

Superintendent Alberto M. Carvalho



# 100-Day Plan REPORT

An overview of what was completed during the 100 days





Dear Los Angeles Unified Family,

Since I first arrived in Los Angeles Unified, I have challenged our team to be bold, innovative and focused on the elements to support student achievement. This challenge was welcomed with open arms and excitement. On February 24, 2022, we released an ambitious 100-Day Plan to take immediate actions to support Los Angeles Unified, while devising the foundation for the work ahead, including the development of our 2022-26 Strategic Plan.

With the core beliefs of equity, collaboration and excellence, we embarked on four key tasks: Learn, Assess, Communicate and Act. I am proud of the work that has taken place across these tasks and I remain steadfast in my commitment for the work to come.

Throughout my first 100 days, we have engaged nearly 6,000 stakeholders in person and virtually about what must be prioritized to support student success and close gaps, and over 14,000 individuals shared ideas and feedback via surveys. The input from our stakeholders has truly laid the groundwork for our 100-Day Plan actions and Strategic Plan.

We have already accomplished great things together. We have filled all in-school vacancies with fully credentialed individuals, launched a data dialogues program with priority schools, welcomed central office employees back to our headquarters safely and identified key strategies to address the negative impacts of the pandemic through an incredible array of summer school and enrichment offerings and additional acceleration days in 2022-23. We are proud of the continued investments in our most needed communities as evidenced by commitments to closing the digital divide, expanding early education, monitoring and improving air quality, the Black Student Achievement Plan, increasing arts education, the greening of schools and expanding dual-language programs.

I am grateful to all of our employees who have the skill, will and deep commitment to our students and school communities. I am also grateful for the students, families, staff and civic partners who offered their voices. Please know that the conversations we had and the work in the 100-Day Plan is not a “one and done”; it is just the beginning.

There is much work to be done, but I believe we have all the resources and skills needed to turn the impossible into the inevitable as we shift from being compliance driven to student driven and sharpen our focus on supporting student achievement. I am standing with you – shoulder to shoulder – to continue to move mountains for our students and the entire Los Angeles Unified family.

Sincerely,

Alberto M. Carvalho  
Superintendent



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**Within 100 days, written plans were developed to address the following:**

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# LEARN

<b>OBJECTIVE</b>	Learn from a diverse array of stakeholders to identify opportunities to improve District operations and outcomes, create opportunities to listen and develop ongoing structures for engagement.
<b>STATUS</b>	Completed

## NARRATIVE

To help develop strategies to support student achievement, Los Angeles Unified connected with nearly 6,000 stakeholders, including students, teachers, parents, principals, certificated and classified staff, Local District staff, and community and labor partners. During more than 100 sessions held from February to May 2022, stakeholders shared their perceptions of the challenges, opportunities and potential solutions to help us close opportunity gaps and increase student success. The sessions modeled two-way engagement using in-person, hybrid and feedback protocols that respected the voice and unique experiences of those we serve. In addition, multiple surveys resulted in over 14,000 participants sharing 237,000 contributions of ideas and feedback. Stakeholder input from the sessions and surveys helped guide our actions in completing the 100-Day Plan tasks and developing Los Angeles Unified’s Strategic Plan for 2022-26.

Some of the major themes from these conversations, focus groups and town halls included:

- Ensuring all students and staff have the same high-quality services and experiences, regardless of where they learn or work
- Addressing the persistent and widening achievement gaps and learning loss
- Providing mental health and social-emotional learning supports for students and staff
- Providing consistent and transparent communication
- Placing high-quality educators and support staff across all positions at our schools
- Ensuring all students are safe, happy, respected and engaged at schools with positive, collaborative, welcoming environments and supportive adults



We remain committed to communication and collaborative problem-solving with our stakeholders through advisory groups and regular interaction with schools and communities. Some of these major actions are outlined below.

**To learn more, download the [LEARN Report](#).**

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
District-level parent committees	11/01/22	5/31/23		●	●	●
LCAP student engagement	10/01/22	5/31/23		●	●	●
LCAP community partner engagement	9/01/22	5/31/23	●	●	●	●
Regular engagement with civic, business and community partners	7/01/22	5/31/23	●	●	●	●
Superintendent Advisory Groups	8/01/22	6/30/23	●	●	●	●
Student and School Experience Survey	10/01/22	12/31/22		●		
Local District LCAP Study Group	8/01/22	1/31/23	●	●	●	

# ASSESS | Student Performance Review

<b>OBJECTIVE</b>	Review student performance data across Los Angeles Unified to determine equitable student outcomes.
<b>STATUS</b>	Completed

## NARRATIVE

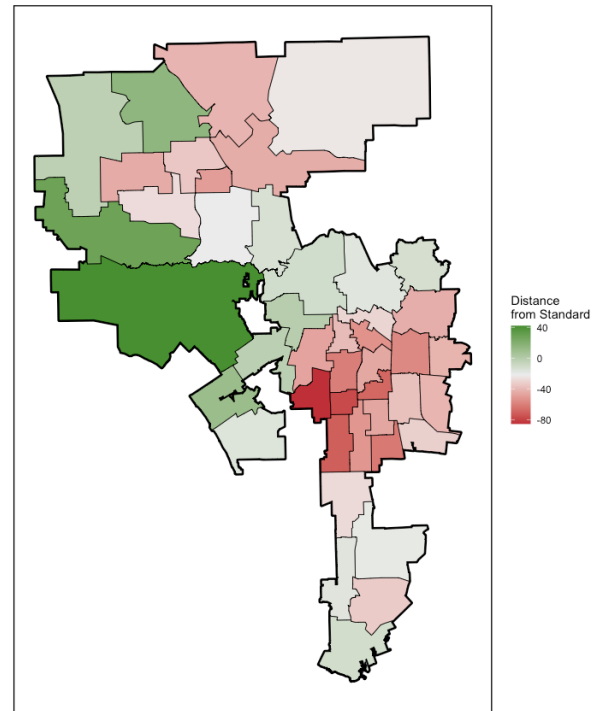
Los Angeles Unified staff reviewed student performance data going back to the 2016-17 school year. The analysis included data based on ethnicity as well as other targeted student groups including gifted students, English Learners, students with disabilities, students experiencing homelessness and students in foster care. Staff also looked at academic performance of students at various school models and at groupings of schools with different levels of socioeconomic need, as defined by the Student Equity Needs Index (SENI).

The Student Performance Review identified significant areas of inequity and imbalance, which will require targeted interventions, strategic investments and bold action to address.

We will continue to collect, analyze and report student performance data for internal District teams and the general public. This includes providing easy access to results using online dashboards and reporting platforms, such as those described in the Universal Student Success plan on page 30.

**To learn more, download the [Student Performance Review Report](#).**

2019 SBAC Distance from Standard  
3rd-5th Grade Math





# ASSESS | Assessing Infrastructure for College and Career Readiness

<b>OBJECTIVE</b>	Complete a comprehensive review of the District’s infrastructure to support student readiness for post-secondary success.
<b>STATUS</b>	Completed

## NARRATIVE

Staff met with stakeholders to discuss efforts to ensure students meet or exceed the requirements for on-time high school graduation and are prepared for college and careers. They gathered feedback on a revised Individualized Graduation Plan (IGP) that will expand to middle school and will be used to monitor student progress to increase academic outcomes and opportunities for students after graduation.

Recent engagement sessions also focused on developing new strategies to support completion of A-G classes with a C-grade or better, communicating Career and Technical Pathways and increasing academic counseling support at schools. Staff identified the need to increase family awareness of the programs and resources, accessibility of information to all families, and support available to help improve academic performance, especially among underrepresented student groups.

Staff also analyzed student-to-counselor ratios and high school graduation and dropout rates.

**To learn more, download the [Assessing Infrastructure for College and Career Readiness Report](#).**



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022			2023
			Q2	Q3	Q4	Q1
Receive Board approval for graduation profile	6/01/22	6/30/22	●			
Issue a request for proposal (RFP) for College and Career Certificate	4/12/22	6/30/22	●			
Develop an asset map of all District initiatives that support college and career readiness	3/14/22	6/30/22	●			
Complete and launch College Access and Reminders Exchange (CARE) digital application	1/16/20	8/15/22	●	●		

# ASSESS | Broad Fiscal Analysis

<b>OBJECTIVE</b>	Complete an expansive fiscal review of the status of funding conditions, practices and short- and long-term challenges. Identify ways in which District funding is most equitably and efficiently used to drive student achievement and wellbeing.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified has experienced significant student enrollment declines, which have impacted our operations and fiscal health. We expect that enrollment will continue to decline due to lower birth rates in Los Angeles County, rising housing and other living costs in Southern California, the lingering impacts of the pandemic and school-age children attending independent charters rather than District schools or moving outside of our boundaries.

The broad fiscal analysis will help inform how funds are being spent, carried over and/or unspent. With information on how funding affects student learning, we can then identify best practices and the strategic use of specific funds.

**To learn more, download the [Broad Fiscal Analysis Report](#).**



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Create a minority/women-owned businesses outreach program	3/15/22	Ongoing	●	●	●	●
Engage the Financial Crisis and Management Action Team’s fiscal health risk analysis tool to determine the District’s current fiscal health	5/01/22	8/30/22	●			
Create and implement the Small Business/Minority/Veteran Reporting dashboard	3/15/22	8/30/22	●			
Support passage of SB830 and AB2924 to bring in an estimated \$235-300 million (SB830) and \$118 million (AB2924) to Los Angeles Unified	3/15/22	8/30/22	●			
Identify methodologies to evaluate the efficacy of program investments	3/15/22	12/31/22	●	●		
Review school and District budget development timelines and make recommendations for strategic multi-year budgeting and expanded stakeholder participation in decision-making	3/15/22	8/30/22	●			

# ASSESS | Scan of Environmental Liabilities In and Around Our Schools

<b>OBJECTIVE</b>	Conduct a comprehensive analysis of potential environmental dangers in, near or around our school communities.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified is completing environmental surveys at all early education centers, primary centers and elementary schools to identify potential hazards such as railways, high-voltage power lines, methane zones, high-risk radon zones and polluted sites near or at schools requiring a long-term clean-up of hazardous materials. The District develops expedited action plans for high-priority findings. This includes creating a prioritization list of schools most impacted by poor air quality, which is used to select schools for enhanced air filtration. The environmental surveys are available to the public at <https://achieve.lausd.net/Page/17133>.

In addition, the Know Your Air Network provides real-time data in each school community. Sensors have been installed at 200 schools and strategically placed so that every school is within 1.6 miles of a monitor. The sensors are used to monitor poor air quality events such as wildfires and smog to inform decisions about modifying school activities with a focus on student health and safety.

The Know Your Air Network was publicly unveiled by Superintendent Carvalho at a press event on Earth Day 2022. The Know Your Air Network is available at <https://achieve.lausd.net/knowyourairnetwork> and on the AirVisual app at <https://www.iqair.com/us/air-quality-app>.

**To learn more, download the [Environmental Liabilities Report](#).**

### The Los Angeles Unified Know Your Air Network

- 22 Sensors deployed Fall 2020
- 178 Sensors deployed Fall 2021
- All LAUSD Schools & Facilities
- 2.5 km neighborhood scale grid cell
- ▭ LAUSD Boundary



# ASSESS | Analyze Safe Passages to and from School

<b>OBJECTIVE</b>	Explore and analyze the challenges that may jeopardize student safety coming to and from school.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified’s commitment to the physical and emotional well-being of all students includes safe routes to and from school, also known as “safe passages.” To support safe passages, we developed a protocol for school-site administrators to report unsheltered homeless encampments within 500 feet of their campus, providing critical information that is shared with government agencies of highly impacted neighborhoods. As a result of the strengthened shared-responsibility partnerships with local government agencies, internal District divisions and community-based organizations, the Los Angeles City Council adopted an ordinance on May 31, 2022, to ensure schools and childcare facilities are free from homeless encampments within 500 feet.

Additionally, we have increased collaboration with stakeholders and government agencies to identify community safety needs and provide appropriate responses to prevent vehicular-pedestrian accidents, and crimes against persons. Los Angeles Unified administrators, law enforcement, transportation agencies, elected officials and community-based organizations can review incident data, make decisions and resolve community safety issues.

Extensive research supports the direct correlation between student safety and academic success.



**To learn more, download the [Safe Passages Report](#).**

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Deeper and ongoing analysis of incident reports and calls for service from Los Angeles School Police and local agencies	Ongoing	6/01/23	●	●	●	●
Provide training for parents on online bullying, grooming behavior and traffic safety	9/10/22	11/18/22	●	●		
Provide additional professional development on online bullying, grooming and establishing behavioral expectations for students	8/01/22	11/18/22	●	●		
Annual review of School Experience Survey data for assistance in decision-making on safe passage needs and their impact on academic performance	Ongoing	6/01/23	●	●	●	●

# ASSESS | Capital Improvement Plan

<b>OBJECTIVE</b>	Evaluate and assess how investments, facilities and assets are leveraged and how they can be further optimized and effectively sustained.
<b>STATUS</b>	Completed

## NARRATIVE

### Capital Improvement Plan

Los Angeles Unified is committed to preserving, maintaining and improving schools and other District facilities, and ensuring that they operate safely and effectively. As capital needs far outweigh available funding, we have initiated a comprehensive capital planning process for facility and major equipment improvements that are not eligible for bond funding, such as upgrades to data and emergency operations centers, food service distribution centers and bus maintenance yards.

The planning process provides the framework for evaluating long-term capital needs and establishing timely and cost-effective funding for high-priority improvements.

To learn more, download the [Capital Improvement Execution Strategy](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022			2023			
			Q2	Q3	Q4	Q1	Q2	Q3	Q4
Complete condition index of non-academic facilities	Q2-22	Q1-23	●	●	●	●			
Establish non-academic support services that District will provide	Q2-22	Q1-23	●	●	●	●			
Establish capital improvement requirements	Q1-23	Q2-23				●	●		
Estimate costs to complete required capital improvements	Q2-23	Q3-23					●	●	
Develop funding strategy and prioritization for capital improvements	Q3-23	Q4-23						●	●

# ASSESS | Capital Improvement Plan (Green Spaces)

<b>OBJECTIVE</b>	Evaluate and assess how investments, facilities and assets are currently leveraged and how they can be further optimized and effectively sustained.
<b>STATUS</b>	Completed

## NARRATIVE

### Growing Equity in Green Spaces

Los Angeles Unified is working to accelerate campus greening for students who lack access to the benefits of green spaces. To ensure this is accomplished equitably, we developed a [Greening Index](#) that assigns a “green score” to help identify which schools are most in need of greening resources.

The Greening Index is a combination of two measures of need: school site-specific need and community-based need. A school’s green score is based on the percentage of green space on a campus compared with its total area; and a score derived from the Los Angeles County’s Parks Needs Assessment, a countywide study that considers a community’s population density, its proximity to a public park and the condition of the park.

The Greening Index will inform and direct our efforts to address inequities through the following targeted investments and additional resources:



- Provide an additional \$50,000 for Sustainable Environment Enhancement Developments for Schools (SEEDS) projects at [schools ranked in the top 150 of the Greening Index](#). The current SEEDS program provides up to \$100,000 in bond funding to support projects identified through proposals submitted by schools and/or partners. Eligible schools will now receive an additional \$50,000.
- Identify projects to construct outdoor learning spaces with landscaping and greening upgrades, and remove relocatable classroom buildings that are no longer needed.
- Collaborate with non-profits, grant organizations and public agencies to strategically pursue grants and other third-party funding for projects at schools with the greatest greening need. An exemplary partnership with the L.A. Neighborhood Land Trust, California Natural Resources Agency, Kaiser Permanente and NBA Cares resulted in the greening of Esperanza Elementary School with outdoor classrooms, shade trees, a native habitat garden and more.
- Conduct outreach and engagement activities at schools to recruit participants in energy-efficiency education and awareness programs, including HEROES for Zero, a contest that challenges K-12 student-led teams to help make their schools “Zero Net Energy (ZNE) Ready” by reducing energy consumption, maximizing energy efficiency, and educating fellow students and staff. Teams can win up to \$25,000 for sustainability projects for their schools from the Los Angeles Department of Water and Power (LADWP). We have partnered with LADWP to raise energy and water efficiency at schools and will continue to explore new incentive programs at schools with high greening index scores.



# ASSESS | Equity Analysis

<b>OBJECTIVE</b>	Further engage university and nonprofit partners to conduct research and help strengthen practices to address educational inequities.
<b>STATUS</b>	In Progress (Estimated completion - June 2023)

## NARRATIVE

We have contacted more than 25 nationally renowned academic professionals and received commitments from 14 to help support our efforts to close opportunity gaps and provide the best education for all students. Our current search focuses on identifying experts who have worked successfully on issues related to student equity.

We have also created an inventory of promising practices that may help close opportunity gaps. In order to achieve the best possible outcomes, we will document whether the intervention is in the planning or the implementation stage and whether and how its impact on student achievement will be evaluated.

To learn more, download the [Equity Analysis Report](#)



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
With Los Angeles Educational Research Institute (LAERI), identify/recruit members for Research Advisory Committee (RAB)	6/01/22	7/30/22	●			
With LAERI and RAB, prioritize initial set of interventions/promising practices to evaluate	7/01/22	8/30/22	●			
With LAERI and RAB, identify evaluators and procure funding to evaluate promising programs to close opportunity gaps	7/01/22	12/31/22	●	●		
Upon receipt of landscape analysis, incorporate other internal & external research to identify unaddressed opportunity gaps	1/15/23	3/30/23			●	
Engage experts to lead grant-funded research/evaluations to address newly identified opportunity gaps	1/15/23	6/30/23			●	●

# ASSESS | Landscape Analysis

<b>OBJECTIVE</b>	Leverage experts nationwide to provide insights, guidance and expertise on best practices to achieve academic coherence.
<b>STATUS</b>	In Progress (Estimated completion - April 2023)

## NARRATIVE

Los Angeles Unified recruited experts from local and national universities, as well as non-profit research firms, to help identify the strengths, resources and needs of our school communities. These experts serve on advisory panels, the Executive Leader Consultant Group; and on the District’s bench for contracting evaluation services. They will conduct a “landscape analysis” of the learning opportunities that drive student outcomes. This will include identifying best practices for recruiting, hiring and retaining high-quality educators, and for providing educators with quality instruction and professional development to help them meet the needs of all students. They will also monitor and evaluate our programs and help build leader capacity.

We have initiated improvement cycles to solve problems and improve practices in District offices. In addition, a review of current research on alternative assessments has been completed. Our goal is to ensure student learning while administering fewer and more meaningful assessments.

To learn more, download the [Landscape Analysis Report](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023
			Q3	Q4	Q1
Contract with Center for Applied Research Education (CARE) to conduct a landscape analysis of Los Angeles Unified	7/01/22	1/31/23	●	●	●
Establish an advisory panel responsible for providing guidance on current research in specific areas of interest and feedback on design, methodology, analysis and evaluation findings.	7/01/22	11/30/22	●	●	
Initiate improvement cycles or development of theory of action	5/01/22	12/31/22	●	●	
Executive Leadership Consultant Group kick-off and quarterly meetings	6/01/22	3/31/23	●	●	●

# ASSESS | Enrollment Trends

<b>OBJECTIVE</b>	Leverage external partnerships to develop a comprehensive analysis of enrollment patterns to understand the degree to which the long-term enrollment decline will continue, its root causes and whether this may lead to inequitable opportunities for certain communities and student populations.
<b>STATUS</b>	Completed

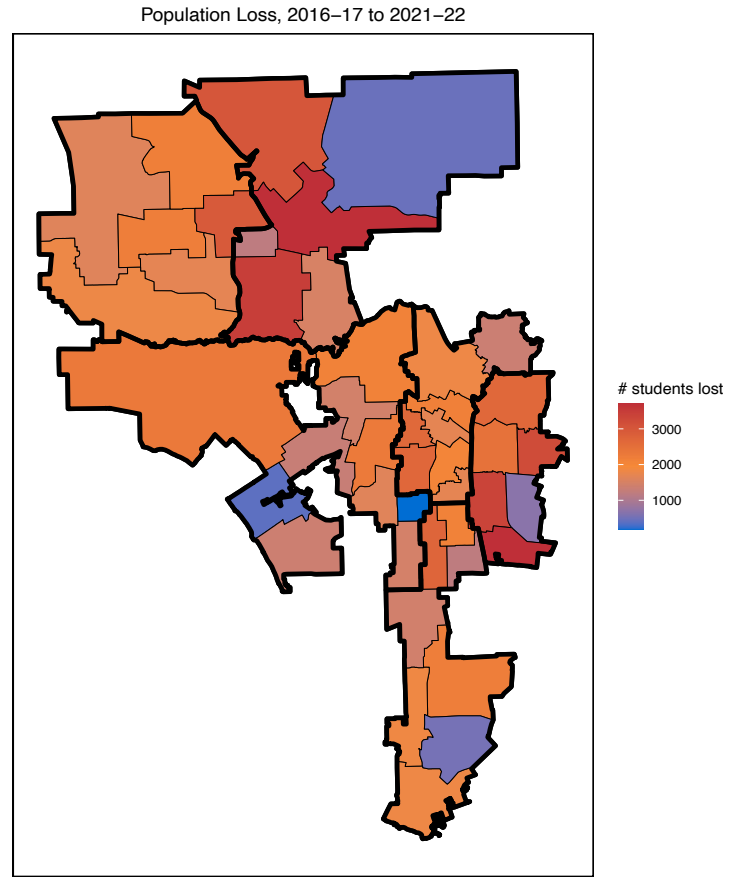
## NARRATIVE

This initial analysis of enrollment patterns will inform the key next steps to improve enrollment across Los Angeles Unified. The new Strategic Enrollment and Program Planning Office (SEPPPO) has completed initial analyses of Local District data and has presented strategic enrollment reports to Local District leadership teams. Research partners will continue to provide staff with information on parent choice decisions and enrollment patterns.

We will utilize the findings from this initial analysis to:

- Ensure enrollment impacts are incorporated into districtwide decisions and policies
- Align data systems to improve tracking of retention, matriculation and new student recruitment
- Lead efforts to prioritize communities for targeted recruitment initiatives

To learn more, download the [Enrollment Trends Report](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Ensure District data systems and professional development of leaders are focused on retention and matriculation data	Ongoing	6/01/23	●	●	●	●
Identify targeted communities and implement focused student recruitment strategies	9/01/22	1/01/23	●	●		
Ensure districtwide decisions and policies are informed by analysis of enrollment impacts	Ongoing	6/01/23	●	●	●	●
Develop toolkits and resources for all schools to implement effective student recruitment strategies	9/01/22	1/01/23	●	●		



# COMMUNICATE | External Communications

<b>OBJECTIVE</b>	Enhance communication strategies by strengthening the digital footprint on social media and creating opportunities for conversations with community members.
<b>STATUS</b>	Completed, with ongoing content creation

## NARRATIVE

Los Angeles Unified has amplified efforts to engage stakeholders via traditional and social media, as well as in the Superintendent’s docuseries, and these strategies will be expanded with the release of the Strategic Plan. We will also continue to share uplifting stories with media outlets representing our diverse communities.

We are streamlining and modernizing our digital communications and platforms to ensure we can better reach and engage families and employees. We are also working to make the District’s website more user-friendly, enabling us to better serve the needs of our school community. Additionally, we are developing a comprehensive branding campaign to complement the Strategic Plan, achieve unified messaging across the District and support enrollment efforts for the 2022-23 school year.



To learn more, download the [External Communications Report](#).

IMPLEMENTATION PLAN	START	END	2022		2023	
			Q3	Q4	Q1	Q2
<b>MAJOR MILESTONES</b>						
Develop a comprehensive branding campaign to align with the launch of the Strategic Plan 2022-26	3/05/22	8/01/22	●			
Produce the Superintendent’s docuseries, transitioning from the work of the 100-Day Plan to the Strategic Plan	3/05/22	Ongoing	●	●	●	●
Streamline and modernize digital communications and platforms to ensure better reach and engagement with families and employees	3/05/22	Ongoing	●	●	●	●
Launch a new content management system to modernize the District’s website	5/01/22	6/30/23	●	●	●	●
Create content to engage with all stakeholders, such as Q&As for social platforms and, video and social content to highlight key work from the 100-Day Plan	Ongoing	Ongoing	●	●	●	●

# ACT | Safe In-Person Return to Headquarters

<b>OBJECTIVE</b>	Provide a full in-person return to Los Angeles Unified headquarters for all Central Office staff by April 25, 2022.
<b>STATUS</b>	Completed

## NARRATIVE

On April 25, 2022, Los Angeles Unified employees assigned to the Beaudry Headquarters Building returned to full, in-person operations for the first time since the emergency shutdown in March 2020 caused by the COVID-19 outbreak. In response to the pandemic, most staff worked remotely and/or at other District worksites, while select staff continued to work from Beaudry to perform critical functions in support of students, families, staff and the community at large.

By February 2022, when health and safety conditions permitted, District leadership and supervisory staff returned to Beaudry. The safe in-person return of remaining staff to headquarters was successfully completed in April.

In adherence to prevailing public health and safety guidance, a plan was implemented to accommodate a smooth transition back to Beaudry within the safest possible work environment, including:

- Beaudry COVID-19 safety protocols, including expansion of COVID-19 testing availability to multiple locations throughout the building
- Nightly electrostatic disinfection of entire building using products approved by the Office of Environmental Health and Safety
- Monthly inspection of the building’s 1,500 fan coils currently equipped with MERV 13 filters
- Ongoing updates related to parking, janitorial services, food services, technology and other important building updates



# ACT | Maximize Opportunities for Students Through Collaboration with Labor Partners

<b>OBJECTIVE</b>	Engage in collective bargaining through a student equity lens.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified remains committed to negotiating with its labor partners with the collective goal of focusing on student outcomes, equity, and closing achievement and opportunity gaps.

Los Angeles Unified has completed successor bargaining with Associated Administrators of Los Angeles (AALA), Teamsters, California School Employees Association (CSEA), Los Angeles School Police Association (LASPA) and Los Angeles School Police Management Association (LASPMA), and are currently engaged in negotiations with Service Employees International Union (SEIU), United Teachers Los Angeles (UTLA) and the Health Benefits Committee. As we enter negotiations with various labor partners for these and all future successor agreements, we will evaluate all proposals based on responsiveness to student need and efficiencies and flexibilities needed to support delivery of instructional programs.





# ACT | Review and Assess Prevailing COVID-19 Protocols

<b>OBJECTIVE</b>	Update COVID-19 protocols in collaboration with public health experts and university partners.
<b>STATUS</b>	Completed

## NARRATIVE

When schools physically reopened for the 2021-22 school year, Los Angeles Unified implemented some of the highest safety standards in the nation. We continue to work closely with our health partners at UCLA and the Los Angeles County Department of Public Health (LACDPH) to monitor in-school transmission rates as COVID-19 transitions from a pandemic to an endemic.

Following LACDPH guidelines, masking protocols shifted from mandated to “strongly recommended” at all Los Angeles Unified schools. Data analysis from our health partners showed that while COVID-19 cases slightly increased, positivity rates continue to be low for both students and staff, with low transmission rates in schools.

We will continue to require weekly COVID-19 testing of all students and staff through the end of the 2021-22 school year. Going forward into the summer and the 2022-23 school year, we will implement a “response” testing protocol only requiring those who are symptomatic and those who have been designated as a close contact to test.

Vaccinations continue to be the greatest tool against COVID-19. Because of high vaccination rates among staff and students, we have aligned our student COVID-19 vaccination requirement with the state’s timeline. We are working on a robust communication plan emphasizing the importance of COVID-19 vaccinations for all eligible students.

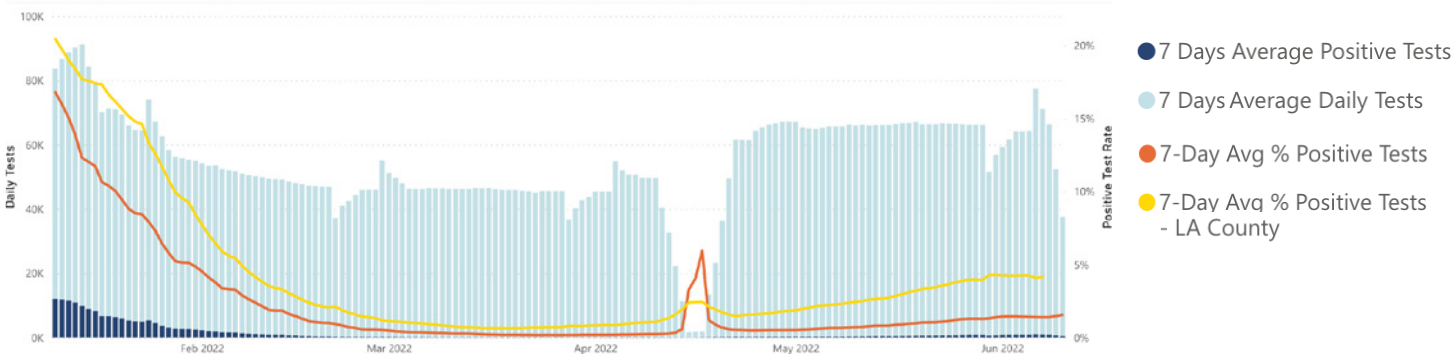
The District will continue to monitor COVID-19 rates in our communities and schools and to follow the LACDPH guidelines based on the number of new outbreaks in TK-12 school classrooms over a seven-day period. (Low is 7 or fewer new outbreaks, medium is 8-14 and high is 15 or more.) We will adjust masking policies accordingly and in adherence to the orders from LACDPH.

While the District will continue to follow LACDPH policies, our partners at UCLA are also monitoring our data for trend driven signals. Along with examining seasonal patterns which signal growing respiratory illnesses (including COVID-19), we will also be monitoring absenteeism in schools. An escalation in absenteeism will be an early signal for us to consider implementing stricter masking policies.

Our partnership with LACDPH and UCLA will ensure that we continue to maintain the safest environment for in-person learning.

### To learn more, download the [COVID-19 Protocols Report](#).

Daily Testing Results - LAUSD & LA County



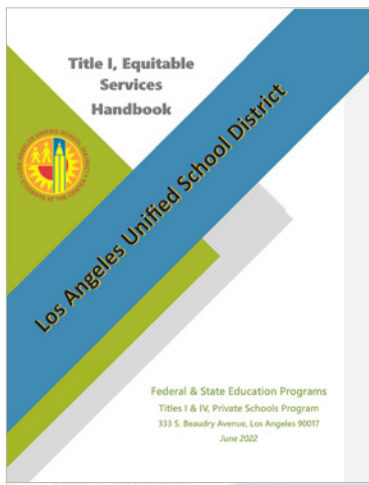
# ACT | Supporting All Students Eligible for Free and Reduced Lunch

<b>OBJECTIVE</b>	Provide ongoing dedicated support for all students entitled to receive federally-funded services.
<b>STATUS</b>	Completed

## NARRATIVE

In alignment with the Title I program’s purpose of closing academic achievement gaps, Los Angeles Unified will shift Title I funded school-based positions from compliance monitoring to providing direct services to students needing additional instructional support.

The number of non-profit private schools participating in the District’s Title I Private School Program has been growing over the years, with 110 schools filing their intent to engage in equitable services in the 2022-23 school year. To ensure eligible students and their parents and teachers are well-served by the program, two additional staff positions (i.e., financial aide and program specialist) will be in place beginning July 2022.



Trust and collaboration between District and private school officials is essential in order for us to successfully provide high-quality and specialized supports. This includes ongoing consultations throughout the year to discuss student, parent and teacher needs, the services to be provided and how those services will be evaluated for effectiveness.

To aid in this process, we have developed a Title I Equitable Services Handbook that provides information on federal and state rules and regulations, as well as District policies.

To access the Title I Equitable Services Handbook go to <https://achieve.lausd.net/Page/18342>.





# ACT | Re-Engage Students and Families

<b>OBJECTIVE</b>	Strategize and collaborate with stakeholders to identify the best learning environment for students to access curriculum, and promote in-person learning.
<b>STATUS</b>	Completed

## NARRATIVE

As schools and communities assess the impacts of the COVID-19 pandemic on education, it is critical that we implement strategies to address issues of absenteeism, enrollment declines and educational inequities that were exacerbated by the health crisis. Los Angeles Unified has created the iAttend LAUSD campaign, which offers a framework, tools and resources to promote student attendance, engagement and recovery of students who are not enrolled in school. Campaign materials and protocols will be focused on four areas:

- 1) Cultivating a schoolwide culture of attendance
- 2) Implementing absentee prevention and intervention strategies
- 3) Engaging students, families and the community
- 4) Attendance awareness for students, parents, staff, and all in the school community

To learn more, download the [Re-Engage Students and Families Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Collaborate with stakeholders to enhance the toolkit with resources for school teams to support attendance and engagement throughout the school year	Ongoing	6/01/23	●	●	●	●
Evaluate Summer 2022-23 and 2023-24 school year prevention and intervention strategies/activities to engage in a continuous improvement cycle	Ongoing	6/01/23	●	●	●	●



# ACT | Staffing Plan to Support Schools

(Certificated Employees: Teachers, Counselors, etc.)

<b>OBJECTIVE</b>	Monitor and analyze staffing data to ensure highest-need schools are fully staffed by fall of 2022-23 and to minimize staffing disruptions for all schools.
<b>STATUS</b>	Completed

## NARRATIVE

To meet increased staffing demands, Los Angeles Unified has hired 2,495 classroom teachers, a 62% increase from the previous year. We also streamlined the application, hiring, and onboarding processes for certificated employees, including virtual onboarding and offsite fingerprinting, resulting in increased efficiencies to meet the needs of our schools. Targeted support, including priority recruitment and referrals, hiring stipends for fully credentialed teachers, and specialized professional development has been directed to our highest needs schools, yielding nearly 900 new hires for the 2022-23 school year.

Long-established partnerships with approximately 70 California institutes of higher education (IHEs) are the centerpiece of our recruitment strategy, accounting for 90% of new hires on an annual basis. In addition, six residency partnerships with local IHEs prepare 75-100 teachers annually through an intensive year-long student teaching model. We continue to recruit from over 100 IHEs outside of California, including several Historically Black Colleges and Universities, such as Howard University, Hampton University, and Florida A & M.

Additionally, we are cultivating new teachers with “grow-our-own” programs, by expanding Career Ladder and District Intern programs. These programs and efforts to recruit military veterans through Troops to Education, provide alternative pathways into the teaching profession for classified employees, substitute teachers, and career changers. To ensure highest need schools are fully staffed by the first day of the 2022-23 school year, we will continue to facilitate hiring fairs with Local Districts, provide ongoing targeted staffing referrals to school sites, and hold all teacher transfers and the filling of non-classroom teacher positions to prioritize filling of classroom vacancies.

**To learn more, download the [Staffing Plan to Support Schools Report](#).**



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Develop and launch Principal Dashboard, giving principals access to the onboarding status of their new hires	3/01/22	7/29/22	●			
Reallocate Human Resources staff to support hiring and the onboarding process throughout the summer	5/01/22	8/15/22	●			
Launch new Human Resources website, which will provide user-friendly information to prospective employees	8/01/22	8/31/22	●			
Institute Principal Academies to build the capacity of principals as human capital managers	9/01/22	6/01/23	●	●	●	●

# ACT | Staffing Plan to Support Schools

(Classified Employees: Bus Drivers, Cafeteria Workers, etc.)

<b>OBJECTIVE</b>	Monitor and analyze staffing data to ensure highest-need schools are fully staffed by fall of 2022-23 and to minimize staffing disruptions for all schools.
<b>STATUS</b>	Completed

## NARRATIVE

The hiring process for Classified employees has been streamlined and enhanced to create a more efficient and supportive system for prospective and new employees. Same-day processing appointments are now available for new hires, and other changes have been made so that candidates can start the onboarding process earlier. Career pathways are being built to attract and provide job opportunities in the areas of health and human services, information technology and education.

Additionally, nearly two dozen recruitment fairs have been held since March 15, targeting our highest-need schools. Through these and other efforts, we have filled more than 1,000 classified vacancies since March 15, including building and grounds and cafeteria workers, campus aides, school climate advocates, instructional aides and special education assistants, with a running total of over 2,700 for the year. This represents a 60% increase in the hire rates for these categories compared with 2020-21.

To learn more, download the [Staffing Plan to Support Schools Report](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Utilize state waivers to hire from any rank on the eligibility list for high-volume classified school positions	3/15/22	Ongoing	●	●	●	●
Build career pathways in partnership with the Division of Adult and Career Education (DACE), Career and Technical Education (CTE) and other organizations for positions in social services, health services, early childhood education and information technology	3/15/22	Ongoing	●	●	●	●
Hold decentralized recruitment events for hard-to-fill positions and under-represented groups	3/15/22	Ongoing	●	●	●	●

# ACT | Advocacy Strategy

<b>OBJECTIVE</b>	Develop a comprehensive, multi-year advocacy strategy that will encompass a vision for addressing regulatory, policy and revenue matters that have the most impact on the students and communities we serve.
<b>STATUS</b>	Completed

## NARRATIVE

In an effort to elevate the needs of Los Angeles Unified students and forge strong relationships with partners and stakeholders, Superintendent Carvalho has met with more than 60 city, county, state and federal elected and appointed officials through one-on-one meetings, roundtable discussions and presentations.

Los Angeles Unified has a comprehensive, multi-year advocacy strategy to address the regulatory, policy and budgetary matters that have the most impact on our students, schools and communities. The strategy includes short- and long-term initiatives that promote environments where students can learn and thrive. We will continue to establish additional long-term advocacy priorities, including formal partnerships to align resources and implement innovative programs with the City of Los Angeles or the 25 other cities within the District’s boundaries.



**To learn more, download the [Advocacy Strategy Report](#)**

## IMPLEMENTATION PLAN

			2022		2023	
MAJOR MILESTONES	START	END	Q3	Q4	Q1	Q2
Advance the District’s 2022 sponsored bills and state budget priorities	1/01/22	9/30/22	●			
Use 100-Day Plan deliverables to inform additional long-term advocacy priorities and partnerships through municipal compacts	7/01/22	6/30/23	●	●	●	●
Conduct a survey to identify additional priorities	8/15/22	9/30/22	●			
Identify advocacy priorities to strengthen collaboration with urban school districts	10/01/22	12/20/22		●		
Promote coherent and strategic advocacy agenda endorsed by the Superintendent and approved by the Board of Education	7/01/22	6/30/23	●	●	●	●
Build local and state coalitions with diverse set of stakeholders	7/01/22	6/30/23	●	●	●	●
Develop toolkits and other communication channels to engage stakeholders	11/01/22	6/30/23		●	●	●
Expand coordination with the Office of Communications on media engagement and content development to promote key District priorities and activate stakeholders, the public and elected officials in these efforts	8/01/22	6/30/23	●	●	●	●



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

<b>OBJECTIVE</b>	Offer summer programming at all Title I schools, with a focus on supporting specific high-need student populations.
<b>STATUS</b>	Completed

## NARRATIVE

The Summer of Learning 2022, a robust summer school program, will be offered at every Title I school in Los Angeles Unified (except those scheduled for major repairs or construction). The Division of Instruction, Division of Special Education and Beyond the Bell are collaborating with external partners to provide instructional, social-emotional and enrichment opportunities for students in need of additional support.

The Board of Education ratified the California Department of Education Expanded Learning Opportunities Program Plan, which supplements and broadens the scope and reach of previous summer programs. As a result, full-day, 10-hour summer programs will provide students with full-day learning and enrichment opportunities, nutritious meals and social-emotional wellness.

A marketing campaign is under way to recruit and enroll students in the comprehensive summer school program. Active recruitment continues to invite caring and committed staff for the Summer of Learning 2022, and philanthropic partners are providing enhanced programming opportunities.

Registration is open at <https://achieve.lausd.net/summerschool> for families to enroll their children at the selected school of choice. Families may also request paper applications from the main office of the school.

**To learn more, download the [Summer School Report](#).**



## IMPLEMENTATION PLAN

			2022		2023	
MAJOR MILESTONES	START	END	Q3	Q4	Q1	Q2
Launch and implement summer programs	6/14/22	7/22/22	●			
Data collection/Program evaluation	6/14/22	8/31/22	●			
Plan for student acceleration days and Summer 2023 expanded learning programs	5/01/22	6/15/23	●	●	●	●

# ACT | Transparency Dashboard for Capital Improvements

<b>OBJECTIVE</b>	Utilize the Open Data Portal to share capital improvement data with the public.
<b>STATUS</b>	Completed

## NARRATIVE

In keeping with Los Angeles Unified’s commitment to transparency, we are launching the Facilities Capital Projects Dashboard to provide easily accessible and timely information about capital improvements to school facilities that serve our early education, K-12, special education, and adult and career education learners.

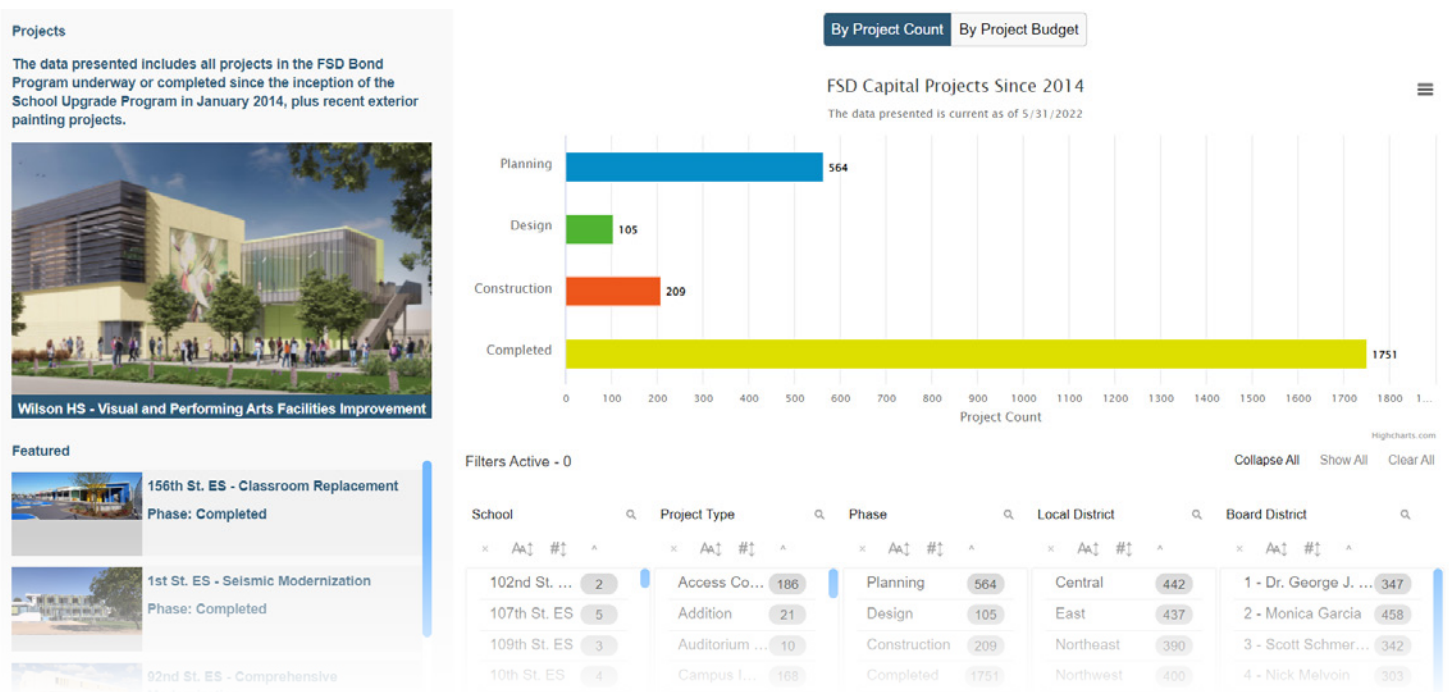
As a centralized location for capital improvement data, the dashboard is designed to help stakeholders learn more about, and stay connected to, facilities projects at schools in the communities we serve. The dashboard reinforces our commitment to be transparent in how public dollars are making meaningful facilities investments in our schools.

Capital improvement projects provide for the construction, modernization and improvements of buildings and/or grounds. These include campus modernizations and seismic retrofits; greening and outdoor learning projects; paving, roofing and HVAC system upgrades; fire alarms and security systems; auditorium and athletic facility renovations; and accessibility enhancements required by the Americans with Disabilities Act.

Projects presented on the dashboard vary, from those in the planning stage to those that have been completed. The search function allows users to filter by school, project type, project phase, local district and board district.

**For project status and more information about facilities investments in your schools, please visit the [Facilities Capital Projects Dashboard](#).**

## Facilities Services Division Capital Projects Dashboard



# ACT | Strategic Plan Development

<b>OBJECTIVE</b>	Craft the Los Angeles Unified 2022-26 Strategic Plan for approval by the Board of Education.
<b>STATUS</b>	In Progress (Estimated completion - June 21, 2022)

## NARRATIVE

The Los Angeles Unified 2022-26 Strategic Plan will define what student success will look like and establish clear priorities to help our school communities realize that vision. The plan will also outline a singular goal on which we will focus our efforts over the next four years. It represents a promise to our entire Los Angeles Unified community of all of the things we will do to achieve this goal.

To construct this plan, we have engaged with representatives from across the educational community – students and their families, teachers, administrators, school support staff, the Board of Education, labor partners, community organizations, philanthropic partners, elected officials, local business organizations, and members of the faith-based community – to understand the hopes and needs of those we serve. This engagement effort includes:

- “Community Conversations” hosted by Superintendent Carvalho that included over 3,150 community members across every board district
- Focus groups with over 600 participants, representing students, families, teachers, administrators, classified staff and labor partners
- Online survey with over 237,000 responses and ideas around student success
- Engagement sessions with Board members

Insights gathered from these engagement sessions, as well as from analyses of other student and district data, are being used to outline a Theory of Action that will establish how we can align our activities to directly and coherently respond to the needs of our communities. The priorities and strategies included in the plan will serve as a blueprint for the actions that schools, internal divisions and the greater community can take to drive student success and move toward our singular goal. These strategies and actions will also be tied explicitly to targets for student achievement and the district’s Board Goals so that we can clearly measure our progress in implementing this plan.



To learn more, visit <http://achieve.lausd.net/StrategicPlan>

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Share messaging toolkit and school resources to support the implementation of the Strategic Plan	7/01/22	8/01/22	●			
Ongoing professional development on Strategic Plan implementation	7/01/22	6/30/23	●	●	●	●
Host community town halls to share and orient school communities around implementation of the Strategic Plan	7/01/22	9/31/22	●			
Align Strategic Plan elements into regular District systems and processes (e.g., budget, professional development)	7/01/22	6/30/23	●	●	●	●
Launch, support, and monitor new initiatives	7/01/22	6/30/23	●	●	●	●
Monitor progress of related initiatives through strategic, data-based action meetings to bolster implementation and improve student outcomes	7/01/22	6/30/23	●	●	●	●



# ACT | Implement Routine, Strategic Data-Based Action Meetings

<b>OBJECTIVE</b>	Conduct focused, school-by-school data review meetings to drive continuous improvement at the school and system level.
<b>STATUS</b>	Completed

## NARRATIVE

On May 18 and 19, Superintendent Carvalho conducted intensive data dialogues focused on academic performance and attendance with principals, Local District leaders, Community of Schools Administrators and senior staff.

These data dialogue meetings will be used to drive continuous improvement and empower principals to express needs and receive immediate responses from the District. The conversations are framed around a dashboard with a common set of metrics, and principals are given additional resources to further explore that data in the Whole Child data system.

The Spring 2022 meetings served as an experience that allowed school and District staff to become more familiar with the process. Three sequential sessions, in the fall, winter and spring, are planned for the 2022-2023 school year. In between these sessions, schools will have opportunities to engage with leaders from the District and their respective Community of School and Local District offices to make progress on the goals discussed during previous data dialogues.

**To learn more, download the [Implement Routine, Strategic Data-Based Action Meetings Plan](#).**



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Plan for system-wide data conversations for 2022-23 school year	6/01/22	7/29/22	●			
Update school identification criteria for 2022-23 school year	6/01/22	7/29/22	●			
Develop requirements and timeline for implementing dashboard in the Whole Child data system and Executive Dashboard	6/01/22	9/01/22	●			
Develop timeline for 2022-23 data meetings	6/01/22	8/05/22	●			
Data meetings held with Superintendent	8/22/22	5/26/23	●	●	●	●
Data meetings held at Local District and Community of School levels	8/22/22	5/26/23	●	●	●	●

# ACT | Universal Student Success (Part 1)

<b>OBJECTIVE</b>	Expand data dashboard access for staff to build coherence and capacity in order to achieve the Board goals.
<b>STATUS</b>	Completed

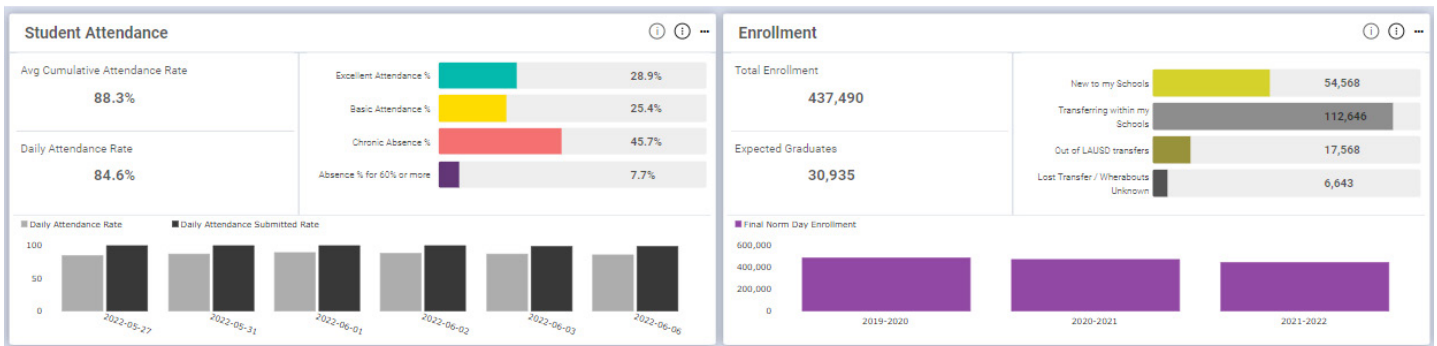
## NARRATIVE

Our efforts to propel academic success include making it easier for teachers and administrators to access student data. Efforts around Universal Student Success include three distinct but related strands of work:

- Enhancing existing online reporting systems
- Developing a data governance strategy for Los Angeles Unified
- Using data and evaluation to inform improvements

In addition to adding metrics and making data dashboards more user-friendly, we have outlined a plan to ensure the data is secure, that common language and metrics for universal student success are adopted and that reporting is consistent districtwide. Efforts to use data and evaluation to inform decisions have been made as part of other 100-Day Plan objectives, most notably the Student Performance Review (p. 7) and Implementing Routine and Strategic, Data-Based Action Meetings (p. 29).

To learn more, download the [Universal Student Success Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES (Data Dashboard Related)	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Metrics added to Executive Dashboard	3/01/22	6/01/23	●	●	●	●
Create infographics explaining various datasets and dashboards	3/01/22	8/01/22	●			
Develop training videos for Executive Dashboard	5/01/22	12/31/22	●	●		
Add Data Dialogue Dashboard to Whole Child and Executive Dashboard	6/01/22	12/31/22	●	●		
Issue a request for proposal (RFP) to create data governance strategy	6/01/22	12/31/22	●	●		
Engage with selected vendor to create data governance strategy	1/01/22	6/01/23	●	●	●	●

# ACT | Universal Student Success (Part 2)

<b>OBJECTIVE</b>	Expand data dashboard access for staff to build coherence and capacity in order to achieve the Board goals.
<b>STATUS</b>	Completed

## NARRATIVE

An important part of Universal Student Success is providing educators with training and support to practice equitable grading and instruction that is built on the concepts of growth mindset and proficiency-based teaching. Following 12 sessions with teachers, administrators, parents and labor partners, recommendations for equitable grading and instruction were shared with the Board and public. Professional development continues at school sites, and will expand with supports from Central and Local District offices.

Another key component is providing secondary school leaders with the digital tools to monitor student schedules and ensure equitable access to rigorous coursework. Thirty training sessions for approximately 400 secondary counselors and administrators focused on using data to address disproportionate access to rigorous college preparatory courses such as honors, advanced placement, and fourth-year math courses.

To learn more, download the [Universal Student Success Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES (Instruction Related)	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Continue to provide training to all middle and high school counselor's to analyze student schedule data and expand tools for improving equity and access in student programming	09/01/22	02/28/23	●	●	●	
Begin training the second cohort of schools	01/01/23	06/30/23			●	●
Continue coaching and support to all Pilot Schools	08/01/22	06/30/23	●	●	●	●
Equitable Grading and Instruction (EGI) administrator training with Cohort 1, with other Cohorts to follow in 2022-23	09/01/22	06/15/23	●	●	●	●
On boarding and professional development of EGI Champions at every middle and high school	08/01/22	06/15/23	●	●	●	●
Continued implementation of EGI workshop series, facilitator training, implementation support, and salary point classes	07/01/22	06/15/23	●	●	●	●



# ACT | Alignment of District Divisions and their Functions

<b>OBJECTIVE</b>	Adjust the organization structure to promote efficiency, effectiveness and alignment of roles and compensation to suit functional responsibilities.
<b>STATUS</b>	In-Progress (estimated completion - August 5, 2022)

## NARRATIVE

The focus of this work is to adjust the cabinet (chief-level) organizational structure to promote efficiency and effectiveness to better serve students, schools and families

The research and information gathering phase of the alignment included review of existing Los Angeles Unified organizational charts, along with those of New York City, Chicago and Miami school districts and receiving feedback from Superintendent Carvalho, Local District superintendents and senior staff. We also looked at other large non-district organizations.

The process highlighted opportunities that will inform short and longer-term organizational realignment. The alignment will also be informed by the strategic plan and a zero- and values-based budgeting process.



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Chief-level organization structure determined and implemented	6/01/22	7/30/22	●			
Ongoing work to reorganize similar roles and functions throughout central office and local districts	7/01/22	8/05/22	●			

# ACT | Expansion of Early Education Opportunities

<b>OBJECTIVE</b>	Expand Universal Preschool and Transitional Kindergarten across the District, particularly in the areas most in need of academic support.
<b>STATUS</b>	Completed

## NARRATIVE

The expansion of Early Education programs is designed to ensure our youngest students are socially and academically successful from an early age while helping to eliminate achievement gaps before students enter kindergarten.

For 2022-23, Los Angeles Unified is opening 360 new Universal Transitional Kindergarten (UTK) programs in addition to 120 Collaborative Classrooms (CC) to support young children with special needs in an inclusive environment called a UTK/CC. To provide more options to families, 29 early education, dual language programs will also open this fall. Through these efforts, we will see growth in TK programs of approximately 6,500 students.

Our Early Education Centers (EECs) will also experience growth through the opening of more outdoor classrooms and the expansion of California State Preschool Programs (CSPP) serving 3- and 4- year-olds. An agreement signed in March 2022 will create five new Early Head Start programs in high-needs communities, and we have applied for federal funds to expand infant/toddler options. Finally, three closed EECs will reopen in 2022-23. By 2024-25, the combined efforts will raise early childhood enrollment above 14,000 students, which is higher than the pre-pandemic levels.

To learn more, download the [Expansion of Early Education Opportunities Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Open 360 Universal Transitional Kindergarten (UTK) classrooms	8/15/22	8/30/22	●			
Open 120 UTK/Collaborative classrooms	8/15/22	8/30/22	●			
Open 29 new Dual Language TK classrooms	8/15/22	8/30/22	●			
Ensure all TK classrooms meet state student-to-teacher ratios	8/15/22	8/30/22	●			
Open new EECs in San Pedro and Kentwood	7/01/22	10/31/22	●	●		
Complete site survey for districtwide UTK implementation for 2023-24	7/01/22	10/31/22	●	●		
Write plan for 5 new Early Head Start (EHS) classrooms	7/01/22	12/31/22	●	●		
Open EEC at West Valley Occupational Center	6/14/22	5/31/23	●	●	●	●
Reconfigure classrooms for schools implementing UTK in 2023-24	6/14/22	5/31/23	●	●	●	●

# ACT | 2022-23 Budget Adjustments

<b>OBJECTIVE</b>	Align the 2022-23 budget to priorities and key findings, including a revised strategy for utilizing state and federal relief funds (including ESSER III).
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified experienced unprecedented challenges during the COVID-19 pandemic that affected our students, faculty and communities. The American Rescue Plan Act (commonly known as ESSER I, II and III) allows school districts to access state and federal funds to help mitigate the learning loss resulting from the pandemic.

Through a broad and robust communication strategy involving students, parents, and community members, we effectively utilized ESSER I and II funds during previous years inclusive of the 2021-22 budget and have begun the planning of ESSER III funds for 2022-23 and 2023-24. We are continuously engaging our students, faculty and communities to ensure that the best strategies and decisions are being made to impact student learning.

ESSER III funds will bring needed and strategic supports to schools to benefit students and mitigate the learning loss from the COVID-19 pandemic. The additional supports include additional teachers, technology, mental health services, early education and other important resources that will impact students at minimum for the 2022-23 and 2023-24 academic years.

To learn more, download the [2022-23 Budget Adjustments Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Develop the process and resources to support schools with multi-year budgeting that plans for the strategic use of one-time funds. Incorporate input from school and Local District leaders.	3/15/22	8/30/22	●			



# ACT | Reducing Class Sizes

<b>OBJECTIVE</b>	Assess the feasibility of reducing class size in high- and highest- need SENI schools, including the potential impact on staffing, budget and academic achievement.
<b>STATUS</b>	Completed

## NARRATIVE

A comprehensive literature review was conducted of studies focusing on class-size reduction. The authors of some studies argue that smaller class size does have a positive impact on academic achievement, while others raised concerns about the implementation of class size reduction, the lack of consistent findings and high cost. Some scholars suggest that there are more cost-effective programs and policies that can increase academic achievement, while others suggest class-size reduction can improve teaching and learning, classroom management techniques, and the feelings experienced at school such as an increased sense of belonging or more time for personalization.

At this time, it is recommended to pursue a targeted implementation of class size reduction and/or reducing the adult-to-student ratio in a subset of schools (100 or less) along with other evidence-based practices. This recommendation is based on current teacher-student ratios and an analysis of both the number of class-size reduction positions purchased from school budgets and the number of highly-qualified teachers available (considering the credentialing requirements of specialized fields such as math and science).

More research needs to be conducted in order to determine the feasibility of reducing class size for specific academic courses such as middle school English Language Arts, middle school mathematics and high school Algebra I in alignment with the Board of Education goals.



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Share recommendation to conduct a concentrated program in one subset of high-need schools to study efficacy and determine future expansion	6/14/22	7/14/22	●			
Work with Human Resources and Budget Services to monitor class size and teacher-student ratios in highest-need schools	6/14/22	7/30/22	●			
Communicate plans with site administrators in priority schools	7/20/22	7/30/22	●			
Initiate study on class-size reduction in Los Angeles Unified	6/14/22	9/01/22	●			
Continue to progress monitor implementation of class-size reduction	9/02/22	Ongoing	●	●	●	●

# ACT | Family Academy

<b>OBJECTIVE</b>	Create a Family Academy, with engagement pathways serving diverse family needs, that will enable families to support students from their early primary years to college and career success.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified collaborated with parents and philanthropic and community partners to create a Family Academy that will leverage the assets of individual families to support student success. Responses from our Thought Exchange survey, input from focus groups with families and community partners, and recommendations from District-level committees were used to develop the curriculum and course offerings for the Family Academy.

Highlights of the academy include:

- A hard-copy catalogue listing monthly webinars that will focus on student achievement, healthy families, civic engagement, and professional growth and career pathways.
- The Division of Adult and Career Education (DACE) will feature the Family Academy Equity Pathways’ eight-week courses focusing on multilingual learners, Black and African American families, students with disabilities and early childhood education.
- Short, on-demand informational videos and tutorials will be available in the District’s mobile app to promote resources and support parenting in the home.

To learn more, download the [Family Academy Plan](#).

IMPLEMENTATION PLAN			2022		2023	
	START	END	Q3	Q4	Q1	Q2
<b>MAJOR MILESTONES</b>						
Identify and train DACE instructors	5/16/22	7/15/22	●			
Develop and implement marketing campaign	6/01/22	8/05/22	●			



# ACT | Cultural Arts Passport

<b>OBJECTIVE</b>	Develop a plan to provide every Los Angeles Unified student and family with access to the fine arts, cultural offerings, outdoor educational experiences and enrichment.
<b>STATUS</b>	In Progress (Estimated plan completion - August 31, 2022; program launch September 1, 2022)

## NARRATIVE

Los Angeles Unified’s Cultural Arts Passport program is an innovative initiative designed to provide students in grades K-12 with cultural field trip experiences. In partnership with Southern California’s finest cultural organizations and venues, this program ensures equal access to arts and culture for every child, many of whom would not otherwise have this breadth of opportunities. The Cultural Arts Passport can provide opportunities for students to engage in experiential learning with different cultural institutions throughout our diverse Los Angeles community.

Cultural experiences are far more meaningful when students see a strong link between the field trip experience and classroom instruction. Through cultural field trips, professional development for teachers and interdisciplinary classroom instruction, students make connections between the arts and non-arts disciplines while developing literacy, critical-thinking and problem-solving skills. By the time of graduation, students will have had high-quality learning exposure to and through a wide variety of experiences. No doubt, many of these young adults will become lifelong patrons of, and contributors to, the vibrant cultural community in Southern California.

This program will be funded by individual, corporate and philanthropic contributions and would not be possible without generous in-kind contributions from partners, many of whom are providing free and reduced-price admission to venues and events.

**To learn more, download the [Cultural Arts Passport Plan](#).**



IMPLEMENTATION PLAN			2022		2023		
MAJOR MILESTONES	START	END	Q3	Q4	Q1	Q2	Q3
Continue stakeholder engagement	6/01/22	7/30/22	●				
Engage with Schoology team to develop “badging” ability for students	6/01/22	7/30/22	●				
Create internal and external communication	6/01/22	7/30/22	●				
Identify potential partners	3/10/22	Ongoing	●	●	●	●	
Create memorandums of understanding (MOUs) and/or requests for proposal (RFPs) with list of partners	7/01/22	3/31/23	●	●	●		
Announce and officially launch Cultural Arts Passport	9/01/22	9/30/22	●				
Incentivize participation of all schools on behalf of students, ongoing data collection and yearly refresh of RFP	9/01/22	6/01/23	●	●	●	●	
Students will begin attending grade specific proprietary artistic productions.	9/01/22	Ongoing					●



# ACT | Expansion of Learning Options

<b>OBJECTIVE</b>	Continue to explore the expansion of programs and learning options in Los Angeles Unified.
<b>STATUS</b>	Completed

## NARRATIVE

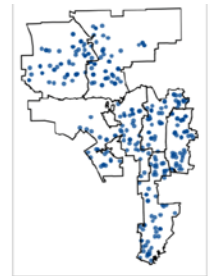
Los Angeles Unified will expand programs and learning options (e.g., magnet programs, career technical education, virtual learning) using a deliberate, evidence-based approach aligned with available data on student enrollment. Strategic Enrollment Reports have been presented to Local District leadership teams and recommendations from the two Equitable Enrollment Task Forces convened in 2021 were utilized to ensure equity is at the forefront of expansion decisions. District practices for the expansion of existing programs are shared in the plan.

Key next steps for the expansion of learning options will be led by the new Strategic Enrollment and Program Planning Office:

- Focus on thematic programs such as International Baccalaureate and Linked Learning that may be expanded to make residential programs more attractive to families
- Utilize ongoing enrollment trends analyses to identify residential schools and choice programs that are promising candidates for program expansion
- Create a unified timeline for all program planning decisions to ensure a coordinated effort to meet the needs of communities

Distribution of Magnet Programs

330 Magnet Schools/Centers	
Local District	# of Students 2021-2022
C	13,610
E	12,746
NE	12,384
NW	17,177
S	14,042
W	16,368
<b>Total</b>	<b>86,227</b>



To learn more, download the [Expansion of Learning Options Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Analyze enrollment data (i.e., Choices enrollment) for 2022-2023	8/01/22	1/01/23	●	●		
Pair the enrollment trends analysis with a pathways analysis to identify prospective program expansions	8/01/22	1/01/23	●	●		
Engage schools in targeted communities with proposals to expand high interest programs	8/01/22	4/01/23	●	●	●	
Implement new Virtual Academy schools	Ongoing	N/A	●	●	●	●
Develop unified timeline for program planning decisions	1/01/23	7/01/23			●	●

# ACT | All Families Connected

<b>OBJECTIVE</b>	Develop a plan for every student to have a device, every device with connectivity and every family with the proper technical support.
<b>STATUS</b>	Completed

## NARRATIVE

The All Families Connected initiative is designed to ensure every student has a computing device, every device has connectivity and every family has the proper technical support. Key to the initiative is 24/7 access to current technology for students and their families that extends beyond the classroom, enabling anytime-anywhere teaching, learning, and support. The plan developed for this initiative is organized into four main components: computing devices, internet connectivity, technical support and sustainable funding.

**Computing Devices:** Every student will have an up-to-date, properly functioning learning device for use at school and home. Devices will be retired and replaced with newer ones every 3-5 years with regular monitoring.

**Internet Connectivity:** Every student will have access to internet service outside of the regular school day to support continuous learning. The outreach campaign for the All Families Campaign was launched at a news conference on May 3, 2022, in an effort to ensure all have access to devices and the internet. Los Angeles Unified has also developed a partnership with the Los Angeles Bureau of Street Lighting to provide high-speed broadband internet access to communities of highest need.

**Technical Support:** Students and their families will have 24/7 access to information and enhanced technical support through self-service capabilities, remote support options and technical support centers across the District.

**Sustainable Funding:** Long-term, sustainable funding is required to ensure that every student has access to the modern technology necessary for 21st century learning. Funding options include General Fund support, federal and state support, and voter-approved support through bonds.



To learn more, download the [All Families Connected Plan](#).

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Vet 100% of families registered at the device.lausd.net portal for high-speed wireless internet	6/01/22	6/30/23	●	●	●	●
Monitor the District's Asset Management System to help schools update their inventory and ensure data accuracy	7/01/22	6/30/23	●	●	●	●
Maintain a 5% device buffer pool at school sites during the school year and schedule deliveries for any school falling below a 3% replenishment rate	7/01/22	6/30/23	●	●	●	●
Deliver, install and integrate setup of device distribution and storage lockers to high schools	7/01/22	9/30/22	●	●		
Deliver, install, and integrate setup of device distribution and storage lockers to middle Schools and elementary schools	10/01/22	6/30/23		●	●	●

# ACT | Earned Autonomy

<b>OBJECTIVE</b>	Implement an “earned autonomy” model that strikes an appropriate balance between the Board’s equity-driven agenda and recent decentralization efforts.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified policies have historically granted schools autonomies based on stakeholder-initiated plans. However, there is a need for increased coherence across these policies in order to set clearer expectations for performance and to inform best practices. In addition, feedback from stakeholders indicated a need for more systematic gathering of innovative practices from autonomous and non-autonomous schools to inform new policies.

Next steps will be to utilize a new System Toward Equitable Performance and Support (STEPS) to monitor student performance measures and growth metrics for the 2022-23 school year. Collaboration between Central Office and Local District teams will identify the most impactful and needed supports for targeted schools. STEPS will be utilized to implement data-driven dialogues with targeted schools. Existing policies around autonomous schools will also be aligned with STEPS to ensure that autonomous schools are demonstrating improved student outcomes.

To learn more, download the [Earned Autonomy Plan](#).



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Develop System Toward Equitable Performance and Support (STEPS) using 2022 data and stakeholder input	7/01/22	1/01/23	●	●		
Collaborate with district, Local District, Communities of Schools and school leaders to identify supports for targeted schools	7/01/22	1/01/23	●	●		
Align district policies for autonomous schools with STEPS	7/01/22	4/01/23	●	●	●	
Prioritize budgeting to support targeted schools	9/01/22	4/01/23	●	●	●	
Provide professional development to leaders around supports for targeted schools	1/01/23	7/01/23			●	●



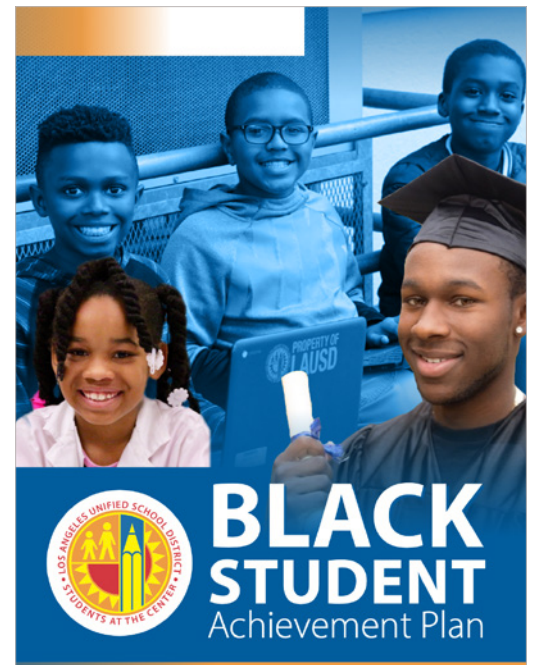
# ACT | Black Student Achievement

<b>OBJECTIVE</b>	Continue to implement strategies and methods to cultivate academic growth and be directly responsive to the unique needs of Black students due in large part to historic and ongoing social and economic conditions.
<b>STATUS</b>	Completed

## NARRATIVE

During 2021-22, the first year of the Black Student Achievement Plan (BSAP), teachers have created and implemented culturally responsive units of instruction. There has been an increase in community-based partnerships providing mentoring, parent education, academic and extracurricular enrichment. There has also been an increase in school staff to support student mental health, academic counseling, restorative justice and developing a positive school climate. As the areas of strength are reinforced, this plan addresses the following current areas of challenge that remain:

- 1) Black students are still not demonstrating an increase in English and mathematics proficiency. Action: Schools will designate time each week for individual students to receive targeted support in English and mathematics using a diagnostic tool and intervention platform.
- 2) There is a need to increase access to Honors and Advanced Placement courses for Black students. Currently, [22 of 49 BSAP secondary schools](#) offer at least five advanced course offerings in each core subject area. Action: Schools will increase the range of courses, monitor enrollment and proficiency of Black students and increase student readiness to be successful in advanced courses. Quarterly meetings will take place to report and monitor progress.
- 3) Black students [need more support](#) for social-emotional learning (SEL) and mental health development. Action: A staff cohort from each school will participate in monthly coaching cycles in [SEL and multi-tiered systems of support](#). The trained staff supported by Student Health and Human Services will provide schoolwide training. Students will participate in monthly SEL lessons within the school day.



To learn more, download the [Black Student Achievement Plan](#).

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Staff training for individual student support online platforms	5/20/22	9/02/22	●			
Social emotional learning staff cohort training	5/20/22	12/09/22	●	●		
Math and English proficiency data analysis meetings with designee	6/14/22	12/09/22	●	●		
Conduct quarterly honors plan meetings with site designees	6/14/22	12/09/22	●	●		

# ACT | Increased Inclusion Opportunities for Students with Disabilities

<b>OBJECTIVE</b>	Identify additional schools to participate in inclusive practices for all students with disabilities and increase the number of students with disabilities educated in the general education setting.
<b>STATUS</b>	Completed

## NARRATIVE

In January 2022, Los Angeles Unified published, [Equity and Access for Students with Disabilities](#), affirming our commitment to increasing inclusive opportunities for students with disabilities. The goal is to intentionally design and deliver inclusive environments for students at every opportunity. Based on current data, we expect to see academic gains for all students, a positive impact on school culture and a greater acceptance of diversity.

In Spring 2022, 80 additional schools were identified to participate in inclusive practices, for a total of 164 schools. Most of the schools have completed/updated their annual inclusion implementation plans for the 2022-23 school year. Training regarding our vision of inclusion, how inclusion benefits all students and ways to increase inclusive practices were developed and delivered to a variety of audiences. Local District Special Education staff were trained in leading this professional development for school sites, and Community of School administrators, directors and principals were trained in leading inclusive work. Communication was enhanced through additional development of the inclusion website, [achieve.lausd.net/spedinclusion](#), collaboration with university partners and through the development of banners to highlight practicing schools.



A Needs Assessment was collected and analyzed. Teachers identified a need for professional development on positive behavior support (58%) and best practices in co-teaching (49%). These results will drive professional development efforts next year.

To learn more, download the [Increased Inclusion Opportunities for Students with Disabilities Plan](#).

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Develop and provide professional development regarding inclusive practices and ways to increase inclusive opportunities	3/17/22	6/15/23	●	●	●	●
Restructure District data systems to align with inclusive practices	3/04/22	6/30/23	●	●	●	●
Identify additional schools for larger roll-out of increased inclusive practices	3/06/22	6/30/23	●	●	●	●
Enhance communication regarding Inclusion (i.e., social media, website, University partners, banners)	3/17/22	6/30/23	●	●	●	●
Report to Local Districts on the percentage of students with disabilities served in the general education setting	9/01/22	6/30/23	●	●	●	●
Collect and showcase videos of exemplary practices of the Universal Design for Learning (UDL) framework, co-teaching and co-planning in Los Angeles Unified	9/01/22	6/30/23	●	●	●	●
Deliver a professional development series specific to Kindergarten teachers on the long-term impacts of self-contained classes	9/01/22	12/15/22	●	●		

# ACT | Increased Achievement for English Learners

<b>OBJECTIVE</b>	Identify model schools and classrooms that implement effective and joyful designated and integrated English-language instruction that accelerates reclassification and academic progress for English learners.
<b>STATUS</b>	Completed

## NARRATIVE

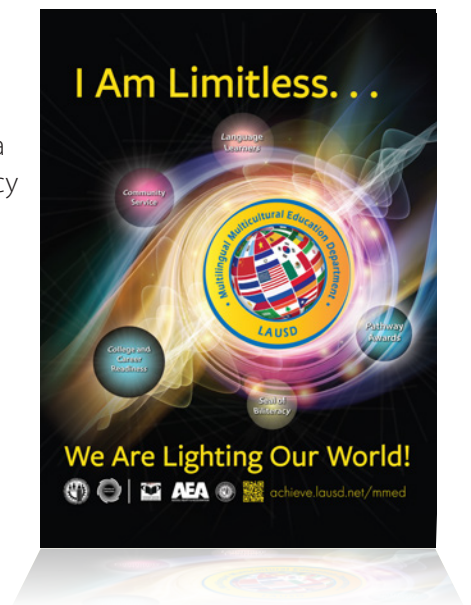
Los Angeles Unified serves nearly 86,000 English Learners (ELs) and more than 106,000 students who have Reclassified as Fluent English Proficient (RFEP). Nearly half of our students are ELs or former ELs. Effective instruction for ELs needs to be provided in a nurturing and rigorous classroom setting in alignment with EL and grade-level content standards. To provide these students with innovating and supportive learning environments, we are identifying 20 model schools that will serve as labs of promising practices, high outcomes, family engagement, and data analysis. Model schools will celebrate and be examples of joyful learning environments in which students believe they are limitless and together we are lighting our world.

Utilizing a combination of achievement, demographic, program and school experience data, we will analyze and identify trends in meeting reclassification, graduation, Individual Reclassification Plan and multilingual goals. This will provide a cohesive and unified system for enacting equity-driven shifts in instruction, advocacy and policy for all language learners.

To support these efforts, Los Angeles Unified is allocating an additional \$6 million in both 2022-23 and 2023-24.

To learn more, download the [Increased Achievement for English Learners Plan](#) and refer to the following resources:

- [Multilingual Multicultural Education Department Website](#)
- [Pathway to Biliteracy Awards Resources/Videos](#)
- [K-1 Biliteracy Community Meeting Video](#)



## IMPLEMENTATION PLAN

			2022		2023	
MAJOR MILESTONES	START	END	Q3	Q4	Q1	Q2
Present proposed list of model schools to Local District leadership and obtain buy-in and approval	7/11/22	8/15/22	●			
Host model school meetings to discuss and identify areas of support, co-design a plan, create a timeline and schedule visits	8/29/22	10/28/22	●	●		
Support data analysis and monitor model schools' instructional practices	11/01/22	6/30/23		●	●	●
Engage in the cycle of continuous improvement with model schools to accelerate reclassification, increase multilingual student awards and celebrate diversity.	11/01/22	5/26/23		●	●	●



# ACT | Elevating School Nutrition Services

<b>OBJECTIVE</b>	Identify a new set of conditions for student meals, including nutritional value, locally sourced food and healthy greens.
<b>STATUS</b>	Completed

## NARRATIVE

California is implementing Universal Free Meals starting July 2022, which will enable Los Angeles Unified to serve three free meals daily for all students. In surveys and in-person meetings, stakeholders requested fresher options, healthier greens and information on food sources and nutritional information. We have added menu choices, including vegetarian and vegan options, and fresh salads at all schools. High schools have rolled out smoothies, which are served 2-3 times a week.

Our goals for 2022-23 include:

- 1 Host food-tasting events at schools from September-December 2022
- 2 Host vendor fairs at multiple schools in October 2022 and February/March 2023
- 3 Introduce a variety of fresh fruit and vegetable bars at elementary sites starting mid-September 2022
- 4 Introduce speed scratch cooking at secondary schools and serve fresh options starting January 2023
- 5 Leverage resources to update and give a fresh look to serving areas at schools starting October 2022
- 6 Introduce measures to reduce food waste
- 7 Restart Breakfast in the Classroom at schools on August 15, 2022
- 8 Create a long-term food service plan which includes a central manufacturing kitchen to produce scratch meals
- 9 Create and implement a marketing plan for 2022-23
- 10 Under California’s Universal free meals mandate, incorporate additional culturally relevant quality meal choices that are fresh, flavorful, appealing to students, and meet federal nutrition requirements and grade-appropriate portion sizes

To measure success, we will compare the percentage of students eating school lunch in May 2022 to the student participation each month starting September 2022. Key performance indicators include increasing participation at elementary schools by 2-7%, middle schools by 3-5% and high schools by 2-3%. We will also analyze menu offerings by school and region to determine the increase in the consumption of fresh produce. Additionally, we will solicit ongoing feedback from students and parents via surveys and meetings. The goal is a 3-7% improvement on the customer survey index in the first six months of 2022-23.

**To learn more, download the [Elevating School Nutrition Services Plan](#).**

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Restart Breakfast in the Classroom	8/15/22	8/30/22	●			
Food-tasting events for stakeholders/menu-tasting vendor fairs for students to determine menu choices	9/15/22	3/31/23	●	●	●	
Use state grants to purchase equipment for scratch cooking. Introduce fresh-made meals at secondary schools.	7/01/22	01/20/23	●	●	●	
Introduce vegetable and fruit bars at elementary schools and smoothies at middle schools	9/15/22	10/30/22	●	●		
Hire additional employees and train staff on speed scratch cooking	6/01/22	12/20/22	●	●		
Create and implement marketing plan, restart waste reduction measures. Prepare long-term plan which includes a central manufacturing kitchen	6/01/22	6/30/23	●	●	●	●

# ACT | Increased Opportunities for Adult Education Students

<b>OBJECTIVE</b>	Increase access to high-quality pre- and post-secondary education and training opportunities in local communities via the Division of Adult and Career Education.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified is committed to providing access to quality pre- and post-secondary education and career pathways for adults and at-promise youth, especially those who face multiple barriers to achieving their dreams.



We are focusing on three priorities for meeting this objective:

- 1) Short-term entry-level training programs which include blue and green economy sectors. Through deeper collaboration with partners such as the LA Compact, LA Chamber of Commerce and others, Los Angeles Unified has aligned our workforce training pipeline with leading and emerging industries and highlighted the need to embed digital literacy skills across all industry career pathways.
- 2) Virtual online academy for adult students in Fall 2022. This will allow adult learners who are balancing the complexities of adult life, such as childcare, work and transportation, the flexibility they need to learn English, earn a high school or train for a career.
- 3) We are strengthening our partnerships with community-based organizations who also serve high-needs populations and fortifying entry-level recruitment efforts to assist in addressing labor shortages in the Los Angeles region.

To learn more, download the [Increased Opportunities for Adult Education Students Plan](#)

IMPLEMENTATION PLAN			2022		2023	
	START	END	Q3	Q4	Q1	Q2
Develop a workforce training framework and begin implementing key strategies including developing new course outlines, establishing a career technical education teacher recruitment task force and implementing an induction program for new teachers	04/06/22	12/15/22	●	●		
Draft a plan for an online virtual academy; pre-apprenticeship expansion; Los Angeles Unified career pathways; marketing and outreach; and partnership expansion and support	04/06/22	12/15/22	●	●		

# ACT | Partnering with Public and Private Entities in Los Angeles County to Address the Mental Health and Wellness of Our School Community

<b>OBJECTIVE</b>	Devise a plan that will unify district, city and county mental health funding and staffing to provide a consistent, equitable and broad set of services for schools and communities in high-needs areas.
<b>STATUS</b>	Completed

## NARRATIVE

Between February and June 2022, Los Angeles Unified staff met regularly with representatives from the Los Angeles County Department of Mental Health and managed care plans, around opportunities to unify mental health funding to support high-needs areas. From these conversations, the following partnerships are emerging:

- Alignment with managed care plans around a potential partnership to expand mental telehealth services for students in Los Angeles Unified
- Expansion of the Trauma and Resilience informed Early Education (TRiEE) Program, which increases protective factors for students in Early Childhood Education
- Expansion of the Field Education Program, which provides District internships for university students preparing for a career in student health and wellness
- Partnership with the Deputy City Attorney around Handle With Care, a program that enables local police to notify school districts when they encounter a child at a traumatic scene, so school mental health staff can provide urgent support
- A pending partnership with the National Alliance on Mental Illness (NAMI) to empower student-led groups on high school campuses to talk openly with classmates about mental health



Additionally, to inform policy discussions with Los Angeles County, Los Angeles Unified has launched a social influencers of health screening tool. This tool collects data on families’ experiences related to social influencers of health (e.g., housing security, access to basic needs), to get a more holistic assessment of families’ needs. This tool will be used to guide ongoing discussions around what type of behavioral health needs there are in each school community.

To learn more, download the [Mental Health and Wellness Plan](#).

## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022		2023	
			Q3	Q4	Q1	Q2
Finalize mental health partnerships that will promote mental health education, stigma reduction, and awareness around how to access mental health services	7/1/22	7/29/22	●			
Establish partnerships to expand telehealth services and promote fiscal sustainability	7/1/22	8/15/22	●			
Complete needs assessment that will promote partnerships that support crisis response and threat management	7/1/22	10/28/22	●	●		
Finalize partnerships with university partners to increase the number of mental health interns in schools	7/1/22	12/16/22	●	●		



# ACT | Explore Options to Improve Student Transportation Services

<b>OBJECTIVE</b>	Expand and streamline transportation opportunities to create a better ridership experience for students.
<b>STATUS</b>	Completed

## NARRATIVE

Los Angeles Unified remains committed to providing safe and reliable transportation services to all students. To ensure the student transportation experience is improved, several strategies have been implemented to provide access to education, increase student enrollment and graduation rates by supporting safe passages to schools, advance school bus technology and create environments to support the health and wellbeing of our students.

Objectives completed and/or on-track to improve student transportation include:

- All 1,300 school buses have been equipped with Wi-Fi to enhance the students’ overall ridership and educational experience.
- Parent Portal will enable parents to receive real-time data about their child’s transportation
- School bus electrification efforts have been expanded consistent with Los Angeles Unified’s climate change goals
- Onboard technology in school buses will help identify actual ridership and transportation needs to streamline transportation routing opportunities
- New transportation services model to resident students in select neighborhoods disproportionately impacted by:
  - Safety concerns and lack of safe passage to and from school (Goals: promote student well-being, improve attendance and attract new enrollment)
  - Geographic barriers and/or greater distances between residential schools (Goals: improve attendance and attract new enrollment)

Additionally, a task force has been created to further explore opportunities to support student needs. We are evaluating and targeting geographical zones in disadvantaged communities, where a reduction in transportation radius may positively impact student enrollment and attendance.

To learn more, download the [Transportation Services Report](#)



## IMPLEMENTATION PLAN

MAJOR MILESTONES	START	END	2022			2023
			Q2	Q3	Q4	Q1
Meet weekly with task force members for updates, support and advocacy	6/01/22	6/30/22	●			
Transition to the new routing software to pilot the proficiency for 2022-23	4/01/22	1/20/23	●	●	●	
Collaborate with consulting firm and implement potential process improvements	5/12/22	6/30/22	●			