

An Analysis of

Los Angeles Unified’s “Strategic Plan: Ready for the World.”

What’s in “Ready for the World” and what does it mean for Los Angeles students?

Executive Summary

In June 2022, the Los Angeles Unified School District (Los Angeles Unified) unanimously approved Superintendent Alberto Carvalho’s strategic plan for the next four years. The plan outlines a high level vision for Los Angeles Unified’s nearly [520,000 students](#) and the educators, administrators, and school staff who work with them. The plan establishes four key board-approved goals around postsecondary preparedness, literacy, math, and social-emotional wellness. Each goal has an associated set of priorities and strategies grounded in the district’s core values of equity, collaboration, and excellence. These strategies are organized into five areas of focus (called pillars) along with a number of smaller aims for the district beyond the four principal goals.

This report provides an overview and analysis of the strategic plan’s contents and investigates the feasibility of each goal, the degree to which the priorities are grounded in the district’s core values, and the emphasis placed on pandemic recovery. We offer this analysis to uplift the strengths and opportunities of the plan and help external partners identify ways to support district implementation. Overall, the plan is data-driven, ambitious but feasible, and deeply grounded in the district’s core values. There is a commitment to equity throughout and a renewed focus on pandemic recovery and issues that have not been elevated in the recent past by Los Angeles Unified, like diversifying the educator workforce.

We believe in the direction and spirit of the plan. We also believe Los Angeles Unified alone cannot shoulder the burden of addressing historic inequities and the ongoing impact of the COVID-19 pandemic on students and their families. We all must act collectively to

maximize opportunities and outcomes for students and their families. We hope our findings spark dialogue and collaboration between external partners and Los Angeles Unified that support the full implementation of the plan and achieving its goals.

We found that:

- *New academic targets set, if met, will elevate Los Angeles Unified's performance to levels more comparable to high-performing California districts.* The trajectory will be comparable to other districts serving a similar population of students as Los Angeles Unified that have a demonstrated record of [positive academic outcomes](#) and consistent student growth, like Long Beach Unified and San Diego Unified.
- *Academic, socioemotional, and organizational recovery from the pandemic are centered in many of the strategies outlined in the plan.* There is growing evidence that [expanded learning strategies](#) (high dosage tutoring and additional instructional time) and interventions that [support student social-emotional wellbeing](#) are critical to pandemic recovery efforts. This aligns with what GPSN heard from Los Angeles families in the [2021 Family Insights poll](#) where families named the importance of targeted investments in student well-being and expanded learning opportunities. Just over half of the plan's priorities include some component of these recovery approaches.
- *Closing opportunity gaps and equity is named as a district core value, and is directly called out in eight of the 20 priorities outlined in the plan.* Los Angeles Unified explicitly named equity, closing persistent opportunity gaps for Black, Latino, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities as a defining core value of the strategic plan. Equity and targeted support for specific student groups is identified in eight of 10 strategies, primarily in the academic excellence and investing in staff pillars. Although a prominent focus throughout the plan, the pursuit of this value could be further improved through more consideration of equity in the wellness pillar, especially in light of pandemic recovery needs and disproportionate pandemic impacts.
- *A diverse and high-quality educator and administrator workforce is elevated throughout the plan and specifically named in the investing-in-staff pillar.* The plan calls out the need to effectively recruit and retain a diverse workforce and sets the goal of ensuring 50% of new teacher applicants will be from under-represented groups. Although the plan does not define under-represented groups, this is consistent with the district's approach of improving the ethnoracial diversity of the teacher workforce. In board resolutions,

the district has focused on increasing the pool of a diverse teacher workforce but has dedicated less time to board level retention targets around retention and improvements of the educator and administrator workforce.

- ***Ambitious academic and organizational targets are substantially grounded in data and data-driven approaches.*** All of

the strategies are grounded in clear data targets; 15 of the 20 strategies are *highly* data-driven and have multiple points of connection back to the four overarching district goals. The plan also expresses a commitment to align district systems and processes, like Local Control Accountability Plan (LCAP) planning and budgeting, to the strategic plan and implement measures to monitor progress towards goals.

The strategic plan includes five pillars, or priority areas, that detail the district’s plan toward its primary goals of improving student achievement and overall organizational sustainability over the next four years. Those priority areas include:

- 1 Academic Excellence:** This pillar is directly tied to the postsecondary preparedness, literacy and math goals and focuses on improving instruction quality, enriching experiences, eliminating opportunity gaps, and ensuring college and career readiness.
- 2 Joy and Wellness:** This pillar is focused on creating safe, welcoming environments for students to better foster positive outcomes.
- 3 Engagement and Collaboration:** This pillar is focused on family and community engagement, by encouraging strong relationships between Los Angeles Unified schools and families, improving information accessibility, emphasizing diverse perspectives, and widening Los Angeles Unified’s influence on policy beyond the local community.
- 4 Operational Effectiveness:** This pillar is focused on improving district infrastructure and programming like data-driven decision making systems, modernizing infrastructure, sustainable and equitable budgeting, and district recruitment with regard to enrollment.
- 5 Investing in Staff:** The final pillar is focused on fostering a stronger workforce to support students. It includes priorities for a diverse workforce, professional learning opportunities, staff wellness, and high performance standards.

Areas for Further Consideration

The four-year strategic plan provides detailed information about the district's direction, including its goals and how it plans to organize those goals and related strategies. Nevertheless, questions remain with respect to how the plan will be implemented, the accountability measures the district will use to track its progress, continuing the district's initial community engagement in developing this plan to implementing the plan, and the capacity and change management required to see it through. Those questions are detailed below.

- **Implementation:** What does *implementation* look like for each of these five pillars? Will there be a subsequent implementation plan that details how the district will actualize these goals? How exactly does the district plan to raise targeted student group scores beyond overall improvement rates, and how will interventions across high-need student groups be prioritized?
- **Accountability:** How does the district plan to *track and publicly report progress* towards these goals? What are reasonable benchmarks? How will Superintendent Carvahlo be held accountable for meeting them? Where does responsibility for the various strategies fall (e.g., with the superintendent, at the local district or school, etc)?
- **Engagement:** What is the district's plan to *continue engaging* community members, families, teachers, and students in the implementation process? What does that look like for priorities and strategies that have a less explicit community orientation?
- **Capacity:** Does the current district budget and staff capacity reflect the additional resources needed to enact the strategies and goals, particularly where additional staff or instructional time are involved? How much time will the district need to increase its capacity to meet the ambitious academic growth trajectory?

Superintendent Carvahlo and the school board should be celebrated for the work they have done putting forward this bold and ambitious plan for the district. If fully enacted, the strategic plan has the potential to redefine what learning looks like in Los Angeles Unified for many students, families, and educators across the district. We are excited for its promise and are prepared to support Los Angeles Unified and its external partners in collective action to fully implement and realize the promise of this plan for Los Angeles students and their families.

Overview

What is included in the plan?

Goals

The plan outlines four goals approved by the board in June 2022 to guide Los Angeles Unified through the next four years, in the areas of postsecondary preparedness, literacy, numeracy, and social-emotional wellness. Each of the board of education's (BOE) 2026 goals are specific and measurable, and include elevated targets for specific group outcomes: students with disabilities, English Learners (EL), students in low-income households, foster students, Latino students, and Black students. The specifics of the goals were set according to analysis of student performance since 2016 and college and career readiness needs. The strategic plan and its key pillars are designed to achieve the board's goals, either through directly improving instructional programming or by creating the conditions necessary for all students to fully experience high-quality learning.

Key Pillars, Priorities, and Measures of Success

The five key pillars of the plan encompass Los Angeles Unified's strategy to meet the four overarching goals but go beyond the relatively straightforward content of the goals. Each pillar, summarized below, represents one area of focus and includes four priorities within that focus area, a series of planned

actions to achieve those priorities referred to as strategies, and quantifiable measures of success that connect directly back to the four 2026 goals.

- **Academic Excellence:** This pillar is directly tied to the postsecondary preparedness, literacy and numeracy goals and focuses on improving instruction quality, enriching experiences, eliminating opportunity gaps, and college and career readiness.
- **Joy and Wellness:** This pillar is focused on creating safe, welcoming environments for students to better foster positive outcomes. It is directly tied to the social-emotional wellness goal and includes an emphasis on welcoming learning environments, whole-child well-being, strong social-emotional skills, and school attendance.
- **Engagement and Collaboration:** This pillar is focused on family and community engagement by encouraging strong relationships between Los Angeles Unified schools and families, improving information accessibility, emphasizing diverse perspectives, and widening Los Angeles Unified's influence on policy beyond the local community. It indirectly supports the overall 2026 goals.

- **Operational Effectiveness:** This pillar relates to the indirect side of the 2026 goals, focused on improving district infrastructure and programming. It includes an emphasis on data-driven decision-making systems, modernizing infrastructure, sustainable and equitable budgeting, and district recruitment with regard to enrollment.
- **Investing in Staff:** The final pillar relates to the 2026 goals more indirectly, by fostering a stronger workforce to support students. It includes priorities for a diverse workforce, professional learning opportunities, staff wellness, and high performance standards.

Feasibility of the District's Four Goals

Before the board formalized the new strategic plan, they approved four goals in June 2021 that aligned with the eventual pillars, priorities, and strategies of the plan itself. The goals focus on postsecondary preparedness, literacy, numeracy, and social-emotional wellness. Here, we analyze each of the goals for their feasibility. This is loosely measured as the likelihood that the district will be able to achieve the goal by 2026 based on 1) previous progress and growth in the area; and 2) the degree and scope of the goal.

Postsecondary Preparedness

Goal: The percentage of students in a graduating 9-12th grade cohort demonstrating college and career readiness with a “C” or better on UC/CSU A-G approved courses will increase to 70% by June 2026. Students in targeted student groups will demonstrate growth of 25% over this time based on 2021-22 baseline data.

Feasibility: This goal is measurable but highly ambitious compared to progress in recent years. Aside from a notable setback in the 2019-20 academic year that can be attributed to the COVID-19 pandemic, the overall percentage of students in the

graduating cohort with a “C” or better on UC/CSU A-G approved courses was between 46-48% from 2017 to 2021. This puts the overall improvement goal at about 20 percentage points in only four years. The year-on-year change has not been linear overall or in most of the targeted groups in recent years. By comparison, other large school districts in California have, on average, seen improvements of around 10 percentage points in A-G completion rates over the last five years.

Literacy

Goal: In order to build a strong foundation for literacy, move third grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026. Students in targeted groups will move, on average, 40 points closer to proficiency over that time.

Feasibility: The average student’s distance from the grade-level standard improved from -31.9 in 2016-17 to -18.6 in 2018-19 (the most recent data). Though the lack of data on how COVID-19 has affected these scores is important to note, this trend puts the goal in reasonable territory. If these scores follow

testing trends in other areas, students will likely be back on track to improve by the 2021-22 school year. The improvement between 2016 and 2018 wasn't evenly achieved, but it is feasible that an improvement two and a half times that can be achieved in twice the time span. The goal of a 40 point improvement in targeted student groups is more ambitious, as group improvements ranged from only seven to 16 points in the same period.

Numeracy

Goal: In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8. Students in targeted student groups will move, on average, 50 points closer to proficiency over this time.

Feasibility: The 2016-17 through 2018-19 school years saw a yearly five point improvement in overall proficiency in grades 3-5 and just under that in grades 6-8. This puts the district goal of a 40 point improvement in the next four years at roughly double the current rate of improvement, a high level of ambition consistent with the literacy goals. The targeted student group goal of 50 point improvements is much more ambitious; in grades 3-5, improvements from 2017 to 2019 ranged from only six to 11 points, while in grades 6-8, improvements ranged from seven to 17 points.

Social-Emotional/Wellness

Goal: At each school level, students in elementary, middle and high school will demonstrate growth of 8% in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness, by June 2026 as preliminarily measured by the School Experience Survey with full transition to a portfolio rubric to be implemented by the 2023-24 school year. Students in targeted student groups will demonstrate growth of 12% in each of the SEL competencies over this time.

Feasibility: The measurable improvement goals in this area differ from the others in that they largely aim to get students back to or just above the competency levels observed in the 2019-20 school year. The school years since, during the COVID-19 pandemic, showed marked declines in all four competency areas at elementary, middle and high school levels after at least two years of improvement in all areas. The 8% improvement over 2021-22 scores by 2026 is within the rate of improvement the district achieved from 2017 to 2020 for almost all categories (with the exception of the self-management topic, where changes have been slower in both directions in recent years).

Deeper Dive into the Five Pillars

In order to better assess the potential impact of the plan, each of the five pillars are assessed against a set of criteria aimed at understanding: overall feasibility and connection to the four 2026 district goals, alignment to the district's core values, and focus on pandemic recovery. The priorities and measures of success for each pillar are summarized and evaluated below. More detailed summaries of the specific strategies can be found in the appendix.

The criteria were defined as follows:

- **Data-driven:** Each pillar is evaluated on the degree to which specific strategies are feasible in the given timeframe, targeted, and clearly linked back to the district's four overarching 2026 goals.
- **Alignment to core values:** Each pillar is also evaluated for connection with the core beliefs of the district. Los Angeles Unified identified three core beliefs at the heart of its mission and goals: equity, collaboration, and excellence. The district defines *equity* as the allocation of resources to close opportunity gaps that impact Black, Latino, foster, unhoused, LGBTQIA+, immigrant, and other historically marginalized communities. Any priority that mentioned specific, targeted support for one or more of those student groups was flagged as aligning with equity. The second core belief is *collaboration*, defined as engaging in dialogue with the extended community to best foster student success. When a priority specifically

references parent, family or community engagement as a tool, it is assessed as aligning with this value. The third and final core belief is *excellence*, in the context of postsecondary success. A priority is noted as aligning with this belief when it explicitly articulates the goal of college readiness and postsecondary excellence.

- **Pandemic recovery:** Finally, each pillar is assessed in the context of pandemic recovery efforts. To qualify as supporting these efforts, a priority must either explicitly mention pandemic recovery or support a noted pandemic recovery strategy, e.g., expanded or social/emotional learning. This is distinct from pandemic-era support needs such as expanded internet connectivity and home device access.

Academic Excellence

The focus of this pillar is on improving instruction quality, enriching educational experiences, eliminating opportunity gaps, and improving college and career readiness.

Data-driven: This pillar directly and fully addresses the postsecondary preparedness, literacy and numeracy goals for 2026. It is highly data-driven in this regard, with many of the strategies connecting back to these goals. All of the aims, or "measures of success," for each priority are straightforward and specific. In addition to the aims corresponding with the 2026 goals directly, there are a few other fairly ambitious measures of success. The most dramatic goals include large leaps

in early literacy benchmark scoring, an increase in the percentage of students with disabilities primarily in the general education program to 80%, a 50% increase in teachers with Equitable Grading and Instruction certifications, and large FAFSA/CADAA and UC/CSU application rate increases. There are numerous other aims consisting of smaller or less specific improvements.

Alignment to Core Values: Three of the four priorities in this pillar are equity-focused, making academic excellence the most equity-focused of the five pillars. Only eight priorities

of the 20 within the plan directly call out equitable resource allocation or opportunity gaps. One priority specifically references parent, family or community engagement as a tool for postsecondary success, aligning with the collaboration value. Two priorities in this pillar articulate goals of college readiness, connecting to the excellence value.

Focus on Pandemic Recovery: All four priorities within the Academic Excellence pillar include specific pandemic recovery strategies, including personalized instruction and expanded learning opportunities.

Priority	Aims
1A: High-Quality Instruction	<i>Focus on consistent implementation of high-quality instruction to improve student outcomes. Aims to address the full literacy and numeracy goals, improve early literacy, and increase Equitable Grading and Instruction certification rate for teachers.</i>
1B: Enriching Experiences	<i>Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning. Aims to measurably improve student satisfaction, increase gifted/talented program enrollment and arts and music participation, improve biliteracy through dual language immersion programs, and increase collaboration with community arts and sporting organizations and events.</i>
1C: Eliminating Opportunity Gaps	<i>Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students. Aims include meeting the postsecondary preparedness goal, as well as increasing the English Learner reclassification rates, kindergarten readiness rates, the percentage of students with disabilities in the general education program, and implicit bias training rates among employees.</i>
1D: College and Career Readiness	<i>Champion multiple pathways for college and career readiness for all students. Aims include meeting the postsecondary preparedness goal, increasing the four-year cohort graduation rate and graduation plan completion, advanced placement course enrollment, technical education sequence completion, FAFSA/CADAA applications, and UC/CSU college applications.</i>

Joy and Wellness

This pillar directly addresses the social-emotional wellness goal for the district, with multiple strategies tied to that goal. Generally it focuses on ensuring safe, welcoming environments for students to better foster positive outcomes. It includes additional emphasis on strong social-emotional skills, whole-child well-being, and school attendance.

Data-driven: All measures of success within this pillar are straightforward and just over half are highly specific. None of the measurable goals set pursue unreasonably ambitious changes. Goals include attainable measures

like increasing the percentage of students who report feeling safe at school on the School Experience survey from 73% to 82%.

Alignment to core values: One priority connects to the equity core value, and three priorities tie in to community and family collaboration. None of the priorities or strategies within this pillar relate directly to excellence in college and career readiness.

Focus on pandemic recovery: All four relate to pandemic recovery efforts, addressing expanded learning, social/emotional learning and one-to-one instructional support.

Priority	Aims
2A: Welcoming Learning Environments	<i>Design and sustain welcoming, safe, environmentally-friendly, affirming, and inclusive learning environments.</i> Aims to increase students' feeling of safety at school and in their neighborhoods, ensure all schools complete environmental health, safety, and emergency readiness assessments, invest in more outdoor learning spaces, and increase employee trainings on sexual orientation and gender.
2B: Whole-Child Well-Being	<i>Promote whole-child well-being through integrated health, nutrition and wellness services.</i> Aims include improving satisfaction with school meals, expanding access to whole-child wellness interventions, student mental health services and adult mental health consultations, and increasing Medi-Cal enrollment among highest-need families.
2C: Strong Social-Emotional Skills	<i>Cultivate and model strong social-emotional skills.</i> Aims to fulfill the social-emotional wellness goal and, in addition, reduce the suspension rate among students.
2D: Outstanding Attendance	<i>Ensure outstanding attendance to support consistent in-class learning.</i> Aims to decrease the rate of chronically absent students.

Engagement and Collaboration

This pillar is focused on family and community engagement, specifically encouraging strong relationships between Los Angeles Unified schools and families, improving information accessibility, emphasizing diverse perspectives,

and widening the district's influence on policy beyond the local community.

Data-driven: This pillar does not directly address any of the overall 2026 goals but the focus on strengthening the learning environment, and the parent and community engagement enables

the overall goals. All measures of success included for these priorities are measurable and almost all have highly specific aims. The most ambitious goals fall under the governmental participation priority (3C). Those goals include: number of partnerships with community-based organizations, civic leaders, local community colleges, four-year institutions and workforce leaders; introducing and passing more statewide, district-sponsored legislation; and improving the participation rate of elected offices and key governmental agencies in regular roundtable discussions and convenings to 70%.

Alignment to Core Values: This pillar ties into all three of the district’s core values of equity, collaboration and excellence. One priority connects to both equity and excellence, targeting language accessibility, internet access and ability gaps. Unsurprisingly, all four priorities in this pillar directly connect to community and family collaboration.

Focus on Pandemic Recovery: Two of the priorities tie into pandemic recovery needs, addressing both social/emotional learning and expanded learning.

Priority	Aims
3A: Strong Relationships	<i>Strengthen relationships between families, students, and schools to improve student success.</i> Aims include increasing parents’ feelings of inclusion, satisfaction with customer service, linking parents and students on the parent portal, expanding participation in Equity Course Pathways, Family Academy webinars and the Family Empowerment micro-credential for teachers, and increasing community school initiative programs and annual budget consultation processes at all schools.
3B: Accessible Information	<i>Provide clear, consistent and accessible information to the community.</i> Aims to meet all computing device and connectivity needs of students, expand the percentage of parents reporting they receive accessible information, increase messages in languages beyond English and Spanish, increase website usage and social media engagement, improve communication rates with employees and provide media toolkits to schools.
3C: Leading for Impact	<i>Lead and leverage our role as an impactful, key member of local, state, national, and global communities.</i> Aims include increased pass rates for district sponsored bills in the house of origin, increased signatories in coalition letters and participation in national organizations and community partnerships, increased participation of agencies and elected officials in roundtables and of stakeholders in Office of Government Relations (OGR) briefings, and establishment of new municipal education compacts.
3D: Honoring Perspectives	<i>Honor and act upon the perspectives of students and all those Los Angeles Unified serves.</i> Aims to increase parent participation in School Experience Survey, general participation in feedback forums, student satisfaction with leadership opportunities, and Local Control Accountability Plan (LCAP) partner engagement opportunities.

Operational Effectiveness

This pillar likewise relates to the 2026 goals only indirectly, focusing on improving district infrastructure and programming. It includes an emphasis on data-driven decision making systems, modernizing infrastructure, sustainable and equitable budgeting, and district recruitment with regard to enrollment.

Data-driven: The set measures of success are all straightforward and almost all are highly specific. The most ambitious efforts in this pillar (where baseline figures are publicly

available) include modernizing the information technology infrastructure in at least 66% of schools, up from 14%, and increasing users on the Whole Child platforms by 25%.

Alignment to Core Values: The district core values are not strongly reflected in this pillar; the only alignment is with community collaboration via the enrollment recruitment goal and equity via the budgeting goal.

Focus on Pandemic Recovery: There are no strategies directly related to pandemic recovery efforts in this pillar.

Priority	Aims
4A: Data-Driven Decision-Making	<i>Develop comprehensive data-driven systems to inform decision-making.</i> Aims to increase Whole Child platform and executive dashboard users, increase professional development sessions on decision-making, evaluate all professional development completed via MyPLN, and implement annual data sessions with designated priority schools.
4B: Modernizing Infrastructure	<i>Modernize facilities and technological infrastructure.</i> Aims to modernize the information technology infrastructure in at least 66% of schools, identify seven schools for major modernization projects, and upgrade district solar power capacity in keeping with 2030 renewable energy goals.
4C: Sustainable Budgeting	<i>Sustainably, equitably, and efficiently implement school and district budgets.</i> Aims to update budgeting resources for all schools, complete quarterly budget reviews for all schools, implement annual zero-based budgeting and an automated procurement system, and ensure the per-pupil ratio of resources is greatest for highest-need schools.
4D: District of Choice	<i>Make Los Angeles Unified the district of choice for families.</i> Aims to increase annual new enrollment, enrollment in thematic and choice learning options, and student ridership access to transportation services.

Investing in Staff

The final pillar also relates to the 2026 goals only indirectly, in fostering a stronger and more diverse workforce to support student success. It includes priorities for a diverse workforce, professional learning opportunities, staff wellness, and high performance standards.

Data-driven: Measures of success for this pillar are reasonable and largely specific. The most ambitious goals aim to increase job applicants from under-represented groups to at least half the overall pool, almost double the share of teachers from high-need schools in

micro-credentialing programs, and triple the micro-credential programs offered.

Alignment to Core Values: Two of the four priorities support both the district value of equitable resource allocation and pandemic recovery efforts, via expanded learning opportunities. One also supports both the community collaboration and postsecondary excellence values through diverse workforce goals.

Focus on Pandemic Recovery: There are no strategies directly related to pandemic recovery efforts in this pillar.

Priority	Aims
5A: Diverse Workforce	<i>Effectively recruit and retain a highly qualified, diverse workforce committed to serving all students.</i> Aims to increase staff retention rates at high-need schools, keep the vacancy rate at the high-need Student Equity Needs Index (SENI) schools below 6%, ensure at least half of new applicants are from under-represented groups, and increase promotional pathways and career pathway programs.
5B: Professional Learning	<i>Provide competency-based, rigorous, and relevant professional learning.</i> Aims to offer at least 12 micro-credential programs, increase the share of micro-credential program participants from high-needs schools, and increase professional development opportunities.
5C: Staff Wellness	<i>Cultivate staff wellness through responsive and affirming practices.</i> Aims to increase staff attendance rates, wellness-related professional development participation rates, Employee Assistance Service for Education (EASE) program participation, and rate of positive staff response on supportive workplace surveys.
5D: High Performance Standards	<i>Communicate and maintain consistent, high performance standards.</i> Aims to administer Stakeholder Feedback Survey to students in 75% of classrooms, provide all supervisory and management employees with performance management training, and increase participation in performance evaluation systems like the Teaching and Learning Framework and the School Leadership Framework .

Conclusion

The 2026 strategic plan is bold and ambitious in scope, and if successfully enacted, it will transform the Los Angeles Unified experience for students, families, and educators. The four key goals and five pillars are compellingly data-driven, firmly grounded in the district's espoused core values, and well placed to make Los Angeles Unified more competitive with high-performing school districts in the state. In full, it contains academic excellence goals that would dramatically improve postsecondary readiness, aims to close numerous critical student opportunity gaps and diversify the teacher workforce, and thoroughly utilizes community and family engagement as tools. Pandemic recovery efforts, particularly social-emotional needs and expanded learning, are appropriately centered across the five focus areas.

The promise of this plan cannot be realized without implementation planning and transparency of implementation efforts so external partners can identify ways to support Los Angeles Unified. Plans to actualize myriad goals, including efforts to track progress and ensure accountability and continued

community engagement, are critical. The objectives are ambitious and sufficiently specific but the strategic approach, though reasonable, requires more information for external partners to understand where they can join or compliment the district's efforts. We know budget and staff constraints will have significant bearing on overall feasibility. That's why it is critical for the district to share and engage external partners in their implementation planning and execution.

We applaud the Board of Education, under the leadership of Board President Kelly Gonez, for providing vision and establishing the goals that informed this plan. We also acknowledge the leadership of Superintendent Carvahlo in swiftly issuing this plan. And above all, we commend district staff from Beaudry to individual educators and service employees across the district for their ongoing contributions to the development and implementation of the plan. We hope the district will create pathways for external partners to join the district's implementation efforts. Together, we can collectively ensure every Los Angeles student is ready for the world.

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