

Los Angeles Unified's Board Retreat

April 29, 2024



@LASchools

Ready for the World

Welcome and Overview

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Strategic Plan Alignment



Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impacts

Honoring Perspectives

Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

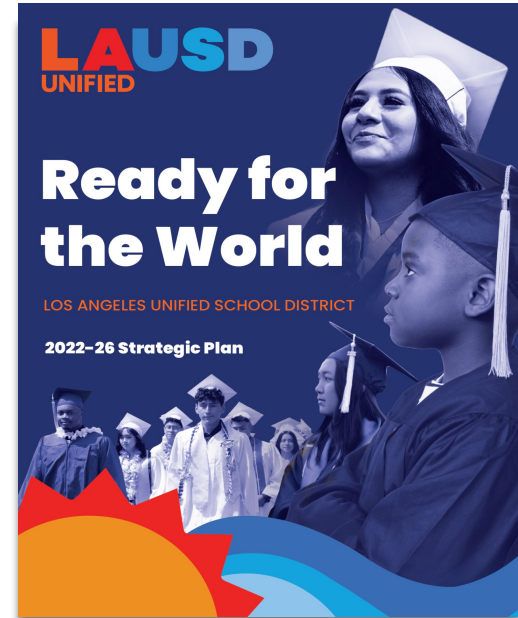
High Performance Standards

“We must work together to elevate our students to achieve academic success, develop social-emotional resiliency, and embrace the joy of a positive and fulfilling school experience. Every member of our Los Angeles Unified community has a part to play in this effort.”

#explorethepossibilities

Outcomes: Coherence Making

- To understand and ground our work in our commitment to our schools and our students
- To establish common understanding of our budget and our fiscal challenges in order to collaborate to ensure the sustainability of our programs
- To deepen our understanding of student outcomes in 2023-24 and school budget development in 2024-25



Superintendent's Welcome

Alberto M. Carvalho

@LASchools

Focusing Direction: Preparing our Student to be Ready for the World

Veronica Arreguín

@LASchools

Preparing our Students to be **Ready for the World**

- Your table has been assigned a student
- Review the updated student profile with most recent progressing monitoring data
- Answer: How has the student progressed and what do they need to successfully end this school year ?
- Think/Write/Share at your table

Instructional Priorities

2023-24 to 2024-25

Dr. Karla Estrada

@LASchools

Postsecondary

70%

The percentage of students in a graduating 9th–12th grade cohort demonstrating college and career readiness with a “C” or better on University of California/California State University A–G approved courses will increase to 70% by June 2026.

Literacy

+30pts

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026.

Numeracy

+40pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3–5 and 6–8.

Social-
Emotional/
Wellness

+8%

At each school level, students in elementary, middle school, and high school will demonstrate growth of 8% in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness, by June 2026 as preliminarily measured by the School Experience Survey with full transition to a portfolio rubric to be implemented by the 2023–24 school year.

Our 2023–24 Instructional Priorities

Literacy

Numeracy

Science

- Ensure every classroom is using **standards aligned curriculum that leverages:**



Small Group Instruction



Tiered Intervention Programs



Teaching & Learning Framework (TLF)

- Focus on **academic language** to equip students with **critical thinking skills**, so they can develop arguments that are supported with evidence and multiple sources.
- **Culturally and Linguistically Responsive Pedagogy (CLRP)**, so students see their culture, experiences, and background reflected in what they're learning.
- Integrate **Social-Emotional Learning** lessons to cultivate student skill development and attitudes to succeed in school.



Reading, Writing, Listening and Speaking in All Content Areas



Real World Application of Math Concepts



Incorporating Next Generation Science Standards

Our 2023–24 Instructional Priorities

Assessments Informing Instruction

Use assessments, both formative and summative, to provide essential data that guides teachers in **tailoring their instructional strategies** to meet the diverse needs and abilities of students.

CSPP & ECC



UTK-2 ELA



3-12 ELA
TK-12 Math



Professional & Leadership Development

Invest in teachers and cultivate a culture of continued learning and excellence. This includes developing **Instructional Leadership Teams (ILTs)** at school sites collaborating.



Plan-Do-Study-Act Cycles

The **Plan Do Study Act (PDSA)** is a research-based **cycle of continuous improvement** model that is used across the District. We will engage in a practice on constant assessment and ideation to ensure instructional strategies are relevant and impactful.



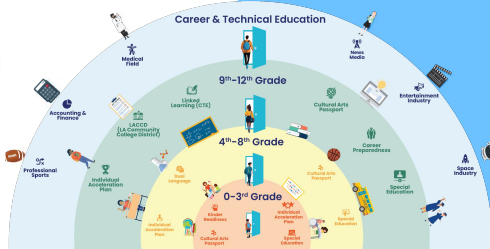
Accelerating learning



Los Angeles Unified's Academic Excellence Pathways

Accelerating learning
IN EVERY SCHOOL...

Pathway Spotlights



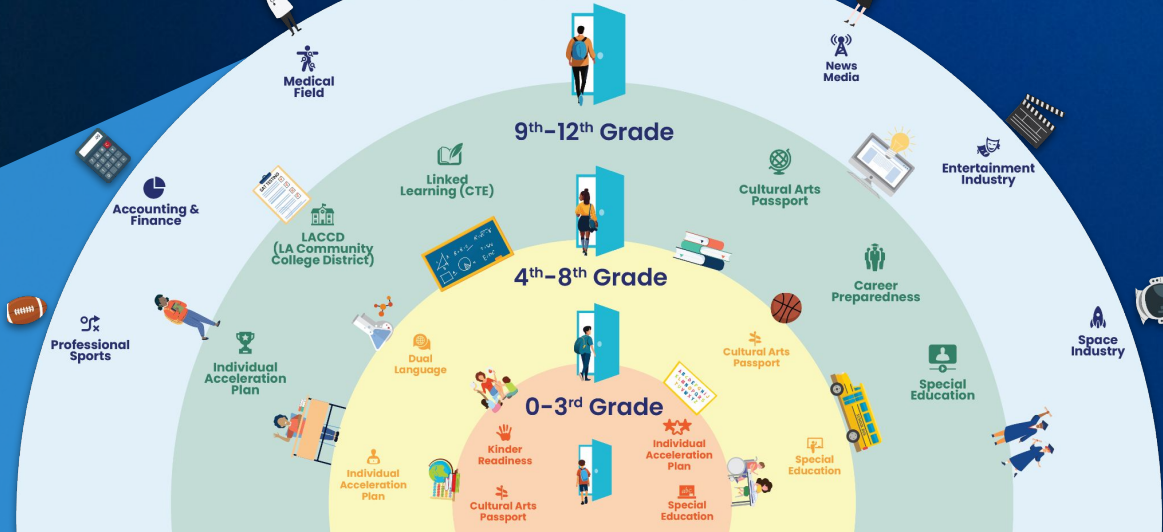
The **Academic Excellence Pathways** are designed to inform actions that can be taken at schools, Region offices, and at the District level to drive student success and move toward the vision of Los Angeles Unified being the premier public school district. This website serves as an annual report that highlights the instructional focus and opportunities within Los Angeles Unified, as well as demonstrates how these **choices are informed by data, research, and best practices.**

Los Angeles Unified is committed to ensuring all of our over 500,000 students and their families have **multiple academic excellence pathways** available to them so they can attain their greatest potential.

By focusing on the four priorities of **Pillar I: Academic Excellence** from the **Los Angeles Unified Strategic Plan**, we are committed to providing our students with the skills, knowledge, and opportunities they need to thrive in a rapidly changing world. This is our commitment to create the conditions that accelerate learning and offer a comprehensive and rigorous education for every student.



Career & Technical Education



Pathway Spotlights

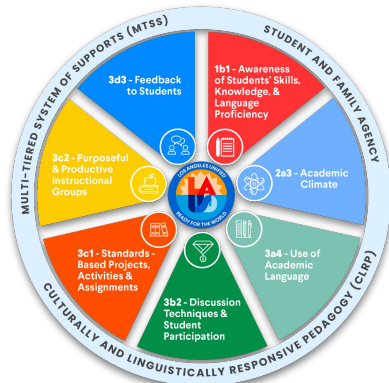


Instructional Materials

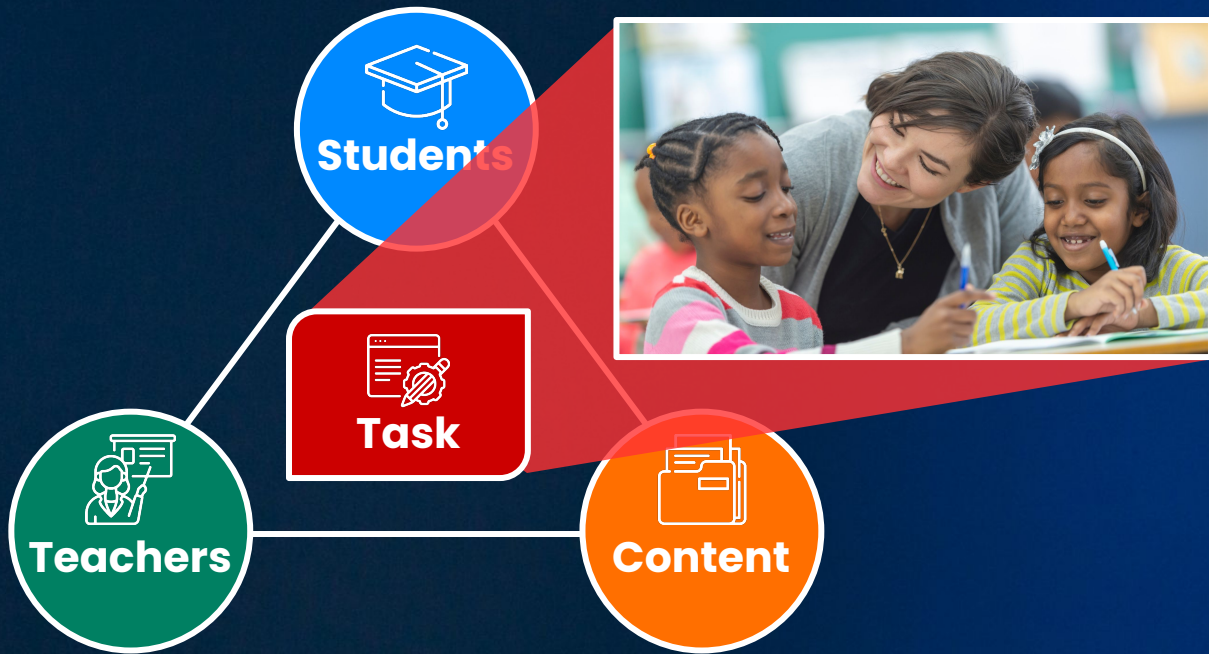
Instructional Strategies

Enrichment Opportunities

Intervention



Leveraging the Instructional Core



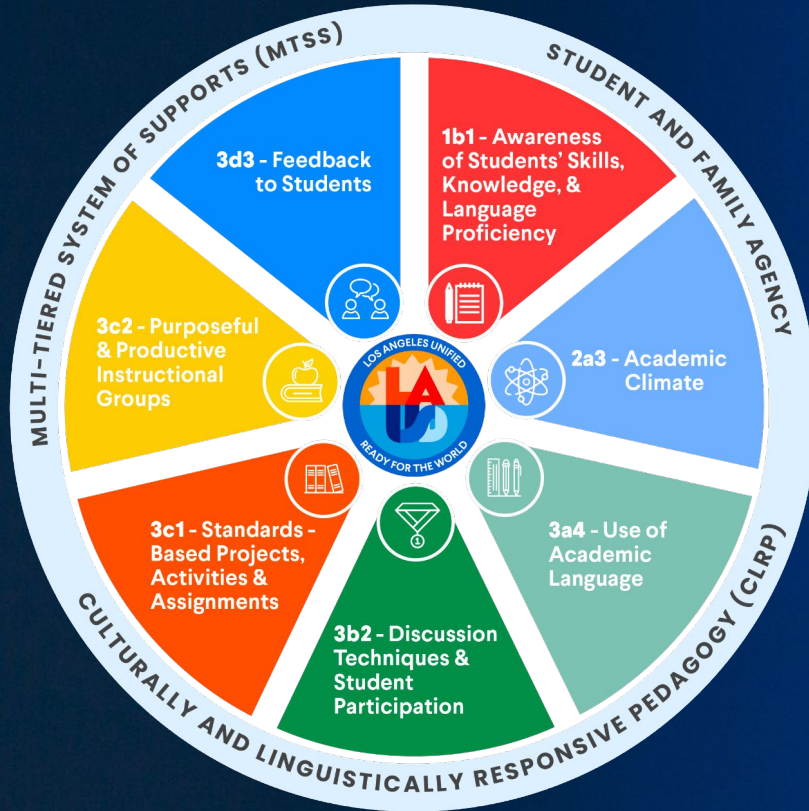
Deepening our understanding of the tasks that students are engaged in.





Coherence & Excellence

Leveraging the Instructional Core



Deepening our understanding of the tasks that students are engaged in.





**Coherence &
Excellence**

College & Career Readiness



**Adult Ed &
Certifications**



**LACCD &
Dual Enrollment**



**Career &
Technical Education**



**Internships &
Apprenticeships**

**Expanding opportunities
that are:**

- ✓ **Matched to student interests**
- ✓ **Adaptive**
- ✓ **LAUSD Graduate Profile aligned**



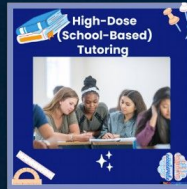


Coherence &
Excellence

Accelerating From a Place of Strength



Tutoring
for
Individualized
Student
Learning



- Interventionists
- Tutoring
- Push-in Tutors
- Digital Tools

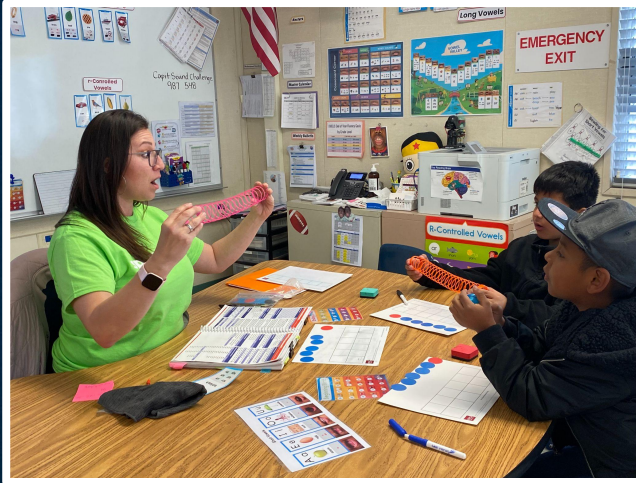
Evidence-Based Intervention

- ✓ The right kids & the right supports
- ✓ Training
- ✓ Monitoring results





Accelerating From a Place of Strength



INTERVENTIONISTS

- Serving all **100 Priority Schools** and **419 non-Priority Schools**
- Provide personalized and direct support to over **30,000 students** with the highest needs (i.e. English learners, Students with Disabilities, Black Students); On average, students receive **50 days** of **intervention**
- **Highly trained** in evidence based programs such as UFLI, 95 Percent, Science of Reading & Writing, Corrective Reading



Coherence & Excellence

Accelerating From a Place of Strength

LAUSD UNIFIED

Leveraging Instructional Collaboration Through Observations

An Administrator's Guide for Transforming Teaching and Learning through Collaboration and Reflective Observations.

Updated November 2023

Instructional Rounds

School Name _____
Date _____

- Increased interdependence and relational trust amongst all staff

practice"

to improve student learning "at scale."

The instructional rounds process is an example of a specific practice.

Instructional improvement <ul style="list-style-type: none"> Focuses on the instructional core Comprehensive course improvement strategy Shared practices and understandings 	Evaluative <ul style="list-style-type: none"> Implementation checklist Observate and isolate Independent teacher practitioners
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Regional Directors, Principals, & Instructional Leadership Teams

- Use of rubrics to look for the same things
- Common Expectations

Instructional Observations & Calibration





**Data Culture &
Focus on Impact**

Regional Directors, Principals, and ILTs



- ❑ **What's the data telling you?**
- ❑ **What's your instructional focus based on TLF?**
- ❑ **Strategy → PDSA**
- ❑ **Evidence**
- ❑ **Outcomes**
- ❑ **How will you monitor?**



HOPES

&

DREAMS



Equity

Collaboration

Excellence

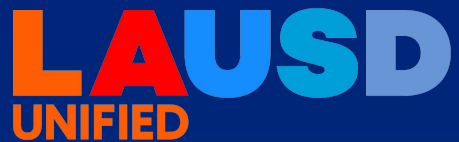
As we think about the District's **core beliefs**...

- ❑ What are your **hopes** for our students?

"My hope is to continue to see..."

- ❑ What might be some **dreams**?

"My dream is to see..."



Break

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District Budget Updates

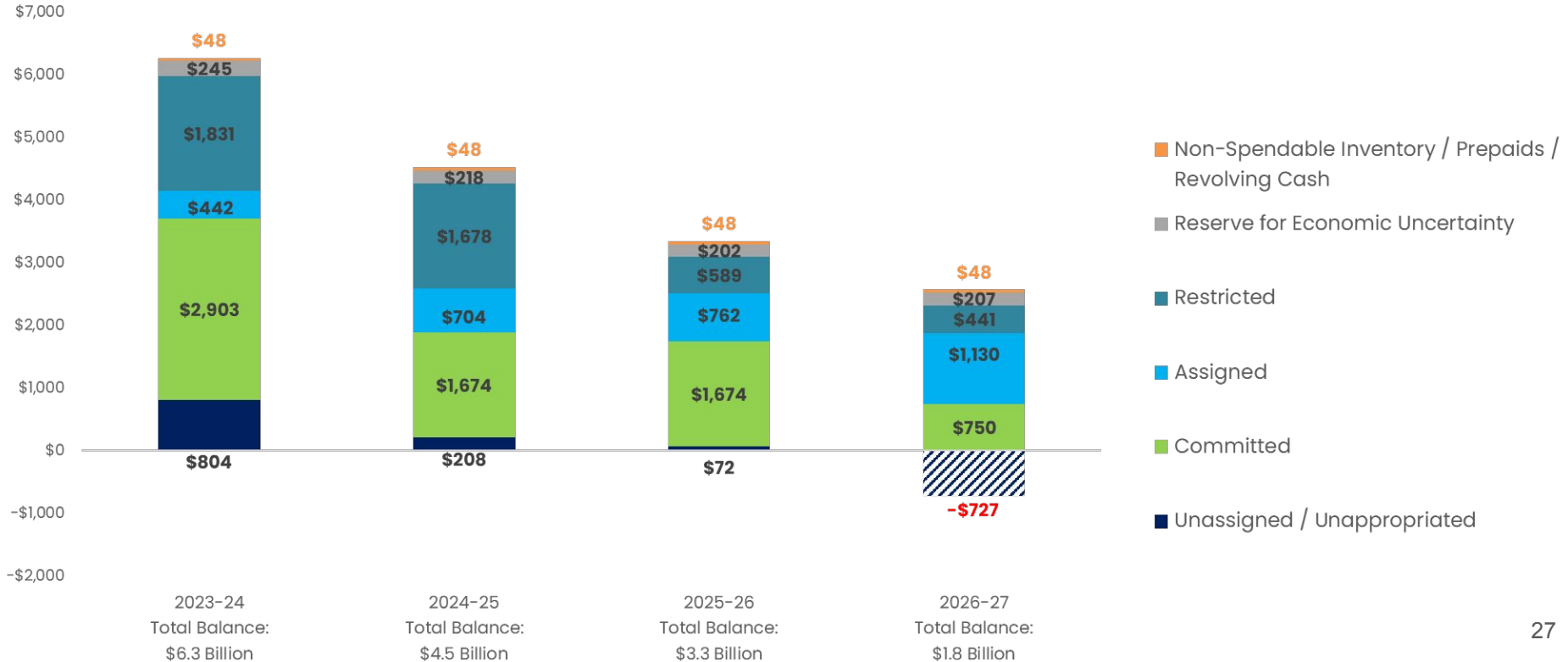
David Hart, Nolberto Delgadillo & Saman Bravo-Karimi

Overview: District Budget Updates

- Revisiting Second Interim Multi-Year Projection and Introducing Six-Year Forecast
- Understanding the LAUSD Budget
- Budget Trade-Offs for 2025-26

Revisiting Second Interim: Multi-Year Projection (MYP)

Components of General Fund Ending Balance
(Amounts in Millions)

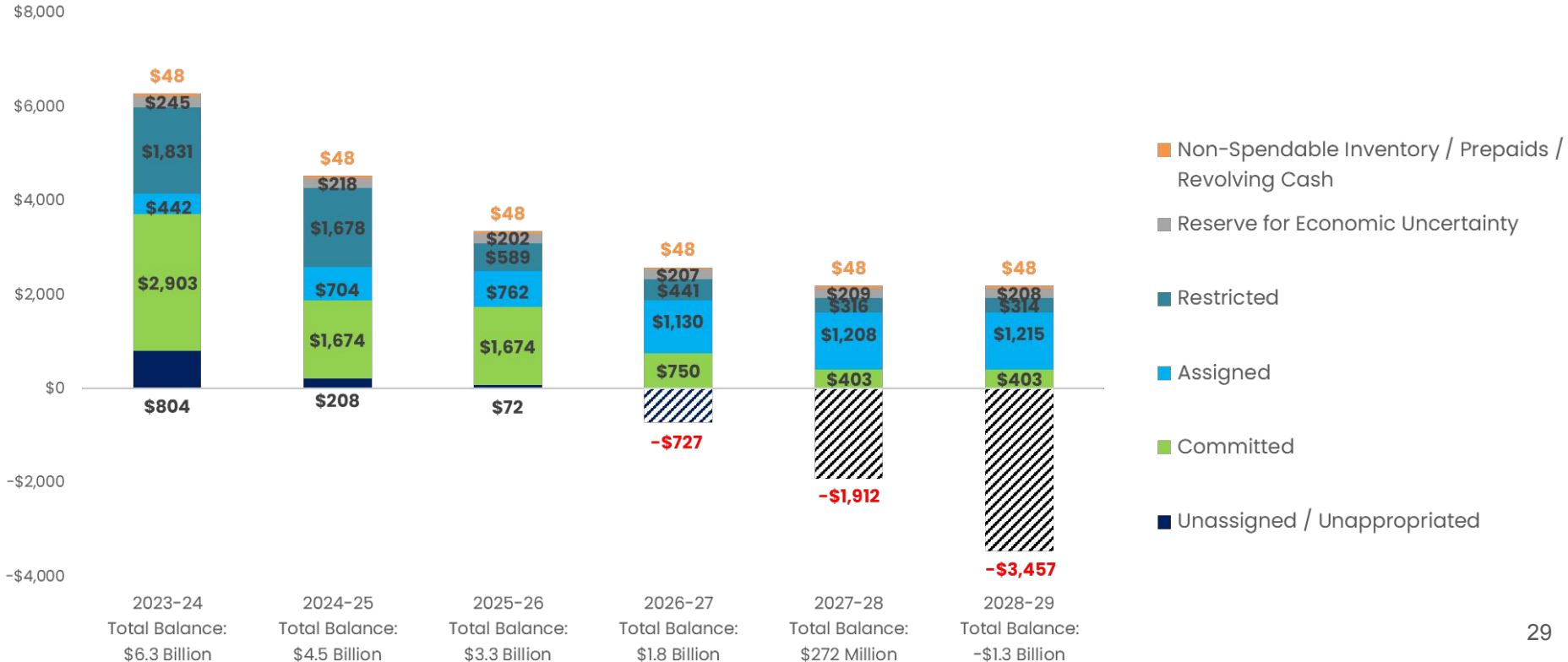


Factors Not Reflected in MYP

- Future changes in total compensation
- Potential further reduction in state and federal funding
- ARC - OPEB Trust contributions
- Liability
- Potential new major programmatic investments
- Revenue impact of higher attendance

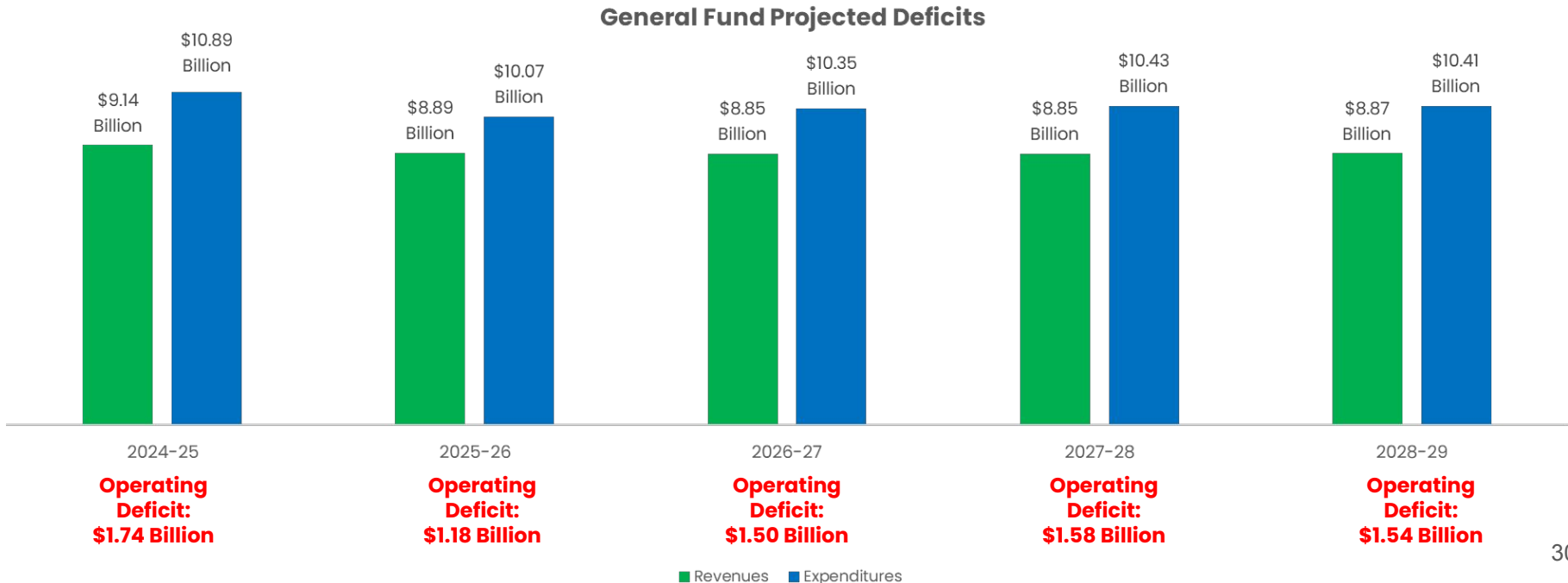
Revisiting Second Interim: **Forecast**

Components of General Fund Ending Balance
(Amounts in Millions)



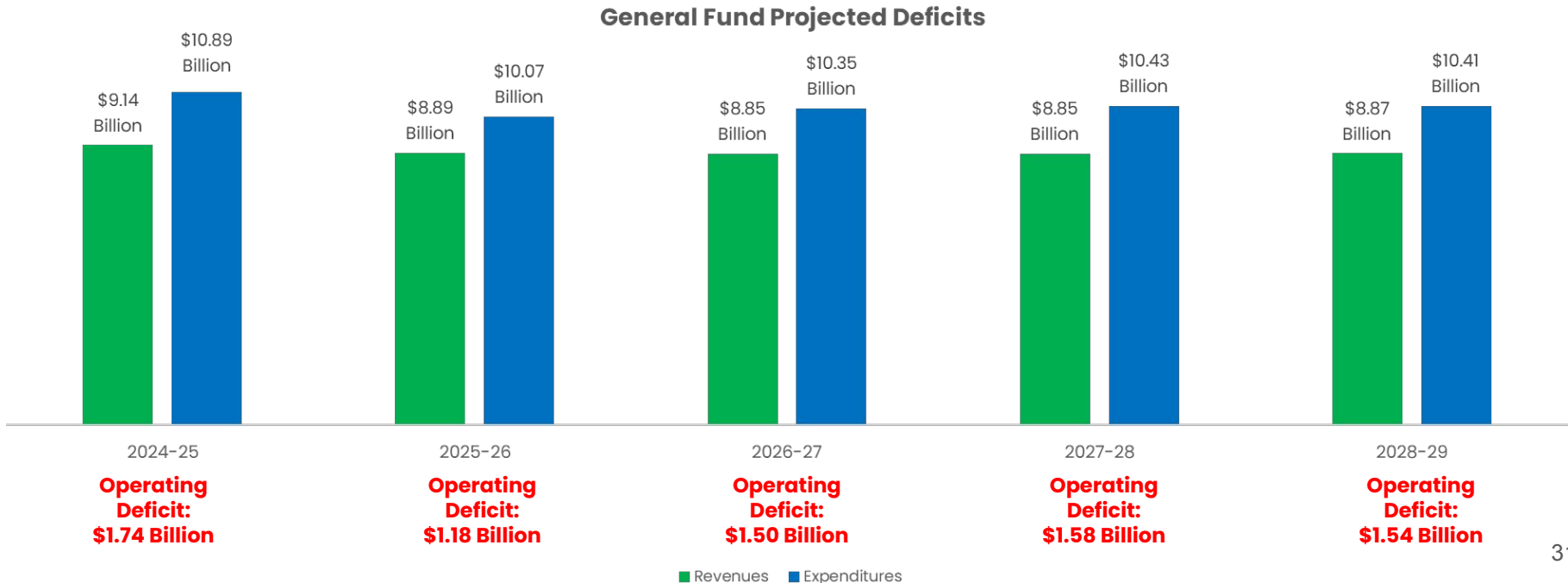
General Fund Projected Deficits

Currently, General Fund expenditures in LAUSD are set to exceed revenues.



Pause for Discussion

What trends do you see in our planned expenditures? How would you explain these trends to our communities?



Understanding our Operating Deficit

	2024-25	2025-26	2026-27	2027-28	2028-29
Operating Deficit in Dollars	-\$1.74 Billion	-\$1.18 Billion	-\$1.50 Billion	-\$1.58 Billion	-\$1.54 Billion
Operating Deficit in FTE	~16,200	~11,000	~14,000	~14,700	~14,400
Operating Deficit in % Salary	29.4%	19.9%	25.3%	26.7%	26.0%

Addressing an Operating Deficit

There are three ways to address an operating deficit:

1. Increase revenues.
2. Leverage ending balances to cover the deficit.
3. Reduce planned expenditures / budget.

Solution 1: Increase Revenues

As shared at Second Interim, the Legislative Analyst's Office (LAO) February 2024 Overview of Prop 98 and K-12 Education projects that the state is facing a \$73 billion shortfall (compared to a \$58 billion shortfall the LAO projected in January upon the release of the Governor's Proposed Budget).

LAO recommendations included:

- **Eliminate all spending increases**, including the COLA (already lowered to 0.76% in Governor's Proposed Budget).
- **Temporarily reduce ongoing programs** such as the Expanded Learning Opportunities Program (ELOP) and the Special Education Early Intervention Grant.
- **Pause new grants**, such as the Career Technical Education Incentive Grant Program.

Based on the State's Fiscal Outlook, we should not expect to receive sufficient revenues to compensate for the loss of ESSER funds.

Addressing an Operating Deficit

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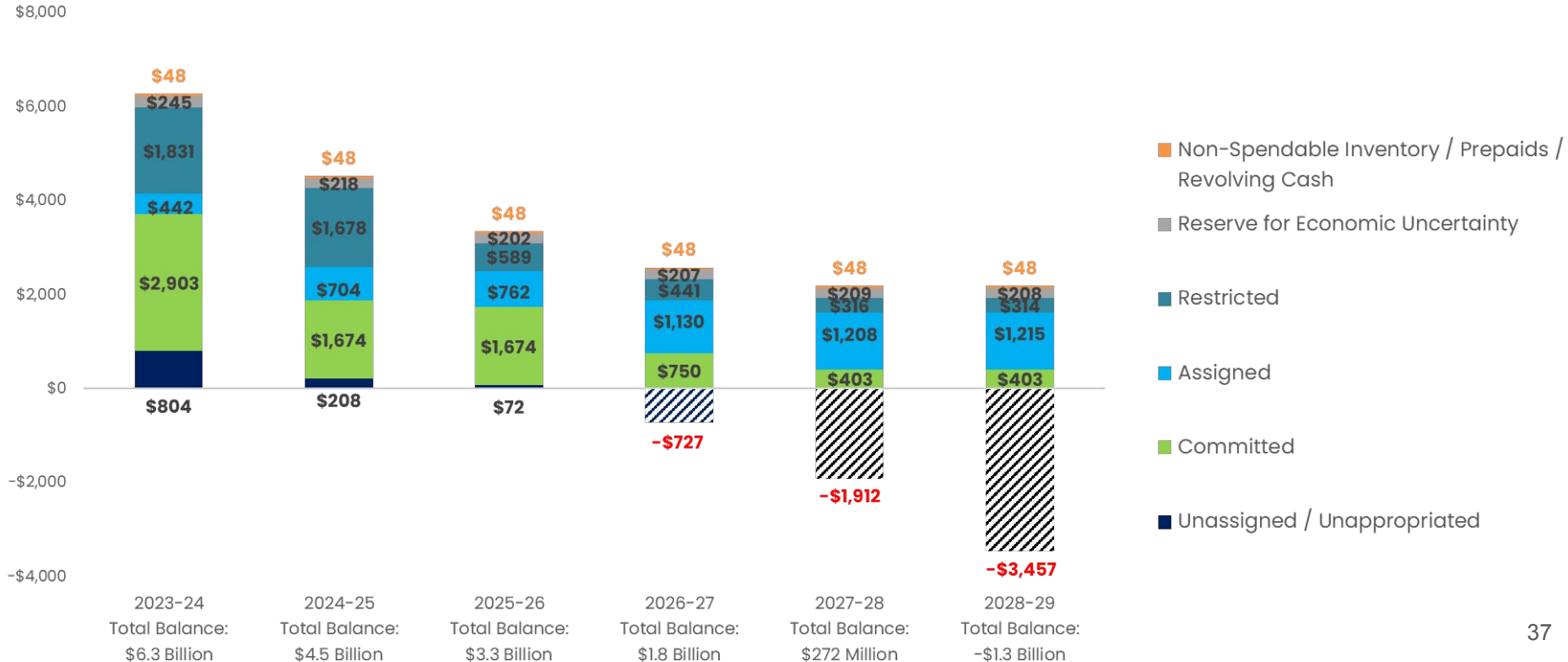
Solution 2: Leverage Ending Balances

Ending balances are:

1. One-time in nature - these funds represent accumulated underspend, not ongoing revenues
2. Already being used now for future deficits (like a savings account)
3. Mostly restricted/assigned/committed for specific purposes and programs, not overall budgetary use

Components of Ending Balances

Components of General Fund Ending Balance
(Amounts in Millions)



Components of Ending Balances

Item	Examples	Level of Flexibility
Non-Spendable	Inventory, prepaids	Least flexible
Reserve for Economic Uncertainties (REU)		Least flexible
Restricted	Expanded Learning Opportunities Program (ELOP)	Not flexible - can be used to supplement core programs
Committed	Reserve for Compensation, Reserve for Labor Agreements, SENI Carryover	Not flexible - needs Board approval to release commitment
Assigned	General Fund School Carryover	Somewhat flexible - can be un-assigned by the District, but funds have already been designated for a specific program / use
Unassigned		Most flexible

Components of \$6.3B “Reserve”

Non-Spendable \$48 M
Reserve for Economic Uncertainty \$245 M

Required Legal Reserves and Inventories (Paper, Custodial Supplies, etc.)

Restricted \$1,831 M

One-Time \$1,130 M

ELOP \$472 M

Prop 28 \$28 M

Preschool \$34 M

Grants \$167 M

Assigned \$442 M

GF/Other Carryover \$240 M

District Programs \$179 M

Central Programs \$23 M

We are Spending District Reserves to Support Students, Staff and Schools

Committed \$2,903 M

Comp/Benefits \$1,550 M

SENI + Carryover \$665 M

Specialized Programs \$89 M

Central TSP Invest. \$599 M

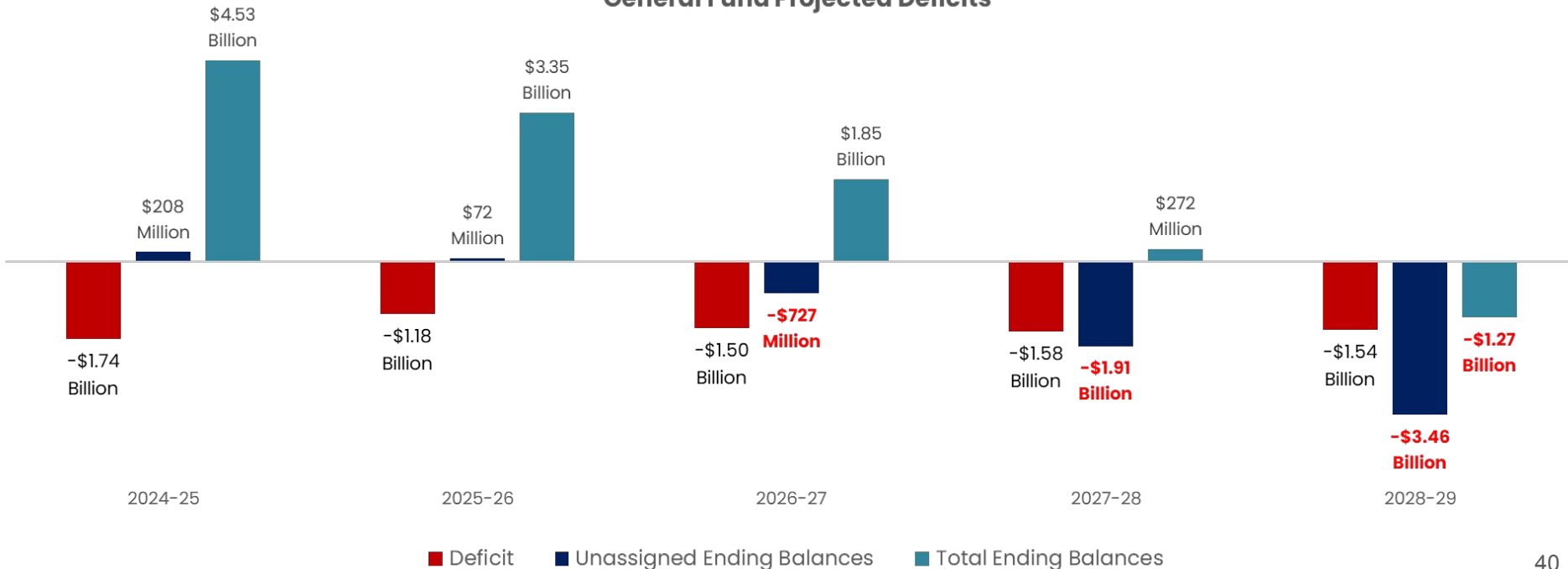
Unassigned \$804 M

Reserve to Address Ongoing Impact of Revenue Loss

Why Ending Balances Matter

Over time, neither the Unassigned nor the Total Ending Balances are enough to cover these operating deficits.

General Fund Projected Deficits

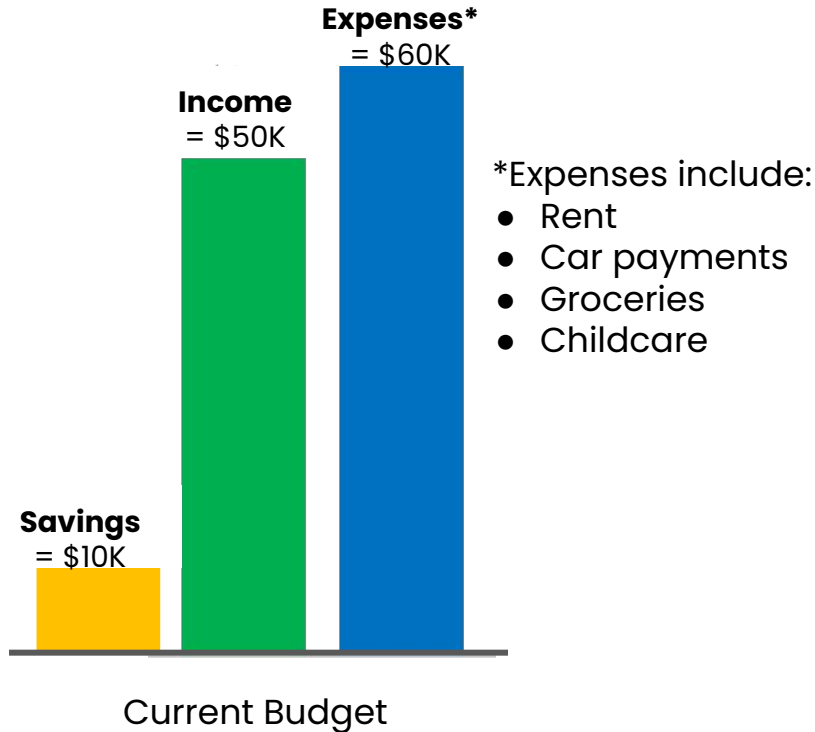


Addressing an Operating Deficit

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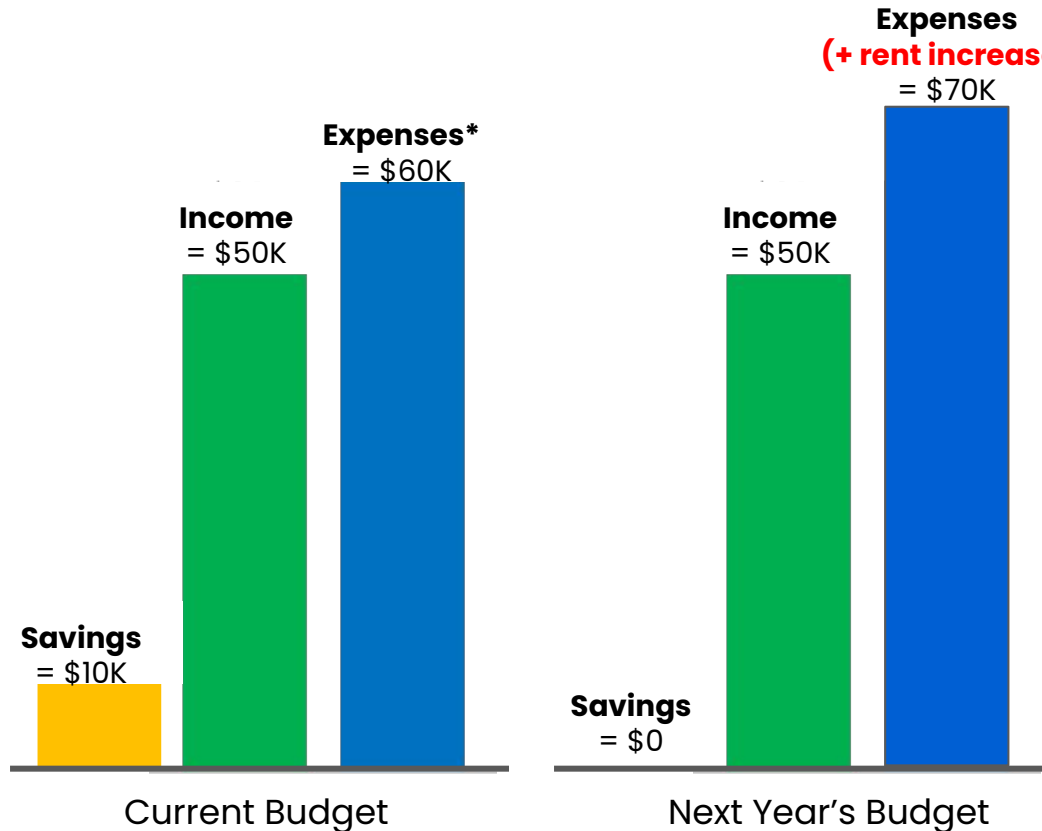
Simplifying our Operating Deficit



In your current budget, you are spending more than you make, so you have a few options:

- Try to make more money
- Use your savings (which you might have set aside for important future expenses)
- Reduce your spending

Simplifying our Operating Deficit



Now imagine that you know rent is going up next year.

Even if you could use your savings this year to make up the difference between your income and your expenses for this year, it won't be enough to cover the gap long term.

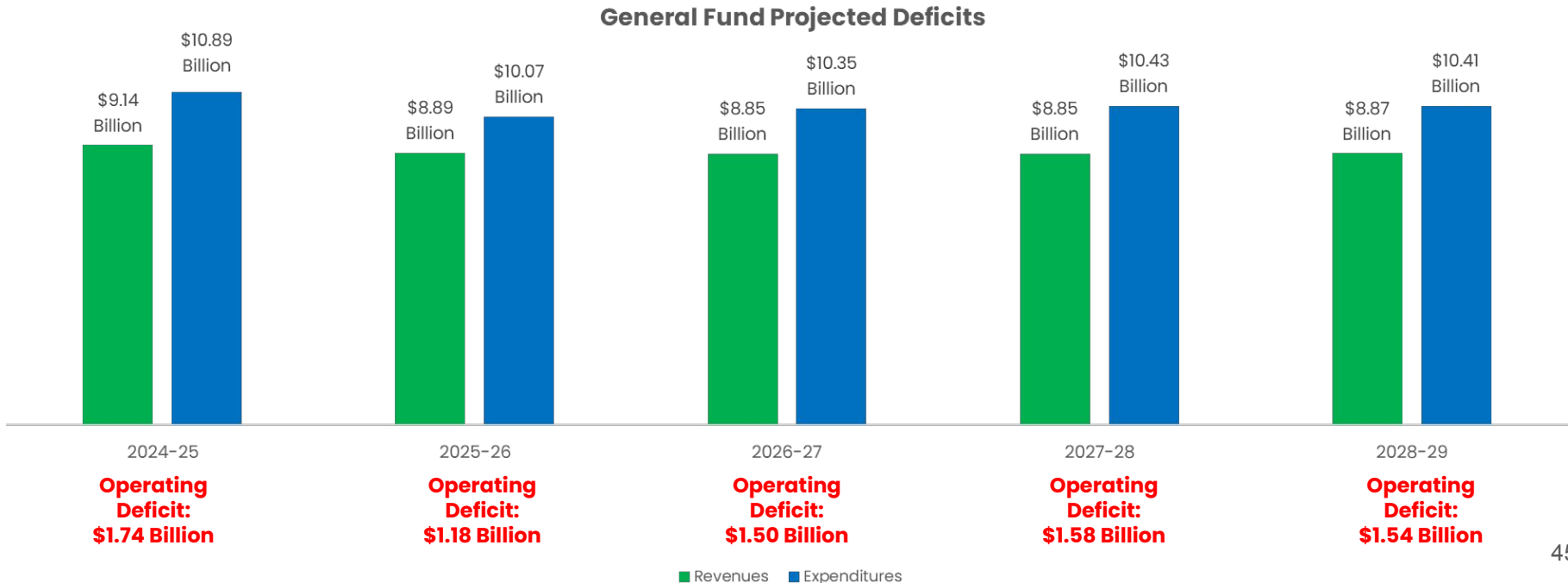
What are your next steps?

Major Takeaways

- The District is currently operating at a deficit
- If left unaddressed, these deficits will require serious, disruptive reductions as ending balances will be depleted
- Over the next year, we will need to work together to identify more strategic, program-based reductions that preserve our core District beliefs of **Excellence, Collaboration, and Equity**

Pause for Discussion

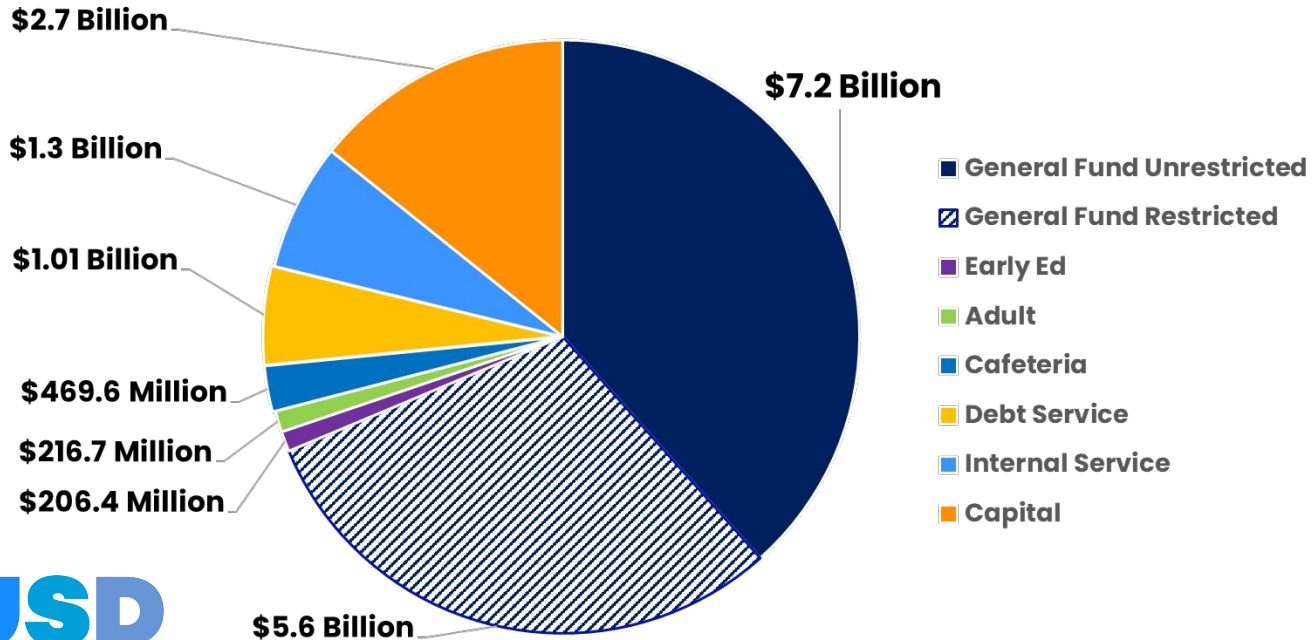
Looking ahead, what does a strategic spending plan (that addresses our operating deficit) look like?



Overview: Understanding LAUSD Budget

LAUSD 2023-24 Budget by Fund

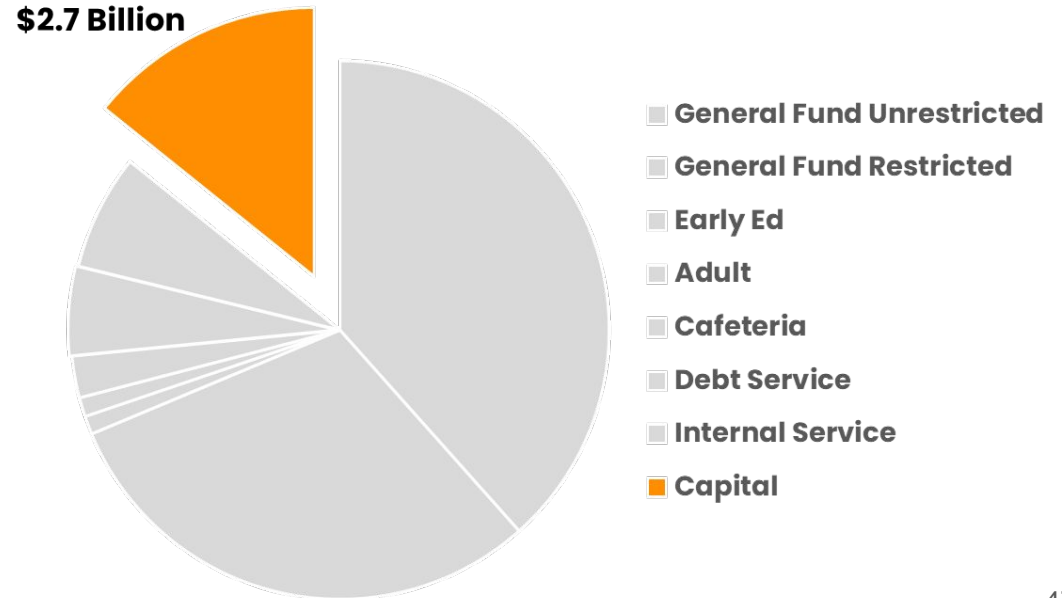
Total: \$18.8 Billion



LAUSD Budget: Capital / Bond

- The **Capital/Bond** fund is used for acquisition or construction of capital facilities

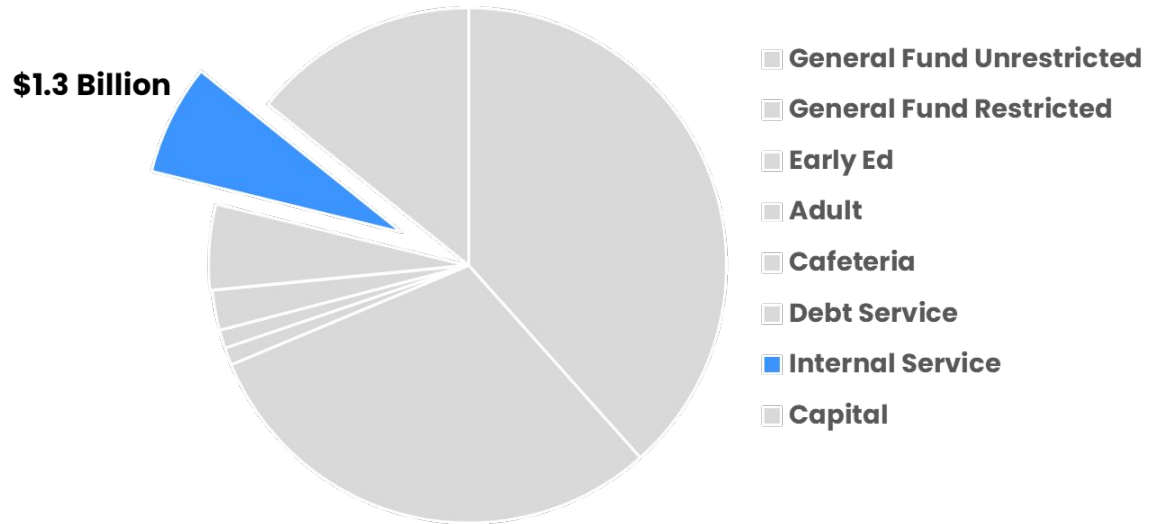
LAUSD 2023-24 Budget by Fund



LAUSD Budget: Internal Service

- The **Internal Service** fund is the District's obligation for payment of District employee health & welfare benefits, worker's compensation, liability insurance and other post-employment benefits

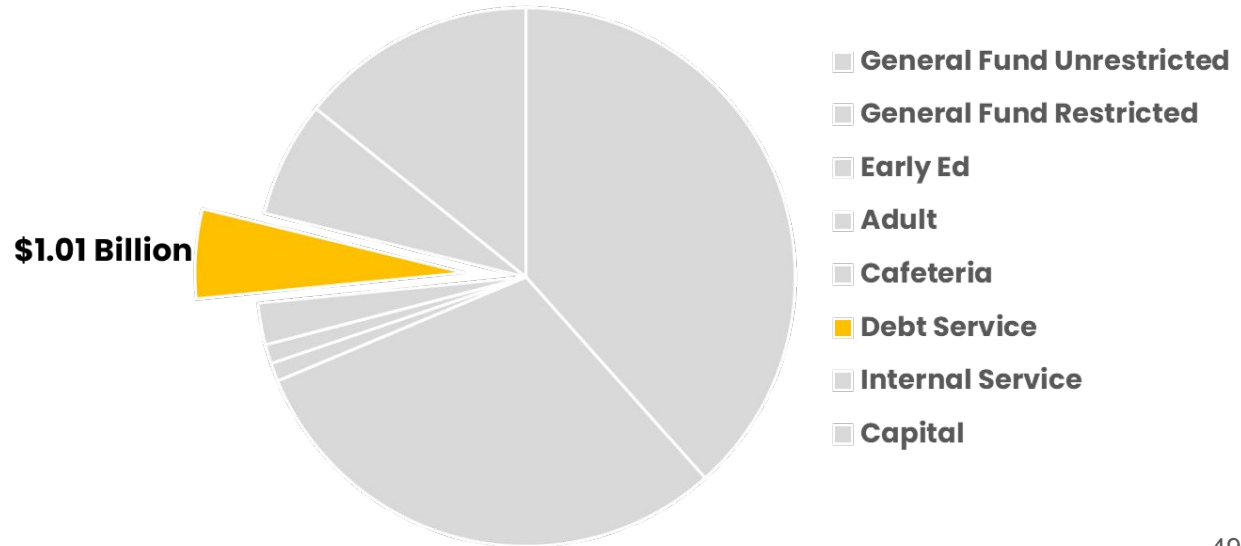
LAUSD 2023-24 Budget by Fund



LAUSD Budget: Debt Service

- The **Debt Service** fund is the District's obligation of payment for interest on the District's long-term bonds

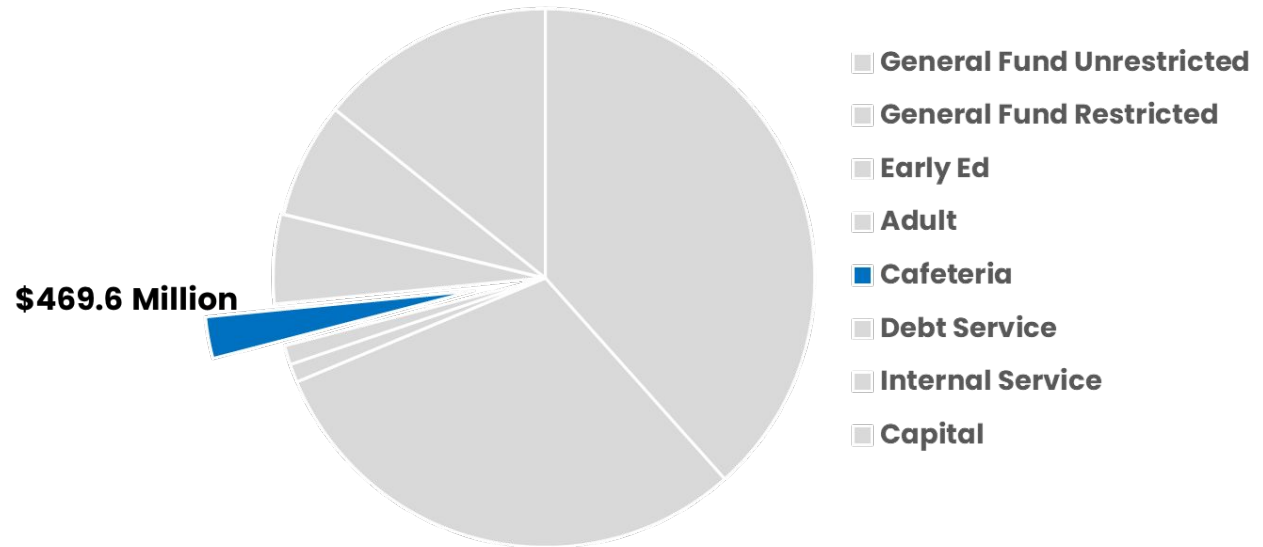
LAUSD 2023-24 Budget by Fund



LAUSD Budget: Cafeteria

- The **Cafeteria Fund** provides resources to be used to operate the District's food service program, which includes breakfast, lunch, and supper

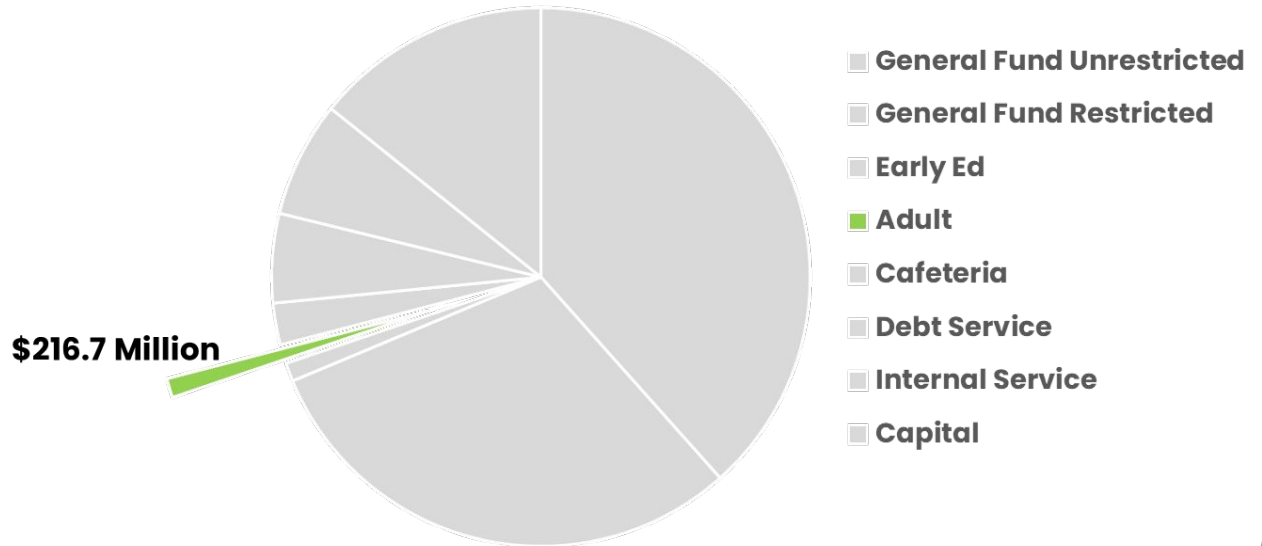
LAUSD 2023-24 Budget by Fund



LAUSD Budget: **Adult Education**

- The **Adult Education** fund is the state authorized / directed funds to operate the District's Adult Education program

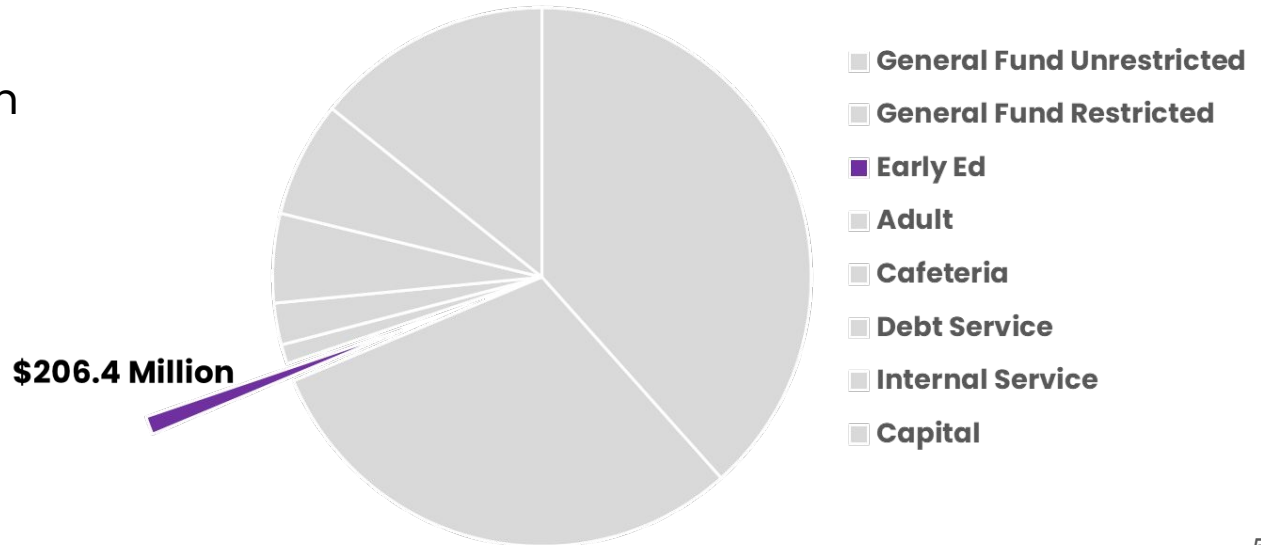
LAUSD 2023-24 Budget by Fund



LAUSD Budget: Early Childhood Education

- The **Early Education** Fund is the state authorized / directed funds to operate the District's Early Childhood Education program

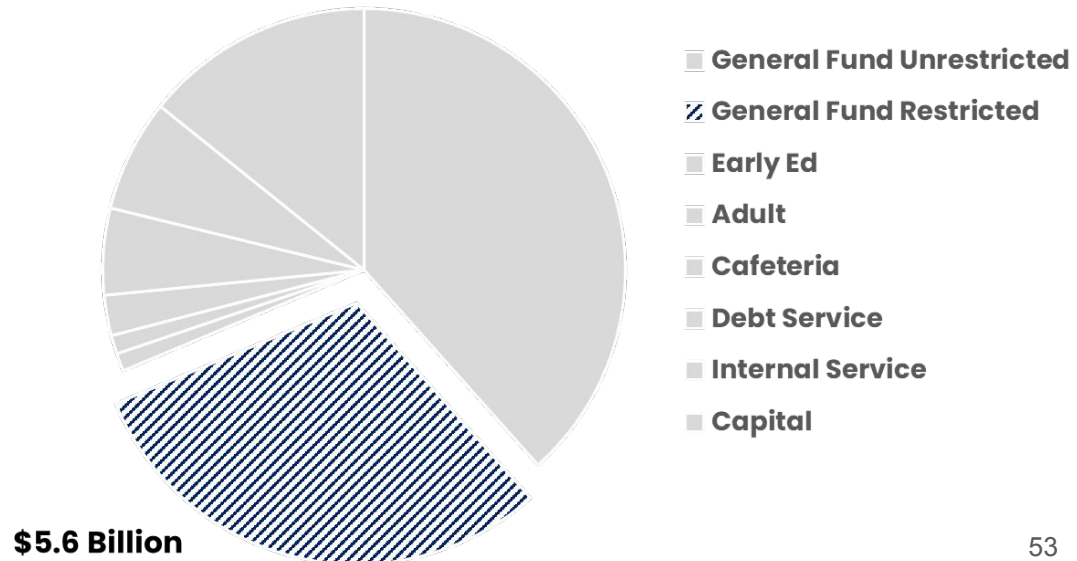
LAUSD 2023-24 Budget by Fund



LAUSD Budget: General Fund Restricted

- The **General Fund Restricted** account comprises federal, state, and local funds that must be used for specific purposes such as Special Education, Title I, Expanded Learning Opportunities Program, and many others

LAUSD 2023-24 Budget by Fund



LAUSD Budget: **General Fund Restricted**

Source	Grant/Resources	Program Examples
Federal	Title I, II, III, and IV	English learner supports, school allocations, interventionists
Federal	IDEA	Special Education
Federal	21st Century	Afterschool programs
State	ELOP	Afterschool programs, Cultural Arts Passport, capital improvements
State	Prop 28	Arts
State	Educator Effectiveness	Professional development
State	ASES	Afterschool programs

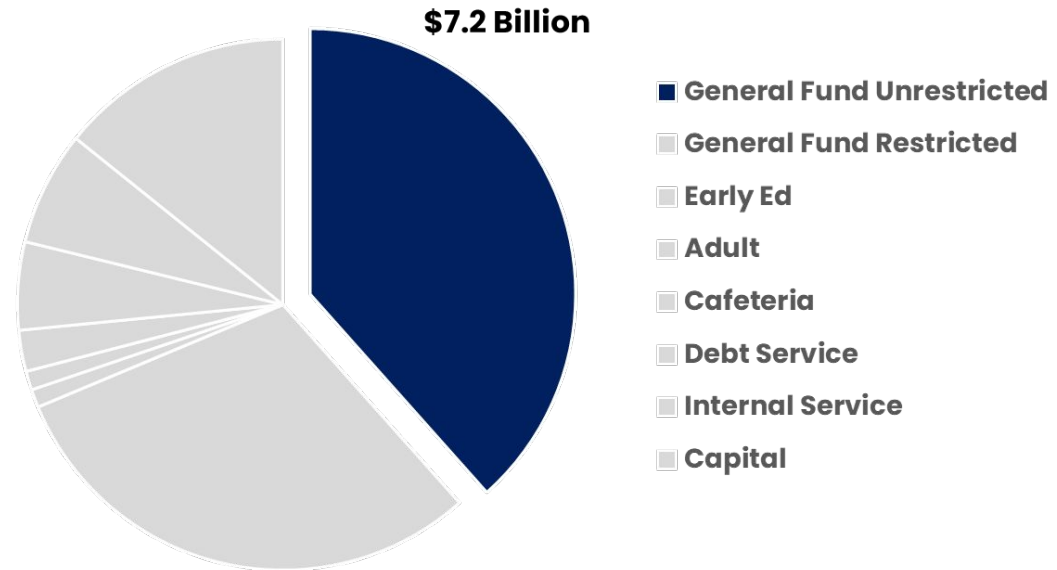
Major Takeaways

- The District is already leveraging various restricted funding sources for critical initiatives, like greening and Arts education
- Many of these funds support equity investments at our schools
- These funds, while supportive of our programs, are by definition restricted and cannot provide enough general fund relief to offset the deficit

LAUSD Budget: **General Fund Unrestricted**

- The **General Fund Unrestricted** account comprises funds that can be used for any general education purpose such as SENI, Custodial allotment, norm-based positions, and BSAP

LAUSD 2023-24 Budget by Fund



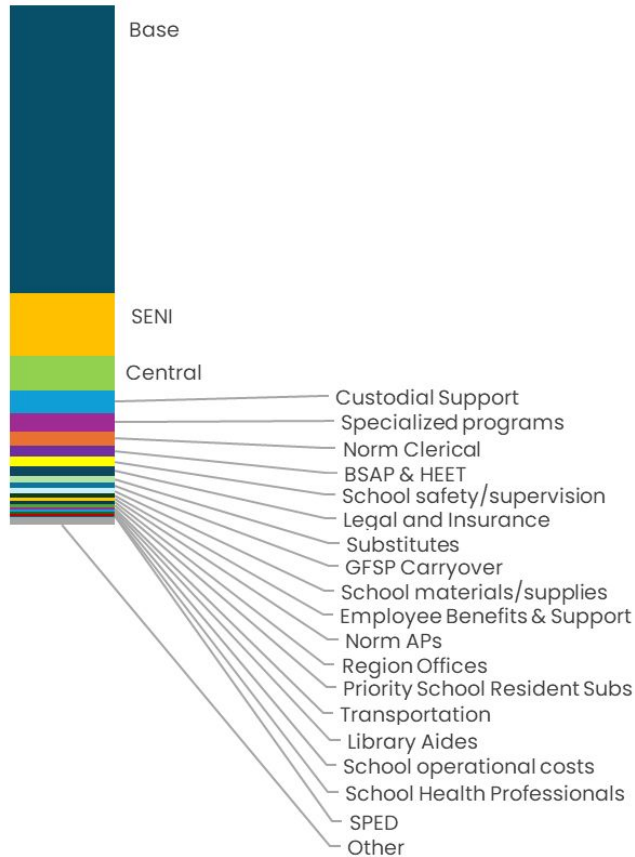
General Fund Unrestricted: **Base**



Base is defined as anything that is required by law or labor compact, and therefore **cannot be reduced**

Non-Base includes a number of different programs and categories, as shown on the next slide

General Fund Unrestricted: **Non-Base**



Note that there are cards at each of your tables describing each of these categories in greater detail

General Fund Unrestricted: **Non-Base**

Category	Total Budget	% of Non-Base	FTE Count	FTE Cost	Non-Salaries
SENI (includes carryover)	\$795 M	26.8%	5,890	\$683 M	\$112 M
Central	\$447 M	15.1%	2,356	\$443 M	\$4 M
Custodial Support	\$294 M	9.9%	2,225	\$235 M	\$59 M
Specialized programs	\$234M	7.9%	1,215	\$213 M	\$21 M
Norm Clerical	\$189 M	6.4%	1,873	\$189 M	\$0
BSAP & HEET	\$135 M	4.6%	642	\$92 M	\$43 M
School safety/supervision	\$131 M	4.4%	1,243	\$130 M	\$1 M
Legal and Insurance	\$124 M	4.2%	-	-	\$124 M
School funds for substitutes	\$80 M	2.7%	-	\$80 M	-
GFSP Carryover	\$71 M	2.4%	275	\$31 M	\$40 M
School materials/supplies	\$65 M	2.2%	-	-	\$65 M
Employee Benefits & Support	\$50 M	1.7%	66	\$43 M	\$7 M
Norm APs	\$45 M	1.5%	215	\$45 M	-
Region Offices	\$41 M	1.4%	227	\$39 M	\$2 M
Priority School Resident Subs	\$40 M	1.3%	395	\$40 M	-
Transportation	\$38 M	1.3%	129	\$20 M	\$18 M
Library Aides	\$27 M	0.9%	328	\$26.6 M	<\$100K
School operational costs	\$23 M	0.8%	0	\$4 M	\$19 M
School health professionals	\$22 M	0.8%	141	\$22 M	<\$100K
SPED	\$11 M	0.4%	57	\$11 M	<\$100K
Other	\$102 M	3.4%	567	\$70 M	\$32 M

Activity / Discussion: Budget Tradeoffs

- One Board Member and supporting District staff per table
- Cards with additional detail about the Non-Base Categories will be at each table
- Board Members will be asked to consider each Category through the lens of four framing questions aligned to the Strategic Plan Core Beliefs:
 1. **Excellence (Operational):** Is this program critical to the basic operational function of our schools?
 2. **Excellence (Academic):** Is this program part of a critical strategy for academic achievement for all students?
 3. **Collaboration:** Does this program reflect the interests and advocacy of our communities?
 4. **Equity:** Is this program part of a critical strategy to close equity gaps for our highest-need students?

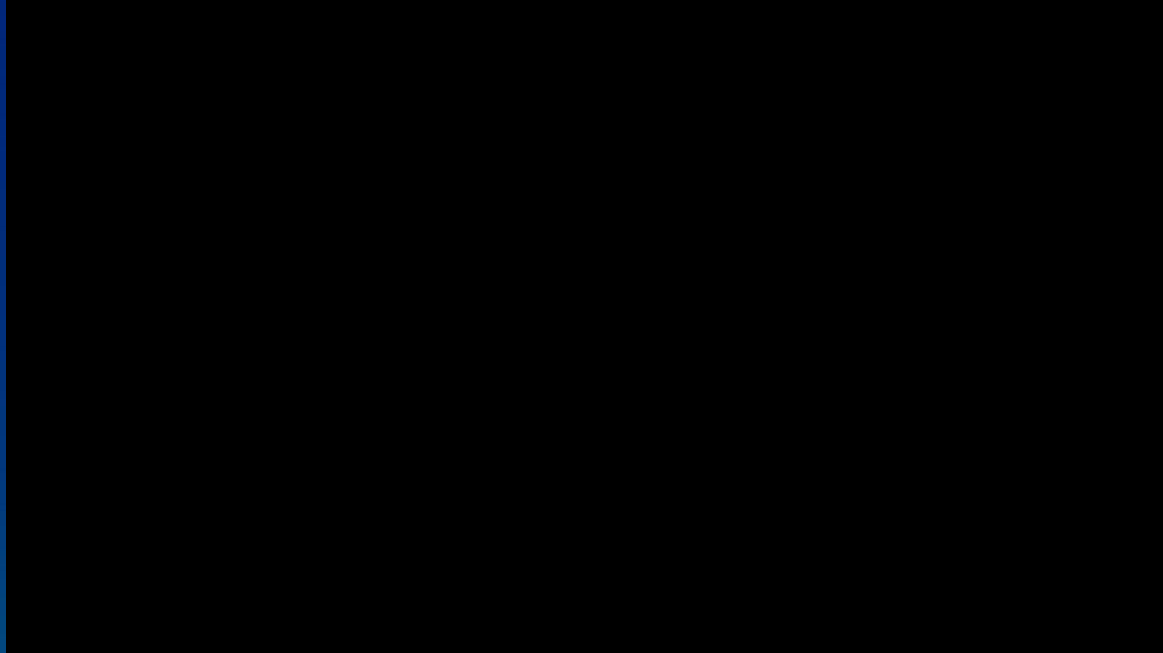
Activity / Discussion: Budget Tradeoffs

Sample of graphic organizer for each table:

Program	Q1: Operational Excellence	Q2: Academic Excellence	Q3: Collaboration	Q4: Equity
Category 1			X	X
Category 2			X	X
Category 3	X		X	
Category 4	X	X		
Category 5				X

Closing Thoughts

- As we look ahead, there are no easy choices for how to reconcile these tradeoffs
- Over the next year, we will need to work together to identify strategic, program-based reductions that preserve our core District beliefs of Excellence, Collaboration, and Equity
- As we consider programs to Adopt, Adapt, and Abandon, we need to ensure alignment with the Strategic Plan and rely on data and research on best practices to identify our most effective investments.



<https://www.lausd.org/ed>

Lunch & Ed Demo



Deeper Dive: School Budgets for 2024-25

Saman Bravo-Karimi

2024–25 School Budget Development

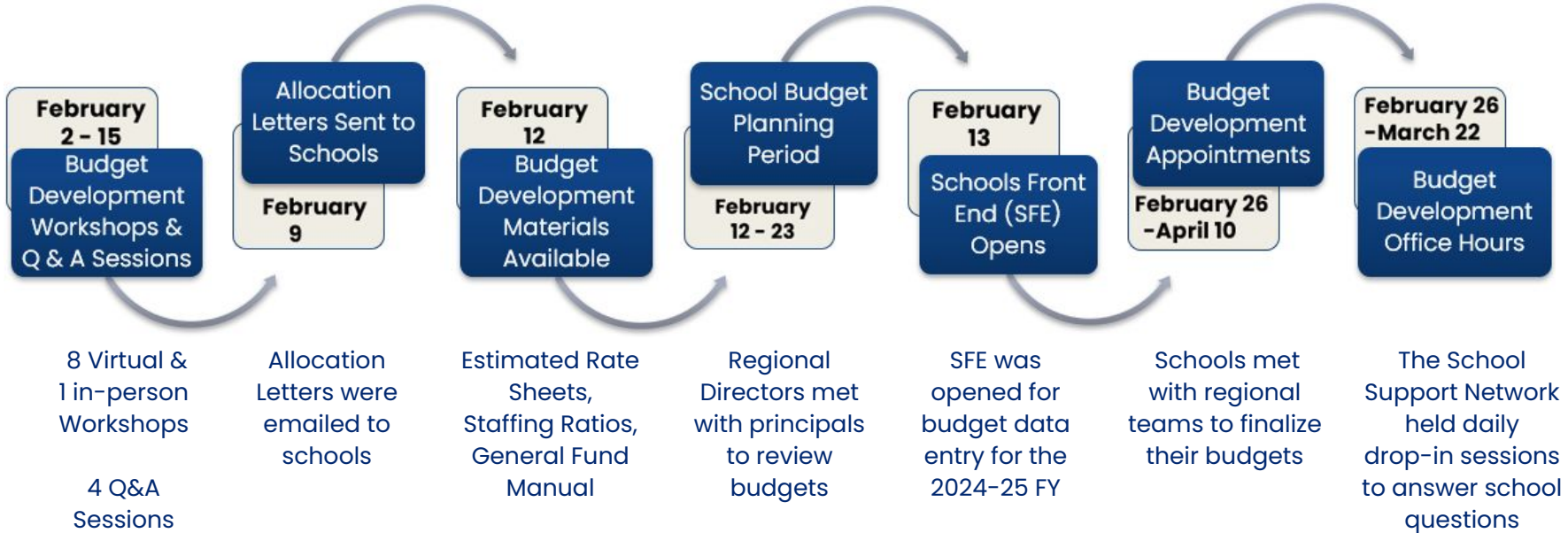
As shared in the Second Interim presentation, starting in 2024–25, schools will receive an expanded level of centrally-allocated staffing support, including:

- Class Size Reduction Teachers
- PSAs and PSWs

Schools will also continue to receive equity-based supports and investments, including:

- Student Equity Needs Index (SENI)
- Black Student Achievement Plan (BSAP)
- Prop 28 Arts Funding
- Cultural Arts Passport
- Supports for Students in Foster Care and Experiencing Homelessness
- Multilingual Multicultural Academic Language Coach (MMALC) Supports

2024-25 School Budget Development



2024–25 School Budget Development

Schools are expected to arrive at their appointments well-prepared. All budgets should be fully implemented in Schools Front End (SFE), School Budget Signature Forms should have any applicable signatures, and the Single Plan for Student Achievement (SPSA) should be completed and approved by the School Site Council (SSC) before the appointment.

During the appointment, the regional budget team reviews, discusses, and approves or recommends changes to the school budget. Each member of the team plays a critical role in ensuring that school budgets are accurate and compliant:

Fiscal Specialist

Verifies school budgets for accuracy and budgeting compliance, and supports school teams needing to adjust their budgets

Regional Director

Conducts final review of school budgets and related plans (e.g., SPSA & TSP Plan) for instructional content and alignment

Compliance Coordinators

Conducts final review of budget, checks for SPSA for alignment and compliance, and provides feedback, if necessary, about any required SPSA revisions

Focusing Direction: School Case Study

Dr. Francisco Serrato

Securing Accountability: Revisiting Our Focus Schools

You received the corresponding School Profile of the student assigned to you. The School Profile has the most current data (academics, attendance, budget, staffing etc.)

- **Review the School Profile**
 - What do you Notice?
 - What do you Wonder?
- **Review budget section**
 - Using the school's most current data identify the school's area of need and answer the following questions:
 - What investments do we see?
 - How are the allocations and staffing in alignment with the school's needs?
 - What additional questions have emerged?

Please chart your responses.

Break

Board Feedback and Discussion: **How do we support our schools in the next year?**

Dr. Karla Estrada and Pedro Salcido

Outcomes: Coherence Making

- To understand and ground our work in our commitment to our schools and our students
- To establish common understanding of our budget and our fiscal challenges in order to collaborate to ensure the sustainability of our programs
- To deepen our understanding of student outcomes in 2023-24 and school budget development in 2024-25

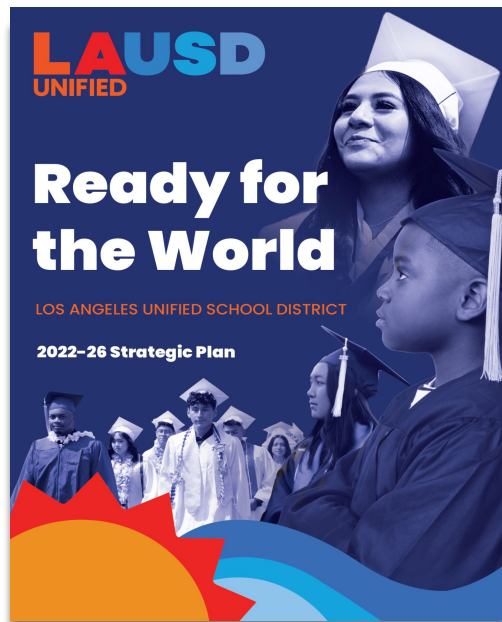


Table Talk: Small Group Discussion

- Did we achieve our “coherence-making” outcomes for today? What additional wonderings/questions remain, if any, about:
 - Our commitment to schools and students?
 - Our budget and fiscal challenges?
 - Our instructional priorities, strategies, enrichment and interventions?
 - 2024-25 school budget development?
- How can we best support our schools between now and January 2025 to ensure they have the will, skill, and support needed to develop strategic budgets that address our fiscal challenges and accelerate learning?

Closing Thoughts

**Ready for
the World**



#AcceleratingSuccess