



*All Youth
Achieving*



2012-2015

Strategic Plan



Los Angeles Unified School District



Letter from the Superintendent and Board President



*LAUSD Superintendent
John Deasy*

We believe in possibilities. We believe in futures. We believe in transformation. And, we believe in the LAUSD where 100 percent of our students graduate college-prepared and career-ready.

Change is happening. It is in our classrooms, schools, and communities. In 1968, thousands of LAUSD students marched out of classrooms demanding that they have access to a quality education, quality teachers, better school buildings and that we increase the graduation rates for all students. Even now, we listen to the voices of students who call on us to give them better chances to advance. At LAUSD, our Board of Education and our employees are committed to delivering the promise of educational opportunity for all our youth.

More students are graduating ready for college and the workforce. More of our students are taking rigorous courses for college credit. More of our students are learning to read, write, think and speak at proficient and advanced levels.

We are working towards greatness and it is a journey worth taking. All of us must work together - teachers, administrators, students, families, community - to reach our goals of 100 percent graduation and 100 percent proficiency. Doing any less is not an option.

We look forward to transforming LAUSD with the Strategic Plan as our guide. It is our way to share our roadmap; it is a working document and one we will revisit often to gauge our progress toward reaching our goals.

Thank you for being our partner in this work. The transformation is within us and we are proud to be on this team with all of you.

Sincerely,

Superintendent of Schools



*LAUSD Board President
Mónica García*

Board President



Educating and Innovating Our Way to the Top

Los Angeles Unified School District
2012-2015 Strategic Plan

OUR VISION

At Los Angeles Unified School District, our focus is on student learning and achievement. Our job is to create conditions and environments for students to flourish and to build a culture of curiosity and a community of life-long learners. Our vision is that every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

To realize our vision, we must work together and focus on our mission of serving all students every day. LAUSD will provide high-quality instruction and a rigorous curriculum in every classroom to facilitate student learning and achievement.



OUR GOALS

We have identified five guideposts to help us deliver on our promise that all youth graduate from LAUSD college-prepared and career-ready.

Guiding our path is a crystal clear focus on the five goals: 100 Percent Graduation, Proficiency for All, 100 Percent Attendance, Parent and Community Engagement, and School Safety.

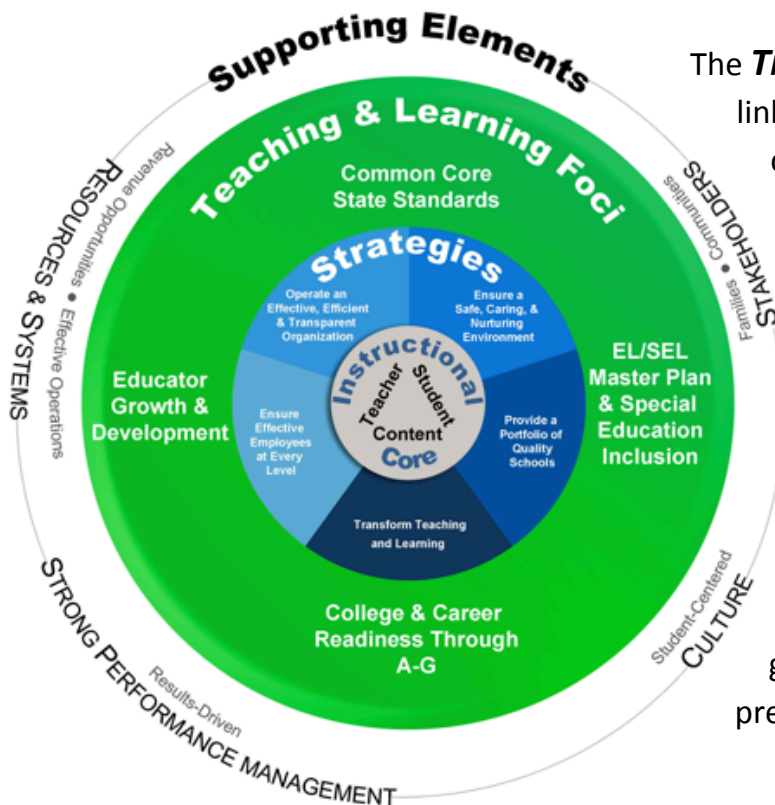


To help us achieve our goals, we have 17 specific initiatives laid out in our [Performance Meter](#), which we will use to chart our progress. While implementing the Strategic Plan, the District will collect and analyze robust data, using it to evaluate the effectiveness of each of the Plan's components.



OVERVIEW

The Los Angeles Unified School District is committed to equity and access to excellent schools for all of its 919,930 students. Every child in the District is entitled to a quality education and to graduate college-prepared and career-ready.



The **THEORY OF CHANGE** behind this Strategic Plan links our beliefs, vision, and mission. We are creating the conditions for success within every LAUSD school, center, office and program.

If we transform human capital by ensuring there are effective employees at every level of the organization focused on improving student outcomes; if we give our students and parents a portfolio of high-quality school choice; and if we hold ourselves accountable through strong performance management; then we will keep our promise to graduate every student in our schools college-prepared and career-ready.

To guide us through this complex and challenging effort, we have developed five [Key Strategies](#). These Strategies refer to the set of common sense approaches we will use to support the instructional core to help every LAUSD student achieve their maximum potential:

KEY STRATEGIES

1. Transform teaching and learning so that all youth graduate college-prepared and workforce-ready.
2. Ensure there are effective employees at every level of the organization focused on improving student outcomes.
3. Provide a portfolio of high-quality schools for all youth, families and communities.
4. Ensure a safe, caring and nurturing environment for all youth.
5. Operate an effective, efficient and transparent organization in order to ensure the public trust.



At the core of everything we do is the connection between the teacher, the student and the content. Everything is in service to this **INSTRUCTIONAL CORE**.

Guiding our work is a laser-like focus on Teaching and Learning. To that end, our **TEACHING AND LEARNING FOCI** are the specific actions we will take to improve student achievement:



- Transition to the Common Core State Standards in English Language Arts (ELA) and mathematics by the year 2014-15 in K-12 so that content, teaching and learning is focused around concepts and skills to help students develop a deeper understanding and apply their knowledge.
- Implement the English Learner and Standard English Learner Master Plan and focus on Special Education Inclusion to ensure students have equity and access to a high-quality education.
- Ensure that all students graduate with the option to enroll directly into a university and be prepared for a career by implementing our College and Career Readiness through our A-G initiative.
- Implement the Educator Growth and Development Cycle to achieve our goal that every student will be taught by an effective teacher, every day, in a school led by an effective school leader and supported by an effective team by 2016.

While much of the Plan lays out the actions we must take to execute our strategies to improve teaching and learning, the Plan also addresses the fundamental supports necessary to create conditions for success. Our Supporting Elements hold the promise that every employee will work in the best interest of students:

SUPPORTING ELEMENTS

- Stakeholders – Ensure that we are engaging our parents and communities to support students.
- Culture – Ensure that everything we do is focused on the success of our students.
- Strong Performance Management – Ensure that we constantly review data to deliver the promise of all youth achieving.
- Resources & Systems – Ensure that we will run an efficient organization at every level.

“If we allow our strategies, foci and supporting elements to nurture this instructional core, we will help every student achieve.”

- Superintendent John Deasy



We have defined our instructional core as the relationship between the teacher, the student, and the content as the key lever for student success; redesigned our organization to put service and support closest to our classrooms and students; and redoubled our efforts to ensure educators receive performance feedback that is tightly linked to growth and development.

In creating this change, we are guided by our **CORE BELIEFS:**

- Start with students.
- Families are our partners.
- Success is in the classroom.
- Diversity is our strength.
- Effective teaching, leadership, and accountability are the keys to our success.



To implement these strategies over the next three years, we will carry out a series of interconnected initiatives that, taken together, will provide a detailed, comprehensive blueprint for success. This Strategic Plan describes these strategies and initiatives and how they will work together to improve the quality of the education that all our students receive.



STRATEGY #1 - TRANSFORM TEACHING AND LEARNING SO THAT ALL YOUTH GRADUATE COLLEGE-PREPARED AND CAREER-READY.



Thirty years ago, most students who entered the workforce right out of high school could still get a well-paying job that allowed entry to the middle class. That time has passed. With the globalization of everything from customer service to manufacturing, American workers now compete for jobs with their counterparts in Brazil, Russia, India, China and the European Union. To succeed in all aspects of life, including the workplace, requires higher-order thinking skills – those that we want every LAUSD student to learn. We want our LAUSD

graduates to be ready for the 21st century workplace by making the high school diploma a document that gives students the choice to transition straight into a California four-year college or into a career. We have four key initiatives focused on transforming teaching and learning so that all youth graduate college- and career-ready.

Initiative A - [Common Core State Standards](#): Transition teaching and learning to the Common Core State Standards by the year 2014-15 for all grade levels, K-12, ensuring that the relationship between curriculum, effective instructional practices, and assessment are used effectively.

The Common Core State Standards (CCSS) is a state-led effort designed to improve educational outcomes for students. It develops a clear K-12 set of academic standards in English Language Arts (ELA) and mathematics, that help our students develop critical thinking skills applicable to other core content areas. These standards are relevant to the real world, and reflect the knowledge students need in order to be successful in college and the workforce. They ensure that all students, no matter where they live, receive a high-quality education that is consistent from school-to-school. The CCSS provides teachers, parents and students with a clear roadmap for learning.





The CCSS is a starting point for transforming the way we practice the art of teaching and how we build stronger conversations among teachers, grade levels, departments, schools, districts and states. There will be a consistent expectation throughout the country of what our students will need to know, and be able to do at each grade-level and course of study.

Over the next three years, LAUSD will shift all grades to the CCSS. The District's three-year plan to transition to these shared educational standards begins with introducing major instructional shifts in ELA and mathematics. These shifts will help the District transition our curriculum to focus more on concepts and skills that help students develop a deeper understanding and apply their knowledge.

“The Common Core State Standards are the transformational wave of what is taught, how it is taught and what we expect students to be able to know.”

- Superintendent John Deasy

| 2011-2012 School Year | 2012-2013 School Year | 2013-2014 School Year | 2014-2015 School Year |
|---|--|---|-----------------------|
| <p>Phase 1 Standards</p> <ol style="list-style-type: none"> Provide overview for all schools on CCSS Implementation of the following two shifts in all classrooms <ol style="list-style-type: none"> Reading and writing grounded in evidence from text (ELA and content) Focus strongly where the Standards focus. (Math). Transition grades Kindergarten, 1st grade, 6th and 9th grade from CSS to CCSS <p><u>Assessments</u></p> <ul style="list-style-type: none"> No changes in CST Some piloting of formative assessments in targeted grades <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Monthly PD covering awareness and District CCSS priorities (all schools) Targeted professional development for Kindergarten, 1st 6th and 9th grade teachers | <p>Phase 2 Standards</p> <p>Implementation of the following two shifts in all classrooms</p> <ol style="list-style-type: none"> Regular practice with complex text and its academic vocabulary (ELA and Content courses). Coherence: Think across grades, and link to major topics within grades (Math). <p><u>Assessments</u></p> <ul style="list-style-type: none"> No changes in CST Greater changes in assessments to focus on CCSS like assessments <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Monthly PD covering District CCSS priorities (all schools) Targeted professional development for 2nd, 3rd, 7th, 8th and 10th grade teachers | <p>Phase 3 Standards</p> <p>Implementation of the following two shifts in all classrooms</p> <ol style="list-style-type: none"> Build knowledge through content-rich nonfiction and informational texts (ELA and Content courses). Rigor: Require fluency, application, and deep understanding (Math). <p><u>Assessments</u></p> <ul style="list-style-type: none"> Full implementation of Smarter Balanced assessments <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Monthly PD covering District CCSS priorities (all schools) Targeted professional development for 4th, 5th, high school teachers | |

Kindergarten and first grade are the starting blocks of a student's formal education, and grades six and nine are the transition years into middle school and high school, respectively. The District will begin full transitions to the CCSS with these grade levels in 2012-13. The implementation and professional development for other grades will be phased-in during the next two years in a similar way, with grades two, three, seven, eight, and 10 implemented in 2013-14; and grades four, five, and 11 implemented in 2014-15. By 2014-15, all grade levels will be transitioned to the CCSS following the timeline, above.



Initiative B - [College Readiness](#): Ensure that all students will graduate with the option to matriculate directly into a four-year college, or be prepared for a career by implementing our College and Career Readiness through our A-G initiative.

In order to ensure these goals, every student must complete a rigorous high school program that teaches them to apply, analyze and synthesize complex information. To that end, the Board of Education established an A-G Curriculum Plan so that, beginning with the Class of 2017, all LAUSD graduates will be eligible to enroll in the University of California (UC) or Cal State University (CSU) system and will be ready to start a career. With the approved policy, LAUSD is prioritizing the courses students must take so that they are college-prepared and career-ready by graduation day.



The approved Curriculum Plan aligns LAUSD graduation requirements with the UC and CSU requirement of passing A-G courses with a grade of “C” or better. LAUSD will implement the new graduation requirements in two phases:

Phase 1: Re-establishing the minimum number of credits to graduate so students have more chances to prepare for and pass A-G courses.

- For incoming high school freshman in the class of 2016, the number of credits required to graduate will be re-established from 230 to 210. Student will also be required to take A-G courses, including Algebra 2 and two years of World Language, with the current passing grade of a “D.” These changes would be in place while the student is in high school.

Phase 2: Raising the current passing grade for A-G courses so students who apply to any public California university can automatically be considered for admission.

- For the class of 2017 and beyond, raise the current passing grade in LAUSD from a “D” to “C” within the 15 required A-G courses. For students who receive a “D” in a non A-G class or go beyond the required 15 A-G courses and receive a “D,” this will not interfere with the student’s track to graduation.





In order to create opportunities for students to receive tutoring during the school day or room in their schedules to repeat classes, LAUSD has re-established required graduation credits from 230 to 210. In addition, students who make appropriate progress in A-G courses are eligible to take additional courses to meet the UC/CSU recommendations.

By focusing on the types of courses that students take, how they do in those courses, and what they do beyond the classroom (community service work, opportunities in leadership, athletic, etc.), the new LAUSD graduation requirements make students competitive for college admission or the workplace.

Students will experience rigorous electives that include Career Technical Education (CTE) courses that are aligned to A-G graduation requirements. The District will also continue to increase the rigor of CTE courses, submitting them to the University of California Office of the President (UCOP) for A-G approval.

LAUSD graduates should have the choice to transition straight into a California four-year college or into a career by making the high school diploma proof that they have a high-level foundation of skills. By adopting A-G as the standard and requiring students pass with a 'C,' LAUSD raises the bar for all students to be competitive in today's workforce. California employers and California universities will be reassured that an LAUSD graduate will have the foundation of skills needed to be successful in the 21st century workplace and in higher education.



“A high quality education is a basic right for all students, not some, but all.”

- Superintendent
John Deasy



Initiative C - [English Learners and Standard English Learners](#) and [Special Education Inclusion](#):
Implement the English Learner and Standard English Learner Master Plan and focus on Special Education Inclusion to ensure students have equity and access to a high-quality education.

Our English Learners and Standard English Learners and Special Education Inclusion initiatives will help ensure that all our students are provided with consistent and coherent services, no matter their native language and/or learning needs.

There are more English learners in LAUSD than in any other school district in the United States.



Much research has been done in the past 15 years on effective practices and strategies that lead to improved educational outcomes for English-language learners. We believe that our instructional practices must reflect that research to ensure the highest-level of achievement for our English learners. We also believe that instructional practice must be based on the students' level of proficiency—extending beyond developing language proficiency.

The parents of English learners in our District have many different educational program options available for their children. While LAUSD values the uniqueness of each school site and educational program, it is important that there is consistency in the placement and progress monitoring of English learners across the District. It is essential that all school sites be fully compliant with state and federal regulations regarding the service of English learners. The Master Plan for English Learners provides the guidance and direction necessary to achieve that goal. The Plan, built around six guiding principles for educating English language learners, will be fully implemented throughout LAUSD by 2015.

LAUSD students with disabilities will progress in the general education curriculum to the greatest degree possible. General education classrooms offer high academic standards and unique opportunities for modeling social, behavioral and communication skills for all students to become fully-functioning and productive members of society.





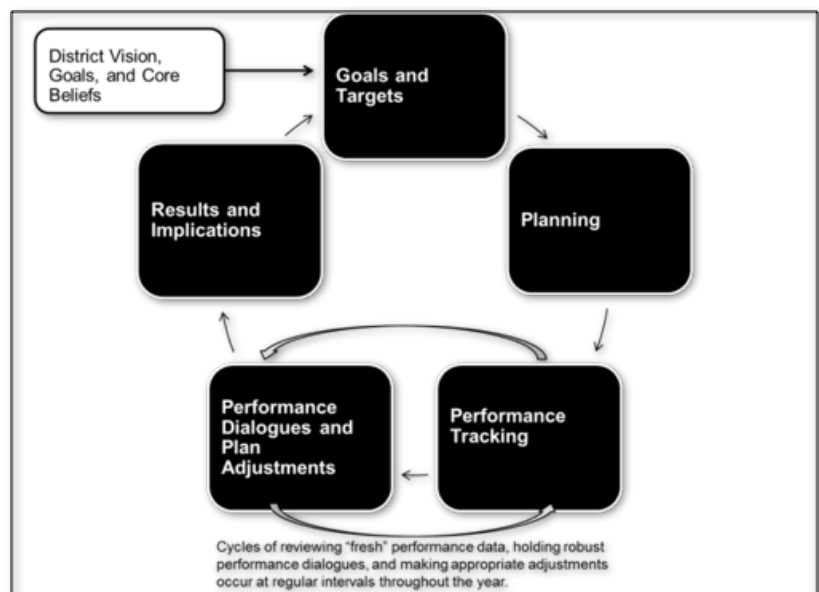
LAUSD has a long history of providing services to students with disabilities on general education sites but continues to serve approximately 10 percent of the population of students with disabilities at segregated sites. Research supports that inclusive education benefits children with and without disabilities and increases the participation of individuals with disabilities in our society as a whole by fostering understanding and acceptance among peers, who will become employers, friends and neighbors.

Initiative D - [Performance Management - Instructional](#): Implement performance management cycle with all schools and instructional divisions.

Performance Management is not a new initiative, but represents the new way in which we will manage LAUSD and hold ourselves accountable to the public, whom we ultimately serve. We define Performance Management as the process we will use to move from a ‘compliance culture’ to a ‘performance culture,’ focusing every employee’s work on the use of data, as well as the processes and accountability measures that will drive continuous improvement in teaching and learning, and in supporting productive learning conditions in all of LAUSD’s schools.

From our principals to the regional leaders that manage and support principals to our Superintendent, we will use the Performance Management Cycle to ensure that we have a laser-like focus on delivering the results identified in the LAUSD Performance Meter. All schools will set targets, particularly for student gains, and we will regularly monitor our progress toward those targets, making adjustments throughout the system to remove barriers, sharpen strategies to ensure that “all youth achieve”.

We will use the Performance Management Cycle to ensure that we have a laser focus on delivering the results identified in the LAUSD Performance Meter. The Cycle starts with goals and targets, followed by planning, performance tracking, performance dialogues and plan adjustments, and finally results and implication that will inform our goals and targets.





STRATEGY #2 - ENSURE THERE IS AN EFFECTIVE EMPLOYEE AT EVERY LEVEL OF THE ORGANIZATION FOCUSED ON IMPROVING STUDENT OUTCOMES.

At LAUSD, we believe that one of the greatest levers for accelerating student success is the quality of teachers who work with students and the leaders who work with the teachers and students every day. We recognize that our educators deserve a system that identifies, celebrates and learns from excellence, while providing reliable, consistent feedback for growth and development with clearly defined career pathways. As a result, everything we do as a system must be focused on the fundamental right of every student to be taught by an effective teacher, in a school run by an effective principal, supported by effective local and central district staff and leadership.

We have begun redesigning how we equip teachers, school leaders and support staff with the tools needed to support all students and all schools to be successful. At its core, this approach is about using multiple sources of information to accelerate success for all youth. We will use this information to identify and learn from outstanding performance, and provide differentiated support and interventions to cultivate high-quality pipelines of talented educators.

Initiative A - [Educator Growth and Development Cycle](#): Implement the Educator Growth and Development Cycle (EGDC) to achieve our goal that every student will be taught by an effective teacher, every day, in a school led by an effective school leader, surrounded and supported by an effective team, by 2016.



The [Teacher Effectiveness Task Force \(TETF\)](#), made up of internal and external district stakeholders, was formed to recommend ways for LAUSD to accelerate student success by bolstering the effectiveness of its teachers, administrators and support personnel. Over the last two years, the District has begun to implement the recommendations of the TETF, which was created as a result of the April 2009 Board Motion, *Quality Leadership and Teaching to Ensure a World Class Education for All*. The core strategy for implementing these recommendations is to develop multiple-measure performance reviews – ones that provide clear and useful information to employees about their performance – and an individualized approach for supporting and developing all employees.

To develop, grow, and support our teachers, the District has designed and piloted the EGDC, a multiple-measure performance review system anchored by the [Teaching and Learning Framework](#) with a focus on evidence-based classroom observation. The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices for reaching our goals. We aim to celebrate, leverage, and accelerate the skills of our educators system-wide, not to simply create new measurement tools and templates.

By deepening our understanding of the range of practice among our educators and the impact it has on student achievement, we can better align support and development opportunities throughout our educators' careers. A robust Learning Management System will support educators in ongoing, self-directed professional learning by providing them with access to a diverse catalog of Framework-aligned professional development opportunities that supports their specific learning needs.

With the smarter routine use of data based on multiple-measure performance reviews, we will better understand the current human capital gaps and project the long-term staffing needs of

the District. As a result, the District will be able to attract top talent (both internal and external) to fill those needs, to inform strategic recruitment practices, to provide quality professional development, and to identify career pathways and incentives opportunities to retain the very best of our employees.





Initiative B - [Leadership Pipeline Program](#)

Development: Develop and implement a cohesive approach to the recruitment, selection, preparation, professional development and retention of effective leaders for all schools.

In addition to supporting and developing educators and school leaders, we must simultaneously build a robust pipeline of leaders in the system. LAUSD's 1,242 schools and centers comprise an extremely diverse system of school designs and models.

Ensuring that every school has an effective school leader requires that LAUSD provide support that is both high-quality and highly differentiated. To accomplish these goals at scale, the District will approach its leadership development programs as a portfolio – increasing the number of partners providing high-quality leadership development, upgrading its internal leadership development capacity and deliberately developing networks that facilitate sharing best practices and learning from one another.

In 2011, the District adopted the LAUSD [School Leadership Framework](#), a document that guides the development and practice of school leaders. During the 2011-12 school year, the District began embedding the School Leadership Framework's standards in its school leadership selection process and piloted a development, growth, and multi-measure evaluation system.

Simultaneously, the District entered a new labor agreement empowering principals and school-site leadership teams with unprecedented decision-making responsibilities. Now is a time of immense possibility for educator-led schools. Thus, we are reframing our leadership pipeline; that is, our identification, preparation, support, and development of potential talent. This investment in staff development is a centerpiece in the transformation agenda for LAUSD. Within this context, the District will provide principals with high-quality, differentiated development and support opportunities aligned to the School Leadership Framework's standards to prepare principals to assume these new responsibilities.





To better support school communities and to bolster the capacity of LAUSD's administrative offices, the District restructured into [five Educational Service Centers](#) and identified five new superintendents and a cadre of Instructional Directors (IDs) who will be responsible for building the leadership capacity of school principals. In part, these individuals will help increase the effectiveness of principals across the District by addressing inconsistent leadership preparation practices. They will do so by providing a coherent set of support to all principals.

Initiative C - [Classified Employee Development](#): Create a growth and development cycle for all classified (non-teaching) employees.

In addition to teachers and school leaders, the District is working to create a growth and development cycle for all classified employees, those not involved in teaching or school leadership. Much of the work with classified employees will align to the work that has been conducted with teachers and school leaders.

Working with an Advisory Committee and a variety of focus groups, the District is developing a Classified Performance Framework, with a set of competencies similar to the ones developed for teachers and school leaders. A pilot of the framework and associated tools will be undertaken during the 2012-13 school year. As is the case with teachers and school leaders, aligned professional development will be an essential component of this Framework and process.





STRATEGY #3 - PROVIDE A PORTFOLIO OF HIGH QUALITY SCHOOLS FOR ALL YOUTH, FAMILIES AND COMMUNITIES.

The District is continuously looking for models of excellence in order to improve how we educate our children. There are instructional models within our traditional class settings that are doing much to prepare our children for college and new careers. However, one size does not fit all and we are always open to innovative solutions to continue our quest to offer the finest public education. The Strategy's goal is to offer all students equitable access to high-quality schools by increasing school-site accountability, replicating high-quality school options, turning around (or closing) low-performing schools, and expanding school-based autonomy models.

Initiative A - [Portfolio Strategy](#): Create a portfolio of high-performing schools and educate parents and communities to access school choice.

For the past five years, the District has been expanding the range of high-quality educational options it offers students, developing a portfolio of schools based on different successful models. As the number of thematic programs and options for students has increased within LAUSD schools, so has interest in school choice. There has been an accompanying surge of interest in granting individual schools the ability – and flexibility – to re-think and re-focus the way they deliver their programs and services to best meet the needs of their students. To address the growing demand for school choice and the growing number of ways to accommodate that demand, the District has introduced a Portfolio Management Strategy as the means for creating and supporting quality schools.

“We want to continue to give our students and parents legitimate options of where they can go to school among our wide-ranging portfolio of high quality schools.”

- Superintendent
John Deasy





| Traditional | Expanded Site-Based Management Models | Pilot | Network Partnership | Local Initiative School | Affiliated Charter | Independent Charter |
|---|--|--|--|--|--|---|
| Public schools that are administered centrally through the Local District Office. | Public schools with site-based decision-making authority that operate through an Memorandum of Understanding (MOU) between LAUSD and UTLA. | Small and/or personalized schools that self-govern through a MOU between UTLA and LAUSD. | Schools partnered with external organization(s) through a MOU with the District. The MOUs specify flexibility with the District. | Public schools that operate through LAUSD MOUs with UTLA and AALA. | Public schools governed by the LAUSD charter and approved by the Board of Education. | Fully autonomous public schools governed by their own Board of Directors. |

LAUSD offers a variety of school model choices for parents and students.

Recognizing that parent involvement is crucial to students’ academic success, families should be able to select a school based upon the school’s performance, programmatic offerings, and ability to accommodate each child’s special talents, strengths and needs. The Board of Education has approved a plan for expanding school choice options, which will offer flexibility and allow students to take advantage of available seats in the school of their choice.

As part of the educational reforms the District has implemented to address the lowest-performing schools, the Board of Education approved LAUSD’s *Public School Choice* (PSC) resolution in August 2009. PSC is an annual process, designed to provide quality educational options for all students. It identifies the District’s lowest-performing schools and establishes procedures for stakeholder input and strategic planning for academic improvement.

In addition, school construction bonds have contributed nearly \$20 billion to relieve overcrowding. Since the first bond was passed in 1997, the District has built 129 new K-12 schools and nearly 24,000 modernization projects. Many of these sites contain multiple schools co-located on a single campus, allowing more communities in Los Angeles greater locally based choice. The Board determined that these new school facilities would go through the same PSC process to ensure the best possible educational offerings. Through PSC, the District has made significant strides towards its goal of offering families placement in quality schools located in their community.



The Portfolio Strategy Initiative will embed processes and supports to create a more open enrollment system. Parents and students will be educated about choice, and the District will replicate successful autonomous school models. By creating infrastructure and training models for school choice processes and autonomous school expansion, the Initiative will embed access to educational equity while providing students, parents and teachers with greater school choice. In the first year of operation, LAUSD has made significant progress toward developing and implementing this comprehensive Portfolio Management Strategy.

Initiative B - [Supporting Autonomy](#): Build the capacity of LAUSD central office, our schools and our labor partners (United Teachers Los Angeles, Associated Administrators of Los Angeles) to ensure the successful implementation of the new [Local Schools Stabilization and Empowerment Initiative \(LSSEI\) Autonomy Agreement](#) with the goal of improved student outcomes at all LAUSD schools.



Historically, only certain schools have enjoyed the freedom to determine the best practices and policies for their school community. With the new agreement, the gates are opening for all school communities to choose what works best for their individual campuses so that all students graduate ready to compete in college or the workforce.

A new contract agreement between the United Teachers Los Angeles (UTLA) union and the LAUSD Board of Education, was signed in December 2011, increased schools ability to be thoughtful and specific in how and what they offer their school communities. This true partnership between LAUSD and its unions can revolutionize the way we support our schools and boost student learning.

The main tenet of the new agreement, known as LSSEI, is that staff, students, and families at school sites are best prepared to determine the practices and policies that meet their own students' needs and that increase student learning. In turn, LAUSD's central office staff is working to ensure that they support individual schools in implementing their plans. This new agreement expands current Pilot Schools or Expanded Site-Based Management Models (ESBMM) and creates the new Local Initiative School (LIS) governance model, all centered on the shared vision of school empowerment.

Over the next three years, any District school will be eligible to take advantage of freedoms from District policy and the UTLA contract by following the LIS, Pilot School, or ESBMM governance models. There is no limit to the number of schools that can adopt one of these models. To do so requires a plan-writing process, a vote of school staff, and input from parents and students. Under these models, the school community of teachers, parents and students can choose how the school operates, what is taught and how. The community has a voice in selecting staff and other key positions, and can make budget decisions to support its school priorities.



STRATEGY #4 - ENSURE A SAFE, CARING, AND NURTURING ENVIRONMENT FOR ALL YOUTH.

Creating a safe, caring and nurturing environment for all youth is a fundamental responsibility of all District employees. The District will work to ensure that every student, pre-school through adult, is educated in a safe, respectful, and welcoming environment and that every educator teaches in an atmosphere free from disruptions and obstacles that impede learning. This will be achieved through School Safety officers (SSOs) for prevention and enforcement, and through a consistent, school-wide, positive behavior support and discipline plan for every school in LAUSD.



Initiative A - [School Safety](#): Ensure that campus policing is the top priority in the deployment of officers. Implement a non-punitive enforcement model that supports strategic problem-solving models rather than citation and arrest-driven enforcement.

The focus of the Los Angeles School Police Department (LASPD) team is on the service, communications, and support it delivers to help create a safe environment for its customers: the students and faculty at LAUSD schools, the employees of the LAUSD, and the communities in which the students live. LASPD police officers are assigned to school campuses where they concentrate policing efforts on improving campus safety and creating safe school passages for students, staff, and the school community. The goal of the LASPD team is to address the quality-of-life issues that impact student safety and the ability of the students and staff to enjoy a safe learning environment free from the fear of crime. The LASPD team also partners with local municipal law enforcement agencies, residential and business communities, faith-based organizations and various non-profit community-service organizations, collaborating on strategies and programs that ensure safety for students and their families. The District pioneered Safe School Collaboratives, which include local law enforcement, school administrators, school police, the City Attorney's office, probation, local transit authorities, and anti-gang organizations working together to ensure students can safely access their education.

Percent of students who feel safe on school grounds:

Target - 86 %

Actual - 86 %

- Based on School Experience Survey



Initiative B - [Full Implementation of the Discipline Foundation Policy](#): District-wide implementation of the Discipline Foundation Policy (DFP) will ensure schools develop and implement a school-wide discipline policy that addresses the continuum of student discipline, including prevention, alternatives to suspension, intervention and appropriate consequences. The implementation of the DFP by every school site in LAUSD will help schools create a safe and secure environment, one that minimizes student misconduct while promoting positive student behavior that maximizes student achievement.

Students must be supported in learning the skills necessary to enhance a positive school climate and to avoid negative behavior. School-site procedures and practices must be consistent not only with the tenets of this policy, but also with state and federal laws regarding other means of correction, as well as formal disciplinary actions.

The successful implementation of the DFP is everyone's responsibility. Every school's discipline plan will continue to include informing the school community of student behavior expectations, teaching those expectations to students, reinforcing appropriate student behavior, and providing interventions and consequences that are consistently used with students.

“The rate of suspension dropped from 5.3% to 3.9% smashing every goal we could have hoped for. Students can't learn if they're not with you.”

- Superintendent John Deasy





STRATEGY #5 - OPERATE AN EFFECTIVE, EFFICIENT, AND TRANSPARENT ORGANIZATION IN ORDER TO ASSURE THE PUBLIC TRUST.

During a time when the District is undergoing major reorientation in its relationships with its schools and its unions, changes that will have deep, long-term, and far-reaching implications for everyone in the District, it is essential to maintain the public's confidence. To do so, we must establish direct communication with all members of the community, describing its vision, goals, plans, and methods in language that clearly describes its intentions. Additionally, we will continue to look for efficiencies in our operations and seek out revenue generating opportunities, as appropriate.

Initiative A - [Strategic Communications](#): Improve communications about the District actions to our internal and external audiences (parents, students, teachers, administrators and other employees) to communicate LAUSD's vision, mission and goals, as well as to keep people informed about happenings within LAUSD.

Over the past year, LAUSD developed major improvements in instruction, school-based budgeting, public school choice, local control and other critical areas. During the 2012-13 year, the District will formally implement these historic initiatives as part of its Strategic Plan.

One of the best ways to help secure support for the initiatives and the Plan – both within the District and within the communities it serves – is to publicize its components, carefully explaining the thinking behind them and describing their implications for students, families, educators and staff members.



“We have a responsibility to help the public understand the transformational work taking place in LAUSD so people can see a direct link to our goals for student achievement.”

- *Superintendent
John Deasy*



At the same time, having open lines of communication between the District and all its constituencies is vital to the effective implementation of the Plan and its initiatives. The wide array of new policies and procedures they embody could prove daunting to some, and so it will be of paramount importance for the District to provide clear and readily understandable explanations and updates against the strategic initiatives. Furthermore, continuously listening to and understanding how stakeholders are experiencing the initiatives and incorporating that feedback will be crucial to the successful implementation of these initiatives.



Through popular sites such as [Twitter](#) and [Facebook](#); the issuance of weekly news digests, including [LAUSD Insider](#), a monthly newsletter with updates on our strategic initiatives; and 30-minute monthly talk shows such as “[Families Matter](#),” which provides parents with information they need, the District is communicating vital information to its various constituencies.

Communication is a two-way street – consistently and clearly articulating our progress against the initiatives is just as important as the feedback we gather from our stakeholders.

The overall goal of these efforts is to enhance the public’s understanding of and support for the transformational work of the reforms, and, in so doing, help implement them more effectively.

Initiative B - [Performance Management – Operations](#): Implement performance management cycle with all operational divisions.

As noted above, Performance Management is not a new initiative, but the new way we will manage LAUSD’s operations and hold ourselves accountable to the public, whom we ultimately serve. We define Performance Management as the process we will use to move from a ‘compliance culture’ to a ‘performance culture,’ focusing every employee’s work on the use of data, as well as the processes and accountability measures that will drive continuous improvement in teaching and learning, and in supporting productive learning conditions in all of LAUSD’s schools.



We are implementing this cycle at both the Central Office and the Instructional Divisions of our organization. Our Central Office departments provide critical support to ensure that all students have the opportunity to learn. To that end, each of our departments has articulated a set of goals, key performance indicators and projects that drive their work. Through monthly performance tracking and performance dialogues, our Central Office teams will stay focused on delivering services and supports that will drive results in our classrooms.

Initiative C - [Revenue Opportunities and Cost Efficiencies](#): Successfully secure new funding and reduce costs.

To implement these Initiatives over the next three years, LAUSD will work tirelessly to secure additional funding from both the public and private sectors and to reduce costs through increased efficiencies.

These efforts include, among many others, the [Los Angeles Fund for Public Education](#), which was founded in 2011 to raise private philanthropic dollars to support students,



teachers and families in LAUSD. Additionally, the District will explore a range of opportunities to reduce operating costs through innovative practices and programs. Some examples include our Unified Printing Program, Payroll Improvements and Optimization, “My Bright Idea” and “Up-Trade” barter exchange program.

The Unified Print Program allows the District to implement best business practices while reducing the costs associated with the purchasing and servicing of imaging equipment. Specifically, tailoring equipment to meet the varying needs of the District’s schools and offices, the program stands to provide our schools with state-of-the-art, multifunctional and networked imaging equipment, while providing a single cost per image, thereby significantly reducing costs to our schools and offices, and relieving the administrative burden of managing multiple vendors.



The District is also implementing programs aimed at reducing costs and increasing the accuracy and efficiency associated with [processing payroll](#) for our employees. The initial phase was successfully launched, eliminating the printing and distribution of paystubs and providing employees with online access to their payroll information, leading to significant decreases in printing and delivery costs.



Believing that the biggest and best ideas often come from the classroom, the teacher's lounge, cafeteria, and homes, the District launched a system-wide competition aimed at providing our students, employees and parents with a way to provide input and suggestions into how the District can raise money, reduce costs and save money, as well as become more efficient. The [My Bright Idea Challenge](#) solicited more than 1,300 ideas.



Three ideas were selected and the winners were awarded \$3,000 for supplies and materials for a school of their choice. Some of the bright ideas included establishing a District-wide arts showcase and festival, launching an annual District-wide marathon, and providing increased online functionality for parents, including the registration of new students.



The District also introduced [Up-Trade](#), a new online trading program that allows schools and offices to trade their excess new and gently used furniture with other schools and offices District-wide. The program is not only cost-effective but also provides a tool for schools and offices to reallocate resources. Up-Trade is a point-based barter program where no actual funds are exchanged between sites.

These programs are just a few examples of how we will continue to reduce costs, increase efficiencies and seek revenues to support our goal of 100 percent college-prepared and career-ready.





“I believe in the value of a quality education. I want this for every youth no matter where they live, what languages they speak or how far behind they may be in learning basic skills. It is our job to educate them and it is everyone’s job to support our public schools so that our communities thrive.”

- Superintendent John Deasy



Conclusion

Now is time to accelerate our reforms to deliver the educational opportunity to all youth. Through this Plan, the District has articulated how we will honor our commitment to the students we serve. By focusing on teaching and learning and ensuring that all the District’s personnel and resources are devoted to improving the quality of the instructional core, the District will keep its promise to graduate every student college-prepared and career-ready.

With our goals clearly defined on our Performance Meter, we will maintain a laser-like focus on results. We want our community of teachers, principals, school support staff, parents and students to know what we have done as a system to meet this responsibility, and what we are going to do next to achieve our goal of All Youth Achieving.

Through the dedication of our entire LAUSD family we have already made progress toward a system of great schools. We will continue to honor our promise of a quality education to all youth and we will not stop at anything short of that. We have to have an unshakeable belief that every student can and will graduate from high school, college and career-ready.

All Youth Achieving