

Ready for the World

LOS ANGELES UNIFIED SCHOOL DISTRICT

2022–26 Strategic Plan



LAUSD

UNIFIED

Being ready for the world means our students will graduate with the skills and knowledge they need to live out their dreams.



Table of Contents

4 Introduction

- 4 School Board President Kelly Gonez
- 5 Superintendent Alberto M. Carvalho

6 Ready for the World

- 8 Graduate Profile
- 10 Core Beliefs
- 11 Who We Are
- 12 District Goals

16 Planning Process

- 17 What We Heard
- 18 Our Mission and Vision

20 Strategic Plan

- 22 Academic Excellence
- 32 Joy and Wellness
- 40 Engagement and Collaboration
- 50 Operational Effectiveness
- 56 Investing in Staff

64 What's Next

- 64 Call to Action





Dear Los Angeles Unified Family,

The Los Angeles Unified School District's commitment to our students has never been stronger. Our teachers, administrators, and classified staff have risen to the challenges brought by COVID-19 with resilience and a relentless focus on the holistic needs of our students and families. Now, as we undertake recovery from the pandemic, our responsibility to provide an excellent public education for every student couldn't be more critical. With such a charge before us, I am proud as your Board President to share the Los Angeles Unified 2022-26 Strategic Plan, which will allow us to build on our success towards becoming an exceptional public school system.

In 2021, the Board of Education set out four goals to guide our school district's work. Those goals include boosting college and career readiness, improving literacy and numeracy, and deepening socio-emotional learning and student well-being. While we are a district of continuous improvement in all areas, the Board's established priorities allow us to accelerate success in key areas that will most positively affect our students in school and in life. The strategic plan is the next step to turn those ambitious goals into action at every level of our school district, from classrooms to our central office.

I want to thank our students, families, educators, and staff for your input into the 100-Day Plan and the subsequent strategic planning process. Your feedback has informed the pillars, strategies, and metrics you see in the following pages. I also thank the entire Board, the Superintendent, and his team for the work to set the vision for our school district and develop the 2022-2026 Strategic Plan. With the approval of the strategic plan, now the hard work begins to turn our goals into reality. Working together, I know we can strengthen public education in Los Angeles and ensure we are meeting all the needs of our students, families, and communities.

Kelly Gonez

President

Los Angeles Unified Board of Education



Dear Los Angeles Unified Family,

It is my great honor to share our 2022–26 Strategic Plan, illustrating a vibrant picture of success for Los Angeles Unified. This plan establishes a clear and inspiring vision for the future – not only for the future of our district over the next four years, but for the future of all of our students on their journey forward as lifelong learners.

It has been an incredible privilege for me to have spent the last few months listening to and learning from you. Through school visits, conversations with community members, students, and our workforce, small group discussions, one-on-one dialogues and more, I have come to better understand not only the opportunities and challenges we face, but also the ways in which we can all come together to deliver a world-class education for our students.

During my first 100 days, we engaged in an ambitious process to learn from our community, assess the status and needs of our schools, communicate to build stronger relationships with stakeholders in our district and act quickly to put in place programs and systems to better serve our students, families, and employees. We have reinforced what transformative goals we can achieve together as a coherent, caring, and courageous school community, and it is in that same spirit that this plan has been developed.

Our Strategic Plan is designed to leverage the important work the District has been leading and build upon that work in bold and innovative ways so we may be even more responsive to the needs of our students and school community. We have been extremely thoughtful and strategic in our approach, carefully considering the drivers we think will be most impactful to improve student achievement and close opportunity gaps. We must now focus our efforts intently on the things that our research, data, and common sense tell us will set our students on a path of joy and success.

I am proud of the commitments we have outlined in this plan, but the real value of this work lies in its implementation – and it is only together that we will be able to truly create meaningful change for our students. We have an amazing workforce of educators, school leaders, and staff ready to bring this plan to life in our classrooms, and I am confident that with the partnership of our entire Los Angeles Unified community, we can guarantee our students will graduate from our schools ready for the world.

Sincerely,
Alberto M. Carvalho
Superintendent

READY FOR THE WORLD

For the next four years, Los Angeles Unified will focus on a singular goal: ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life. This Strategic Plan represents a promise to our entire Los Angeles Unified community that we will achieve this goal.

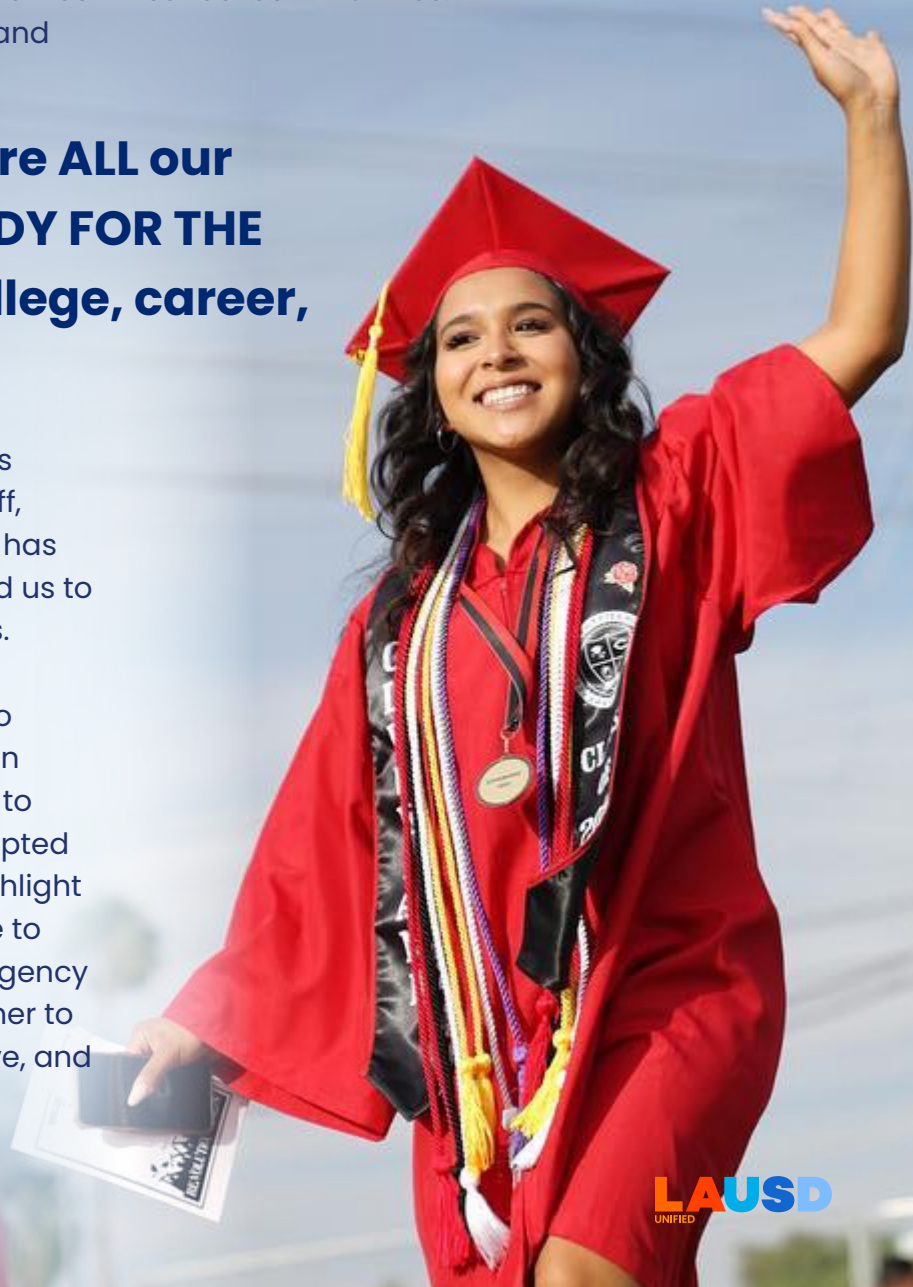
With this plan, we are establishing a new, inspiring vision on how we can improve student achievement and close opportunity gaps. We believe that by outlining a singular goal, and a vision for achieving this goal, we can ensure that everyone who is a part of Los Angeles Unified will be able to support and uplift our district together.

Our singular goal: ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life

We acknowledge that the last two years have been difficult for our students, staff, and families – the COVID-19 pandemic has challenged us in many ways and forced us to rethink how we provide for our students.

And while we will continue to respond to the impact of a pandemic still present in our communities, this plan will allow us to elevate the ways in which we have adapted positively to serve our students and highlight the promising practices we will institute to carry us forward. We will capture the urgency of our current moment and work together to transform into a stronger, more inclusive, and more responsive district.

Through a robust listening and engagement effort capturing diverse voices from across the District, we have established a shared vision of what student success looks like and what being **ready for the world** means; this plan will serve as a roadmap outlining all of the steps we will take to realize this vision. This plan is designed to inform actions that can be taken at the school site, through the district office, and in our communities to drive student success and move toward our singular goal, creating alignment across the District on the ways we can best serve our students and our school communities.



Being ready for the world means...

Being **ready for the world** means many things but, first and foremost, it means that all students graduate from our district fully prepared and inspired to thrive in college, career, and their lives beyond our classroom walls. We believe that each and every student is capable of making a lasting and positive impact on the world, and that it is the District's job to help them realize their potential. Being **ready for the world** means our students are advocates for themselves and others, and that they are open-minded, adaptable, and effective communicators. Being **ready for the world** means our students will serve as the next generation of changemakers and problem solvers: artists, pioneers, scientists, surgeons, activists, and politicians. Being **ready for the world** means our students will be global citizens – mindful of others' perspectives, educated about the world around them, and aware of how they can meaningfully contribute to it. Being **ready for the world** means our students will graduate with the skills and knowledge they need to live out their dreams.

Being ready for the world means our students will serve as the next generation of changemakers and problem solvers: artists, pioneers, scientists, surgeons, activists, and politicians.



Los Angeles Unified Graduates Are...

Advocates for Self and Others

WHO:

- Utilize knowledge and skills to champion positive change personally, professionally, and on behalf of a larger community
- Build meaningful, supportive relationships and effectively use personal, community, and professional resources
- Exhibit resilience and purposeful planning to achieve short- and long-term goals

Open-Minded

- Empathize with the perspectives of others
- Act responsibly in promoting personal beliefs and ethics by seeking and reflecting upon new experiences and ideas
- Critically consume, share, and act on information with integrity and clarity of impact

Adaptable

- Employ a reflective, flexible, and growth-oriented mindset to resolve challenges and pursue opportunities
- Welcome and apply constructive feedback for personal and professional improvement
- Apply past learnings, skills, and experiences to critically and creatively solve problems in new areas

Effective Communicators

- Proactively lead and collaborate with people across diverse backgrounds to achieve shared goals
- Effectively convey messages in multiple mediums or languages
- Engage actively and respectfully in interactions with others



Ready for the World!



CORE BELIEFS

We also believe it is not just enough for our students to be **ready for the world** – we, as a district and representatives of a larger global community, must also ensure that we are ready for our students. Each student arrives with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift. We must guarantee that our systems – not just within Los Angeles Unified, but beyond – evolve and adapt to create the conditions for our exceptional students to thrive, and we are ready to lead that change by example.

Each student arrives with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift.

When our students ask, “Are you ready for me?” we all must be able to answer, “Yes we are” – not just to some students, but to every single one of our incredible young scholars. This commitment is embodied in our **Core Beliefs**, which serve as the foundation for everything we do and represent the things we hold true so that we may be a model of what an exemplary education institution looks like.

EQUITY

We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities. We must disrupt the generational, systemic manifestations of discrimination, racism, and bigotry affecting our schools.

We will actively identify and amplify the successes of our schools that eliminate inequities. We will strategically allocate resources to our students and families to ensure that students are celebrated and supported.

COLLABORATION

We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. Our decisions, policies, and programs are designed with learners at the center.

All actions are informed by listening and learning from the community through open dialogue to create authentic partnership opportunities so that our entire extended community may contribute toward student success.

EXCELLENCE

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve postsecondary excellence. For our community, we must deliver schools and an entire system that meets the promise of all of our unique students.



WHO WE ARE

2nd-largest school
district in the country, serving
nearly **575,000** students

520,000 students in TK-12th grade

13,000 in early education

42,000 in continuation, option
and adult education programs

98
languages
spoken by
students

Over
86,000
students are
learning to
speak English
proficiently

**Incredible
Cultural
Diversity**

Los Angeles Unified is privileged
to serve an amazing and vibrant
community, and our plan has
been designed to celebrate all of
these wonderful strengths.

We serve an area totaling **710** square
miles, including the city of Los Angeles
and parts of **25** other cities and areas in
Los Angeles County.

1,197

Schools and centers, including:



300+

Magnet
programs



200+

Dual language
programs*

56



California Pivotal
Practice School
Awardees 2022

29



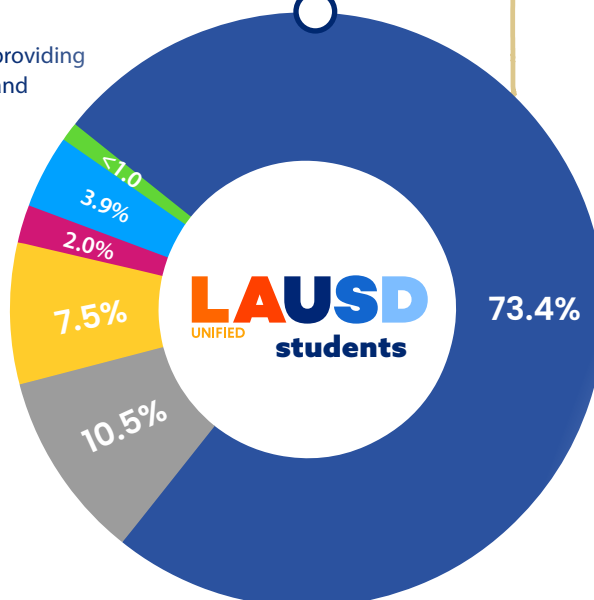
California
Distinguished Schools
Awardees 2021

Amazing staff

25,000+ teachers

3,000 school administrators

30,000+ employees providing
various forms of services and
support to students and
school communities



Latinx
White
African American
Asian American
American Indian, Alaskan
Native, Native Hawaiian
or Pacific Islander
Filipino

Dual Language programs offered in
* Arabic, Armenian, French, Korean,
Mandarin, Japanese, and Spanish

District Goals

OUR FOUR POWERFUL 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 are 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 has been built to help us maintain a singular focus on achieving these goals, giving us clear direction for collective planning and for every action we take. While much of the plan outlines specific approaches to directly influence these goals through high-quality instructional programming, other elements focus on ways to create and uphold the necessary conditions to allow our students to fully experience that high-quality instructional programming.

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% 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 the 2023–24 school year.

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% over this time based on 2021–22 baseline data.

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

Student Group	2017-18	2018-19	2019-20	2020-21	2021-22	2026
Overall	47.9	46.7	37.7	48.1		70%
Students with Disabilities	20.5	22.3	15.8	22.1	Future baseline data	+25%
English Learners	21.3	24.8	12.6	26.4		
Low Income	47.2	45.8	36.4	46.6		
Foster	16.7	20.6	16.0	16.8		
Latinx	46.4	45.2	35.6	45.4		
Black	37.3	36.8	28.2	40.0		

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 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	2016-17	2017-18	2018-19**	2021-22	2026
Overall	-31.9	-20.9	-18.6		+30
Students with Disabilities	-108.1	-97.3	-92.1	Future baseline data	+40
English Learners	-103.2	-99.4	-96.5		
Low Income	-46.2	-35.7	-34.3		
Foster	-74.2	-70.8	-64.5		
Latinx	-45.1	-33.5	-31.4		
Black	-55.5	-49.3	-48.9		

*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

**2018–2019 is the last complete school year for which this data is available. Once data becomes available for the 2021–22 school year, these results will be used as a baseline for these students to establish growth toward our goals

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*

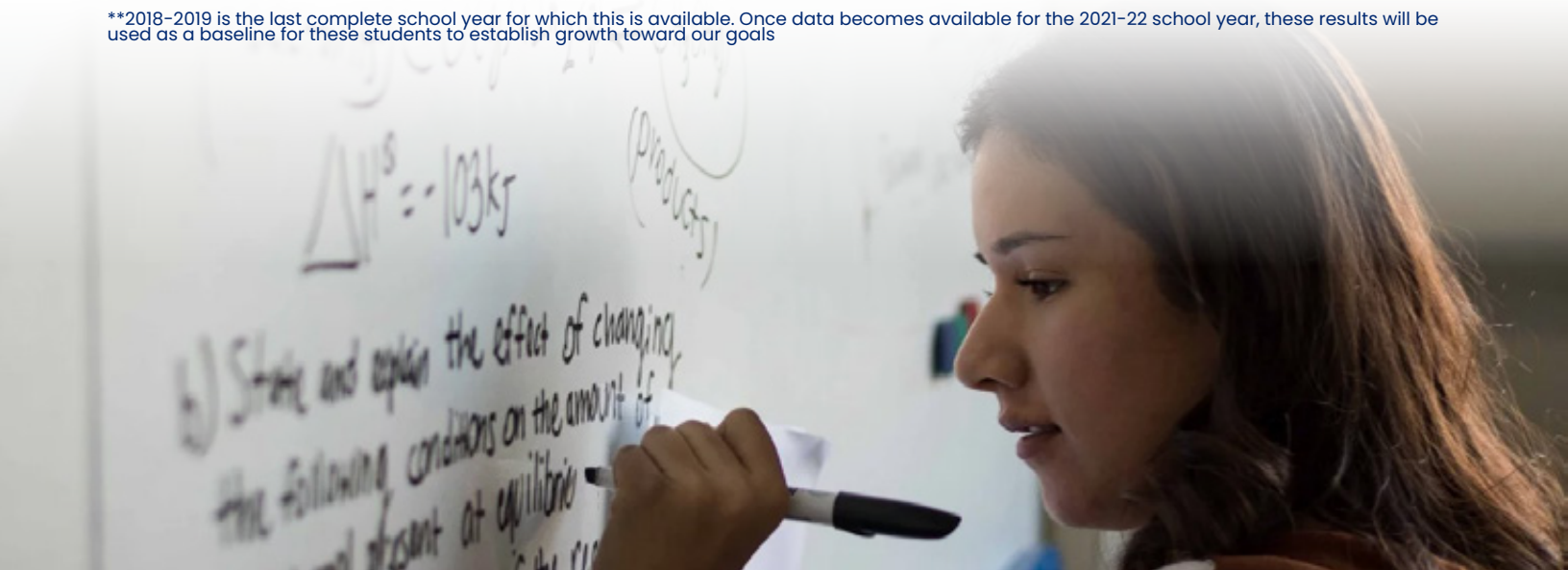
Student Group	2016-17	2017-18	2018-19**	2021-22	2026
Overall	-40.8	-35.4	-30.2		+40
Students with Disabilities	-118.4	-114.6	-110.1	Future baseline data	+50
English Learners	-105.6	-104.3	-96.7		
Low Income	-54.0	-48.4	-43.1		
Foster	-80.7	-80.1	-74.0		
Latinx	-53.2	-47.6	-42.5		
Black	-72.2	-69.2	-65.0		

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

Student Group	2016-17	2017-18	2018-19**	2021-22	2026
Overall	-73.1	-68.6	-64.0		+40
Students with Disabilities	-183.9	-176.9	-167.9	Future baseline data	+50
English Learners	-193.8	-189.4	-176.9		
Low Income	-88.1	-85.6	-81.3		
Foster	-138.4	-141.6	-133.9		
Latinx	-91.7	-86.5	-82.6		
Black	-110.0	-106.1	-103.6		

*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

**2018-2019 is the last complete school year for which this is available. Once data becomes available for the 2021-22 school year, these results will be used as a baseline for these students to establish growth toward our goals



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 preliminarily measured by the School Experience Survey with full transition to a portfolio rubric to be implemented by the 2023-24 school year. Students in targeted student groups will demonstrate growth of 12% in each of the SEL competencies over this time.

Growth Mindset

Student Group	School Level	2017-18	2018-19	2019-20	2020-21	2021-22	2026
Overall	Elementary	66.0	83.7	83.1	77.8	75.9	83.9
Overall	Middle	63.2	75.8	75.9	75.7	68.6	76.6
Overall	High	62.4	71.2	71.1	71.8	67.5	75.5

Self-Efficacy

Student Group	School Level	2017-18	2018-19	2019-20	2020-21	2021-22	2026
Overall	Elementary	66.0	75.4	74.1	66.3	64.0	72.0
Overall	Middle	51.8	64.1	63.4	60.5	54.7	62.7
Overall	High	41.5	57.1	56.7	55.3	52.0	60.0

Self-Management

Student Group	School Level	2017-18	2018-19	2019-20	2020-21	2021-22	2026
Overall	Elementary	70.0	74.2	73.4	72.8	69.8	77.8
Overall	Middle	67.7	71.3	71.0	72.3	68.1	76.1
Overall	High	70.5	70.9	70.7	70.1	68.6	76.6

Social Awareness

Student Group	School Level	2017-18	2018-19	2019-20	2020-21	2021-22	2026
Overall	Elementary	70.0	72.9	72.0	68.9	67.6	75.6
Overall	Middle	58.3	66.1	66.1	66.0	62.5	70.5
Overall	High	52.5	66.5	66.9	65.8	63.9	71.9

Planning Process

DEVELOPING THE STRATEGIC PLAN

To develop the 2022–26 Strategic Plan, we used our **District Goals** as a foundation that will drive our work forward, considering where our students are currently to determine where we want to go as a district. We then engaged more than 20,000 people from our wide range of stakeholders to further establish the ways we can align our activities to directly and coherently respond to the needs of our communities based on **What We Heard**.

Between February and June 2022, we met with nearly 6,000 stakeholders through a variety of listening and learning sessions, totaling more than 100 face-to-face or virtual meetings. The broad range of stakeholders included parents and students across grade levels from every Local District and Board District; employees and labor partners; educational providers; civic partners; local, state and federally elected officials; business, community, faith-based, and philanthropic partners; and areas of underserved student groups. Online surveys also resulted in over 14,000 participants sharing 237,000 contributions of ideas and feedback. These sessions allowed us to gauge perceptions of the challenges, opportunities, and potential solutions to close opportunity gaps and increase student success.

These processes are continuous, allowing us to receive guidance from all our partners on our planning, share versions of our plan informed by this guidance, and solicit even more feedback to ensure we are accurately capturing the right ways to serve our district over the next four years.

labor partners
educational partners
20,000+
participants

businesses
students

100+
meetings

employees
families
civic partners
elected officials
community partners
philanthropic
partners

237,000+
contributions
online

WHAT WE HEARD

Several important themes emerged throughout our engagement process.

Across Los Angeles Unified, we all want:

All students and staff to have the same **high-quality services and experiences**, regardless of where they learn or work

Students who are **safe, happy, respected, and engaged** at schools with positive, collaborative, welcoming environments and supportive adults

Consistent and transparent **communication**

parents
instruction success academic
learning social safety focus
district provide staff mental promote
education safe class better
part feel healthy + retain high plan
children health support pillar
emotional facilities modernizing
excited work environment technology
quality community families
important

Ways to address the persistent and widening **achievement gaps and learning loss**

Mental health and **social-emotional learning** support for students and staff

High-quality educators and support staff across all positions placed at our schools

Our Mission and Vision

After listening to our community and holding up our District Goals as our primary drivers, we have developed the following **Mission**, **Vision**, and **Theory of Action** to outline, respectively, why we do what we do, where we want to go, and how we believe we will get there.

Mission

Realizing excellence for all students by providing the unique, rigorous, and culturally relevant education that each and every student deserves.

Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

Theory of Action

When we:

- learn from our community and bring the lived experiences of our students and families into our planning
- support our teachers, leaders, and staff to deliver academically challenging, data-informed, and equity-driven education
- proactively collect, analyze, and share information that clearly defines where our students stand in terms of academics and social-emotional wellness, and
- align our actions and resources at every level of the organization to drive improvement in teaching and learning

Then:

- All Los Angeles Unified students will graduate **READY FOR THE WORLD** – to thrive in college, career, and life.





The Strategic Plan



To effectively implement this Theory of Action, the District has proposed five high-level **Pillars** that represent critical areas we will focus on over the next four years. 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 in meeting our goals. **Strategies** are specific actions we can take at the school site or at the District and community levels to advance these priorities and help us meet our targets.

The five Pillars of the Strategic Plan are:

**Academic
Excellence**

Joy and Wellness

**Engagement and
Collaboration**

**Operational
Effectiveness**

Investing in Staff

PILLARS AND PRIORITIES

The elements outlined below reflect new and inspiring approaches we believe will best serve our students, as well as the proven work our educators, school leaders, and support staff have been doing over the last several years that we must continue to invest in and build upon. We have so many bright spots in our district of students, schools, and teachers who reflect the best of what Los Angeles Unified has to offer, and we will continue to find and elevate these exceptional people and practices. The strategies included in this plan will constantly evolve and adapt to exemplify the best in public education.

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**.

We have so many bright spots in our district of students, schools, and teachers who reflect the best of what Los Angeles Unified has to offer, and we will continue to find and elevate these exceptional people and practices.

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



PILLAR 1

Academic Excellence

Rigorous and Responsive Academic Programs to Achieve Excellence for All

Providing a world-class academic experience for our students is the most important component of ensuring they are **ready for the world**. We believe we must support our students in developing the foundational knowledge and necessary skills to graduate and succeed in college and the workforce, and we must also offer them opportunities and tools needed to grow into excited and inspired lifelong learners. Moreover, it is our imperative to ensure that we achieve this for ALL students, and that students who have historically been underserved by the public education system will receive the instructional supports and services they need to thrive in our schools. 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.

Priorities

1A

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

1B

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

1C

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

1D

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



Every child deserves to have an education that helps them to achieve their dreams.
- Parent

High-Quality Instruction

PILLAR 1

**Academic
Excellence****OUR PRIORITY**

Focus on consistent implementation of high-quality instruction to improve student outcomes

WHY THIS MATTERS

An exemplary classroom education experience and evidence-based instructional practices are essential to prepare our students for postsecondary excellence

STRATEGIES

- Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- Integrate technology and access to other critical resources, such as online learning tools and libraries, to elevate teaching and learning
- Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction
- Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets
- Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency



High-Quality Instruction

PILLAR 1

Academic Excellence

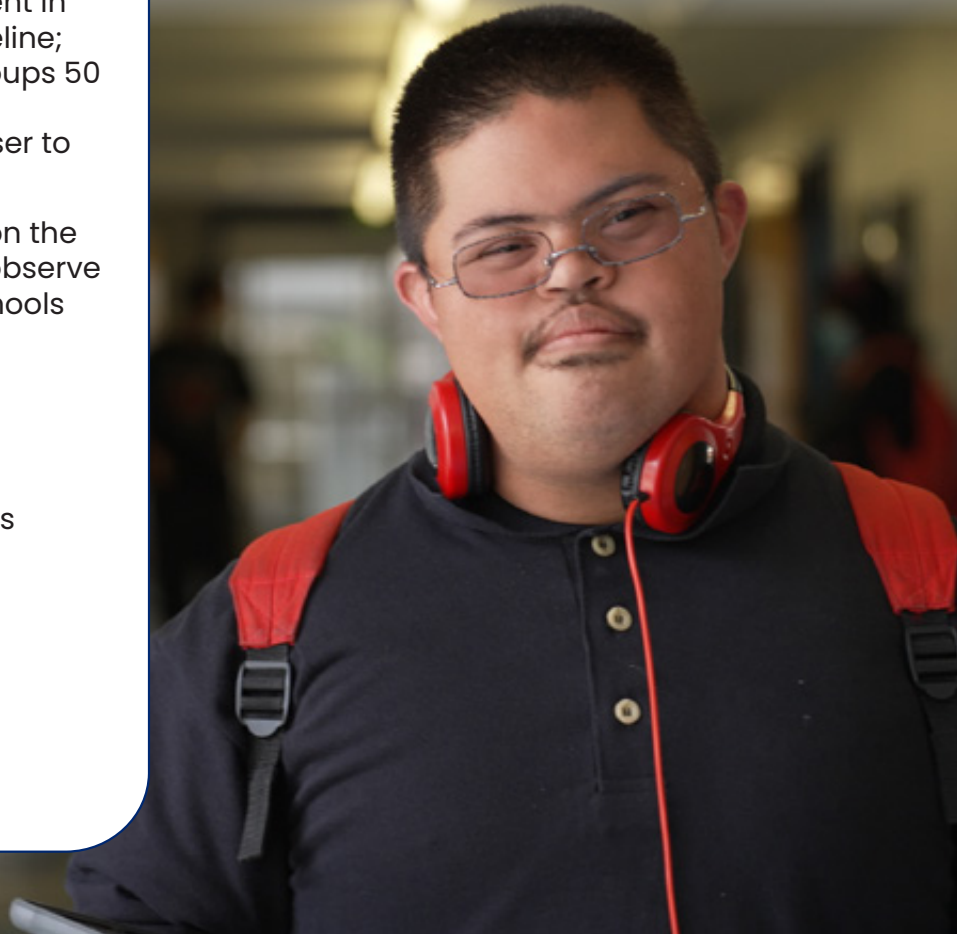
MEASURES OF SUCCESS

By 2026, we will:

- ✓ 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
- ✓ 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
- ✓ Use the Informal Observation Tool on the My Professional Growth System to observe classroom instruction in 100% of schools
- ✓ Increase the percentage of teachers with Equitable Grading and Instruction certification by over 50% (from 2021-22)
- ✓ Increase the percentage of students meeting early literacy benchmarks
 - Kindergarten - 83% (from 49.1% in 2020-21)
 - Grade 1 - 80% (from 64.5% in 2020-21)
 - Grade 2 - 84% (from 62.3% in 2020-21)

RESOURCES

- [Division of Instruction](#)
- [Instructional Technology Initiative](#)
- [Personalized Learning Systems](#)
- [International Society for Technology in Education \(ISTE\) Standards](#)
- [Equitable Grading and Instruction](#)



Enriching Experiences

PILLAR 1

Academic Excellence

OUR PRIORITY

Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning

WHY THIS MATTERS

Establishing a well-rounded educational experience keeps students engaged, promotes joy in learning, and builds a variety of critical skills for world readiness

STRATEGIES

- Offer and enroll students in a wide array of courses and experiences that support a well-rounded education, such as STEAM courses and Ethnic Studies, during the school day and after school
- Increase access to visual and performing arts programs at school sites
- Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities
- Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language
- Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services
- Expand outdoor education and nature-based experiences
- Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement



Enriching Experiences

PILLAR 1

Academic Excellence

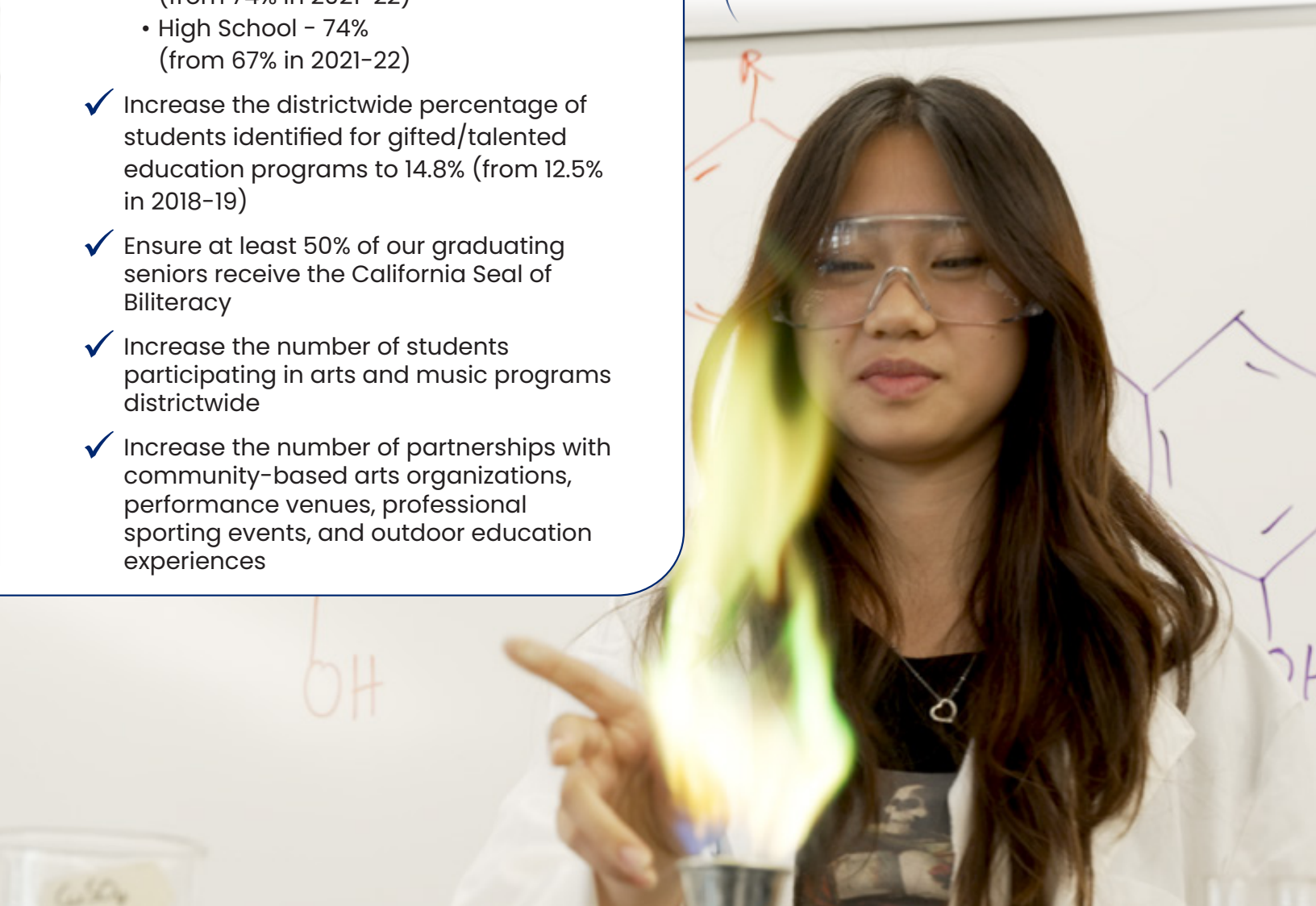
MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of students reporting on the School Experience Survey that they are happy to be at their school
 - Elementary - 94%
(from 84% in 2021-22)
 - Middle School - 81.4%
(from 74% in 2021-22)
 - High School - 74%
(from 67% in 2021-22)
- ✓ Increase the districtwide percentage of students identified for gifted/talented education programs to 14.8% (from 12.5% in 2018-19)
- ✓ Ensure at least 50% of our graduating seniors receive the California Seal of Biliteracy
- ✓ Increase the number of students participating in arts and music programs districtwide
- ✓ Increase the number of partnerships with community-based arts organizations, performance venues, professional sporting events, and outdoor education experiences

RESOURCES

- [Arts Education Branch](#)
- [Gifted/Talented Programs](#)
- [Dual Language Education](#)
- [STEAM Education](#)
- [Outdoor Education](#)



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 underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students



Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

MEASURES OF SUCCESS

By 2026, we will:

- ✓ 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
- ✓ Increase English Learner reclassification rates to 25% (from 15.8% in 2019-20)
- ✓ Increase percentage of students that are ready for kindergarten based on their Desired Results Developmental Profile (DRDP) scores
 - 85% in social-emotional development
 - 87% in language and literacy development
 - 90% in math development
- ✓ 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)
- ✓ Ensure 100% of employees have completed implicit bias training

RESOURCES

- [Special Education Position Paper](#)
- [Access for All: Universal Design for Learning](#)
- [California Preschool Curriculum Framework](#)
- [Access, Equity and Acceleration](#)
- [Black Student Achievement Plan](#)



College and Career Readiness

PILLAR 1

**Academic
Excellence****OUR PRIORITY**

Champion multiple pathways for college and career readiness for all students

WHY THIS MATTERS

Students must be able to visualize their post-secondary success and receive all of the tools and supports to take full advantage of the opportunities ahead

STRATEGIES

- Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation
- Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options
- Expand access to advanced learning options, such as advanced placement and college courses



College and Career Readiness

PILLAR 1 Academic Excellence

MEASURES OF SUCCESS

By 2026, we will:

- ✓ 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 (from 41.8% in 2020-21)
- ✓ Increase the four-year cohort graduation rate to 93% (from 81.6% in 2020-21)
- ✓ Increase the percentage of students enrolled in Advanced Placement courses to 30% (from 25.3% in 2020-21)
- ✓ Increase the percentage of students who complete career technical education sequences to 27% (from 15.3% in 2020-21)
- ✓ Ensure 100% of middle school and high school students have completed an Individualized Graduation Plan
- ✓ Increase the percentage of graduating seniors completing a FAFSA/CADAA application to 100% (from 71.8% in 2021-22)
- ✓ Increase the percentage of graduating seniors completing a college application to a UC or CSU to 70% (from 27.7% for UCs and 36.8% for CSUs in 2020-21)

RESOURCES

- [Advanced Placement](#)
- [Los Angeles Unified Linked Learning](#)
- [GEAR UP 4 LA](#)
- [Guiding Postsecondary Success](#)
- [Division of Adult and Career Education](#)
- [Advanced Learning Options](#)





PILLAR 2

Joy and Wellness

Safe and Healthy Environments to Promote Joy and Wellness

In order for our students to thrive in our schools and fully engage in their academic experience, we must also commit to creating 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. This pillar represents our commitment to fostering a safe, inclusive, and supportive school culture on every campus and minimizing disruptions or barriers to learning. 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.

Priorities

2A

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

2B

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

2C

Strong Social-Emotional Skills: Cultivate and model strong social-emotional skills

2D

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



A safe and healthy learning environment is critical. Students need to feel safe and comfortable so they can focus on learning and reaching their goals.
- Parent

Welcoming Learning Environments

PILLAR 2

Joy and Wellness

OUR PRIORITY

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

WHY THIS MATTERS

Healthy and safe environments increase student capacity for learning and success

STRATEGIES

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



Welcoming Learning Environments

PILLAR 2

Joy and Wellness

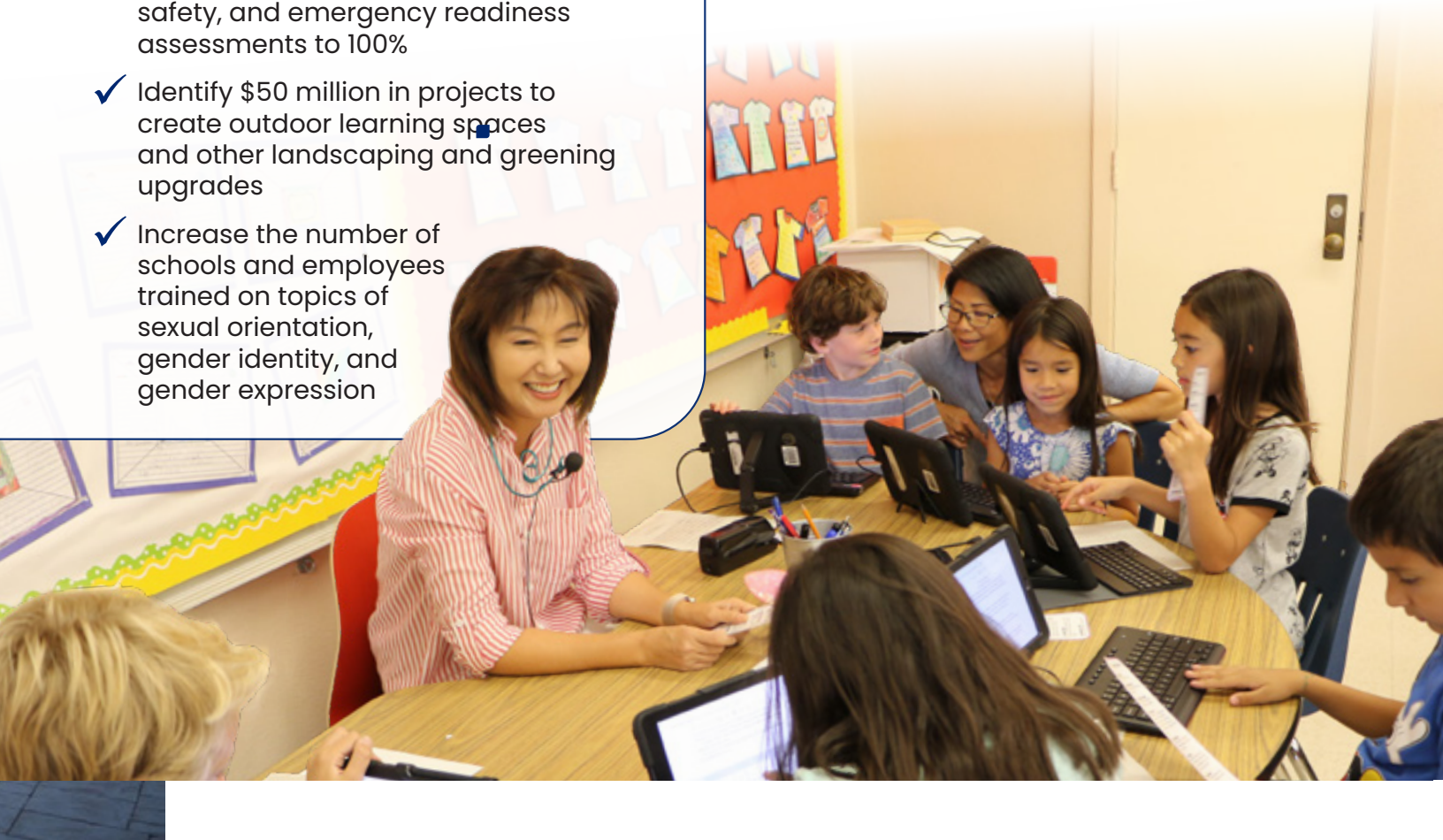
MEASURES OF SUCCESS

By 2026, we will:

- ✓ 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)
- ✓ Increase the number of students reporting on the School Experience Survey that they feel safe in the neighborhood around their schools
 - ES - 78% (from 67% in 2021-22)
 - MS - 75% (from 65% in 2021-22)
 - HS - 68% (from 60% in 2021-22)
- ✓ Increase the percentage of schools with completed environmental health, safety, and emergency readiness assessments to 100%
- ✓ Identify \$50 million in projects to create outdoor learning spaces and other landscaping and greening upgrades
- ✓ Increase the number of schools and employees trained on topics of sexual orientation, gender identity, and gender expression

RESOURCES

- [Human Relations, Diversity and Equity](#)
- [Safe School Inspection Guidebook](#)
- [Division of School Climate, Culture, and Safety](#)



Whole-Child Well-Being

PILLAR 2

Joy and Wellness

OUR PRIORITY

Promote whole-child well-being through integrated health, nutrition, and wellness services

WHY THIS MATTERS

Attending to the well-being of the whole child lays a solid foundation for learning and development

STRATEGIES

- Design and implement an integrated wellness policy and toolkit focused on holistic wellness
- Establish a team of support personnel within each community to provide services that promote student wellness
- Leverage community schools, wellness centers, and partnerships to promote safe, welcoming, and resource-rich environments for students and families
- Elevate school nutrition with fresher, healthier, and more appealing options informed by family and student feedback
- Provide a continuum of mental and physical health services for students and families at school, wellness centers, and through telehealth programs
- Promote an active lifestyle through expanded opportunities for athletics, physical education, and community events
- Conduct an inventory of whole-child resources in the community to facilitate access and referrals to needed services

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Exceed 70% positive response rate on biannual surveys regarding school meals
- ✓ Increase access to whole-child wellness interventions
- ✓ Increase the number of mental health consultations for staff and parents
- ✓ Increase the number of students served and supported through mental health services
- ✓ Increase Medi-Cal enrollment for students and families in communities with greatest needs

RESOURCES

- [Health and Wellness Policy](#)
- [Wellness Programs](#)
- [Food and Nutrition Services](#)



Strong Social-Emotional Skills

PILLAR 2

Joy and Wellness

OUR PRIORITY

Cultivate and model strong social-emotional skills

WHY THIS MATTERS

Social-emotional skills will enable students to learn and positively contribute to the broader community

STRATEGIES

- Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs
- Integrate social-emotional learning into instruction and provide effective, evidence-based curricula to support social development
- Expand access to resources and curricula to build capacity of families, staff, and community members to support students, particularly for those transitioning to elementary, middle, or high school
- Develop school awareness and use of practices that support positive individual wellness and model effective behaviors for students
- Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions
- Develop portfolio structures by June 2023 to monitor and measure students' application of social-emotional learning competencies
- Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative Practices to promote a positive culture in the classroom

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of students in elementary, middle school and high school 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
- ✓ Reduce the Single Student Suspension Rate to 0.15% (from 0.4% in 2018-19)

RESOURCES

- [Social Emotional Learning Unit](#)
- [Positive Behavior Interventions and Supports/Restorative Practices](#)
- [Roadmap for Social-Emotional Well-Being and Academic Success](#)
- [Digital Citizenship](#)



Outstanding Attendance

PILLAR 2

Joy and Wellness

OUR PRIORITY

Ensure outstanding attendance to support consistent in-class learning

WHY THIS MATTERS

Being engaged and on campus is essential for students to learn

STRATEGIES

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

MEASURES OF SUCCESS

By 2026, we will:

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

RESOURCES

- [Pupil Services and Attendance](#)







PILLAR 3

Engagement and Collaboration

Authentic Engagement to Leverage the Power of Our Families, Communities, and Educational Partners

Providing an exceptional learning experience for our students during the pandemic brought our priorities and opportunities for growth into sharper focus and highlighted one of our greatest assets: the strength of the Los Angeles Unified community. 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. We must model for our students what collaboration and respect for others looks like by creating transparent and empowered systems of engagement to ensure that everyone has an opportunity to contribute.

Priorities

3A

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

3B

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

3C

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

3D

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



Collaboration and excellence are necessary for creating equity. Children do not exist in a vacuum; they are part of the larger society and education helps them to become informed citizens.

- Parent

Strong Relationships

PILLAR 3

Engagement and Collaboration

OUR PRIORITY

Strengthen relationships between families, students, and their schools to improve student success

WHY THIS MATTERS

Positive family-school partnerships cultivate students' social and emotional well-being, create a sense of belonging in the school community, and build families' capacity to engage in and support student learning

STRATEGIES

- Support all school sites in developing a cohort of school volunteers and parent leaders
- Develop resources and activities to promote regular school community events that engage family and staff
- Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
- Expand community schools to identify and build on community assets and relationships
- Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students' academic and social-emotional success
- Provide opportunities for robust stakeholder engagement in the school budget development process
- Offer professional development opportunities for educators to build capacity on strengthening relationships with families



Strong Relationships

PILLAR 3

Engagement and Collaboration

MEASURES OF SUCCESS

By 2026, we will:

- ✓ 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)
- ✓ Increase the percentage of students and parents or guardians linked on Parent Portal by 4% annually (from 81% in 2021-22)
- ✓ Graduate at least 1,000 participants from Equity Course Pathways annually
- ✓ Average at least 300 participants on Family Academy course catalog webinars
- ✓ Host Annual School Goals and Budget Consultation processes at 100% of schools
- ✓ Increase the percentage of volunteer applications that are processed within 30 days by 10% annually
- ✓ Increase the percentage of families responding favorably on the School Experience Survey around overall customer service by 2% annually
- ✓ Increase the number of school sites with employees completing the Family Empowerment micro-credential
- ✓ Increase the number of community school initiative programs available in the District

RESOURCES

- [Parent and Family Engagement professional development modules and tools](#) (for school personnel)
- [Parent Portal](#)
- [Los Angeles Unified Mobile App](#)
- [Parent and Community Services Branch](#)
- [Birth to Eight Roadmap](#)
- [Community Schools Initiative](#)



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



Accessible Information

PILLAR 3

Engagement and Collaboration

MEASURES OF SUCCESS

By 2026, we will:

- ✓ 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)
- ✓ Meet the needs of 100% of students who request a computing device, connectivity, and/or technical support
- ✓ Increase primary website usage by 20%
- ✓ Increase social media reach and engagement by 10%
- ✓ Increase published media stories by 15%
- ✓ Provide 100% of schools with resources, including training toolkits, to promote local programs and meaningful stories
- ✓ Communicate timely and relevant District information to 100% of employees
- ✓ Increase outreach of messages in languages other than English and Spanish by 10%

RESOURCES

- [Los Angeles Unified's website](#)

- Follow Los Angeles Unified:



[@laschools](#)



[@laschools](#)



[@laschools](#)

- Follow Superintendent Alberto M. Carvalho:



[@lausdsup](#)



[@lausdsup](#)



[@alberto.carvalho.146](#)



Leading for Impact

PILLAR 3

Engagement and Collaboration

OUR PRIORITY

Lead and leverage our role as an impactful, key member of local, state, national, and global communities

WHY THIS MATTERS

Advocacy on behalf of the Los Angeles Unified community is critical to the success of students, teachers and administrators, and the advancement of our schools

STRATEGIES

- Build local and state coalitions with parents, other school districts, education associations, labor partners, and community-based organizations to advance the District's legislative advocacy priorities
- Convene regular roundtable discussions with local, state, and federal elected officials, as well as governmental agencies, to strengthen relationships and increase influence in policy making
- Grow and leverage partnerships with community-based organizations, the business community, and institutes of higher education
- Participate in national network of school districts to better inform policies and practices
- Advance policy and funding priority areas at various levels of government to support student achievement and fiscal sustainability



Leading for Impact

PILLAR 3

Engagement and Collaboration

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the participation rate of elected offices and key governmental agencies in regular roundtable discussions and convenings to 70%
- ✓ 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
- ✓ Increase the participation rate of various stakeholders in the Office of Government Relations' quarterly briefings by 50%
- ✓ Increase the number of signatories in coalition letters by 50%
- ✓ Establish at least 12 new municipal education compacts, focusing on local governmental entities
- ✓ Increase participation in national organizations
- ✓ Increase the number of partnerships with community-based organizations, civic leaders, local community colleges, four-year institutions and workforce leaders

RESOURCES

- [Los Angeles Unified Office of Government Relations](#)
- [Office of Partnerships and Grants](#)



Honoring Perspectives

PILLAR 3

Engagement and Collaboration

OUR PRIORITY

Honor and act upon the perspectives of students and everyone we serve

WHY THIS MATTERS

Listening to, elevating, and acting upon the voices of our students and community members promotes deeper engagement and improves our ability to serve responsively

STRATEGIES

- Establish advisory councils with students, families, staff, and other key partners to inform action plans at the school and District levels
- Regularly survey students and other stakeholders to capture multiple perspectives on their educational experience and establish ways we can collectively support our students
- Collaborate with community partners and students to create meaningful leadership opportunities and internships to advance student leadership development and enrichment experiences
- Ensure multiple methods of participation for accessing community events and opportunities to provide feedback

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of parents completing the annual School Experience Survey to 60% (from 52% in 2021-22)
- ✓ Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually
- ✓ Increase the number of participants in Thought Exchanges and other feedback/input surveys
- ✓ Increase the number of Local Control Accountability Plan (LCAP) educational partner engagement opportunities

RESOURCES

- [School Experience Survey](#)
- LCAP Resources: [Students and Families](#) | [External Partners](#)
- [Advisory Committees](#)







PILLAR 4

Operational Effectiveness

Innovative Operations to Ensure Lasting Organizational Success

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 includes 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. We must also differentiate our recruitment strategies to meet the needs of specific communities. Finally, we must further promote and improve access to the District's leading-edge programs so our families are excited to stay and continue learning in Los Angeles Unified.

Priorities

4A

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

4B


Modernizing Infrastructure: Modernize facilities and technological infrastructure

4C

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

4D

District of Choice: Make Los Angeles Unified the district of choice for families



We need to build a sense of pride and excitement in learning – it starts with where learning takes place.
-Principal

Data-Driven Decision-Making

PILLAR 4

Operational Effectiveness

OUR PRIORITY

Develop comprehensive data-driven systems to inform decision-making

WHY THIS MATTERS

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

STRATEGIES

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

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of Whole Child platforms 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](#)



Modernizing Infrastructure

PILLAR 4

Operational Effectiveness

OUR PRIORITY

Modernize facilities and technological infrastructure

WHY THIS MATTERS

Every member of the school community deserves a clean, state-of-the-art, and accessible teaching and learning environment to support them reaching their full potential

STRATEGIES

- Improve technology, network, and communications infrastructure in all schools
- Upgrade and maintain modernized facilities that maximize student learning, prioritized by areas of need
- Ensure our buildings, buses, and infrastructure minimize impact on climate and environment, and reflect clean air, clean buildings, and clean transportation standards
- Ensure we meet safety and accessibility standards and make necessary upgrades in all classrooms and work spaces

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Modernize information technology infrastructure in at least 66% of schools (from 14% in 2021-22)
- ✓ Upgrade our solar power system to reach 62% of the capacity needed to achieve 100% clean renewable energy by 2030
- ✓ Identify and major modernization projects at seven schools, with additional \$350 million to fund classroom upgrade projects and \$300 million to provide accessibility enhancements

RESOURCES

- [Facilities Capital Projects Dashboard](#)
- [Capital Improvement Plan](#)
- [Digital Futures Guide](#)



Sustainable Budgeting

PILLAR 4

Operational Effectiveness

OUR PRIORITY

Sustainably, equitably, and efficiently implement school and District budgets

WHY THIS MATTERS

Providing the highest-quality instructional experience requires us to utilize our resources equitably, efficiently, and strategically to drive student achievement and well-being

STRATEGIES

- Ensure all students have access to equitable resources by appropriately allocating funds and services, based on need
- Reinforce school and division collaboration to develop resources and best practices for school-level planning and budgeting
- Streamline procurement systems, policies, and procedures to ensure schools are adequately, efficiently, and expeditiously equipped to deliver quality learning experiences
- Implement comprehensive, routine reviews and external assessments to balance short- and long-term needs so resources are aligned to maximize return-on-investment
- Transition toward value-based, multi-year budget and investment plans to better direct funds to drive student outcomes

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Provide 100% of schools with updated resources for effective budgeting practices
- ✓ Ensure the per-pupil ratio of total school resources is greatest for highest-needs schools
- ✓ Implement an automated and timely procurement system
- ✓ Complete quarterly budget reviews with all schools and departments
- ✓ Implement annual zero-based budgeting

RESOURCES

- [Unified Digital Instructional Procurement Plan \(UDIPP\)](#)
- [Los Angeles Unified Budget Services](#)



District of Choice

PILLAR 4

Operational Effectiveness

OUR PRIORITY

Make Los Angeles Unified the district of choice for families

WHY THIS MATTERS

All students deserve a world-class education close to their homes, with the programs and opportunities that can build trust and pride in schools in their local communities

STRATEGIES

- Establish and refine systems to recruit students to Los Angeles Unified schools through targeted, community-based initiatives
- Develop toolkits and resources for schools and District offices to support effective student recruitment efforts
- Improve data-informed decisions to expand learning options such as magnet, dual language, specialized career pathway programs, Schools for Advanced Studies, and virtual and independent learning options, based on student needs
- Update processes and policies to ensure that strengthening student enrollment and academic success is factored into all District work, including facilities and school choice
- Expand and streamline transportation opportunities to promote equitable access of District resources

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the annual percentage of students enrolled who are new to the District to at least 16%
- ✓ Increase enrollment in thematic and choice learning options to at least 65% of all students
- ✓ Increase student ridership access for transportation services

RESOURCES

- [Los Angeles Unified Choices](#)
- [Equitable Enrollment Task Force](#)
- [Student Integration Services](#)
- [Schools for Advanced Studies](#)
- [Los Angeles Unified Virtual Academy](#)
- [Transportation Services Division](#)





PILLAR 5

Investing in Staff

Development and Uplifting of Talented Staff to Serve All Students

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.

Priorities

5A

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

5B

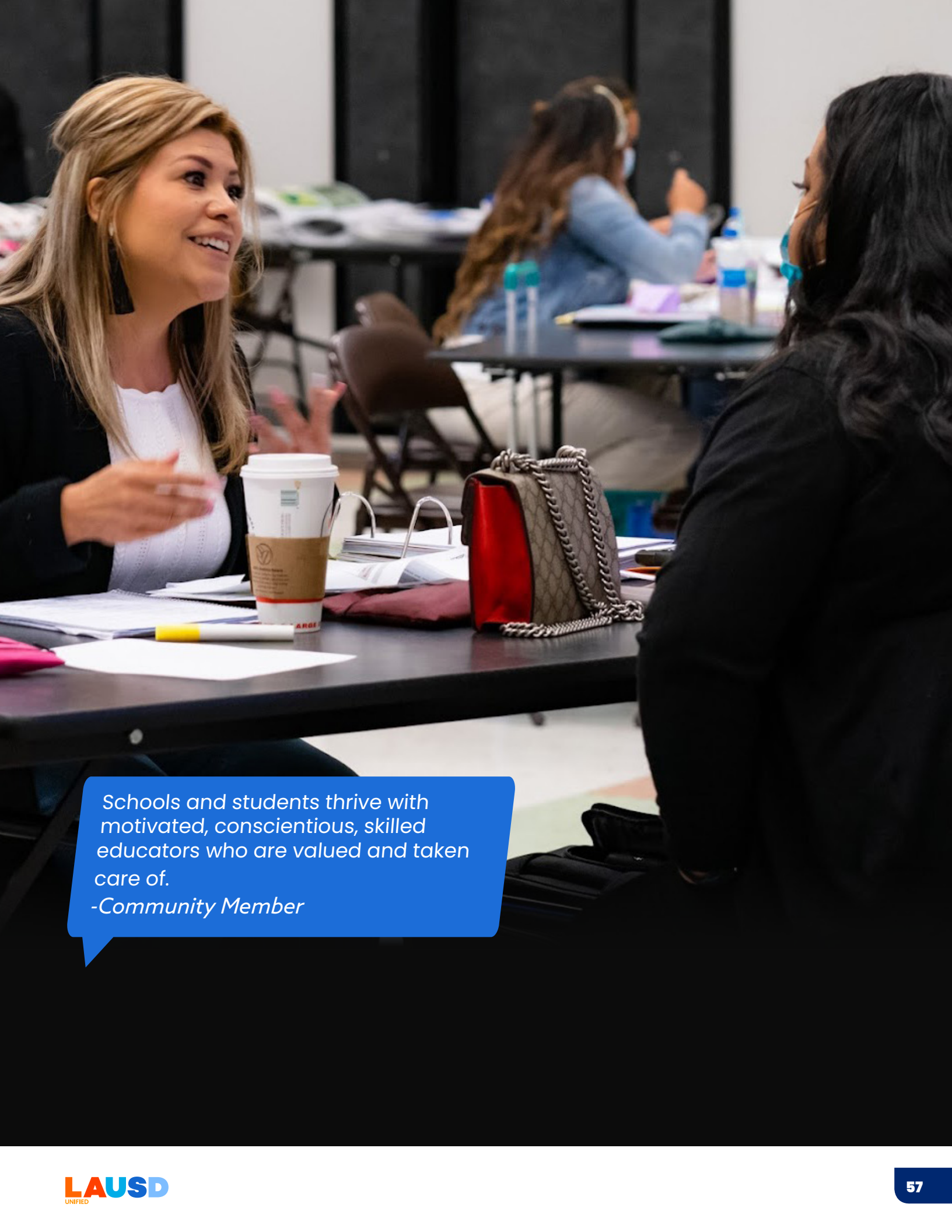
Professional Learning: Provide competency-based, rigorous, and relevant professional learning

5C

Staff Wellness: Cultivate staff wellness through responsive and affirming practices

5D

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



Schools and students thrive with motivated, conscientious, skilled educators who are valued and taken care of.

-Community Member

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



Diverse Workforce

PILLAR 5 Investing in Staff

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Ensure at least 50% of new applicants will be members of under-represented groups
- ✓ Ensure the vacancy rate at SENI high/highest-needs schools will not exceed 6%
- ✓ Increase the number of promotional pathways in nursing, mental health, and instructional assistance
- ✓ Increase retention rates of staff hired in 2021-22 and 2022-23 placed at SENI high/highest-needs schools
- ✓ Have at least one career pathway program for every high-need job area

RESOURCES

- [Human Resources Division](#)
- [Personnel Commission](#)
- [Credential/Licensed K-12 Teacher Application](#)
- [Talent Acquisition and Selection Branch \(non-teaching staff\)](#)



Professional Learning

PILLAR 5 Investing in Staff

OUR PRIORITY

Provide competency-based, rigorous, and relevant professional learning

WHY THIS MATTERS

All students will benefit when we create opportunities for our staff to build their capacity for improving the instruction, care, and support provided to our students

STRATEGIES

- Build capacity of employees on practices of diversity, equity, and inclusion and develop systems to constantly assess, reflect on, and refine these practices
- Develop differentiated professional development plans for school staff based on analysis of student need and staff interest and experience
- Provide ongoing professional development and implementation support to educators on the use of evidence-based practices for teaching literacy, math, and social-emotional development
- Expand professional development opportunities for non-teaching staff to enhance job-related skills and opportunities
- Provide regular opportunities for educators to observe instruction in their content area

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-22)
- ✓ Offer staff at least 12 micro-credential programs (from four offered in 2021-22)
- ✓ Increase the number of professional development opportunities for instructional assistants, school office staff, and professional/technical employees

RESOURCES

- [My Professional Learning Network \(MyPLN\) Catalog](#)
- [Micro-Credentialing Program Overview](#)



Staff Wellness

PILLAR 5 Investing in Staff

OUR PRIORITY

Cultivate staff wellness through responsive and affirming practices

WHY THIS MATTERS

Every employee deserves to feel supported, recognized, cared for, and connected to their schools – both as a fundamental right and as a requisite for effectively serving our students

STRATEGIES

- Develop programs to elevate, celebrate, and recognize employee accomplishments and contributions
- Convene a collaborative network of employees and labor partners to develop and inform implementation of responsive wellness programs
- Build capacity of employees to promote wellness strategies for their schools and teams
- Offer supplemental, confidential mental health and counseling services to all employees through the Employee Assistance Service for Education (EASE) program

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of staff with excellent attendance to 86%
- ✓ Increase the percentage of staff reporting on the School Experience Survey that their school is a supportive and inviting place to work to 94%
- ✓ Increase participation rates in professional development focused on wellness by 100%
- ✓ Increase usage and participation in the EASE program

RESOURCES

- [Employee Assistance Service for Education \(EASE\)](#)
- [Integrated Disability Management](#)



High Performance Standards

PILLAR 5
Investing
in Staff

OUR PRIORITY

Communicate and maintain consistent, high performance standards

WHY THIS MATTERS

Building a clear, shared understanding of what effective teaching and workplace performance looks like is essential to holding ourselves accountable and providing exceptional opportunities for employee growth and development

STRATEGIES

- Foster a districtwide culture of shared responsibility for student success
- Strengthen the implementation of formal and informal performance evaluation systems for teachers and administrators, grounded in District-developed frameworks, that describe exemplary practices for effective teaching and supervision of instruction
- Facilitate comprehensive training for supervisors and managers to ensure successful implementation of effective performance management strategies
- Widely promote career growth and development tools to assist employees in planning and achieving their goals

MEASURES OF SUCCESS

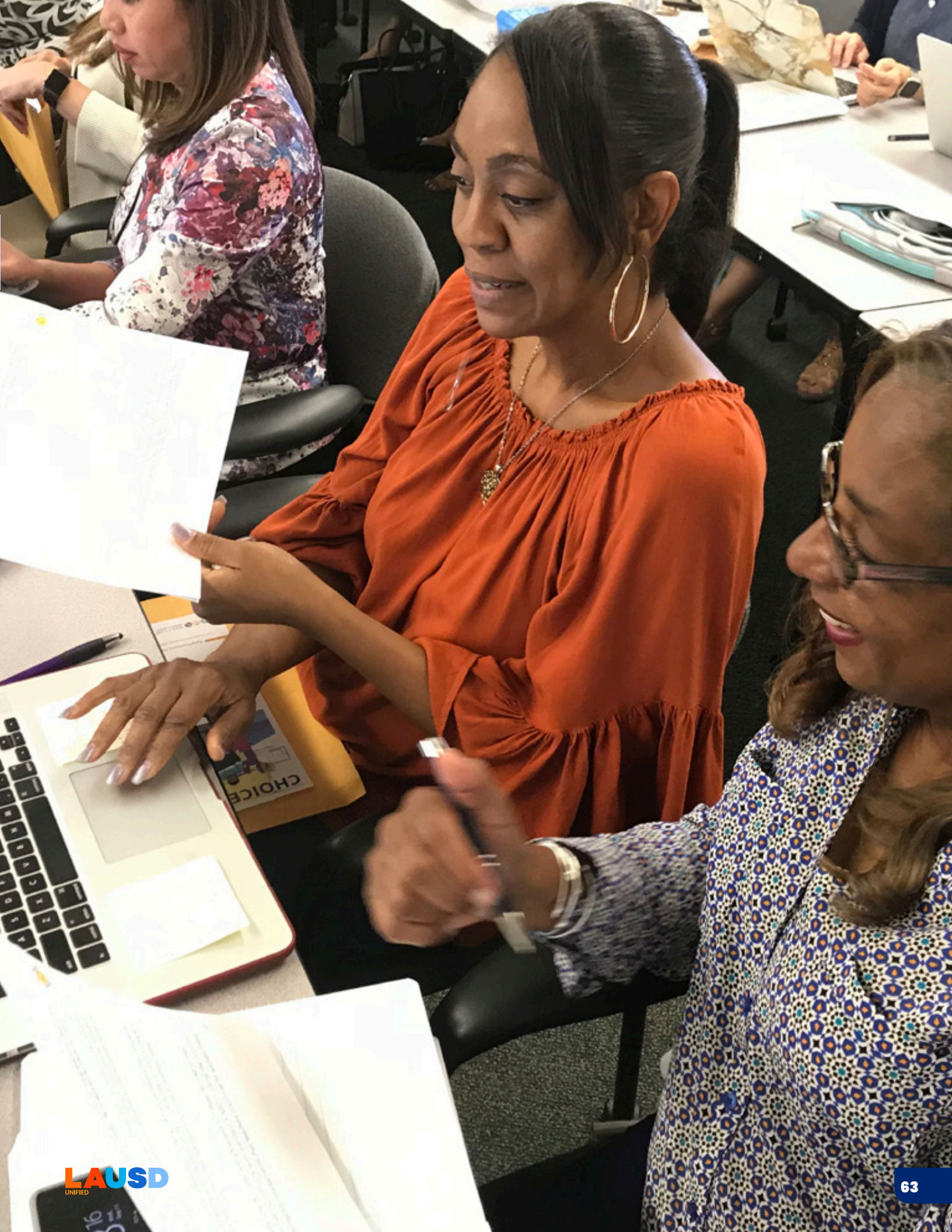
By 2026, we will:

- ✓ Administer the Stakeholder Feedback Survey to students in at least 75% of classrooms of eligible teachers being evaluated
- ✓ Ensure 100% of employees receive performance management training as they are hired into supervisory or management positions
- ✓ Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups

RESOURCES

- [Teaching and Learning Framework](#)
- [School Leadership Framework](#)
- [Principal Supervisor Leadership Framework](#)
- [Classified Performance Framework](#)
- [School Counseling Framework](#)





What's Next

Looking forward, there are several important pieces that will be put in place to ensure we fulfill our promise that all students are **ready for the world**.

- **Implementation guide** – The Strategic Plan outlines ways we will focus our efforts to achieve our goals, but there are more specific actions and practices that will be implemented in our schools and classrooms to help us move our priorities forward. These detailed actions will be included in a forthcoming Strategic Plan Implementation Guide designed for practitioners to support work in our schools.
- **Ongoing engagement** – Feedback from the Los Angeles Unified community was instrumental in developing our Strategic Plan. We must continue to engage all members of the community regularly and robustly over the next four years to ensure we remain on the right path for improving outcomes for all students.
- **Alignment of systems** – This plan is intended to help us organize our work and our resources. We must ensure that other District processes and systems are clearly aligned with this plan, including alignment with District budgets, our Local Control Accountability Plan (LCAP), reporting structures, professional development, and school-level plans for success.
- **Progress monitoring** – This plan includes measures and targets to help gauge our success in implementing the Strategic Plan, and it is imperative that we continue to monitor and share our progress so that we can improve and adapt our work to accelerate student achievement.

CALL TO ACTION

With this plan, we are committing to action **now** – our students cannot wait. We call upon **you** to help us ensure our students graduate **ready for the world**.

We must work **together** to elevate our students to achieve academic success, develop social-emotional resiliency, and embrace the joy of a positive and fulfilling school experience. Every member of our Los Angeles Unified community has a part to play in this effort, and we urge you to **join us** and commit to celebrating and supporting the work of this plan. Together, we will take our students to where they need to be, and we call on you to **show up, step up, speak up** on behalf of our students and in support of one another.

Through this plan and through our promise to each and every student, we can ensure all our young scholars will be ready to thrive and ready for the world, and we need you to act alongside us.

Are YOU ready?



Thank You

We want to thank the entire Los Angeles Unified family for all the support, contributions, and inspiration that helped to produce the 2022-26 Strategic Plan. It is designed around the hopes and aspirations of everyone within our community, and we appreciate the opportunity to have collaborated with so many along the way.

We want to express our sincere gratitude to the Board of Education for offering direction and guidance on this plan. Because of their vision and tireless devotion to uplifting our students, we have been able to develop this coherent plan of action.



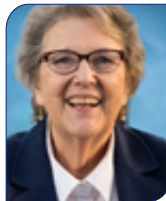
Kelly Gonez
President,
Board District 6



Scott M. Schmerelson
Board Member,
Board District 3



Nick Melvoin
Vice President,
Board District 4



Jackie Goldberg
Board Member,
Board District 5



Dr. George J. McKenna III
Board Member,
Board District 1



Tanya Ortiz Franklin
Board Member,
Board District 7



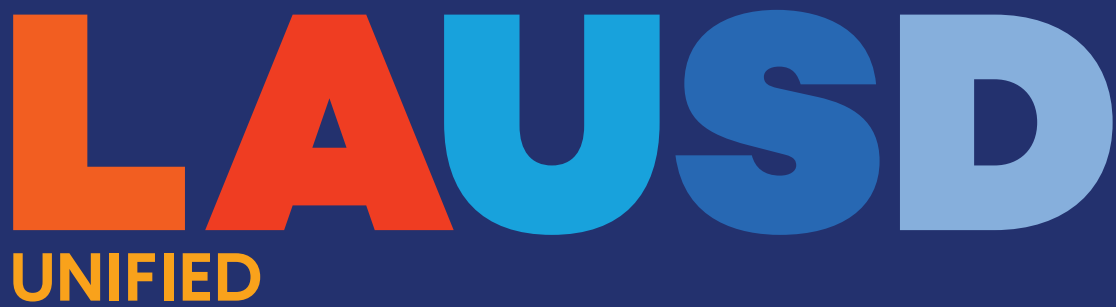
Mónica García
Board Member,
Board District 2



Parishi Kanuga
Student
Board Member

We also want to acknowledge the wide diversity of groups who have offered their energy and input to this process. These groups include students, families, teachers, school site leaders, support staff, labor partners, administrators representing all district departments, community organizations, elected officials, philanthropic partners, and members of the wider Los Angeles community.





Los Angeles Unified School District
2022-26 Strategic Plan
achieve.lausd.net/StrategicPlan