



Superintendent Alberto M. Carvalho
100-Day Plan

Alberto M. Carvalho
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Dear Los Angeles Unified Family,

I am honored and humbled by the privilege of serving as your Superintendent and am incredibly inspired by the students, employees, families, board members and community members who have welcomed me to Los Angeles Unified with warmth and grace. I have already visited dozens of schools, and with every visit, I can feel the energy and excitement of learning taking place in our classrooms. I am here to accelerate the opportunities for our students to excel, thrive and reach their full academic potential.

The Los Angeles Unified Board of Education has established solid goals targeting literacy and numeracy, graduation rates, post-secondary success, as well as social and emotional needs of our students and our workforce. My work is to build upon these goals and expand the impact of this District, ramping up efforts and refining our toolkits to optimize our response to future realities not yet realized. I expect there to be challenges, but I am not aware of any school district or institution that has effectively transitioned from good to great without some degree of tension, an immense effort and significant engagement with invested stakeholders. This is especially true as we navigate a recovery period that is already in motion, driven by our dedicated employees and families who have shouldered the difficulties of learning during the pandemic with immense courage and grit.

This action plan complements the powerful work already underway at Los Angeles Unified. To strategically expand high-quality academic opportunities, I have structured a 100-day plan directly and indirectly influenced by our stakeholders. The 100-day plan centers around four key tasks: learn, assess, communicate and act. These tasks will lay the foundation for the forthcoming Strategic Plan, illustrating a vibrant and robust picture of success at Los Angeles Unified.

It is time for us to intensify the focus on what is most important to our students, and those who support them every single day, to inspire a theory of action that turns the impossible into the inevitable for everyone in the Los Angeles Unified family. One of the clearest lessons that I have learned throughout my career is that standing with reason, living by science and following the direction of data – despite pushback – results in an outcome around which a community can always rally. Today, we are living through times where this is especially true.

My promise to the communities we serve, to our students and families, to this board, to this team of educators, to the civic, business and philanthropic community and to our labor partners is that you can count on me to meet you wherever you currently stand. I am listening. Together, we'll take our students to where they need to be, focusing our attention on unapologetically accelerating equity and bridging the opportunity gap and emboldening our community to show up, step up and speak up in support of one another.

Thank you so much for the very warm welcome to this District. Let's get to work.



Sincerely,

A handwritten signature in blue ink, which appears to read "Alberto M. Carvalho". The signature is fluid and cursive, written over a light blue background.

Alberto M. Carvalho
Superintendent

CORE BELIEFS

This entry plan reflects our core beliefs for education. These beliefs are summarized below.

Equity

We believe we must unapologetically address the persistent opportunity gaps that are disproportionately reflected in Black and Latinx communities. Los Angeles Unified has shown it can be guided by equity. In many schools, we see equitable practices in action, but this must hold true in all schools. We must address the opportunity gaps and disrupt the generational, systemic manifestations of discrimination and racism in our communities.

Empowerment

We believe in demand-driven actions and demand-driven steps that engage and acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. We must engage in a meaningful way in order to garner the support needed to do what is right for children. We must build a broad base of support for the District.

Excellence

We believe the communities served by Los Angeles Unified deserve the best and most exemplary education possible. We must make Los Angeles Unified the premiere urban district in the country.



FOUR TASKS

The success of the 100-day plan rests in our ability to perform four key tasks.

LEARN

In the first 100 days, we will create opportunities to listen to the community Los Angeles Unified serves. Los Angeles has a deep history of engagement, organizing and community empowerment. The employees in this District have a tremendous wealth of knowledge and experience – many have grown up in and served here their entire lives. The lived experiences of our students and families are valuable indicators of how we can improve and sustain the quality of our services. However, there are many Angelenos who are not yet directly engaged with us for whom we will provide outreach. All of these are profound assets that will inform the forthcoming Strategic Plan and the future of the District.

ASSESS

Following a period of learning and collecting qualitative data related to the success of Los Angeles Unified, we will move into task two: assess. Los Angeles Unified will proactively collect, analyze and share information on the status of student learning, District finances, facility and staffing conditions, using accessible information that clearly defines where our students stand in terms of academics and social emotional wellness, to be precise in prescriptive planning efforts.

COMMUNICATE

This is an opportunity for Los Angeles Unified to be visible and continue to engage with community and District stakeholders by meeting them where they are, in-person and online. We will hold conversations with community members to identify areas of work and to understand our challenges and opportunities. In the coming months, we will dedicate time to listen to all of these stakeholders and will meet with them to build an interactive and trusting relationship. Their perspectives will contribute to how we identify the present and long-term challenges and opportunities. These listening sessions will also help establish ongoing feedback loops with the communities, employees and families we serve.

ACT

With a defined theory of action driven by the listening and assessment components of the plan, Los Angeles Unified will identify and deliver early wins that showcase the District’s responsiveness to the learning and operational needs of students, families and employees. Through the implementation of programs such as a parent academy, a cultural arts passport and an internal process to streamline outcomes established by the Board, there will be honest and transparent efforts at expanding student opportunity and achievement.

2021 BOARD GOALS



2022-2026 STRATEGIC PLAN

LEARN

Stakeholder Engagement

In the coming months, we will learn from a diverse array of stakeholders to identify opportunities to improve District operations and outcomes. These learning sessions will gauge stakeholder perceptions of the challenges and opportunities in Los Angeles Unified and build a shared vision for student achievement through interactive and trusting engagement. The sessions and input received will begin to inform the development of the Los Angeles Unified 2022-2026 Strategic Plan.

To accomplish this objective, we will do the following:

- 1 Listen to and engage with a breadth and depth of stakeholders across our community;
- 2 Hear stakeholder perceptions of the challenges and opportunities for Los Angeles Unified;
- 3 Build trust and a collaborative spirit for a shared vision of student success and empower student voice in the development and implementation of this vision;
- 4 Establish or reinvigorate deep and sustained connections to the families, employees and community stakeholders whom we serve, and;
- 5 Share these themes, observations and lessons learned with the Board and the public and leverage findings to inform how we will accomplish the Board goals and forthcoming Strategic Plan.

Opportunities to Listen

- Conduct an accessible survey on the opportunities and challenges of current District and school operations.
- Host listen and learn sessions across each board and local district.
- Hold focus groups with critical stakeholders including:
 - Parents and students across grade levels and board and local districts, with additional engagements that include families from historically underserved areas of the District
 - All types of employees and labor groups
 - Families and caretakers of English and Standard English Learners, recently arrived youth, foster youth, unhoused youth and students with exceptional needs
 - Other educational providers, civic partners, local, state and federally elected officials, business and philanthropic partners

- Analyze the community feedback over the last year, such as past and current feedback on the Local Control Accountability Plan (LCAP), the Elementary and Secondary School Emergency Relief (ESSER) Fund, the 2021 and 2022 School Experience Surveys, the Superintendent search forums and the surveys and Title I Study Groups.
- Utilize well-researched reports and documented best practices regarding family perceptions and effective engagement strategies.
- Meet with external entities from civic, business, faith, philanthropic, nonprofit, public and university sectors.
- Maintain ongoing dialogue with Senior Management, Superintendent's Cabinet and the Board of Education.

Ongoing Structures for Engagement

Our ability to listen, learn, implement and iterate alongside stakeholders is a cornerstone for our success during the first 100 days, the development of the following action plans and the overall Strategic Plan.

We will strengthen current engagement platforms such as our Parent, Student, Principal and Teacher Advisory Committees and partnerships with labor groups and community partners. Upon the finalization of the Strategic Plan, we will establish a Business Advisory Taskforce and ongoing retreats with Senior Management, the Superintendent's Cabinet and the Board.

The students we serve and the families and staff that support them are crucial to our success. Their achievements, voices and lived experiences will be consistently engaged throughout our evolution as a District.



INTERNAL EVALUATION

Student Performance Review

Review student performance data across Los Angeles Unified to determine equitable student outcomes. This data will be disaggregated by race/ethnicity, socioeconomic status, language proficiency, exceptional needs and other key characteristics to determine funding, resource allocation and next steps.

Targeted data may include but will not be limited to:

- Literacy, Numeracy and other core subject data
- Socioeconomic factors, including family income
- Mobility data
- Attendance
- Kindergarten Readiness data
- English Learner reclassification rate
- Post-secondary readiness
- Graduation and Dropout rates
- A-G "C" or better on-track rates
- Grades
- Metrics for social-emotional learning
- Crime incidents by neighborhood
- Family or caretaker level of educational attainment

Assessing Infrastructure for College and Career Readiness

Complete a comprehensive review of the District's infrastructure to support students' readiness for post-secondary success.

- Assess counselor ratios (e.g., academic and college) to inform how we ensure all high school students know their counselor by name and that counselors are able to help students to develop a personalized post-secondary success plan.
- Review school calendars and dates of available student outcome data for opportunities to hold regular district-level data discussions with principals and executive staff.
- Review and make recommendations to improve the Individualized Graduation Plan and Career Pathway requirement for high school students.

Broad Fiscal Analysis

Complete an expansive fiscal review on the status of funding conditions, practices and short- and long-term challenges. Identify ways in which District funding is most equitably and efficiently used to drive student achievement and wellbeing. This analysis will at a minimum include:

- Assess and outline recommendations for efficient use of fiscal resources and staff to support schools.
- Complete a detailed report showing the difference between dollars budgeted and spent to allow for better decision making and to ensure their effective use to meet student needs in order to:

- Understand how investments improve student achievement or achieve their intended goals
- Improve upon budget allocation methodologies
- Deliver credible forecasts and multi-year budgets under various "if/then" scenarios with a focus on sustainability
- Ensure equity across Los Angeles Unified in terms of spend with small and minority-owned business enterprises.
 - Socialize District's existing practices regarding Small Business Enterprises
 - Create a dashboard of baseline performance data and provide a semi-annual report of District activity

Scan of Environmental Liabilities In and Around Our Schools

Conduct a comprehensive analysis of potential environmental dangers in, near or around our school communities.

- Establish the nation's largest air quality sensor network in schools. The "Know Your Air Network" will consist of 200 sensors covering every community within Los Angeles Unified and provide real-time air quality data for employees, students, parents and the entire community.
- Conduct in-depth surveys to identify environmental hazards in/near schools.
- Develop expedited action plans for highest priority findings.

Analyze Safe Passages to and from School

Students who feel physically and emotionally safe at school perform better academically. We will explore and analyze not only the well-being of our students inside of our schools but the challenges that jeopardize their safety coming to and from school.

- Expand shared-responsibility partnerships with community-based organizations to assist in ensuring students have safe routes to and from school.
- Collaborate regularly with stakeholders and external agencies to identify community needs, targeted areas and respond accordingly.

Capital Improvement Plan

The modernization and improvement of District facilities is an integral part of serving students, families and employees. Staff will evaluate and assess how investments, facilities and assets are currently leveraged and how they can be further optimized and effectively sustained.

- Development of a four-year "here and now" plan that looks at overall capital investments to create, renovate or replace all facilities to support the needs of the students and goals of the District.

ASSESS

- Use the bond-funded program for instruction facilities as a model and develop a coherent and comprehensive plan addressing all capital projects including non-school support facilities that are not bond-eligible.
- Evaluate the current bond program to assure it supports the District's future needs and goals, collaborating with all key stakeholders.
- Commit to a complete Facility Condition Assessment to evaluate all facilities not included in the bond-funded Instructional Program to evaluate current conditions and predict needed capital improvements.
- Develop/Identify a funding strategy to continue the bond-funded program and add a program with a funding strategy to address the balance of capital project needs necessary to achieve the future needs and goals of the District.
- Develop a strategy to leverage District real estate assets to help achieve and execute the Facilities Capital Improvement Plan.
- Share a plan for providing additional green space and continuing energy incentives to school campuses with priority given to schools in communities that are in need of additional open, natural space.
- Develop a community/school targeted capital investment dashboard.
- Explore and assess existing land inventory for the purposes of supporting an affordable workforce.

EXTERNAL EVALUATION/VALIDATION

Landscape Analysis

We will leverage experts nationwide to provide insights, guidance and expertise on best practices to achieve academic coherence by attending to human capital strategies, strong instructional guidance, comprehensive and differentiated professional development, a robust accountability system and a culture of collaboration.

This guidance will include supporting executive leadership in taking a systems approach to data usage to drive systems change, grow promising practices and build leadership capacity at every level.

We will conduct a comprehensive analysis of system performance data (academic, social emotional, attendance, behavioral) related to the four Board-approved goals and progress monitoring metrics by student group.

The above metrics will be disaggregated by the following categories/criteria:

- School Characteristics: SENI ranking, school type, teacher retention rate, school leader tenure and teacher experience.
- Region/Geography: Local District, Board District, Community of School and residential neighborhood.
- Program Type: magnet or dual language programs, school autonomy model and affiliated charters.
- Student characteristics: ethnicity, socioeconomic status (e.g., eligibility for free or reduced-priced lunch), gifted identification, students with disabilities, language classification, foster youth, homeless, home zip code and grade level.



ASSESS

The newly-formed Strategic Data and Evaluation Branch will ensure that programs are aligned with best practices that maximize student success by:

- Working with program staff to detail their theories of action and expected outcomes, monitoring progress toward those outcomes and adjusting accordingly.
- Reviewing the current assessment plan with the goal of reducing overall testing.
- Exploring holistic assessment models and practices.
- Partnering with external researchers to ensure programs and practices are based on research and evidence and to evaluate District programs and outcomes.

Equity Analysis

We will further engage university and nonprofit partners to conduct research and help strengthen practices to address educational inequities, including evaluating models for equitable school funding and effective implementation of recovery initiatives. Partnerships will simultaneously support and build the capacity of the Strategic Data and Evaluation Branch.

Key areas of exploration will include detailed data on core measures of educational opportunity, including:

- Academic Achievement: test score averages, score changes over time and learning rates from year to year.
- Instruction: advanced courses, culturally relevant and sustaining curricula.
- School Infrastructure: conditions and availability of facilities and equipment that support rigorous learning and extracurricular programming.
- Stability of workforce.

The above measures will be evaluated by:

- Student Demographics: race, ethnicity, gender and family income.
- Location: schools and local areas.

Enrollment Trends

We will leverage external partnerships to develop a comprehensive analysis of our overall enrollment patterns to understand the degree to which our long-term enrollment decline will continue, its root causes and whether this may lead to inequitable opportunities for certain communities and student populations. This analysis will lead to a comprehensive, long-term marketing plan, seeking a reversal of current enrollment trends within reasonable demographic parameters.

We will provide a comprehensive analysis of enrollment trends disaggregated by the following categories/criteria:

- School Characteristics: SENI ranking, school type, teacher retention rate, school leader tenure, teacher experience.
- Region/Geography: Local District, Board District, Community of School, residential neighborhood.
- Program Type: Magnet or Dual Language programs, school autonomy model, affiliated charter.
- Student characteristics: Ethnicity, socioeconomic status (e.g., eligibility for free or reduced-price lunch), gifted identification, students with special needs, language classification, foster youth, homeless, home zip code and grade level.



COMMUNICATE

Internal Communications

Clear, transparent and regular communications between the Superintendent and the Board of Education are fundamental to efficient governance, accountability and responsiveness to the school community. To this end, the Superintendent will have regular meetings and briefings with each board member to address any requests from board members for various divisions. In order to maintain coherence in the delivery of information, the Superintendent will field requests from the board members to staff. Practices at a minimum will include:

- An optimal cadence of Superintendent updates at both General Board and Committee of the Whole meetings.
- Quarterly Data/Progress updates and workshops with staff to review outcomes.
- Friday summary updates on select project milestones and upcoming activities.
- Frequent informal check-ins with individual board members.



External Communications

We will enhance communication strategies by strengthening our digital footprint on social media and creating opportunities for conversations with community members. In an effort to increase engagement, we will share uplifting news stories told in various media outlets representing the diverse backgrounds of our students, employees and families.

- Increase community engagement, as well as social media reach, impressions, metrics and analytics and engagement.
- Develop a Districtwide tagline and hashtag in tandem with the strategic plan and utilize a social media campaign to promote expanded learning opportunities.
- Create conversational content for social platforms, such as “Ask the Superintendent” on Twitter Chat and Facebook Live.
- Develop a social media toolkit for school principals to encourage employees and families to follow the District’s social media feeds through their community outreach efforts.
- Create content to amplify meaningful communication and engagement with all stakeholders.
 - School transparency reports easily understood by the community
 - Student stories, bios and accomplishments
 - Parent engagement and tutorial videos
 - Student reminders that are synched to the District calendar
 - Recognized and school-based observances

In the Superintendent's first 100 days, the District will focus on immediate actions to build momentum for the work ahead, while identifying key strategies and plans for sustained success. These actions will be informed by ongoing learning with the community and assessment of current practices and policies. The District will communicate these actions and their outcomes in clear and transparent ways.

Within 100 days, the District will accomplish the following, immediate actions:

Safe In-Person Return to Headquarters

Provide for a safe, full in-person return to District headquarters for employees, including an expedited return of leadership and supervisory staff immediately with a full return of all staff by April 25, 2022.

- Provide for timely notification of all staff to allow for the thoughtful transition of offices.
- Ensure work spaces adhere to prevailing health and safety guidance, with limited exceptions for work flexibility.

Maximize Opportunities for Students through Collaboration with Labor Partners

Develop and execute a Collective Bargaining strategy such that all negotiations will be conducted through an equity lens and will be based on:

- A coherent, comprehensive compensation philosophy that supports recruitment and retention of a highly-qualified workforce.
- Alignment of expenditures and allocation of resources to provide effective instruction, access and opportunity for all students and deliberate action(s) to close the achievement gap.
- Identification and implementation of actions that resolve challenges to school and District operations.
- Attainment of Board and Superintendent goals for student achievement and wellness that make Los Angeles Unified the premiere urban district in the country.

Review and Assess Prevailing COVID-19 Protocols

Update COVID-19 protocols with the partnership of public health experts and university partners. These protocols will support ongoing changes to mitigating factors from COVID-19.

- Establish a set of local indicators to provide clear guidance on COVID-19 protocols.
- Simplify information provided to schools and families on COVID-19 conditions impacting learning.

Supporting All Students Eligible for Free and Reduced Lunch

Provide ongoing dedicated support for all students entitled to receive Federally-funded services.

- Identify a dedicated Administrator to monitor the program and fiscal compliance of the Title I Private School Program.
- Publish a District Handbook for Implementing Title I Equitable Services that includes a staffing support roster.

Re-Engage Students and Families

Strategize and collaborate with all who have a vested interest in identifying the best learning environment for students to access curriculum. We will also identify which students in the City of Angels independent study program – including special education students, English learners and others with identified needs – should be engaged on the benefits of shifting back to in-person learning.

- Launch an awareness campaign to communicate to families that the District is ready to provide a safe environment for in-person instruction.
- Connect with families via phone calls and text messages, home visits, wellness checks and additional proven strategies to encourage a return to in-person instruction.
- Create "Re-Engagement Events" and send out invitations regarding Open House and other school events to students participating in City of Angels and the six new Virtual Academies.
- Collaborate with Regional Centers and the Department of Rehabilitation to ensure consumers are aware of options in our District.
- Collaborate with community-based organizations to lead engagement opportunities for families to return in-person.

Staffing Plan to Support Schools

Proactively monitor and analyze staffing data to identify vacancies, surpluses and inefficient hiring processes to ensure highest needs schools are fully staffed by the Fall of 2022-2023 and minimize staffing disruptions for all schools.

- Shorten and streamline existing hiring and onboarding processes to ensure expedited placement of staff at school sites to equitably fill vacancies.
- Continue to offer hiring stipends to fully credentialed teachers who commit to working at high-need schools.
- Address migration and retention of staff, incentives and opportunities.
- Strengthen customer service by implementing the Human Capital Partners Model, which will provide a direct point of contact for schools and Local Districts.
- Develop and implement a national recruiting strategy for hard-to-staff positions.
- Provide ongoing support for all employees to create safe and equitable environments to work and learn (e.g., implicit bias training).
- Focus on the recruitment of a diverse workforce that meets the cultural and linguistic needs of the student population.
- Provide teaching internship opportunities for university students to meet District staffing needs.
- Expand the pipeline of talent in our schools by increasing the number of dedicated volunteers to provide mentoring support to students and schools.

Advocacy Strategy

Develop a comprehensive, multi-year advocacy strategy that will encompass a vision for addressing regulatory, policy and revenue matters that have the most impact on the students and communities we serve. The strategy will consider short-term and long-term initiatives that promote conditions where students can learn and thrive such as:

- Re-envisioning academic offerings and curriculum for TK-12 and adult education students.

- Addressing school staff shortages by examining the recruitment, retention and training efforts.
- Identifying local, state and federal funding resources that are sustainable and will move per-pupil spending to the top ten in the nation.
- Changing laws and regulations that negatively impact the most disadvantaged student populations.

Quality Summer School and Expanded Learning Opportunities at All Title I Schools

To re-engage families and support student learning and social emotional wellness, summer programming will be offered at all Title I schools, with an emphasis on specific high needs students populations.

- Continue to offer high-quality summer programming through the Beyond the Bell program and partners at all Title I schools, with the support from employees, philanthropic and community-based organizations.
- Identify resources and staffing to offer standards-based curriculum that includes math, English language arts and English language development and credit recovery with engaging themes and projects via Communities of Schools.
- Develop exciting courses ranging from robotics, STEM, performing arts, sports and nutrition, foreign languages and more.
- Launch targeted offerings to students disproportionately impacted by COVID-19 and summer melt, including recently arrived students and migrant youth, low-income youth in specific geographies and youth with exceptional needs.

Transparency Dashboard for Capital Improvements

Los Angeles Unified is investing in school improvements and plans. Utilizing the open data platform, the District will:

- Create a dashboard that shares capital improvement data with the public.
- Information shall include employment, additional classrooms, conservation and invested total.



Within 100 days, the District will have written and fully developed plans that are actionable, measurable and ambitious to address the following:

Strategic Plan Development

The District will craft the Los Angeles Unified 2022-2026 Strategic Plan for approval by the Board of Education. This Strategic Plan will leverage new and existing stakeholder engagement efforts, analyze system-wide performance data to highlight areas of strength and need and convene all District divisions and the Board of Education to establish clear priorities for school communities. This Strategic Plan will:

- Declare Los Angeles Unified's core organizational values and how the District will align its actions to these values.
- Define a singular goal that will guide our collective strategy.
- Establish Los Angeles Unified's "Theory of Action" that will inform our activities and how we strategically allocate our resources.
- Outline a series of measurable objectives aligned to current Board goals and to this Theory of Action.

Implement Routine, Strategic Data-Based Action Meetings

Conduct focused, data review meetings school-by-school to drive continuous improvement at the school and system level. Principals are empowered to express needs (such as academic, human resource, facility necessities), with an immediate response from support personnel to rapidly accelerate student achievement.

- Implement strategic, regularly scheduled review of available student outcome data and school-level data (such as staff attendance and vacancies).
- Review of school-level and classroom-level data discussions with principals, support staff and executive staff in comparison to district-level averages, as applicable.
- Prioritize schools serving the most underserved students and communities to accelerate the rate of improvement and support.

Universal Student Success

Expand data dashboard access for staff to build coherence and capacity in order to achieve the Board goals.

- Adopt common language and metrics for universal student success, including defining core social emotional learning competencies, to ensure all students and families are receiving high-quality feedback on student progress.
- Consult with a national expert to guide executive leadership in taking a systems approach to data usage to drive systems change, grow promising practices and build leadership capacity at every level.
- Provide access to disaggregated data by both school and student characteristics.
- Provide a holistic view of how students and schools are performing in a variety of domains (e.g., academic success, attendance, social emotional learning competencies, financial, staffing).
- Continue to train secondary school leaders to monitor the course intensity of individual students' schedules and that of student groups to ensure equitable access to rigorous coursework.
- Make recommendations for equitable grading practices.

Alignment of District Divisions and their Functions

Adjust the organization structure to promote efficiency, effectiveness and alignment of roles and compensation to suit functional responsibilities.

- Review functional roles and responsibilities by division.
- Align functions to best serve students, schools and families.

Expansion of Early Education Opportunities

Expansion of Universal Preschool and Transitional Kindergarten offerings across the District, particularly in the areas most in need of academic support. Certain elements of the early education plan may require action within the next 100 days.

- Explore Early Head Start grant opportunities and expansion of 0-3-year-old seats.
- Identify specific highest- and high-need SENI schools to increase Expanded and Universal Transitional Kindergarten seats by expanding the eligibility dates.
- Explore the development of career pathways for early education educators and the inclusion of current child care providers.
- Include budget implications, facility enhancements and staffing needs and advocacy.



2022-23 Budget Adjustments

Alignment of the 2022-23 budget to priorities and key findings, including a revised strategy for utilizing state and federal relief funds (including ESSER III), incorporating:

- Reduced reliance on expenses that would require hiring of Full Time Equivalent staff (FTEs) for positions the District may not be able to fill.
- Strategic two-year outlook that responsively addresses immediate needs in our schools and allows for responsible transition to a state where funds are no longer available.
- Modified plan for use of incentives to attract highly-qualified staff.
- Identification of alternative strategies for the provision of services to students, including possible contracts with temporary hiring agencies or focus on recruiting skilled staff to offer supplemental income.

Reducing Class Sizes

Assess the feasibility of reducing class size in the highest- and high-need SENI schools, including the potential impact on staffing, budget and academic achievement.

- Summarize the research and the effects of reducing class-size on academic achievement.
- Use multiple measure data points to determine which schools and/or grade-levels will benefit from the potential tiered intervention of reducing class size.
- Understand the impacts of a targeted class-size reduction on budget and staffing needs on the District.

Parent Academy

In partnership with philanthropy and community organizations, create a Parent Academy focused on a cohort-centered course, designed to leverage families' assets to be empowered as they support their child from the early primary years to college and career success. Through the Parent Academy, Los Angeles Unified will equip families with the skills, information and networking opportunities to thrive. The Parent Academy will include:

- A focus on families' personal development, will be rooted in an understanding of socioemotional well-being and student learning and will promote civic engagement and workforce development.
- Pathways that create family networks based on a diverse set of topics that connect parent's interests and experiences with one another.
- A curriculum that will leverage participants' prior knowledge and lived experiences, promoting active interaction with and co-creation of content and providing multiple opportunities to demonstrate the application of learning.
- Parent Academy graduates will be empowered to step boldly into the future with the skills to navigate through the complex challenges of preschool through 12th grade and beyond.

Cultural Enrichment Passport

Develop a plan for a Cultural Enrichment Passport Program to provide every Los Angeles Unified student and family with access to the fine arts, cultural offerings, outdoor educational experiences and enrichment each year. Provide unique programming by grade-level, leveraging the resources offered by the city, county and organizations in the region.

- Convene civic and industry leaders to support benchmarking enrichment experiences by grade-level or grade-span.
- Use technology to expand access to virtual field trips and experiences.
- Provide a five-year plan to expand music instruction to additional elementary school students.
- Come forth with a plan to expand outdoor learning opportunities.

Expansion of Learning Options

We are continuously exploring the expansion of programs and learning options in Los Angeles Unified.

- The newly formed Strategic Enrollment and Program Planning Office is currently providing each Local District with a Strategic Enrollment Report that provides high-level and disaggregated data on enrollment trends overall, as well as the supply and demand for various choice programs such as magnets, dual language education programs, Linked Learning, International Baccalaureate and Schools for Advanced Studies.
- This work includes an analysis of families' interest in certain programs, gaps in the availability of programs in certain regions, inequities in access for certain student subgroups, and needed refinements of feeder patterns, career pathways (e.g., Career Technical Education, Linked Learning) and application processes.
- This analysis will be done for all magnet programs, dual language education and Schools for Advanced Studies for gifted education.
- Continued improvement of existing learning modalities, which includes the effective deployment of six virtual academies.

All Families Connected

Develop a plan for every student to have a device, every device with connectivity and every family with the proper technical support. Components of the plan will include:

- Three-year device refresh plan for students and employees.
- Improved connectivity on and off campus to close the digital divide.
- Increase Digital Literacy for students, parents and employees.
- Identify opportunities for partnership with the city, county, philanthropy and other school districts.
- Identify sustainable funding sources to maintain and address the program.

Earned Autonomy

Implementation of an “earned autonomy” model that strikes an appropriate balance between the Board’s equity-driven agenda and recent decentralization efforts that will:

- Empower schools to excel in three core performance areas: academic achievement, sound financial management and inclusive engagement with school communities and families.
- Develop a multi-tiered support structure for schools based on common student- and school-level performance metrics and ongoing progress monitoring toward the Board of Education goals.
- Clearly communicate and deploy the financial and human capital resources available to schools based on the multi-tiered support structure.
- Continuously monitor and evolve resource alignment with needs based on regular assessments of student and school performance.

Black Student Achievement

Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management and a positive cultural identity. We will continue to implement strategies and methods utilized to cultivate academic growth and be directly responsive to the unique needs of Black students due in large to historic and ongoing social and economic conditions.

- Identify current levels of math and ELA/English proficiency for students using an assessment tool that is strongly correlated (mathematically) with the summative Smarter Balanced (i.e., SBAC IABs/FIABs/ICA) for all Black Student Achievement Plan (BSAP) sites.
- Create structures to identify and address areas of challenge in English Language Arts/English and mathematics within the school day for each student at all BSAP sites.
- Provide frequent feedback to teachers to ensure that learning experiences are closely aligned with the standards.
- Refine and adjust the 2022-23 plan based on 2021-22 end-of-year student outcome data.
- Analyze rigorous course offerings, academic and extracurricular opportunities.

Increased Inclusion Opportunities for Students with Disabilities

Identify additional schools to participate in inclusive practices for all students with disabilities and increase the number of students with disabilities educated in the general education setting.

- Support schools in developing an inclusion plan to implement inclusive practices.
- Connect schools with community partners that support inclusive practices.

- Create opportunities for observing schools that have implemented successful inclusion programs.
- Provide professional development to school administrators regarding positive effects of inclusion and strategies for initiating.
- Celebrate schools engaged in inclusive practices with recognition and a banner.
- Facilitate relationships between Institutes of higher education and Local Districts to mentor and support in the implementation of inclusion.
- Train Local District general education and special education staff to support inclusion practices.
- Develop baseline data and dashboard to assess staff time dedicated to the assessment and completion of Individual Education Plans.

Increased Achievement for English Learners

Identify model schools that implement effective designated ELD and integrated ELD instruction that accelerates reclassification and progress for English learners in order to accelerate progress.

- Continue to reach full implementation of Individual Reclassification Plans.
- Ensure targeted data analysis and identification of student needs.
- Expand the level of expertise and influence for administrators, Title 3 coaches and English learner designees regarding how to support the teaching and learning of English learners including through expansion of the English learner microcredential.
- Provide professional development to school administrators regarding the positive effects of inclusion and strategies for initiating.
- Implement model practices for all typologies of English learners including international newcomers.
- Focus professional development and instructional support for English learners that also have an identified learning disability.
- Focused monitoring of 3-8th grade English learners to prevent Long-Term English Learners.

Elevating School Nutrition Services

Identify a new set of conditions for student meals including looking closely at the nutrition value, locally sourced food and healthy greens.

- Analyze what students are eating and the spaces they are eating in.
- Leverage student voice and experience to improve offerings such as tasting kitchen experiences and social media campaigns.
- Identify opportunities to reduce food waste.

Increased Opportunities for Adult Education Students

Increase access to high-quality pre- and post-secondary education and training opportunities in local communities throughout Los Angeles Unified via the Division of Adult and Career Education.

- Explore feasibility of open virtual academy for Adult Education students for Fall 2022.
- Provide plans to expand career pathways for areas of staffing shortage such as Licensed Vocational Nurses, Building and Grounds Workers, Teachers Assistants and Food Service workers.
- Report out on expansion opportunities with industry partners such as creating new apprenticeship pathways in high-demand industry sectors.
- Collaborate with business and workforce development agencies and identify leading and emerging industries to create greater alignment in the District's workforce training pipeline.
- Fortify entry-level job recruitment through collaborative training opportunities with non-profit workforce agencies.

Partnering with Los Angeles County to Address the Mental Health and Wellness of Our School Community

Los Angeles Unified will devise a plan that will unify district, city and county mental health funding and staffing to provide a consistent, equitable and broad set of services for schools and communities in high-need areas.

- Engage city and county partners around identified school-related challenges and what external resources are available to address these challenges.
- Explore opportunities to streamline services and referrals for mental wellness supports such as therapists, grief programming and substance abuse treatment.
- Increase access to basic needs providers to connect families to food, housing, legal or transportation support.

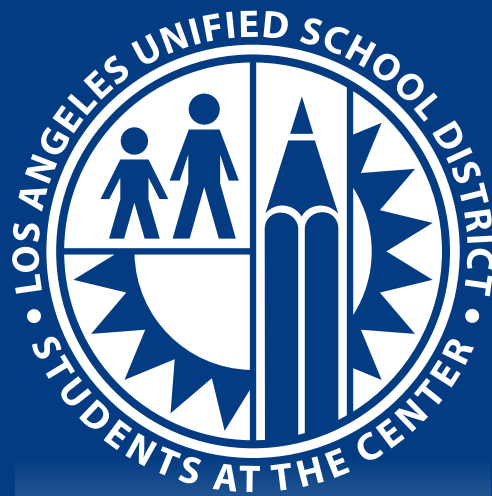
- Devise processes and agreements with city and county mental wellness staff to support school sites through the end of the school year.
- Request support with professional development and training for the District's mental health staff.

Explore Options to Improve Student Transportation Services

Expand and streamline transportation opportunities to create a better ridership experience. communities in high-need areas.

- Analyze and explore the feasibility of shorter bus routes with the aim of providing an equitable and timely access to learning opportunities.
- Analyze technology implementation which will notify parents about route delays and whether a student was picked up or dropped off.
- Implement inspirational social emotional and academic messaging in school buses.





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