

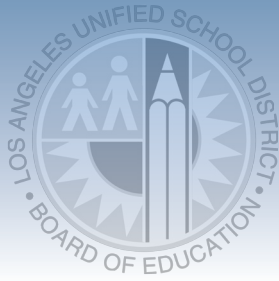


# “A DISTRICT ON THE MOVE” Destination Graduation

STRATEGIC PLAN  
2016-2019







## ACKNOWLEDGMENTS

Special appreciation and gratitude is extended to L.A. Unified's Board of Education. This Strategic Plan has been realized through the members' contributions and commitment to the students of L.A. Unified. The Board members are:

Steve Zimmer, President, Board District 4  
Dr. George J. McKenna III, Vice-President, Board District 1  
Mónica García, Board District 2  
Scott Schmerelson, Board District 3  
Dr. Ref Rodriguez, Board District 5  
Mónica Ratliff, Board District 6  
Dr. Richard Vladovic, Board District 7

We are also grateful for the dedicated efforts and collaboration of so many students, teachers, administrators, support staff, parents, and community and labor partners. Without their guidance and the time they gave to provide input, this document would not have come to fruition.





## LETTER FROM THE SUPERINTENDENT

Dear L.A. Unified Community,

Having spent most of my life in L.A. Unified as a student, parent, teacher, principal and administrator, I am honored to be superintendent of this remarkable school district. My 30-plus years of experience have given me a deep appreciation of the hard work of our employees, families and community partners, and their dedication to the success of our students.

We must now build on these achievements as we prepare our students to thrive in the rapidly changing global community. This strategic plan, titled "A District on the Move: Destination Graduation," serves as a guide for creating an organizational culture that engages, inspires and supports students and staff. Renewing our focus on educational excellence, equity and innovation, we must work collaboratively to ensure that each and every student graduates ready for college and career.

"A District on the Move" highlights our newly developed objectives and initiatives to provide students with a dynamic, personalized and high-quality learning experience. These include new educational pathways, broader access to quality arts education, increased parent engagement and stronger social-emotional supports. This strategic plan also serves as a meaningful action plan – a roadmap for ensuring that all of our students will graduate, and that they will be empowered with the knowledge and skills to pursue their aspirations and lead fulfilling lives. As we work toward these goals, we must exercise fiscal prudence by making the most effective and equitable use of all available resources.

This plan evolved during a months-long process that brought together students, parents, educators, employees, community and labor partners and civic leaders. I am grateful for their input, guidance and encouragement in setting ambitious yet realistic priorities that will help us better serve our nearly 700,000 students.

We recognize that our District has experienced a number of challenges over the years, and that we must intensify our efforts to close persistent achievement gaps and create a better future for our students. This plan is a significant first step of the many we will take together to ensure that all of our students graduate and that they are prepared for success. We are at our best when we are unified and moving forward as a team.

Sincerely,

A handwritten signature in black ink, reading "Michelle King".

Michelle King  
Superintendent





*The schoolhouse gate has always been an entryway to more than classrooms and curricula. It is an entryway to passions ignited, to talents unearthed, to dreams not deferred, and to united and uplifted communities.*

*Anchored by equity, we deliver on this promise—shoulder-to-shoulder—for every child, every day. We forge relentlessly toward 100% graduation, motivated by unwavering belief that students can and will succeed.*

*We are L.A. Unified, developing next generation dreamers, leaders, and world-changers.*

## MISSION

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Embracing our diversity to educate L.A.'s youth, ensure academic achievement and empower tomorrow's leaders. We are L.A. Unified.

## VISION

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L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

## CORE BELIEFS

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### We believe in MUTUAL RESPECT

All individuals, opinions and contributions are valued.

### We believe in EXCELLENCE & HIGH EXPECTATIONS

All students, parents, employees and community partners contribute unique talents, strengths and skills to create an environment of excellence and hold ourselves to the highest standards.

### We believe in EQUITY & ACCESS

All students have access to high-quality schools, innovative programs and necessary supports. Distribution of resources will be based on the needs of students, schools and community.

### We believe in COLLABORATION

All students, parents, employees and community partners communicate and work together for excellence and success.



## WE LISTENED

The Strategic Plan incorporates a wealth of information by stakeholders who represent the diverse interests of L.A. Unified, as well as an analysis of student, school and District performance data. The process began in Fall 2015, as we gathered input for our Local Control Accountability Plan, which guides our support of low-income students, English-learners and foster youth.

Our ongoing Listen and Learn Tour began in January 2016 when we set out to expand the conversation beyond our high-needs populations to *all* students in L.A. Unified. Superintendent Michelle King and the Strategic Plan Development team, in partnership with the L.A. Compact, met with students, teachers, administrators, staff, community and labor partners, business community and Board Members. Together we discussed our mission, core beliefs, goals and the most powerful strategies to boost academic performance. Feedback was gathered through retreats, town halls, focus groups, Local District meetings and surveys. We will continue to listen across all levels of the organization, and to our external partners, with the focus on continuously improving service to students, families and the community.



## WE LEARNED

Common themes surfaced during the Listen and Learn Tour. They include:

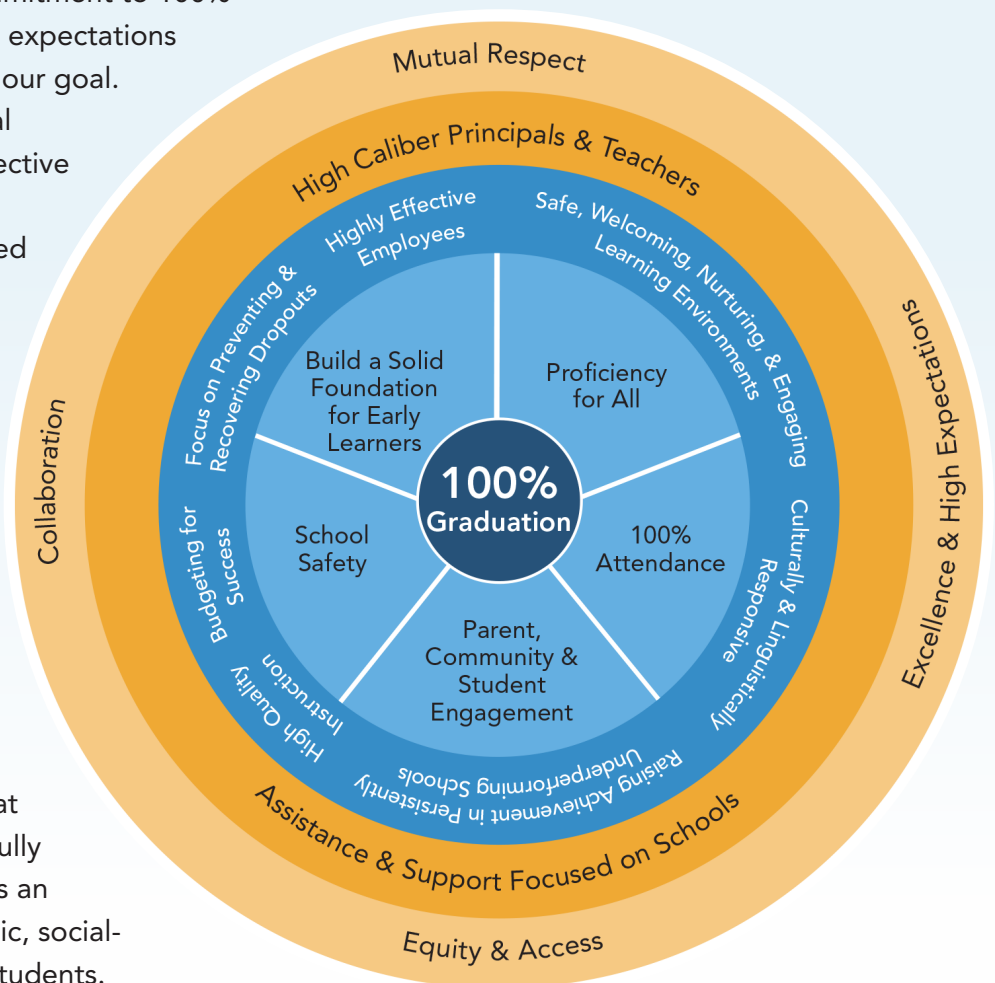
- Every student graduating prepared for college, career and life is our ultimate measure of success.
- Students, families and communities must have meaningful opportunities to participate.
- School leaders must guide collaborative efforts to create positive environments where learning thrives.
- Learning and engagement can take place only in a safe, welcoming and nurturing environment.
- Effective teachers facilitate active learning.
- School communities want highly engaging and differentiated professional development/training.
- The District must limit key initiatives to those that yield the greatest results on student learning and achievement.
- Every school needs to implement a solid instructional plan that includes what is taught, how are we teaching it, and what do we do when students do not learn it the first time.

What we learned has validated our goal and objectives, helped to identify the essential elements of effective learning environments and to develop our Strategic Plan.

## STRATEGIC PLAN

The Strategic Plan represents our commitment to 100% graduation. Through excellence, high expectations and continuous learning we will reach our goal. The plan also outlines our fundamental strategy, the essential elements of effective learning environments, our objectives and key initiatives. The plan is intended to cultivate common understanding and coherence, and to empower all stakeholders to take action toward creating a district of graduates. It provides the prioritized framework from which L.A. Unified will work.

In our relentless pursuit to educate, graduate and inspire our diverse student population, we must make certain that they have access to the highest caliber staff and services available. We also must guarantee that our families are actively and meaningfully involved. Each and every person plays an important role in meeting the academic, social-emotional and physical needs of our students.



Our **CORE BELIEFS** drive everything we do. Our **FUNDAMENTAL STRATEGY** directs everyone in L.A. Unified to focus efforts and resources on schools. Principals and teachers with the support of all staff, families and our community will ensure the **ESSENTIAL ELEMENTS** are in place at every school. By collaborating with all stakeholders and having the essential elements in every school, L.A. Unified will meet our **OBJECTIVES** and ensure **100% GRADUATION**.





**L.A. Unified's Strategic Plan focuses on a single fundamental strategy:  
The District will direct its efforts and resources to recruit, develop and support principals and teachers in creating a learning environment that ensures 100% of students achieve and graduate.**

High-caliber principals and teachers, supported by the entire L.A. Unified family, ensure that learning environments are safe, welcoming, nurturing and engaging. All students achieve when rigorous, personalized instruction is provided.

### L.A. UNIFIED WILL...

- Use the California content standards and frameworks as the foundation for all instruction, empower and support principals and teachers to customize solutions and align resources to foster continuous improvement.
- Engage and differentiate ongoing professional development opportunities for principals and teachers.
- Coach and mentor principals and teachers.
- Streamline non-instructional procedures for principals and teachers.
- Charge every District employee with assisting and supporting principals and teachers.

### L.A. UNIFIED OUTCOMES...

- A District of graduates college prepared, career and life ready.
- Students are nurtured and engaged as scholars, challenged academically and realize their aspirations.
- Stakeholders are respected and supported by the District to be innovative and creative in pursuit of shared goals.
- Families, communities and partners support the success of children and schools.
- The District attracts, retains and cultivates high-caliber administrators, teachers and staff.
- A District culture of high expectations, excellence and continuous improvement.



### HOW WE IMPLEMENT

Success of the plan depends on implementation of our strategy and initiatives. Senior leadership, in collaboration with Local Districts, Division leaders, school-site teams and community partners will develop a comprehensive scope of work and specific steps needed to support schools. To ensure effective implementation, the District will utilize the following methodology:

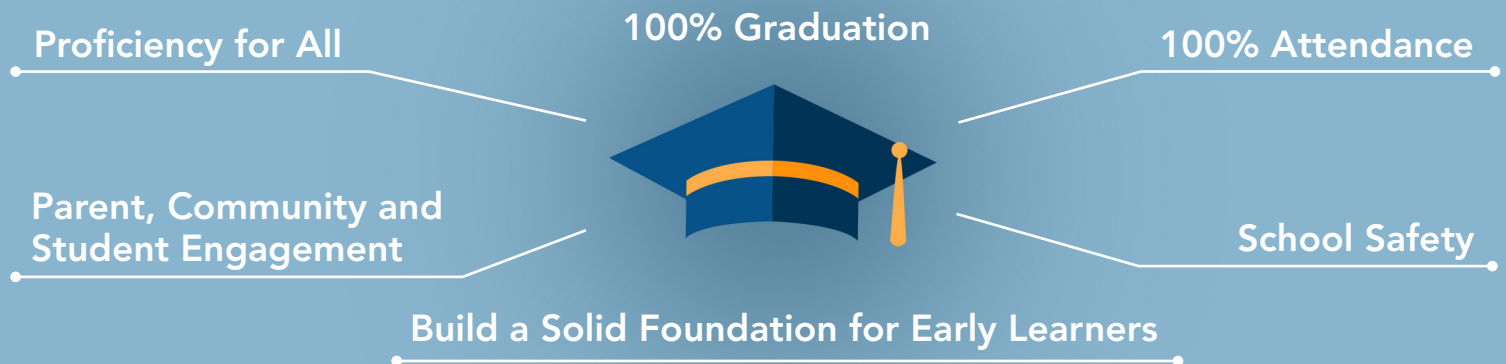
- Ongoing data analysis
- Thoughtful and rigorous planning
- Appropriate resource allocation
- Continual communication
- Collaboration
- Sharing of best practices and innovation

We will meet regularly with Board members, District staff, parents and the community to collaborate and monitor the effectiveness of our strategy and key initiatives and their impact on our goal and objectives.

# DESTINATION GRADUATION

## ALL STUDENTS PREPARED FOR COLLEGE, CAREER AND LIFE

L.A. Unified students are the leaders, educators, entrepreneurs, artists, and innovators of tomorrow. They will think critically, communicate effectively and possess the standards-based knowledge and skills and resilience to tackle real-life challenges. All of our students will graduate as life-long learners and engaged global citizens, with the motivation and tenacity to pursue their dreams. L.A. Unified is committed to providing the high-quality instruction and supports to achieve our goal of 100% graduation.



## Milestones for Graduation, College and Career Success

As students progress through their Pre-K-12 academic careers, they strive for and reach a number of key milestones. L.A. Unified has identified ten milestones that are used as benchmarks to guide our efforts to ensure all students graduate and experience future college and career success.

### Pre-K – Elementary School

1. Mastery of the CA Preschool Learning Foundations Language and Literacy benchmarks.
2. Reading to Instructional Level (K-2<sup>nd</sup> grade) – Students will read at or above their instructional level by the end of 2<sup>nd</sup> grade.
3. Reading Proficiency – Students in grades 3-5 will meet or exceed standards at grade level on the Smarter Balanced Assessments.
4. Math Proficiency – Students in grades 3-5 will meet or exceed standards at grade level on Smarter Balanced Assessments.

### Middle Grades

5. Reading Proficiency – Students in grades 6-8 will meet or exceed standards at grade level on the Smarter Balanced Assessments.
6. Math Proficiency – Students in grades 6-8 will meet or exceed standards at grade level on Smarter Balanced Assessments.

### High School

7. Algebra 1 Completion by End of Grade 9 – A key indicator for high school graduation.
8. 3.0 GPA or Above – A key indicator for college readiness.
9. SAT or ACT Completion – Gives students the option of attending a four-year university.
10. Student Aspirations – Students who self-report on the School Experience Survey that they plan to attend a technical, two-year or four-year college.

Milestone targets for 2018-2019 school year

Indicator 1:	Indicator 2:	Indicator 3:	Indicator 4:	Indicator 5:	Indicator 6:	Indicator 7:	Indicator 8:	Indicator 9:	Indicator 10:
95%	81%	47%	37%	47%	37%	83%	43%	61%	94%



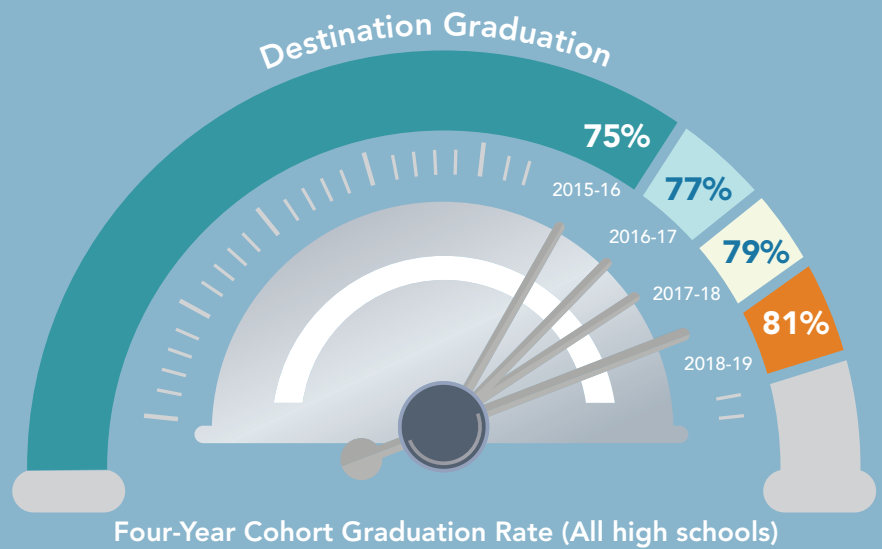
# PREPARING FOR GRADUATION AND BEYOND

**Empower Global Graduates through Mastery Based Learning for the 21<sup>st</sup> Century** – Ensure students reach proficiency in content knowledge and build their critical thinking, collaboration, creativity, and digital skills to achieve the district's graduate profile so all students are efficacious, influential, worldly-wise and adaptable, ready to activate their goals in the 21<sup>st</sup> Century.

**Personalize Linked Pathways to Graduation** – Empower families to make academic selections that connect to student interest and align with life and career aspirations.

Increase personalized learning experiences focused on graduation and students' plans for the future (e.g., magnets, Linked Learning, dual-language immersion, International Baccalaureate, SAS Academies). In addition, students with disabilities have their academic pathway personalized through their Individualized Education Program (IEP) and Individualized Transition Plan (ITP).

**Engage Students in Exploring and Building their Life Plans** – Provide engaging opportunities for students so they persist in their progress toward graduation\* and plans for the future. Activate a personalized student network of school, home and community support to encourage and mentor students in envisioning and creating their college, career and life pathways. Ensure effective communication around college and career knowledge and access including available scholarships, application processes and specialized programs. \*Some students on the alternate curriculum earn a Special Education Certificate of Completion.



## THE DISTRICT COMMITS TO...

- A 24% expansion of school pathways by the 2018-19 school-year (e.g. magnets, Linked Learning, International Baccalaureate, dual-language immersion, STEM and STEAM).
- Ensuring 100% of high school students concurrently enroll in at least one community college class prior to graduating, beginning with the class of 2019.

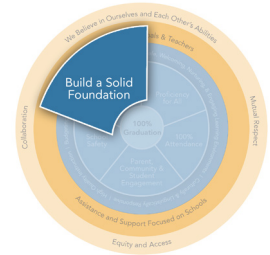


OBJECTIVE  
BUILD A SOLID FOUNDATION FOR EARLY LEARNERS



PROVIDING OUR YOUNGEST LEARNERS  
WITH A QUALITY START

All children enter school ready to learn through receiving high-quality educational and developmentally appropriate preschool experiences. We must support children’s early development and education, including support for optimal early cognitive development, so they are ready to learn when they begin formal schooling in kindergarten and beyond.



THE DISTRICT COMMITS TO...

Ensuring that 75% of our early education programs will receive a score of 4 or better as measured by the Quality Rating Improvement System by the 2018-19 school year.

KEY INITIATIVES

1. Reduce the Achievement Gap in the Early Years

To prevent and narrow the achievement and opportunity gaps that traditionally occur in K-12 schools, the District will commit to increasing equity and access for our youngest students by supporting and growing State Preschool, Expanded Transitional Kindergarten and Transitional Kindergarten Program opportunities. The expectations for the planning and delivery of instruction for all teachers will be based on the California Preschool Learning Foundations and Frameworks.

This initiative includes a District-wide selection and rigorous implementation of a comprehensive, balanced curriculum that emphasizes the socio-emotional, cognitive and physical development of the whole child. Ongoing and meaningful professional development will enhance our early educators’ ability to provide every child with a high-quality and personalized learning experience.





## 2. Early Parent Engagement

Parent involvement in their child's first educational experience sets a foundation for future advocacy and school success. The District commits to ensuring that all early education centers have active and well-represented parent advisory committees and parent education opportunities.



## 3. Quality Rating Improvement System

The District will implement a Quality Rating and Improvement System (QRIS) to assess, improve and communicate the level of quality in each of our early education programs. The implementation of the QRIS model will promote educator self-reflection and will facilitate continuous school improvement.

## RESOURCES & PLANS FOR SUCCESS

- California Preschool Learning Foundations and Frameworks
- Preschool-2<sup>nd</sup> Grade Early Literacy and Language Plan
- Targeted Professional Development Based on Student Need
- Instructional Technology Initiatives
- Social Emotional Curriculum in Every Early Education Classroom
- Special Education
- Reaffirming our Commitment to Early Education – Board Resolution
- Every Student Succeeds Act Inclusion of Early Education
- Support of Our Children, Our Future: Local Schools and Early Education Investment – Board Resolution

*“One of the Best investments we can make in a child’s life is a high quality early education.”*  
-President Barack Obama

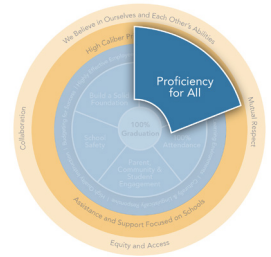
## EARLY EDUCATION ACHIEVEMENT TARGETS

	2016-17	2017-18	2018-19
Percentage of students who meet or exceed benchmark in Social Emotional Development (Desired Results Developmental Profile Assessment)	70%	78%	86%
Percentage of students who meet or exceed benchmark in literacy and language (Desired Results Developmental Profile Assessment)	75%	85%	95%
Percentage of students who meet or exceed benchmark in math (Desired Results Developmental Profile Assessment)	75%	85%	95%
Percentage of early education centers that will establish Parent Advisory Committees	80%	90%	100%
Quality Rating Improvement System ratings - measure growth of early learning programs that receive 4 stars or better	50%	65%	75%

# OBJECTIVE PROFICIENCY FOR ALL



## EQUITABLE ACCESS TO HIGH-QUALITY CURRICULUM AND INSTRUCTION IN EVERY CLASSROOM, EVERY DAY



To ensure that 100% of students in L.A. Unified are prepared to graduate they must be nurtured as scholars from the beginning. We will provide a personalized educational experience to support student needs and aspirations. Beginning in preschool, students develop the academic foundation and confidence to succeed in school and in life. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

## THE DISTRICT COMMITS TO...

- Having quality arts instruction accessible to every child in 100% of schools by 2018-19 (e.g. music, theater, dance, visual arts, and film/media) school year.
- Increasing the number of bilingual bi-literate high school graduates by 60% by 2018-19 school year.

## KEY INITIATIVES

### 1. Implement a Data-Based, Multi-Tiered Support System (Pre-K through Adult)

L.A. Unified is committed to ensuring that every student graduates with the skills needed to compete in the 21<sup>st</sup> century, and a solid foundation is essential. Beginning in preschool, every child will be taught school-readiness behaviors, early-literacy skills and mathematical practices and concepts. Educators will use standards-based curricula to design enduring experiences, integrate digital tools and the arts, and tailor instruction to ensure that all students master grade-level standards. Schools will use multiple data points to screen, monitor and evaluate the effectiveness of the teaching and learning experience to ensure that students are on track and that resources match student need. Students who are not at proficiency in specific areas will get immediate and intensive instruction and support to help them reach and maintain proficiency.

### 2. Accelerate Learning with Quality Curriculum and Instruction

Accelerating high-quality instruction for every child means equipping our teachers with the knowledge of child development; mastery of California standards and frameworks; access to rigorous curricula; differentiated instruction, including accommodations and modifications for students with disabilities; and meaningful use of assessments. Embracing a growth mindset, teachers will collaboratively design rigorous, standards-based learning opportunities that engage our diverse student populations through culturally and linguistic responsive pedagogy. Every principal will lead by example to foster a culture of learning for all students, teachers and staff. Professional development will include the use of data to monitor student achievement, resulting in improved outcomes at all levels.



### 3. Amplify Student Voice and Involvement

Cultivate healthy relationship with all students, raising their aspirations towards college and career success. Utilize student strengths, interests, culture and experiences so that students engage in deeper learning and are able to persist through challenging tasks and text. Offer abundant choices to general education and special education students in their learning; and meaningful use of assessments.



## RESOURCES & PLANS FOR SUCCESS

- English Learner Master Plan
- Preschool-2<sup>nd</sup> Grade Early Literacy and Language Plan
- Instructional Technology Initiative
- Arts Education on Every Campus
- Standard English Resolution
- Learning Management System
- Advanced Learning Options
- Special Education
- Middle Grades Board Resolution
- Adult Education
- Alternative Education
- California Content Standards/Frameworks

“*Not Every Student learns in the same way at the same time.*”

-Dymally High School student

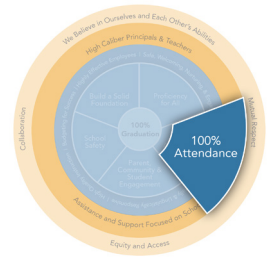
## LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP) TARGETS

	2016-17	2017-18	2018-19
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	20%	22%	24%
Percentage of English Learners Making Annual Progress on the California English Language Development Test (CELDT)	55%	57%	59%
Percentage of English Learners Who Have Not Reclassified in 5 Years (Long-Term English Learner, LTEL)	19%	17%	15%
Percentage of High School Students On-Track for A-G with a "C" (Grades 9-12)	48%	50%	52%
Percentage of Advanced Placement (AP) Exam Takers with a Qualifying Score of "3" or Higher	40%	42%	44%
Percentage of 2 <sup>nd</sup> Grade Students Meeting Early Literacy Benchmarks	77%	79%	81%
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade English Language Arts (ELA)	43%	45%	47%
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade Math	33%	35%	37%

# OBJECTIVE 100% ATTENDANCE

## ATTENDANCE AND ENROLLMENT MATTERS

We must communicate the value of an L.A. Unified education so that families will select our schools for their children. We are developing a unified enrollment system that will be accessible, equitable and easy to navigate. We offer personalized instruction through traditional schools, magnets, pilots, dual-language immersion, Linked Learning and career-technical programs. The student-centered approach encourages good attendance, which is fundamental to proficiency and success. Rather than providing a one-size-fits-all approach to learning, L.A. Unified is a District of choices that ensures 100% graduation.



## THE DISTRICT COMMITS TO...

Reducing the number of students who are chronically absent by 30% by the 2018-19 school year.

## KEY INITIATIVES

### 1. Promote the Value of an L.A. Unified Education

The District and schools will work together to promote our achievements and the benefits of an L.A. Unified education. We will build an online repository of promotional materials – such as templates for fact sheets, brochures, and flyers – which can be utilized by schools for their informational campaigns. Staff will be trained to effectively communicate the successful programs, stories and accomplishments that can help increase enrollment.

### 2. Increase Enrollment and Improve Attendance

To increase enrollment and improve attendance we must provide high-quality instruction in a safe, welcoming, nurturing environment with the appropriate tiered resources to support success. Schools will be supported to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.



### 3. Build the Capacity of Staff and Families

Staff and parents will be trained on attendance routines, policies, and other topics of interest such as serving the whole child, social-emotional learning, parenting, academic planning and building resiliency. Families will be encouraged to participate through outreach and welcoming activities. Staff will take a customer service approach in making encounters positive.



## RESOURCES & PLANS FOR SUCCESS

- Attendance Incentive Program
- Blue Ribbon Attendance Implementation Plan
- A-G Diploma Counselors in High Schools
- Online Resources for School Staff, Parents and Students

## LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP) TARGETS

	2016-17	2017-18	2018-19
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	73%	75%	77%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	11%	9%	7%
Percentage of ALL Staff Attending 96% or Above	76%	78%	80%



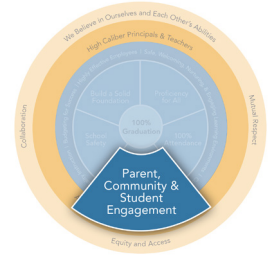


## OBJECTIVE

# PARENT, COMMUNITY AND STUDENT ENGAGEMENT

## ENGAGEMENT AND PARTNERSHIPS TO PREPARE STUDENTS FOR COLLEGE, CAREER AND CIVIC LIFE

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. When we work collaboratively, we are more likely to reach our goal of 100% graduation. L.A. Unified will streamline processes to increase partnerships with higher education, business, and community organizations. The District will leverage resources and programs within the larger community in order to provide services that support the whole child.



## THE DISTRICT COMMITS TO...

Ensuring that 100% of L.A. Unified parents will be registered and ready to use the Parent Access Support System Portal (PASSport) by the end of the 2018-19 school year.

## KEY INITIATIVES

### 1. Welcoming and Engaging Environments

Provide high levels of customer service. Invite students, families and the community to participate as equal partners in creating a nurturing educational environment. Increase opportunities for students and parents to partner with their schools and the District to lead and make decisions.



### 2. Build Capacity to Engage

Provide parents with opportunities to learn how to support education at home and at school. Teach and model engagement strategies for schools. Strengthen and promote communication between students and adults to collaborate on solutions to meet school goals. Support families, students and community members to navigate educational and support systems to improve readiness to learn and to increase achievement.



### 3. Promote Collaboration Between the District, Schools and Community Partners

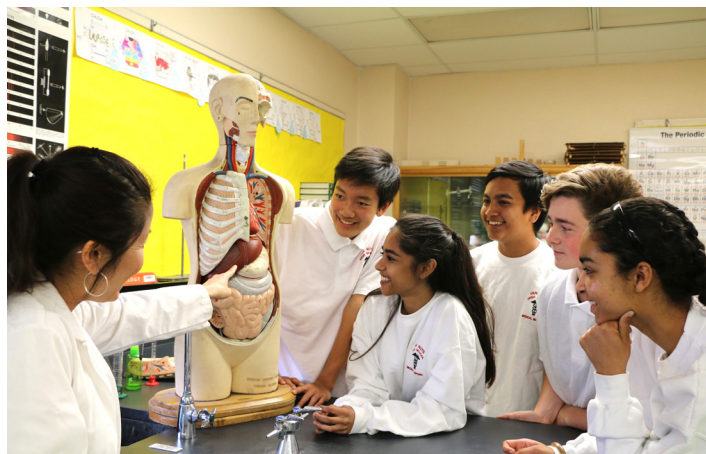
Assist schools with developing and sustaining strong partnerships that increase schools' capacity to provide holistic supports for students and families. Develop collaborative District partnerships with early childhood education, higher education, community-based organizations, civic leaders and workforce development partners to support cradle-to-career educational pathways for students. Streamlining processes will lead to expanding school-driven partnerships.

## RESOURCES & PLANS FOR SUCCESS

- L.A. Unified Parent Access Support System Portal (PASSport)
- School Volunteer Program
- Partnership Action Teams
- Parent and Family Centers
- Parent Workshops and Activities
- Training for Schools
- Partnerships with Higher Education
- L.A. College Promise
- Linked Learning
- Work-Based Learning Opportunities

## LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP) TARGETS

	2016-17	2017-18	2018-19
Percentage of Students who Feel a Part of Their School (Question on School Experience Survey)	85%	87%	89%
Parent/Caregiver Participation on School Experience Survey	60%	Benchmark (online)	B+2%





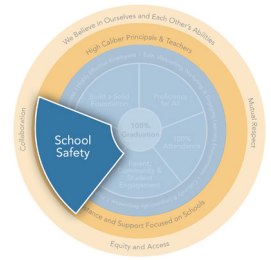
# OBJECTIVE SCHOOL SAFETY



## SAFE LEARNING ENVIRONMENTS THAT FOSTER SUCCESS

In order for the whole child to thrive and ultimately graduate, they must feel safe, cared for, connected and respected. Schools must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported:

- Emotional safety - Positive relationships, school connectedness, students feel confident to ask questions, seek help and advocate for themselves.
- Personal and community safety - Students can learn in an environment free of physical and online bullying, hazing and violence.
- Environmental health and safety - Safe, clean and well-maintained campuses and offices that are health-protective, conducive to learning and provide program accessibility.



## THE DISTRICT COMMITS TO...

100% of schools will be trained and fully implementing restorative justice practices by the end of the 2019-20 school year.

## KEY INITIATIVES

### 1. Enhance Positive School Climates

Every District stakeholder has an active role and responsibility to ensure safe learning environments. Schools will utilize the [Safe School Plan](#) to continuously improve and promote positive school climates. The Plan clearly outlines responsibilities for all stakeholders to enhance positive school climates that support safety, attendance, wellness and to coordinate planning for emergencies and critical incidents. The Safe School Plan also addresses how the school will implement the District's [Health and Wellness Policy](#).



Franklin Avenue School





## 2. Model and Reinforce Positive Behavior

All District schools will rigorously implement the [Discipline Foundation Policy](#) and the eight key features of school-wide Positive Behavior Intervention and Support (PBIS). Enhance staff understanding of student behavior, methods to teach and reinforce behavioral expectations, and to ensure positive behavior. Implement restorative justice practices and alternatives to suspension to promote a sense of community and improve school climates. The eight key features of PBIS are as follows:

- Administrative Leadership and Support
- Team-based Implementation
- Behavioral Expectations Defined
- Behavior Expectations Taught
- Acknowledge and Reinforce Appropriate Behavior
- Monitor and Correct Behavioral Errors
- Data-based Decision Making
- Family and Community Collaboration

## 3. Serve the Whole Child

Establish healthy relationships where students feel emotionally safe, respected and valued. Build student resiliency. Provide necessary supports and services so that students are physically and mentally healthy. Meet students’ needs in order to access the instructional program. Provide before and after-school services, interscholastic athletics and enrichment programs. Offer a comprehensive array of tiered supports for students and families such as school-based health centers, mental health clinics, specialized programs and inter-agency and community partnerships.

“

*Be Fair and Show you Care.*”

-Jim Carmicle,  
Hollywood High Teacher

”

## RESOURCES & PLANS FOR SUCCESS

- iSTAR System (Incident System Tracking Accountability Report)
- Discipline Foundation Policy
- Coordinated Health & Safety Plan (Safe School Plan)
- Safe School Inspection Program
- The 40 Developmental Assets
- Blueprint for Wellness (Health & Wellness Policy)
- School Climate Bill of Rights

## LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP) TARGETS

	2016-17	2017-18	2018-19
Single Student Suspension Rate	0.4%	0.35%	0.3%
Instructional Days Lost to Suspension	6,097	5,667	5,036

# ESSENTIAL ELEMENTS OF EFFECTIVE LEARNING ENVIRONMENTS

L.A. Unified defines essential elements as the components needed to build an effective learning environment in which every student succeeds and graduates. They are cultivated by highly effective teams of school and District staff, students, families and community partners. The Strategic Plan's strategy and initiatives will support the following essential elements:



## SAFE, WELCOMING, NURTURING AND ENGAGING LEARNING ENVIRONMENTS

Safe and welcoming schools create an environment that connects students, families, employees and community members and encourages the learning process. Safe, nurturing and engaging learning environments:

- Meet the academic, physical and social-emotional needs of students.
- Offer high-levels of customer service at every school and District Office.
- Provide clean and accessible facilities that support academic, enrichment and extracurricular programs and activities.
- Provide positive behavior support, restorative justice practices, digital citizenship, before and after-school services, health and mental health care, trauma informed care and nutrition.
- Empower stakeholders as equal partners in decision-making and action.

## CARING, HIGHLY EFFECTIVE EMPLOYEES FOCUSED ON STUDENT ACHIEVEMENT

L.A. Unified must ensure that all employees have the knowledge and skills to be effective in their role of supporting students and families. The District must also support staff wellness so that employees can effectively do their jobs. To develop professionally as highly effective individuals and team members, L.A. Unified employees must:

- Acquire and refine essential skills to provide the highest quality service.
- Have access to relevant, differentiated and high-quality professional development.
- Utilize data, feedback, reflection and dialogue to improve performance.
- Participate in ongoing cycles of learning, including the sharing of best practices.



## CULTURALLY AND LINGUISTICALLY RESPONSIVE LEARNING ENVIRONMENTS

Diversity is our strength. L.A. Unified is made up of many cultures where more than 90 languages are spoken. Students are more successful when learning relates to their culture and language. Culturally and linguistically responsive learning environments:

- Understand and embrace the cultural values and norms of our students, families and communities.
- Use the cultural knowledge, experiences, frames of reference and performance styles of students.
- Provide instruction where students feel safe, learn and meet high standards.
- Promote critical thinking, creativity, communication, collaboration and global competencies.

## ENGAGING, HIGH QUALITY INSTRUCTION IN EVERY CLASSROOM

The quality of instruction is measured by student learning and achievement. The District utilizes its [Teaching and Learning Framework](#) to help teachers improve their teaching practices and meet the needs of diverse learners. With personalized instruction that uses culture, strengths and choice, teachers can help students master the [California Content Standards](#) and learn to persist through challenging tasks and texts. Communication among teachers, students and families fosters robust participation and encourage success. High-quality instruction is comprised of five standards:

- Planning and preparation
- Delivery of instruction
- Classroom environment
- Professional growth
- Additional professional responsibilities, including communication with parents

## RAISING ACHIEVEMENT IN PERSISTENTLY UNDERPERFORMING SCHOOLS

The District takes responsibility for improving student outcomes by strengthening the manner of teaching and learning at our persistently underperforming schools. The following strategies will place a renewed focus on recruiting, developing and retaining teachers and administrators to provide dedicated and differentiated supports for our students.

- Create and implement programs to encourage National Board Certified teachers and other exemplar educators and administrators to work and succeed in high-needs schools.
- Provide off-norm resources, such as counselors, literacy and mathematics coaches.
- Expand customized professional development opportunities to enhance teaching and leadership skills and build positive school climate.
- Deliver quality instruction through mastery of the California content standards and frameworks to improve student outcomes.
- Assign coaching support teams to assist administrators, teachers and school sites.

## FOCUS ON PREVENTING AND RECOVERING DROPOUTS

Implementing a systemic approach to prevent and reduce dropout rates for all subgroups is a critical focus of L.A. Unified in order to provide a strong foundation and safety net for every student. All District staff, families and community partners will work collaboratively to:

- Use early warning indicators to provide targeted instruction and accelerated learning opportunities.
- Provide multiple pathways to achieve success such as mentoring programs, proactive tutoring, alternative schooling, flexible hours of attendance and class scheduling, linked learning, adult education, career and technical education and beyond the bell opportunities.
- Personalize learning and support for all students and provide individualized counseling for middle and high school students in order to be successful in college and career.

## BUDGETING FOR STUDENT SUCCESS

L.A. Unified receives a finite amount of state and federal revenue to serve the nearly 700,000 students who are enrolled in preschool through adult school. Therefore, it must align its limited resources to our goal, objectives and initiatives that maximize student success:

- Use equity-based models to allocate funding.
- Operate more efficiently and redirect more revenue to schools.
- Decentralized budgeting to bring decision-making closer to schools.
- Implement policies and procedures that promote fiscal prudence.
- Continue advocating for additional funding for public education.





## NEXT STEPS: Implementation plans will be created for each of the District's commitments and key initiatives.

Plans will include specific action steps, responsibilities and timelines. These plans will be used to guide our work, monitor timely completion of actions and ensure implementation of commitments and initiatives. Annual LCAP targets will be used to measure our progress toward meeting our goal of 100% graduation.









# "A District on the Move"

## Destination Graduation

Our students count  
on you!