees, monitoring of Parent Portal/LAUSD Mobile App 3.0 progress and processing of school volunteer applications.
- For 2023–24, the Volunteer Management System includes a new enhancement through time stamps to identify whether schools have processed their applications within the 30-day window, facilitating regular monitoring of the measure.
- The Family Empowerment Micro-credential initiated with its first cohort of LAUSD school teams in the fall semester and will be robustly advertised across the District for enrollment.

Student Empowerment Unit (SEU)

- The SEU will share information regarding membership opportunities in recognized national organizations with members of District-level student councils and with students District-wide. Students will also receive information about the benefits of participating in national organizations.
- Multiple District level student councils have been established, accounting for an increase in student participation compared to 2021–22. This increase is expected to grow as additional councils are formed. Student advisory council members elevate student perspectives and priorities related to District policies, programs and practices. Council members work on student led projects to support student academic success and the culture and climate of their campuses.
- Students will have the opportunity to become members of multiple District task forces to provide insight, from the student perspective, on improving the culture, climate and safety of school campuses. In addition, students will also participate in the artificial intelligence (AI) task force to work to find ways to make the best use of AI to support learning and classroom instruction.
- Three student leadership conferences will be held in 2023–24. Students will be engaged as members of the planning committee and will also have the opportunity to experience each conference as workshop facilitators, presenters and participants.
- Students will be invited to lead conversations during Family Academy segments, community partner panels, town hall events and other advocacy opportunities.
- The Student Board Member will communicate with peers to elevate their priorities during Board of Education meetings.



Pillar 3 Next Steps

Student Empowerment Unit (SEU)

- A significant number of student leadership opportunities were recently established, with additional opportunities projected. In addition, the Student Empowerment Unit will continue to create spaces to elevate the voices of students and will offer professional development for school-site administrators, supporting staff and teachers to foster an understanding that leadership is a crucial component of college readiness and to provide effective strategies and a guide for schools to develop student leadership plans to increase student leadership opportunities.

Black Student Achievement Plan (BSAP)

- By implementing the Community-Based Safety Pilots, the educational community aspires to foster an environment where students not only feel safe but are also motivated to actively participate in their education. Through these partnerships and holistic development programs, students can develop the skills and mindset necessary for success, resulting in improved engagement and attendance.

Community Schools Initiative (CSI)

- In September 2023, the Community Schools Steering Committee determined the designation process to be used for the next Community Schools Cohort (Cohort 5) of up to 15 schools. Applications are rated based on both need and readiness to engage in reflection and transformation.
- The awareness-building and recruitment efforts will begin by September 2023. This is a critical step in Los Angeles Unified as our District is one of the few places in California and across the nation in which schools are designated based on a democratic, grassroots process whereby the school communities apply to become designated.
- The application for Cohort 5 was released in November 2023 following opportunities to attend information sessions conducted in October.
- A focus on the Community Schools Classroom and the instructional program is being emphasized starting August 2023. This will involve:
 - Professional Development on Social Emotional Learning
 - Professional Development on Restorative Practices
 - The purchase of and training on Paxton Patterson Career Labs for middle schools
 - The expansion of CTE Pathway offerings in at least 5 middle and high schools that are Community Schools
 - The expansion of Linked Learning into at least 3 additional Community School High Schools (Spring 2024)
 - An introduction to or enhancement of interdisciplinary, project-based learning at Community Schools in Cohorts 1-4

Office of Data & Accountability (ODA)

- For 2023-24, we hope to build on the momentum of the 2022-23 edition of the School Experience Survey (SES) and will continue to provide schools with outreach guidance and resources to help them promote the survey to their families. Our long-term goal is for the SES to be fully digital, so we will encourage the community to use the online version of the SES while still providing paper copies if parents request that option.

Pillar 3 Next Steps

Information Technology Services (ITS)

- The ITS department will continue to address requests for IT services and provide quality technical support to all students, staff and families.
- ITS will continue to deliver Emergency Connectivity Fund (ECF) devices to students who request them.
- ITS will continue to provide families who request connectivity with either an Long Term Evolution (LTE) connection via an LTE enabled device or Home Broadband.

Communications and Media Relations

- To increase the communication reach in 2023-24, the Office of Communications and Media Relations will develop a comprehensive social media strategy and expand platforms, maintain a consistent posting schedule, create engaging content, collaborate with school communities and monitor analytics to optimize strategies and create a positive and impactful online presence.
- The next steps to enhance the delivery of timely and relevant messaging to employees include targeted communication, gathering feedback, participating in the selection process for a new communication tool and mitigating communication fatigue.
- The Office of Communications and Media Relations is creating comprehensive online resources designed to assist schools in promoting their unique strengths. These web-based learning modules will be available to schools and offices, featuring tools and tips to promote school programs, outstanding achievements and effective engagement with school communities.

Office of Government Relations (OGR)

- OGR will continue to strengthen our relationships with governmental offices and agencies to increase overall opportunities for engagement. While we will continue to leverage existing partnerships, we will also focus on engaging elected officials and governmental agencies that have not participated with Los Angeles Unified or OGR in the past.
- OGR will continue to advocate for SB 767 (mandatory kindergarten) and SB 98 (enrollment based-funding) and continue to build relationships with our elected delegation in both Sacramento and Washington D.C.
- OGR will work to expand the number of RSVPs and attendees by keeping our community partners list up to date and sending additional reminders to our partners to yield higher participation. We will deepen engagement by periodically sending updates on OGR's advocacy work and inviting our community partners to support our efforts.
- OGR will continue to actively participate in drafting coalition letters with our partners and expand the number of entities we engage.
- OGR will pursue Education Compacts with the cities of Lomita, Carson and West Hollywood and will continue conversations with the City of Los Angeles until a final agreement is reached.



Pillar 3 Next Steps

Office of Development & Civic Engagement

- The Office of Development and Civic Engagement will work with District offices to expand no-cost partnerships and looks forward to working with the Procurement Services Division to develop a centralized data system that will document and track these partnerships and their impacts given the intended outcomes.

Strategic Initiatives Office (SIO)

- Looking ahead, Los Angeles Unified hopes to further expand engagement in 2023-24, particularly to expand student feedback through continued partnership with the Superintendent's Student Advisory Council.
- In addition, the LCAP and Strategic Initiatives team will expand engagement at the local and regional levels in 2023-24 by holding LCAP Region Engagement sessions in collaboration with Region FACE teams and developing resources for school leaders to use at their Coffee with the Principal meetings regarding the LCAP.



Pillar 4 Overview

In order to create opportunities for our students to become Ready for the World and develop into future leaders of change and progress, we must demonstrate that same leadership through innovative approaches to managing our organization.

This pillar represents our commitment to improving and maintaining state-of-the-art facilities, providing access to modern technology and establishing powerful new ways to look at data and District budgets so that we make the best decisions to serve our students. In addition, our work under this pillar focuses on promoting and improving access to the District's leading-edge programs so our families are excited to stay and continue learning in Los Angeles Unified.

Highlights

We made progress in our efforts to support Operational Effectiveness during the first year of implementation of the Strategic Plan and are excited to share highlights from 2022-23.

Information Technology Services (ITS)

- Information Technology Services (ITS) department completed two major school technology bond modernization projects this year:
 - Wi-Fi modernization at 160 schools
 - Comprehensive network, Wi-Fi, telephone and public address (PA) system modernization at 83 schools
 - Both of these projects were completed on time and under budget

Highlights

Information Technology Services (ITS)

- ITS initiated a new program to install comprehensive network, Wi-Fi, telephone and PA system modernizations at 262 schools. About 150 schools have completed design and are in various stages of installation. This program benefits schools by enhancing online learning, improving access to educational content, facilitating more reliable communication with parents and stakeholders and enhancing safety and emergency communications.

Human Resources (HR) Division

- The HR Division, in collaboration with the Division of Instruction and the Office of Strategic Data and Evaluation, made significant progress in developing a standardized system to evaluate professional development through the My Professional Learning Network (MyPLN) platform.
- Some highlights for 2022–23 include:
 - Developed a Standardized Professional Development Evaluation (SPDE) tool aligned with Pillar 4A Data-Driven Decision-Making, incorporating key performance indicators and metrics to comprehensively assess professional development quality.
 - Conducted a pilot program to evaluate selected professional development using the standardized tool, gathering valuable data and feedback to refine the evaluation process.

Equitable School Performance Office (ESPO)

- The ESPO was able to increase the percentage of Whole Child Integrated Data Platform users by about 10%, further promoting a data-driven culture at the school site and empowering educators to make use of data to inform instruction and support provided to students. The Executive Dashboard was provided to a wide array of users, including Region, Central office and Board staff.
- The ESPO implemented four data dialogue sessions in 2022–23 with 100 high needs schools. In addition, 100 additional schools participated in data sessions with their Regions. As the year progressed, the conversations became more focused on the data and strategies for continuous improvement.
- The ESPO has successfully launched the Data Champions Initiative – targeted professional development and support services designed to promote data-driven decision-making for principals and their designated school site leaders (i.e., Data Champions).

Facilities Services Division (FSD)

- The Facilities Service Division ensured more than \$801 million in facilities investments have been approved for 49th Street Elementary School, Canoga Park High School, Fairfax High School, Garfield High School, Irving Middle School and Sylmar Charter High School. The major modernization projects underway at these schools will provide future-ready general and specialty classrooms and support spaces, enhance ADA accessibility, address the most critical physical conditions and essential safety, as well as provide landscaping and other site infrastructure upgrades.

Highlights

Facilities Services Division

- Requests for proposals were issued for Photovoltaic Program (PV Program) solar system projects at a total of 33 schools sites that, once completed, will enable Los Angeles Unified to install more than 20 megawatts (MW) of solar power, which is double the District's current capacity.
- Approval of ADA accessibility projects at 19 schools with a combined budget of \$148.7 million continue to advance the implementation of the Los Angeles Unified ADA Self-Evaluation and Transition Plan by removing barriers and expanding access for our students and school communities.
- A new \$350 million program was initiated that will transform outdated classrooms into future-ready learning environments through investments in emerging interactive technology and facilities upgrades that maximize classroom flexibility and support student-centered learning at up to 48 schools.

Budget Services Division

- The Budget Services Division successfully provided monthly updates to all schools regarding budgetary information, engaged school sites thru bi-monthly office hours and provided new/additional resources to school sites to ensure the budget development process was properly supported.
- The Budget Services Division analyzed per-pupil allocations by SENI quintile for 2022-23. Based on the analysis, schools in SENI Quintile 1 received the highest average per-pupil allocation. Schools in SENI Quintile 2 received the 2nd highest average per-pupil allocation. Schools in SENI Quintile 3 received the 3rd highest average per-pupil allocation. Schools in SENI Quintile 4 received the 4th highest average per-pupil allocation. Schools in SENI Quintile 5 received the 5th highest average per-pupil allocation.
- The Budget and Finance Office developed and distributed budget-to-actual reports for all LAUSD divisions to support the budget development process. The reports were distributed at differing intervals throughout the fiscal year so divisions could track their spending in order to inform their future budgets.
- The Budget and Finance Office successfully developed and implemented the Zero-Based Budgeting (ZBB) process for five LAUSD divisions during the 2022-23 fiscal year. ZBB is a new budgeting process that asks managers to build a budget from the ground up, starting from zero. ZBB aims to move the organization away from incremental budgeting, where last year's budget rolls over with limited changes. Instead, the starting point becomes zero, with the implication that past patterns of spending are no longer taken as a given.

Procurement Services Division

- The Procurement Services Division made significant progress in upgrading the District's procurement system in 2022-23. Concur, the travel component of the District's procurement system, went live in early September 2023 and a pilot program with the Central Offices to learn how to use the new system is currently underway. Various volunteer schools will be added to the pilot by December 2023. The pilot programs will aid in a smoother transition and adoption of this new employee travel request system. Training for school staff responsible for assisting employees with conference attendance and travel will be provided in a phased approach by Regions and is expected to begin in mid-January 2024.

Highlights

Procurement Services Division

- Notable progress was made in upgrading the District's procurement system in 2022-23. For phase I of the component for other purchasing, Ariba, the system went live on July 5, 2023 and the District is currently in the process of bringing existing vendors "on board" to the new system. Vendors who do not have an LAUSD vendor number are now able to register for a vendor number in the new Ariba system. The Request for Quote (RFQ) process, which involves the sending and receiving of bids, is being phased in as the vendors need to be registered prior to bidding in Ariba.

Strategic Enrollment & Program Planning Office (SEPPPO)

- The SEPPPO worked to stabilize retention rates post-COVID, with 87% of TK-12 students (excluding graduates) remaining enrolled in LAUSD-operated schools the following Norm Day.
- The SEPPPO has conducted District-wide outreach campaigns, supported regional enrollment campaigns and coordinated with cross-functional teams to maximize our outreach.
- Strategic Enrollment & Program Planning Counselors supported parents needing individualized enrollment support to increase the number of students who are new to the District.

Transportation Services Division (TSD)

- The TSD was able to successfully expand transportation services to an additional 14,000 students.
- TSD has purchased 180 Electric School Buses (ESB) for our first fully electrified bus yard in Sun Valley estimated for completion late 2026. Seventeen ESB's are currently on route and a total of 71 ESB's will be on route by the end of the school year.



Pillar 4 – Priority

4A. Data-Driven Decision-Making: Develop comprehensive data-driven systems to inform decision-making

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
4A.M1 Increase the percentage of Whole Child platform users by 25% and percentage of Executive Dashboard users by 10% (Data Description: Number of unique users for Whole Child Platform)	29,000	<input type="checkbox"/> 28,100	36,250
(Data Description: Number of unique users for Executive Dashboard)	330	● 430	363
4A.M2 Evaluate 100% of all professional development completed through MyPLN using a standardized system (Data Description: Percentage of training titles in MyPLN that use the Standardized Professional Development Evaluation)	2022-23 is Baseline	● 2 training titles piloted using Standardized PD Evaluation with 70k employees	100%
4A.M3 Implement annually at least three data sessions with designated high needs schools (Data Description: Number of sessions)	2022-23 is Baseline	● 4	3
4A.M4 Increase the number of annual professional development sessions offered to school and District staff on data-driven decision-making (Data Description: Number of sessions)	2022-23 is Baseline	● 20	150

Pillar 4 – Priority

4B. Modernizing Infrastructure: Modernize facilities and technological infrastructure

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
4B.M1 Modernize information technology infrastructure in at least 66% of schools (from 14% in 2021-22) (Data Description: Percent of schools with modernized information technology infrastructure)	14%	● 15%	66%
4B.M2 Expand clean electricity access to reach 62% of the electric capacity needed to achieve 100% clean renewable energy by 2030 (Data Description: Megawatts of clean energy available)	2022-23 is Baseline	● 19	42
4B.M3 Identify major modernization projects at seven schools, with additional \$350 million to fund classroom upgrade projects and \$300 million to provide accessibility enhancements (Data Description: Count of schools with Board-approved major modernization projects)	2022-23 is Baseline	● 6	7
(Data Description: Dollar value of Board-approved classroom upgrade projects)	2022-23 is Baseline	● 4 school sites identified for upgrade projects	\$350M
(Data Description: Dollar value of Board-approved ADA accessibility projects)	2022-23 is Baseline	● \$148.8M	\$300M

● Showing Improvement is defined as metrics where Year One outcomes are higher than the baseline data OR are meeting the 2026 goal.

□ Work in Progress is defined as metrics where Year One outcomes are lower than baseline outcomes OR outcome data for Year One is not yet available.

Pillar 4 – Priority

4C. Sustainable Budgeting: Sustainably, equitably and efficiently implement school and District budgets

Measure of Success	2021–22 Baseline Data	2022–23	2025–26 Goal
4C.M1 Provide 100% of schools with updated resources for effective budgeting practices (Data Description: Percentage of schools with access to updated resources for effective budgeting)	100%	● 100%	100%
4C.M2 Ensure the per-pupil ratio of total school resources is greatest for highest-needs schools (Data Description: The SEMI Quintile 1 rank of schools receiving the greatest amount of SENI funds).	2022-23 is Baseline	● Quintile 1 (Highest) Greatest Amount	Quintile 1 Receives Greatest SENI Allocation
4C.M3 Implement an automated and timely procurement system (Data Description: Percentage of total deliverables completed within the project timeline)	2022-23 is Baseline	● 50%	100%
4C.M4 Complete quarterly budget reviews with all schools and departments (Data Description: Percentage of schools and divisions that participated and completed a budget review throughout the year)	2022-23 is Baseline	● 100%	100%
4C.M5 Implement annual zero-based budgeting (Data Description: The count of Divisions that participated in annual Zero-Based Budgeting)	2022-23 is Baseline	● 5	10

Pillar 4 – Priority

4D. District of Choice: Make Los Angeles Unified the District of choice for families

Measure of Success	2021–22 Baseline Data	2022–23	2025–26 Goal
4D.M1 Increase the annual percentage of students enrolled who are new to the District to at least 16% (Data Description: Percent of TK-12 students not enrolled in an LAUSD-operated school on the previous Norm Day)	13.4%	● 16.4%	16%
4D.M2 Stabilize retention rate of students from 85% in 2021-22 (Data Description: Percentage of students enrolled in a District school on Norm Day)	85%	● 87%	87%
4D.M3 Increase student ridership access for transportation services (Data Description: Number of eligible students actively riding the school bus)	13,116	● 14,107	40,000

● Showing Improvement □ Work in Progress

Pillar 4 Next Steps

Based on the data we've seen at the end of 2022–23, there are several areas of reflection and learning we will capitalize on for the pillar of Operational Effectiveness.

Information Technology Services (ITS)

- ITS is updating its Strategic Execution Plan and will seek formal approval for program Years 2–5 to modernize the remaining 64% of schools. ITS anticipates bringing this Strategic Execution Plan update to the Board of Education.

Pillar 4 Next Steps

Human Resources (HR) Division

The HR Division has identified the following next steps for 2023-24:

- **Full-Scale Implementation:** Expand the Standardized Professional Development Evaluation (SPDE) system to implement with all newly created professional development content on MyPLN for a comprehensive understanding of effectiveness and impact.
- **Dashboard Development:** Continue collaborating with the Office of Strategic Data and Evaluation and other departments to create a user-friendly dashboard highlighting key metrics, trends and actionable insights to facilitate data-driven decision-making for training providers.
- **Continuous Improvement:** Review and refine the SPDE tool based on feedback, ensuring relevance, effectiveness and alignment with professional development best practices.
- **Training and Support:** Partner with the Office of Strategic Data and Evaluation to develop protocols and training to analyze the effectiveness of professional development using the data from the SPDE tool.



Equitable School Performance Office (ESPO)

- The ESPO will be making enhancements to the Whole Child Integrated Data platform in order to be more responsive to the needs of educators. We will further promote this tool in our expanded set of professional learning opportunities to drive traffic and use in order to further support data-driven decision-making. For the Executive Dashboard, we look to continue empowering Board members and Board staff to access and analyze data.
- Additional monthly training sessions on key performance indicators will be put into place to support high-needs-schools' participation in data sessions and continuous improvement throughout the year.
- The ESPO will expand the Data Champions Initiative to include all schools across the District in professional learning opportunities focused on data-driven decision-making and data-informed instruction. We will expand the team to promote this work and allow for more intensive and direct support provided to local school sites.

Pillar 4 Next Steps

Facilities Services Division (FSD)

- FSD will prepare a major modernization project definition proposal for 32nd Street School/USC Magnet for approval in Q4 2023 and continue to implement the major modernization projects that have been approved to date.
- FSD will select energy service contractors and obtain approval to award contracts for solar PV system projects at up to 33 school sites and prepare to issue a new RFP for solar PV projects at an additional 25-30 school sites for 20-30 MW by Q1 2024.
- FSD will continue to plan, develop, design and construct new projects that will provide students and communities with equal opportunity access to programs and activities on campuses by incorporating the ADA improvements necessary to meet accessibility requirements and help ensure a barrier-free learning environment.
- FSD will present the first group of classroom upgrade projects in Q4 2023 and continue to develop new project definition proposals at additional school sites that will provide students and staff with flexible, future-ready learning environments.



Budget Services Division

- The Budget and Finance Office will review and edit appropriately all training materials to ensure that school sites have the highest quality of support for strategic budget development.
- The results of the SENI Quintile analysis should inform future funding allocation decisions made by the District.
- The Budget and Finance Office will continue to refine our budge-to-actual reports to ensure they are useful and accessible to divisions.
- The Budget and Finance Office will continue to implement and refine the Zero-Based Budgeting process, with all LAUSD divisions completing the process by 2026.

Procurement Services Division

- At the moment, the Procurement Services Division does not expect adjustments for Concur. Procurement staff and the project management team will continue to coordinate on testing the system, followed by training end users.
- For Ariba, Phase I went live in July 2023 and active vendors are being on-boarded in a phased approach. The Request for Quote function will be gradually phased into the supplier's ability to use Ariba as it is a new process for them as well.
- Given the complexity associated with Phase II of Ariba, the Phase II timelines were revised to go live with Central offices on July 1, 2024, to provide ample time for training as this phase will impact schools and offices.

Pillar 4 Next Steps

Strategic Enrollment & Program Planning Office (SEPPPO)

- The SEPPPO will continue to monitor and support enrollment to maintain a retention rate of at least 87% of TK-12 students (excluding graduates) remaining enrolled in LAUSD-operated schools the following Norm Day, which is the day the District establishes a count of enrollment for that particular school year.
- The SEPPPO will continue to work with the Office of Communications and Media Relations and Student Health and Human Services to develop a District-wide annual enrollment campaign for the start of the school year.
- In addition, the team will complete the new enrollment webpage that will provide parents of students new to the District with the guided support they need to enroll in an LAUSD school and enhance our websites to provide an improved experience for families seeking District school choices so that they can locate and apply to District programs from one website.
- The SEPPPO will continue using data to improve attendance and engagement in areas of need, such as adding schools to Transportation Opportunities (TOPS).

Transportation Services Division (TSD)

- The TSD will continue to work with District partners to best serve our students and families in meeting their transportation needs.
- The TSD is in the process of modernizing multiple systems to bring greater efficiencies and improve customer service for our families and schools.
- We continue to plan for the electrification of additional bus yards as well as our white fleet transition plan (non-school bus vehicles).





Pillar 5 Overview

We believe in the boundless potential of each of our students and realizing that potential is only possible when we recognize, empower and support our staff. The most important factor in ensuring our students thrive and are Ready for the World is having knowledgeable, caring and courageous educators, school leaders and support staff to guide them on their journey through Los Angeles Unified. The ambitious goals we have set for ourselves and for our students require a clear focus on the recruitment, development and retention of talented and dedicated staff. Our commitment to upholding students' joy and wellness, as well as their academic success, must be mirrored in our investments to sustain staff wellness and to build pathways for ongoing professional development, growth and opportunities to excel.

Highlights

We made progress in our efforts to support Investing in Staff during the first year of implementation of the Strategic Plan and are excited to share highlights from 2022-23.

Personnel Commission (PC)

- LAUSD recruited directly in the communities that we serve, which assisted schools and offices in hiring highly qualified candidates that reflect the diversity in our communities.
- At the end of 2022-23, LAUSD achieved a 92% overall fill rate for classified positions at SENI high/highest-needs schools. LAUSD completed close to 200 recruitment campaigns including ongoing presence at job fairs directly in the neighborhoods where the SENI high/highest-needs schools are located.
- By creating a new entry level position in each of the three high-need career areas, we increased from eight promotional pathways to twelve promotional pathways across these career areas. The new positions are Health Office Clerk (Nursing), Student and Family Resource Ambassador (Mental Health), Instructional Aide Transitional Kindergarten (Instructional Assistance).

Highlights

Personnel Commission (PC)

- By offering career pathway programs in Food Services, Transportation, Nursing, Maintenance and Operations, Special Education and Early Education, LAUSD can continue recruiting candidates who received training or experience outside the District while also providing our own training and classes to augment the candidate pool. This helps support LAUSD's schools and offices in hiring qualified employees to stay fully staffed in high-need job areas.
- LAUSD surveyed staff and District leaders to identify topic areas that were most needed for staff and then developed and offered targeted professional development to address those needs.
- LAUSD increased the percentage of new supervisors and managers receiving performance management training from 6.7% in 2021-22 to over 18% in 2022-23. We accomplished this by advertising performance management training offerings throughout the year and sending information about the training directly to new supervisors and managers and their direct supervisors.
- The District currently offers four job-specific career pathways for classified employees seeking to transition into careers in teaching. Each of these pathways provides opportunities for classified employees to become teachers in difficult-to-staff areas, including special education, mathematics, science and bilingual education. The District also has a specific pathway for classified employees seeking to become a school nurse.

School Operations

- The District strives to provide a welcoming learning environment for all students and staff and will continue to provide professional development that celebrates diversity, equity and inclusion.

Human Resources (HR) Division

- Certificated applicant diversity exceeded targets due to the richly diverse candidate landscape in the Los Angeles area, as well as intentional work on the part of the Human Resources (HR) team to seek out diverse applicants through Institutions of Higher Education and other local, state and national sources. In 2022-23, HR expanded recruitment efforts across the country, including Historically Black Colleges and Universities. There has also been strategic outreach to diverse groups, such as substitutes, paraprofessionals, teacher assistants and student teachers. These groups often live in our school communities and reflect the diversity of the community.
- HR's year-round recruitment and hiring efforts ensured a 97% classroom teacher fill rate at the SENI high/highest-need schools in 2022-23.
- A Recruitment and Retention Toolkit was developed to provide templates and tools for school sites to market their schools and establish a supportive climate and culture that encourages teacher retention.
- One-year retention rates for teachers hired at the SENI high/highest-need schools was slightly higher than the one-year retention rates for new hires across the District.
- Three new Micro-Credential programs were launched, with a total of nine programs being offered to teachers. To increase awareness of these programs, there has been increased marketing efforts which has led to more applicants and participants.

Highlights

Human Resources (HR) Division

- HR exceeded targets for training new administrators in performance management certification. In addition, Human Resources exceeded targets for expanding multiple measure performance evaluation systems for certificated employees, specifically adding over 400 administrators to the Educator Development and Support evaluation system.
- HR will continue to promote participation in the annual student feedback surveys, which provides teachers feedback on their classroom practice.
- The number of administrators who participated in wellness professional development doubled from the previous year and there continues to be high demand for additional offerings and future sessions.
- There has been an increased awareness about the Employee Assistance Service for Education (EASE) program (free counseling services for employees), resulting in increased utilization rates among District employees.



Office of Risk Management

- The percentage of employees who were at work 96% of the time in 2022–23 was 57%. When teachers and staff are present and committed to their roles in education, students are more likely to thrive academically and develop important life skills. Regular attendance allows teachers and staff to establish a strong relationship with their students, fostering trust and a comfortable learning environment where students are more likely to engage and seek help when needed.

Black Student Achievement Plan (BSAP)

- In a dedicated effort to enhance the 16 BSAP success metrics and overall school climate, the allocation of specialized wellness personnel positions at school sites was initiated. These positions encompass Secondary Counselors, Pupil Services & Attendance Counselors, Restorative Justice Teachers, Psychiatric Social Workers and School Climate Advocates. These roles were designed to provide targeted support and foster a more inclusive and nurturing educational environment for Black students.
- Effectively recruit and retain a highly qualified, diverse workforce committed to serving all students.
- Secondary Counselors:
 - Conducted Black Student Success Plan (BSSP) meetings during non-course classroom time, ensuring comprehensive support for Black students.
 - Engaged in regular data reviews with the BSAP site team, facilitating informed decision-making.
 - Collaborated in multidisciplinary teams, identifying necessary support services and interventions.
 - Worked closely with academic counselors and the BSAP team to identify opportunities for intervention, enrichment, or prevention tailored to Black students.

Highlights



Black Student Achievement Plan (BSAP)

Pupil Services & Attendance Counselors:

- Monitored Black student attendance and academic progress, enabling early identification and intervention for at-risk students.
- Collaborated with PSWs to determine Black Student Success Plan (BSSP) caseload.
- Conducted BSSP meetings during non-course classroom time and communicated vital information to teachers, site administration and parents.

Restorative Justice Teachers:

- Developed lesson plans and materials to support Multi-Tiered Systems of Support (MTSS) with a focus on evidence-based Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP).
- Co-taught and conducted community-building activities with new teachers, supporting the implementation of Restorative Practices and Justice.

Psychiatric Social Workers:

- Implemented culturally responsive universal and early intervention strategies to promote Black student achievement and social-emotional well-being.

School Climate Advocates:

- Collaborated with school-site personnel to implement MTSS and school-site safety policies, fostering positive school climates.
- Provided support for student mediation and conflict resolution.
- Offered direct assistance to traditionally marginalized groups, identified available resources within the school, District and community under the site administrator's guidance.

Pillar 5 – Priority

5A. Diverse Workforce: Effectively recruit and retain a highly qualified, diverse workforce committed to serving all students

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
5A.M1 Ensure at least 50% of new applicants will be members of under-represented groups (Data Description: Percent of new applicants for classified positions from under-represented groups)	2022-23 is Baseline	● 84%	50%
(Data Description: Percent of teacher applicants who identify as members of under-represented groups)	2022-23 is Baseline	● 61.3%	70%
(Data Description: Percent of teacher hires who identify as members of under-represented groups)	2022-23 is Baseline	● 68%	70%
5A.M2 Ensure the vacancy rate at SENI high/highest-needs schools will not exceed 6% (Data Description: Vacancy rate at SENI high/highest-needs schools for classified positions)	12%	● 8%	6%
(Data Description: Percent of vacant classroom teacher positions at SENI high/highest needs schools)	4%	● 3%	0%
5A.M3 Increase the number of promotional pathways in nursing, mental health and instructional assistance (Data Description: Number of promotional pathways in nursing, mental health and instructional assistance)	8	● 12	12
5A.M4 Increase retention rates of staff hired in 2021-22 and 2022-23 placed at SENI high/highest-needs schools (Data Description: Retention rate of certificated staff hired in 2021-22 and 2022-23 placed in SENI high/highest needs school)	82%	● 92%	92%
5A.M5 Have at least one career pathway program for every high-need job area (Data Description: Number of career pathway programs for classified employees in high-need job areas)	6	● 6	6
(Data Description: Number of high need job areas with at least one career pathway for certificated employees)	5	● 5	7

Pillar 5 – Priority

5B. Professional Learning: Provide competency-based, rigorous and relevant professional learning

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
5B.M1 Increase the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-22) (Data Description: Percent of teachers in micro-credentialing programs teaching at SENI high/highest needs schools)	46%	□ 42%	80%
5B.M2 Offer staff at least 12 micro-credential programs (from four offered in 2021-22) (Data Description: Number of micro-credential programs offered)	4	● 6	12
5B.M3 Increase the number of professional development opportunities for instructional assistants, school office staff and professional/technical employees (Data Description: Number of professional development opportunities for instructional assistants, school office staff and professional/technical employees)	241	● 367	361

● Showing Improvement is defined as metrics where Year One outcomes are higher than the baseline data OR are meeting the 2026 goal.

□ Work in Progress is defined as metrics where Year One outcomes are lower than baseline outcomes OR outcome data for Year One is not yet available.

Pillar 5 – Priority

5C. Staff Wellness: Cultivate staff wellness through responsive and affirming practices

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
5C.M1 Increase the percentage of staff with excellent attendance to 86% (Data Description: Percentage of staff with excellent attendance)	72%	<input type="checkbox"/> 55%	86%
5C.M2 Increase the percentage of staff reporting on the School Experience Survey that their school is a supportive and inviting place to work to 94% (Data Description: Percent of school staff reporting that their school is a supportive and inviting place to work on the School Experience Survey)	82.3%	<input type="checkbox"/> 80.7%	94%
5C.M3 Increase participation rates in professional development focused on wellness by 100% (Data Description: Number of employees participating in wellness professional development)	400	● 800	1,750
5C.M4 5C.M4 Increase usage and participation in the EASE program (Data Description: Number of employees who utilize the EASE program)	323	● 1,664	2,400

Pillar 5 – Priority

5D. High Performance Standards: Communicate and maintain consistent, high performance standards

Measure of Success	2021-22 Baseline Data	2022-23	2025-26 Goal
5D.M1 Administer the Stakeholder Feedback Survey to students in at least 75% of classrooms of eligible teachers being evaluated (Data Description: Percent of eligible teachers who administer the Stakeholder Feedback Survey)	3%	● 6%	75%
5D.M2 Ensure 100% of employees receive performance management training as they are hired into supervisory or management positions (Data Description: Percent of <u>new administrators</u> participating in EDST training)	68%	● 90%	100%
(Data Description: Percent of <u>principals</u> participating in EDSSL training)	51%	● 79%	100%
(Data Description: Percent of <u>supervisory classified staff</u> receiving management training)	6.7%	● 18.3%	40%
5D.M3 Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups (Data Description: Percentage of certificated employees participating in the Educator Development and Support (EDS) evaluation in a school year)	15%	● 35%	35%
(Data Description: Percentage of certificated employees added to the multiple measure evaluation system in a given year)	0%	● 58%	35%

● Showing Improvement ☐ Work in Progress

Pillar 5 Next Steps

Based on the data we've seen at the end of 2022–23, there are several areas of reflection and learning we will capitalize on for the pillar of Investing in Staff.

Personnel Commission (PC)

- LAUSD will continue recruiting directly in the communities that we serve.
- PC staff will continue these efforts and complete target recruitment campaigns in the geographic areas that have been hardest to fill.
- LAUSD's goal for 2023–24 is to maintain existing promotional pathways and track how many employees LAUSD brings into these high-need career areas with the establishment of these new positions and by offering these pathway programs.
- LAUSD will continue working to identify topics that are most needed by staff and update our professional development offerings as needed.
- LAUSD's goal for 2023–24 is to ensure 30% of employees receive performance management training as they are hired into supervisory or management positions. We will increase our advertising of performance management trainings and send information about the training directly to new supervisors and managers, their direct supervisors and the leaders of their offices. PC will review the feasibility for making the training mandatory.
- PC staff will continue these efforts and complete target recruitment campaigns in the geographic areas that have been difficult to fill.
- PC staff will continue implementing a new mentorship model to be able to serve more members more frequently and continue to offer two in-person Career Ladder Forums annually.



School Operations

- School Operations will continue to promote a welcoming environment for all students and provide professional development that promotes a more inclusive environment and reduces bullying.

Human Resources (HR) Division

- The HR Division will continue to explore opportunities for reducing the barriers to becoming a teacher for under-represented groups. Some of these efforts include expansion of the District's Intern Program, partnerships with local Institutes of Higher Education to expand residency programs that target the recruitment of teachers of color, continued data collection and analysis and the implementation of focus groups and stay surveys to identify why the District's teachers of color remain in the District.
- To continue to increase classroom teacher fill rates at SENI high/highest-need schools, dedicated HR staff will continue to target recruitment, hiring and staffing efforts to fill classroom teacher vacancies at these schools.
- The hiring stipend will be offered to a third and final cohort of newly hired credentialed teachers who commit to teaching at SENI high/highest-need schools. Eligible new teachers and their principals will continue to be invited to the Equity Action Network professional development series.

Pillar 5 Next Steps

Human Resources (HR) Division

- Classroom teacher retention data will continue to be analyzed District-wide and at SENI high/highest need schools. Data will be disaggregated to identify potential trends on which teachers leave the District and why. Stay and exit surveys or focus groups will be explored for potential future implementation.
- HR will increase principal awareness of Recruitment and Retention Toolkit, which provides templates, resources and strategies for principals on how to create the conditions that encourage teachers to remain at their school sites.
- HR will increase marketing of Micro-Credential programs to increase participation rates among SENI high/highest-need schools.
- HR will plan and develop three more Micro-Credential programs to launch in 2024-25, for a total of 12 programs.
- HR will increase awareness of the availability of EASE services to District employees through social media and other communication tools.
- HR will launch wellness professional development sessions for classroom teachers.

Office of Risk Management

Staff attendance will be supported by providing guidance and training regarding attendance, protected leaves and reasonable accommodations. An Employee Attendance Toolkit will provide guidance and a training video will be the learning vehicle used for attendance while training covering protected leaves and reasonable accommodations will be provided.

Black Student Achievement Plan (BSAP)

The BSAP initiative has implemented regular monthly meetings among team members to review roles and responsibilities at school sites, ensuring cohesive and coordinated efforts. Saturday professional development sessions have been introduced to deepen team members' commitment and connection to the objectives of the BSAP program. These initiatives collectively aim to address not only academic success but also the holistic well-being of Black students, nurturing a positive and supportive school environment.



It is imperative that we continue to monitor our progress and adjust as needed so that we can improve and adapt our work to accelerate student achievement. The following table indicates the original Measures of Success from the Strategic Plan and the adjustments we have made to strengthen those items.

Original 2026 Measure of Success	Updated 2026 Measure of Success	Rationale
Pillar 2: Joy & Wellness		
2B.M1 Exceed 70% positive response rate on biannual surveys regarding school meals	2B.M1 Exceed 70% positive response rate on biannual and monthly surveys regarding school meals	Clarifies that surveys are taken monthly (YumYummi) and biannually (Schoology and Parent Portal).
Pillar 3: Engagement and Collaboration		
3A.M2 Increase the percentage of students and parents or guardians linked on Parent Portal by 4% annually (from 81% in 2021-22)	3A.M2 Increase the percentage of students and parents or guardians linked on Parent Portal by 4 percentage points annually (from 79% in 2021-22)	Correction to initial baseline from 2021-22.
3A.M3 Graduate at least 1,000 participants from Equity Course Pathways annually	3A.M3 Graduate at least 1,000 participants from Equity Course Pathways by 2026	By removing the term “annually”, the goal is to have 1,000 participants graduate from the Equity Course Pathways by 2026, with about 250 participants completing the course series each year.

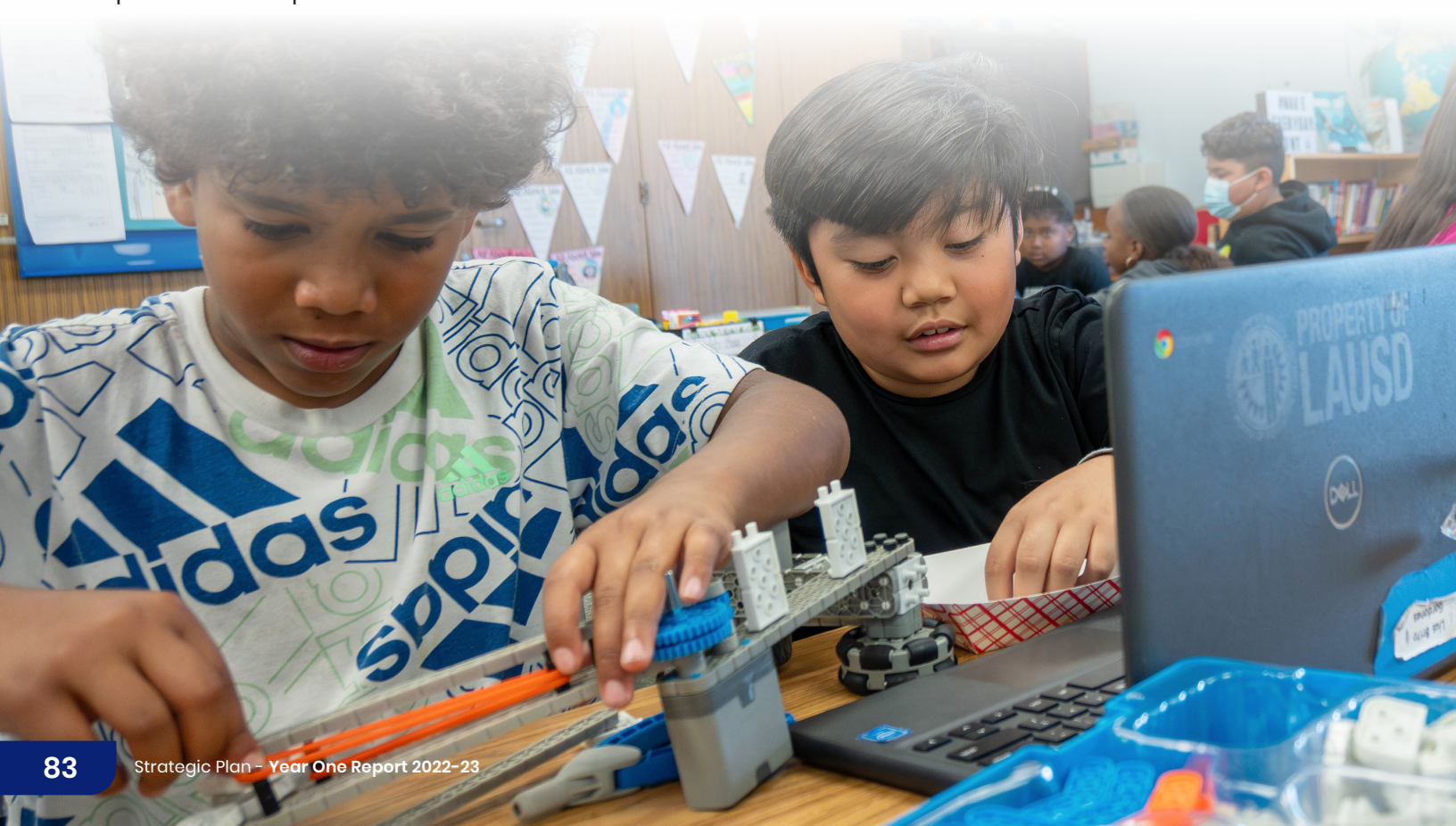


Original 2026 Measure of Success	Updated 2026 Measure of Success	Rationale
Pillar 3: Engagement and Collaboration		
3B.M4 Increase social media reach and engagement by 10%	3B.M4 <i>Increase social media reach by 10%</i>	Changed language as these metrics will be generated based on Meta Business and X (formerly Twitter) data/analytics.
3B.M5 Increase published media stories by 15%	3B.M5 <i>Publish media releases and media advisories each school year</i>	Adjusted measure due to the number of media releases and advisories being fluid and variable each year.
3B.M6 Provide 100% of schools with resources, including training toolkits, to promote local programs and meaningful stories	3B.M6 <i>Provide schools with resources, including training toolkits, to promote local programs and meaningful stories</i>	This metric will be generated based on the cumulative number of times the PDF is downloaded from its dedicated website as the difficulty is in tracking which schools opened the resource.
3B.M7 Communicate timely and relevant District information to 100% of employees	3B.M7 <i>Communicate timely and relevant District information to employees</i>	Changed language as systems are in place to distribute to 100% of employees. This metric will track emails, phone calls and text messages to employees.
3B.M8 Increase outreach of messages in languages other than English and Spanish by 10%	3B.M8 <i>Distribute outreach messages in languages other than English and Spanish</i>	Clarifies the intent of this metric being the distribution of materials in seven core languages: Armenian, Korean, Chinese, American Sign Language, Tagalog, Vietnamese and Russian as measured through interpretation assignments and written translation projects.
3C.M1 Increase the participation rate of elected offices and key governmental agencies in regular round table discussions and convenings to 70%	3C.M1 <i>Expand the number and types of opportunities for elected officials and government agencies to engage with Los Angeles Unified leadership and the school community by 40%</i>	Revised to better reflect the many different avenues by which the Office of Government Relations (OGR) connects the LAUSD community with elected officials and government agencies.

Original 2026 Measure of Success	Updated 2026 Measure of Success	Rationale
Pillar 3: Engagement and Collaboration		
3C.M2 Pass through the house of origin at least 66% of the District's sponsored bills and at least 40% of the District's sponsored bills through both houses of the California Legislature	3C.M2 <i>Annually pass through the house of origin at least 66% of the District's sponsored bills and at least 40% of the District's sponsored bills through both houses of the California Legislature</i>	Clarifies that this metric does not represent cumulative increase over time but rather a metric that OGR strives to meet each legislative session.
3C.M3 Increase the participation rate of various stakeholders in the Office of Government Relations' quarterly briefings by 50%	3C.M3 <i>Increase the average number of community partners engaging in the Office of Government Relations' advocacy briefings by 50%</i>	Clarifies that briefings are typically held three times a year, not on a quarterly basis. Expands the meaning of "participation" to reflect that partners may engage both by attending the meeting live or by reviewing the slides and connecting with OGR outside of the meeting.
Pillar 4: Operational Effectiveness		
4B.M2 Upgrade our solar power system to reach 62% of the capacity needed to achieve 100% clean renewable energy by 2030	4B.M2 <i>Expand clean electricity access to reach 62% of the electric capacity needed to achieve 100% clean renewable energy by 2030</i>	Activities to reach 100% clean renewable energy will involve a combination of purchasing energy from sources outside the District and installation of solar photovoltaic systems. This combination allows the District to select the most cost-effective options for accessing renewable energy.
4D.M2 Increase enrollment in thematic and choice learning options to at least 65% of all students	4D.M2 <i>Stabilize retention rate of students from 87% in 2021-22</i>	This new measure reflects a more direct impact on stabilizing enrollment and includes concrete data that Regions and schools have begun to focus on. Strategic Enrollment and Program Planning has begun providing resources/strategies for schools to use to improve retention.

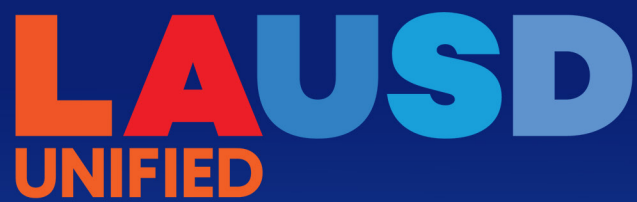
As we reflect on the progress made during the first year of the Strategic Plan, there are areas that we need to continue working toward and strengthening to ensure we fulfill our promise that all students are **Ready for the World**.

- **Building Capacity** – We will continue to build capacity and provide resources to schools, Regions and Central offices designed for practitioners to support the work in our schools. Through the tremendous work of Instructional Leadership Teams and schools engaging in the Plan-Do-Study-Act (PDSA) cycle of improvement, we will continue to build capacity and establish a foundation of sustainable improvement.
- **Engagement** – We must continue to democratize engagement with educational partners across the District and provide a broad net for outreach to the school communities we serve. We will continue to be active listeners and welcome actionable feedback that focuses on advancing the District's goals. This expanded engagement through Regions and schools will focus on the LCAP and Strategic Plan as LCAP goals are aligned to the Strategic Plan.
- **Coherence** – The Strategic Plan outlines Pillars, Priorities and Strategies that serve as a blueprint for us to organize our work and resources. We must continue to focus on coherence across the District to ensure consistency and specificity across schools, Regions and all levels of learning from early childhood to adult education. Through greater coherence, we will work toward our singular goal: ensure ALL our students graduate Ready for the World – to thrive in college, career and life.
- **Accountability** – No matter the role of the employee, each staff member must take personal accountability and move toward a collective responsibility for continuous improvement and success for all students. We have developed systems for internal accountability for departments to share progress for each measure of success. It is imperative that we continue to monitor and transparently share our progress so that we can improve and adapt our work to accelerate student achievement.



Acronyms

ABL	Always Be Learning	LTEL	Long-Term English Learner
ACE	Academic Course Extension	MIP	Mathematics Identity Partnership
ADA	Americans with Disabilities Act	MISiS	My Integrated Student Information System
AI	Artificial Intelligence	MLC	Mathematics Leadership Collaborative
AP	Advanced Placement	MMED	Multilingual and Multicultural Education Department
ASCA	American School Counselor Association	MOU	Memorandum of Understanding
BFF	Building Fact Fluency	MOY	Middle of Year
BOY	Beginning of Year	MS	Middle School
BSAP	Black Student Achievement Plan	MSCCR	Middle School College Career Readiness
BSSP	Black Student Success Plan	MTSS	Multi-Tiered System of Supports
CADAA	California Dream Act Application	MW	Megawatts
CAFE	College Access for Everyone	MyPGS	My Professional Growth System
CAP	College Advisement Program	MyPLN	My Professional Learning Network
CDE	California Department of Education	ODA	Office of Data & Accountability
CGI	Cognitively Guided Instruction	OEHS	Office of Environmental Health and Safety
CHAMP	Children's Health Access & Medi-Cal Program	OGR	Office of Government Relations
CKLA	Core Knowledge Language Arts	PA	Public Address
CSAC	California Student Aid Commission	PASS	Performance Assessment Student Support
CSI	Community Schools Initiative	PBIS	Positive Behavior Interventions and Supports
CSU	California State University	PC	Personnel Commission
CTE	Career Technical Education	PD	Professional Development
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	PDSA	Plan-Do-Study-Act
DOI	Division of Instruction	PLTEL	Potential Long-Term English Learner
DRDP	Desired Results Developmental Profile	PSW	Psychiatric Social Worker
EASE	Employee Assistance Service for Education	PV	Photovoltaic
ECED	Early Childhood Education Division	RFP	Request for Proposal
ECF	Emergency Connectivity Fund	RFQ	Request for Quote
EDS	Educator Development and Support	RP	Restorative Practices
EDSSL	Educator Development and Support: School Leaders	SB	Senate Bill
EDST	Educator Development and Support: Teachers	SBA	Smarter Balanced Assessment
EGI	Equitable Grading and Instruction	SEL	Social-Emotional Learning
EL	English Learner	SENI	Student Equity Needs Index
ELA	English Language Arts	SEPPPO	Strategic Enrollment and Program Planning Office
ELD	English Language Development	SES	School Experience Survey
ELPAC	English Language Proficiency Assessments for California	SEU	Student Empowerment Unit
EOY	End of Year	SFACE	Student, Family, and Community Engagement
ES	Elementary School	SFRN	Student and Family Resource Navigators
ESB	Electric School Bus	SHHS	Student Health & Human Services
ESPO	Equitable School Performance Office	SIO	Strategic Initiatives Office
FAFSA	Free Application for Federal Student Aid	SPDE	Standardized Professional Development Evaluation
FAST	Financial Aid Success Toolkit	STEAM	Science, Technology, Engineering, Arts, and Mathematics
FSA	Federal Student Aid	SWD	Students with Disabilities
FSD	Facilities Services Division	TCMS	Transition to College Mathematics and Statistics
GATE	Gifted and Talented Education	TIP	Targeted Identification Program
GPA	Grade Point Average	TK	Transitional Kindergarten
HR	Human Resources	TLF	Teaching and Learning Framework
HS	High School	TOPS	Transportation Opportunities
IDS	Introduction to Data Science	TSD	Transportation Services Division
IEP	Individualized Education Plan	UC	University of California
IGP	Individualized Graduation Plan	UCLA	University of California, Los Angeles
IM	Illustrative Math	UCOP	University of California Office of the President
ITI	Instructional Technology Initiative	UDL	Universal Design for Learning
ITS	Information Technology Services	UFLI	University of Florida Literacy Institute
IXL	Education technology platform and curriculum for K-12 math education	USC	University of Southern California
KLCS	Los Angeles Unified's Public Television Station	UTK	Universal Transitional Kindergarten
LASPD	Los Angeles School Police Department	UTK CC	Universal Transitional Kindergarten Collaborative Classrooms
LAUSD	Los Angeles Unified School District	WIC	Women, Infants, & Children
LCAP	Local Control Accountability Plan	ZBB	Zero-Based Budgeting
LETRS	Language Essentials for Teachers of Reading and Spelling		



Strategic Plan

Year One Report

2022-23

A blue-tinted aerial photograph of the Chicago skyline, showing numerous skyscrapers and city buildings. The image is partially obscured by a blue wavy graphic at the bottom.

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