

Strategic Plan Implementation Update

Board of Education Meeting

March 7, 2023



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Today's Update Will:

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

2026 District Goals



Post Secondary:

Graduate with C or better
on A-G Courses

70%

Literacy

3rd grade students on SBA-ELA

**+30
pts**

Numeracy

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

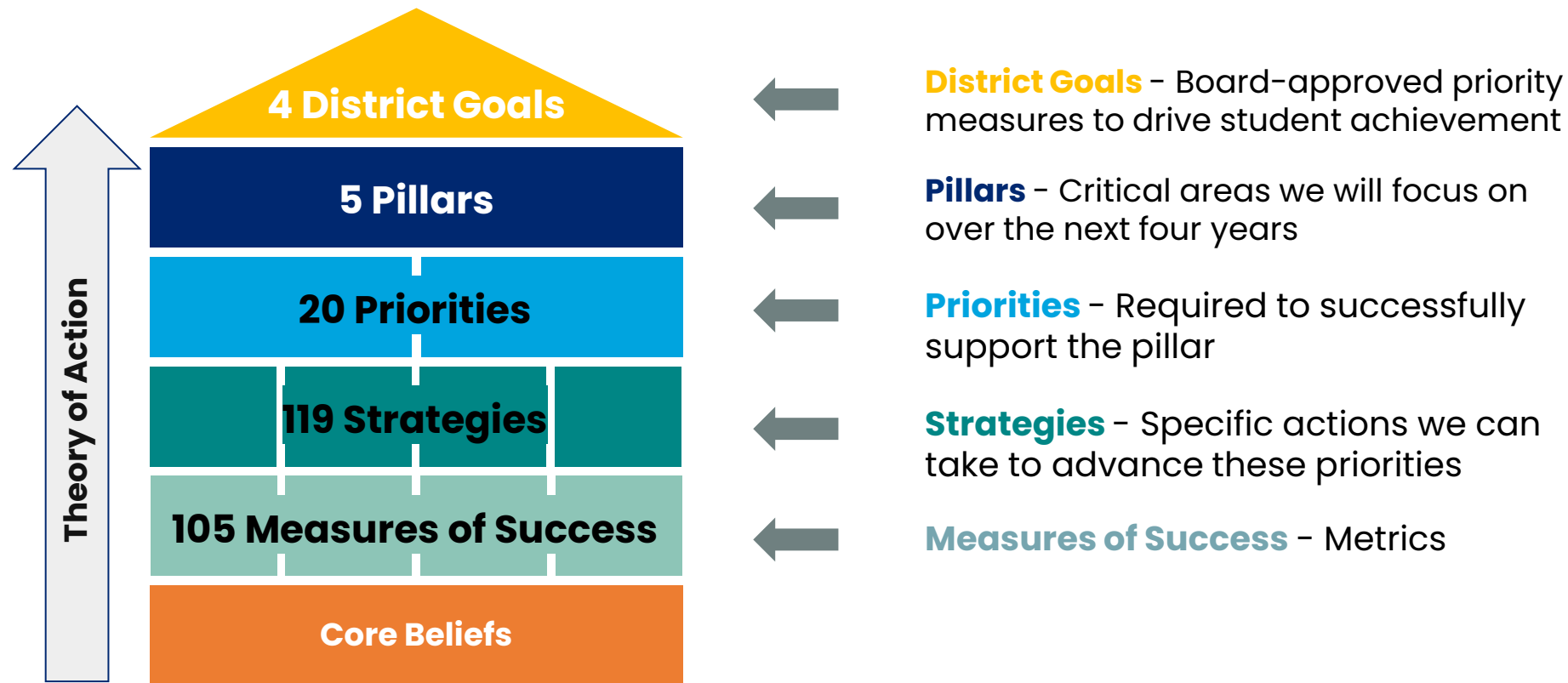
**+40
pts**

Social-Emotional/Wellness

Growth as measured by
School Experience Survey

+8%

2022–26 Strategic Plan Overview



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

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

Students

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

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

School and District Staff

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

Parents and Families

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

8 Local District LCAP Study Groups meetings in 2022-23

Community Partners

8 community partner meetings planned for 2022-23

Labor Partners

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

Districtwide Survey

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



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

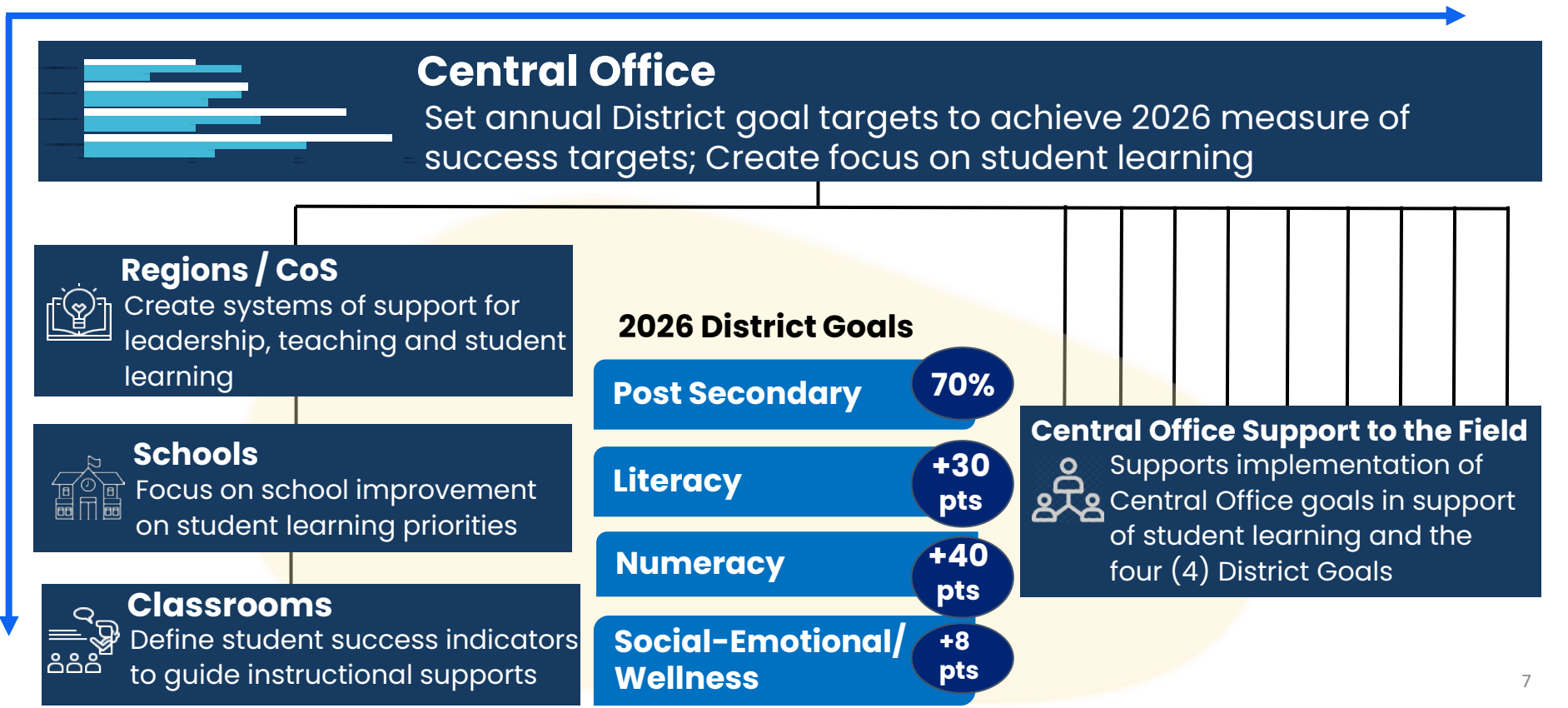
Scan the QR Code using your smartphone's camera or go to tejoin.com and enter code **284-035-026**

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

This survey will remain open through April 29.

Strategic Plan

Horizontal and Vertical Implementation



Vertical Implementation

Implementation Guide *School-Based Target Setting*

Implementation Guide



STRATEGIC PLAN: INITIAL PLANNING

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

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

Implementation Planning

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

PLANNING GUIDE

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

PRIORITY PAGE CHOICE BOARD

4A

Data-Driven Decision-Making

PILLAR 4
Operational
Effectiveness

4A

Data-Driven Decision-Making | PILLAR 4
Operational Effectiveness

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

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

STRATEGIES


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

MEASURES OF SUCCESS
By 2020, we will

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

RESOURCES

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



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

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

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

Target Setting by School Level

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

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

School-Based Target Setting



22-23

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



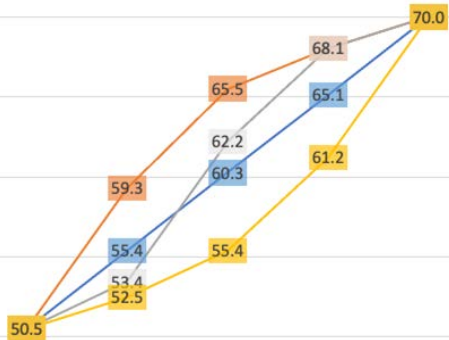
Possible trajectories offered for each year



Regional leadership reviewed + provided support

23-24

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



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

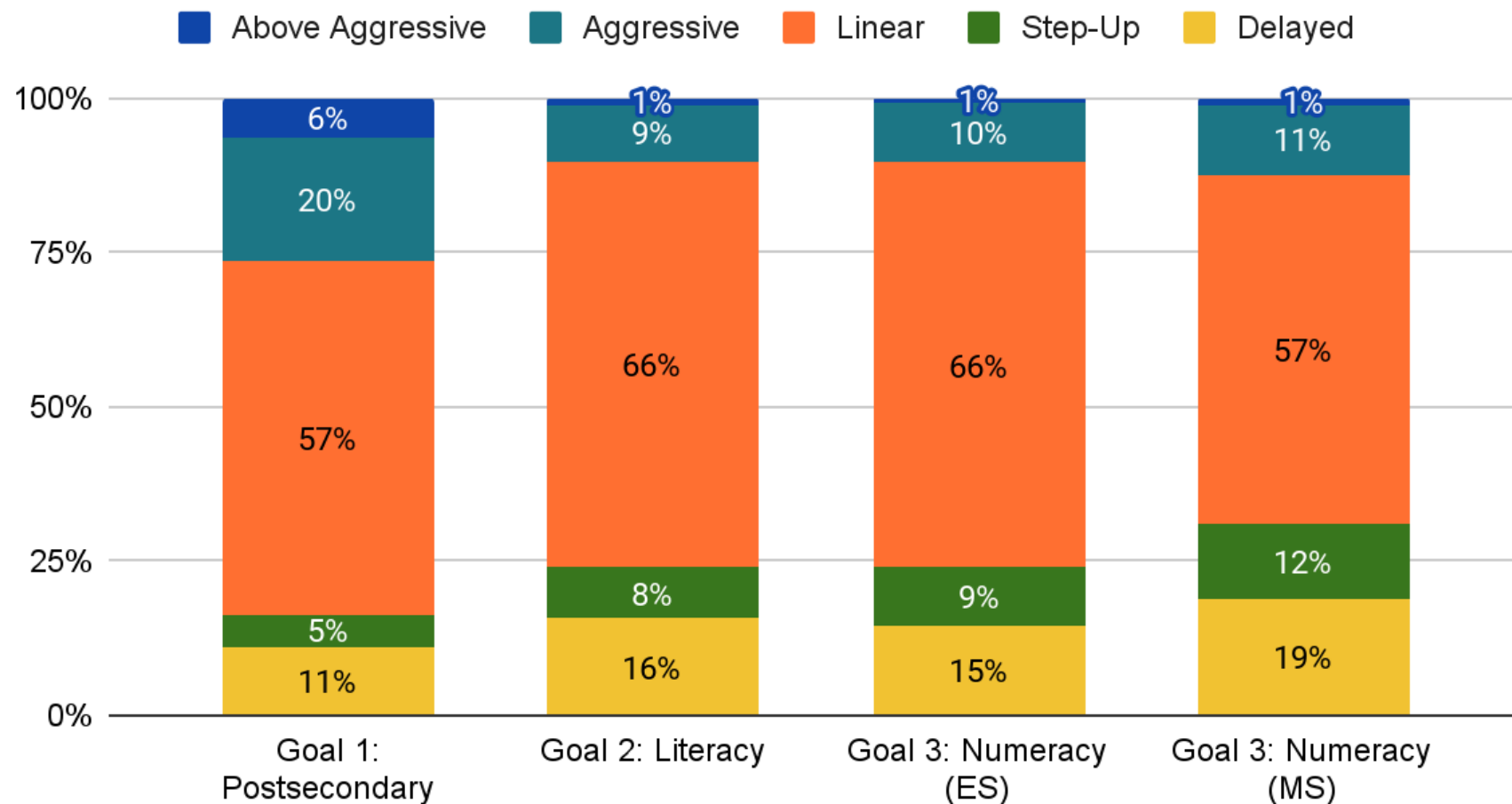


100% of schools with eligible targets submitted for 22-23



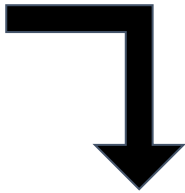
Schools will set targets schoolwide and for student groups

2022-23 Target Selection Trajectory by Academic Goal



Horizontal Implementation

Systems Alignment
Progress Monitoring



2022-23 Central Office “Action Plans”



Progress Monitoring Platform



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



2026 District Goals

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

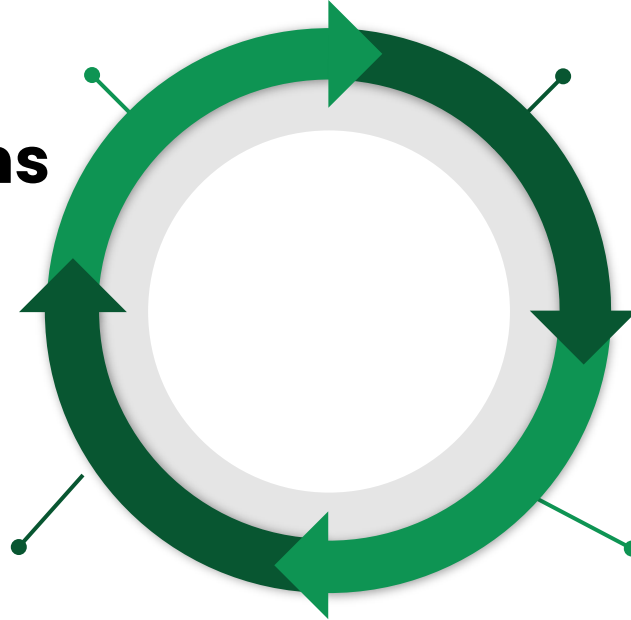
Strategic Plan Implementation *Progress Monitoring Cycle*

**1. Strategy
Sharing Sessions**

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

**3. Update with
Superintendent**

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



Progress Monitoring



Pillar 1: Academic Excellence

Acceleration Days and Tutoring

Pillar 2: Joy and Wellness

*iAttend Campaign
Greening Projects*

Pillar 3: Engagement and Collaboration

Connectivity

Pillar 4: Operational Effectiveness

Priority Schools

Pillar 5: Investing in Staff

Staffing SENI High/Highest Needs Schools

Acceleration Days & Tutoring

1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

1C

Eliminating Opportunity Gaps | PILLAR 1 Academic Excellence

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

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

STRATEGIES

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



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

Acceleration Days & Tutoring

1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

Previous updates to the Board

11/15/2022

1/17/2023

Tutoring Data Overtime



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

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

Participation Data



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



Acceleration Days & Tutoring

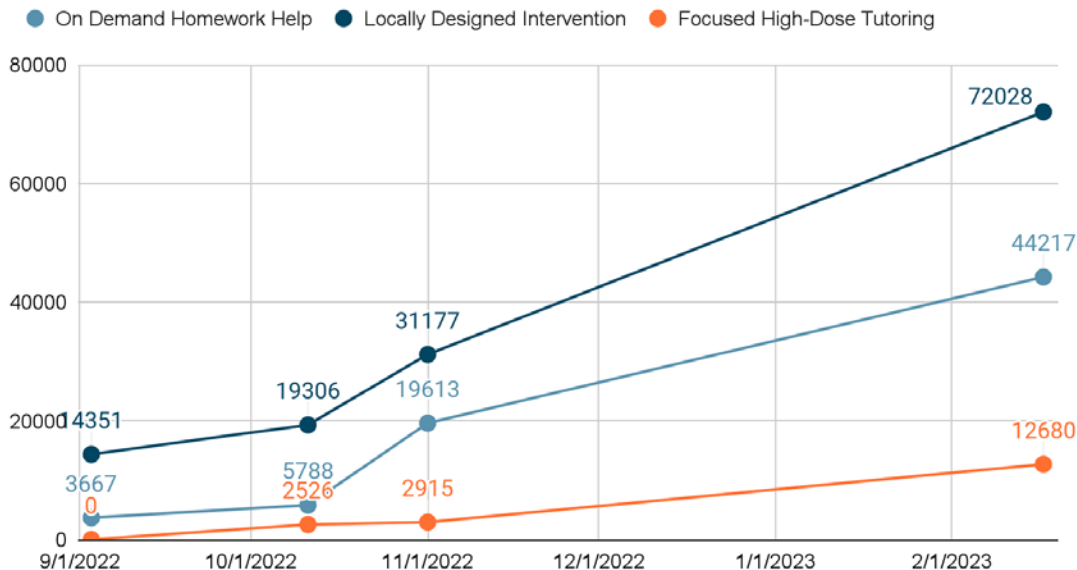
1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

Progress Monitoring Data

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



Measure of Success

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

Greening Projects

2A

Welcoming Learning Environments

PILLAR 2
Joy and
Wellness

2A

Welcoming Learning Environments

PILLAR 2
Joy and
Wellness

OUR PRIORITY

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

WHY THIS MATTERS

Healthy and safe environments increase student capacity for learning and success

STRATEGIES

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



14

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

Greening Projects

2A

Welcoming Learning Environments

PILLAR 2
Joy and
Wellness

Progress Monitoring Data

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



Measure of Success

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

2D

Outstanding Attendance

PILLAR 2 Joy and Wellness

2D

Outstanding Attendance

PILLAR 2
Joy and
Wellness

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

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

STRATEGIES



- Provide regular mentorship and community-building opportunities to strengthen interpersonal relationships with students
- Engage and build capacity of families to support attendance for students as a shared responsibility
- Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports

MEASURES OF SUCCESS
By 2026, we will:

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

RESOURCES

- Pupil Services and Attendance



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

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

2D

Outstanding Attendance

PILLAR 2
Joy and
Wellness

Progress Monitoring Data

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

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

iAttend Days #1 and #2

Total Home Visits	Home Visits Resulting in Contact
8930	4317

3B

Accessible Information

PILLAR 3 Engagement and Collaboration

3B

Accessible Information

PILLAR 3 Engagement and Collaboration

OUR PRIORITY

Provide clear, consistent, and accessible information to the community

WHY THIS MATTERS

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

STRATEGIES

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



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

3B

Accessible Information

PILLAR 3 Engagement and Collaboration

Progress Monitoring Data

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

Measure of Success

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



Priority Schools

4A

Data-Driven Decision-Making

PILLAR 4
Operational
Effectiveness

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

4A

Data-Driven Decision-Making | PILLAR 4
Operational Effectiveness

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

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RESOURCES

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- Office of School Design, Outcomes: Autonomous Schools



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Priority Schools

4A

Data-Driven Decision-Making

PILLAR 4
Operational
Effectiveness

Progress Monitoring Data

- ☐ # of data review meetings held centrally (to date):
4 total
- ☐ # of data review meetings held at LD/Region (to date): **11 total**
- ☐ # of schools participating in data review meetings:
100 Tier 2 (Central Office)
100 Tier 3 (Region Office)



Measure of Success

Implement annually at least three data sessions with designated priority schools

Staffing SENI high/highest-needs Schools

5A

Diverse Workforce

PILLAR 5
**Investing
in Staff**

5A

Diverse Workforce

PILLAR 5
**Investing
in Staff**

OUR PRIORITY

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

WHY THIS MATTERS

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

STRATEGIES

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



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

Staffing SENI high/highest-needs Schools



5A

Diverse Workforce

PILLAR 5
Investing
in Staff

Progress Monitoring Data

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



Measure of Success

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

Strategic Plan Implementation

Anticipated Future Updates



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

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

