

Workplan for Our First 100 Days – Priority Initiatives and Activities for LAUSD

Introduction

This plan outlines what we seek to achieve as a team in the first 100 days under new leadership. It is not a strategic plan for the district, but rather a tool to help us focus and accelerate the work that we are doing to serve our students. This plan builds on the best elements of previous plans (for example, the 2000 Plan for Transforming the Los Angeles Unified School District adopted by the School Board and the 2008 Plan of Action), and is the next step in a cycle of continuous improvement.

It is a living document that is open for broad input to refine (though not continuously alter) the course that we take. In the first 100 days and beyond we will work in a collaborative way with key stakeholders, including parents, students, employees, civic and business leaders, bargaining units, and others to implement and refine the initiatives laid out below. In addition, a comprehensive strategic plan that lays out the roadmap and blueprint for change in the District will flow from this in the coming months. We will post the current versions of the 100 day workplan and the strategic plan on our website at www.lausd.net as they are developed. We will also publicly hold ourselves accountable to meeting milestones and delivering results.

Our priorities will be shaped by the State financial crisis. We will need to do more with less, reorganize and provide services differently, and be extremely focused. In addition, we will have contingency plans if economic conditions worsen. However, we have a responsibility to our students to always focus on their success and that is why this plan is critical to help guide us during these difficult times. We will drive resources and efforts towards achieving our ultimate goals of high academic achievement and progress, graduation, and career readiness and college preparedness for each and every student – proficiency for all students.

Our key strategies for achieving these goals are:

1. Guide, train and equip teachers, administrators, staff and those providing support services to achieve consistently high quality levels of instruction and learning through a coherent three tiered instructional framework that aligns evidence-based pedagogy, behavioral supports, and differentiated interventions to ensure every student by name receives equitable access to instruction and supports that result in high levels of proficiency.
2. Streamline the district – we will embrace a culture of continuous process improvement to reduce inefficiency and redundancy. We will bring funding and decision-making closer to schools and classrooms, as those closest to our students are best equipped to decide on how to allocate resources.
3. Provide safe, modern, and orderly schools – to ensure our teachers can focus on teaching and our students can focus on learning.
4. Implement an accountability and support system across all of our schools, celebrate our schools, including teachers, administrators, classified and other certificated staff, who have made and continue to make a difference, and leverage and embrace innovative models (e.g., iDesign, charters, partnership schools, magnet schools, etc.) as well as the successes of our traditional schools.
5. Provide transparency to and gather input from employees, parents, students, and the community – we need to work together to ensure each and every one of our students reaches their highest potential.

These strategies represent an actionable, measurable change agenda for all of us. We must lock arms and work together to ensure we are doing the right things for our students. Students will receive the best instruction that we can give, in a safe and supportive environment that recognizes their individual needs. All of our employees will receive better guidance, support and empowerment (with accountability) to deliver on our goals. Parents and communities will be provided with more information and opportunities to work with us to ensure their children receive the education that they deserve.

The four sections that follow provide a workplan for the “first 100 days” and are designed to make progress on, though not complete these strategies. As mentioned before, given the challenge of deep budget cuts it is more important than ever to focus our efforts. Initially, we will pursue a coherent set of changes and activities to both stabilize us and set priorities that are consistent with the goals and strategies described above.

- **Section 1: Ongoing Priority Activities** - describes ongoing priority activities started in 2008 that remain relevant to our goals and key strategies
- **Section 2: Long Term Planning/Roadmap** - describes the agenda for a long term plan that will be the roadmap for realizing the key strategies; a first draft will be completed by April as part of an ongoing cycle of planning and execution
- **Section 3: Organizational Structure and Support** - describes changes in the organization structure and additional support we would like to bring in via fundraising to accelerate our work
- **Section 4: Communication Plan** - describes a communications plan that demonstrates our commitment to transparency and alignment to our goals

This is just the beginning. The priorities and accomplishments in the first 100 days will set the stage and momentum for even greater change and improvement across the district.

Section 1: Ongoing priority activities – the Superintendent, Board and leadership team will continue activities consistent with the Plan of Action, dated June 9, 2008 and key elements from other documented plans. This near term work will feed into and align with the development of our long term priorities/plan (as described in section 2). For each of our key strategies, we have highlighted critical items that we will be working on as a team during the first 100 days. We encourage you to reach out to us to ask questions about each activity and help us to hold ourselves accountable for meeting our milestones.

A. Achieve consistently high quality of teaching and learning for all students

- **January:** Present updated Progress Reports by Local District Superintendents that detail the on-the-ground implementation of instructional supports for our students (per identified areas in the June Action Plan).
- **February:** Gather and utilize feedback from the current MyData pilot (an online system that tracks key information about our students) to refine next steps in the overall roll out planned for September 2009; create the calendar and schools involved in the roll out
- **March:** Focus on the whole child by articulating an overall plan of action to integrate and coordinate student support services at the central, Local District, and school site levels (e.g. counseling, school psychologists, psychiatric social workers, etc.). This should help reduce the dropout rate.
- **April:** Review progress to align our work to an overarching instructional framework within all efforts for instruction and behavioral support and intervention (e.g., Three tiered model of instruction and behavior support)

B. Streamline the District

- **Ongoing (Dependent on the State’s resolution to the budget crisis):** Submit proposed mid year and 09-10 budgets by creating a process to determine what we are not going to do, involves cross-functional input, assures consideration of current and future priority initiatives/strategies, and proactively proposes needed legislative changes and/or waivers associated with budget reductions
- **January:** Develop and communicate details of the role of Local District Superintendents as instructional leaders as well as operational managers
- **February:** Review iDesign and identify areas for improvement. In addition, conduct first pass of restructuring to meet budget cuts and to better serve our students. Establish fundraising targets to support priority initiatives.
- **March:** Design per pupil funding pilot for launch in 09-10
- **April:** Review preliminary results from revamped procurement procedures to better understand cost savings that can be used to minimize cuts to our schools.

C. Provide safe, modern, and orderly schools

- **January:** Identify schools with the greatest need for the pilot mapping program (a collaboration between schools and local law enforcement to identify crime zones and safe school routes)
- **February:** Receive approval from Board and Bond Oversight Committee for first four (4) years of projects covered by Measure Q. In addition, refine plans, as appropriate, for use of funds expected from President Obama’s Stimulus package.

- **March:** Make Proposition 39 (facilities) offers to charters consistent with our overall charter strategy.
- **April:** Review school safety plans and safety data to develop a model for an integrated safety organization.

D. Accountability

- **January:** Local Superintendents provide a data based update, (using school Report Cards) on their schools efforts to identify, intervene, monitor, and provide assistance to students in the following categories:
 - Student Outcomes (proficiency on State tests, college/career preparation, English Learner reclassification, graduation rates)
 - Academic Progress (e.g., progress on state Math and English Language Arts tests, English Learner progress, students on track for High School graduation)
 - Instruction, School Leadership, and School Culture (e.g., professional attendance, campus safety)
 - Student and Parent Connection (e.g., student attendance, student satisfaction, parent satisfaction)
- **February:** Develop process, timing, and metrics for the Superintendent's evaluation by the Board. In addition, Local Districts will begin to visit their program improvement schools three times per week to provide support and coaching.
- **February:** Conduct Superintendent and Board discussions
 - Hold one-day retreat the first week of February with Board, Superintendent direct reports, and Local District Superintendents to discuss role of the Superintendent, role of the Board, and Superintendent's evaluation process
 - Conduct one day retreat at end of school year in June
- **March:** Review results from the pilot launch of our Accountability and Performance Management system across traditional schools, iDesign schools and Charters where feasible. Use the feedback and results to revise our school report card process and MyData implementation.
- **April:** Local Districts will report out the best practices they collect from their visits to their high performing traditional schools and charter schools.

E. Transparency and input

- **Ongoing:** Conduct Superintendent "Meet and Greets" w/ Local District Superintendents, parents and communities
- **January:** Kickoff monthly roundtable meetings with collective bargaining unit leaders
- **February:** Work with our partners to create and sign the LA Compact.
- **March:** Partner with foundations and corporate funders so that we can bring in additional resources to accelerate our work.
- **April:** Develop partnerships to bring LAUSD together with the arts/cultural community, the business community, and the cities for joint use of public resources (e.g. parks and recreation), etc.

Section 2: Long term planning / roadmap – within the first 100 days we will complete a draft of a long term plan (and establish an ongoing collaborative planning process) that will serve as our roadmap to guide us over a three (3) year time horizon. It will also help us determine the allocation of our resources. Development of the plan will be led by our Administrative Officer in collaboration with internal and external stakeholders. It will include the following areas:

A. Achieve consistently high quality of teaching and learning for all students

- Develop a results based system that recognizes and rewards growth and progress. Set realistic three year goals for proficiency, CAHSEE passing rates by student group, and graduation. The foundation for this work will be embedded within the following:
 - Implement a three-tiered instructional framework that includes standards-based curriculum and instruction, pacing guides, progress monitoring, assessment tools, and differentiated interventions provided during the day that increase with time and intensity of instruction based on individual student needs (core curriculum, targeted instruction, highly targeted instruction). This instructional framework will be evident in all areas to include but not limited to EL, SEL, Gifted, high priority schools, elementary, middle, and high schools, etc.
 - Focus on the whole child by reorganizing, realigning, and implementing an integrated and coordinated system of student support services that provide a continuum of options (e.g., counselors, psychiatric social workers, school psychologists, Drop out Prevention Advisors, etc.)
 - Use data to drive innovation while demonstrating results
 - Define clearly Central vs. Local District responsibilities and accountability
 - Develop a long term talent recruiting and development program for Principals, teachers and classified professionals
 - Develop a plan for the implementation of Multiple Pathways across the District at the secondary level
 - Develop a plan for use of technology in instruction and professional development (e.g. Los Angeles Virtual Academy)

B. Streamline the District

- Operations
 - Establish a decentralized District model where the majority of decisions are made at the Local Districts and schools
 - Streamline and improve central office service to schools by establishing a culture of continuous process improvement
 - Ensure the transparency of all services provided to schools and their associated costs
- Finance
 - Define what it means to have financial transparency (which audiences, what level of detail, etc.) and develop mechanisms to create this transparency
 - Develop a per pupil funding model where the money follows the child and helps us align our resources to programs that have been proven successful by data.
 - Develop a resource allocation model that supports a local empowerment model
 - Identify budgets and people to support priority initiatives
- Develop a plan for external philanthropy fundraising

C. Safe, modern and orderly schools

- Develop a comprehensive school safety plan
- Develop a school site discipline plan process whereby the central office provides basic discipline standards, the school site administrators engage parents, students and teachers in developing the discipline plans, and Local District staff perform monitoring
- Revise our facilities master plan to incorporate instructional priorities, move to 2-semester operation for all public schools, and also address supports for charters, partnership schools and innovative programs. We will also build 55 new schools to eliminate need for multi track schools and involuntary bussing by 2012/13
- Focus on sustainable buildings by completing \$500M of modernization projects per year in 2009/2010, reducing energy and water consumption by 10% by 2012, and installing 50MW of renewable energy by 2012

D. Accountability

- Increase capacity and firmly establish the culture for using data to drive discussions and decision at all levels throughout our districts and schools.
 - Implement next phase of accountability program including supports, rewards and interventions
 - Implement a school portfolio management model that evaluates and identifies the best school models for each neighborhood. From our evaluations we will embrace our successful schools, provide support to our underperforming schools, and when necessary establish new school models to meet the needs of our students. Examples of school models include: small schools, magnet schools, High Priority schools, traditional schools, charters, partnership schools, pilot schools, iDesign, etc.

E. Transparency and input

- Develop a plan and increase supports for strong parent, community/business and school connections
- Establish a plan and system for identifying and communicating 3 real “wins” per month

Section 3: Organization structure and support

The Superintendent will complete revisions to the organization structure and targeted staff changes by the end of January. (Note: actual implementation of these staff changes will not be complete until the end of June 2009.)

Revisions to the organization will:

- Clarify roles of the senior team
- Identify senior staff functions that need to be established, combined or eliminated
- Identify which organizations should become Superintendent-reporting level roles
- Define optimal spans of control (number of direct reports) for both the Superintendent and also his direct reports for better efficiency in decision making
- Establish responsibilities and mechanisms to break down tendencies to work in isolation, versus across functional groups, within the District (e.g. cross-functional initiative teams such as the Report Card team)

In addition, we will be seeking outside funding to allow us to bring in specialized positions to accelerate our work for a pre-determined period of time. **If outside funding cannot be secured, these positions will not be filled.**

These positions will jointly report to the Superintendent and to senior line staff members as they are responsible for helping senior line staff to accelerate the District's progress against key strategies.

Currently, we have secured funding for one position – Administrative Officer. This individual will assist the Superintendent and the leadership team with developing our roadmap, connecting partners to our work, fundraising, and aligning operations to our key strategies.

As additional funding becomes available we will add to the team as necessary to work on our key initiatives.

Section 4: Communications – the Superintendent, Board and senior team will establish frequent and transparent communications with key stakeholders.

Near-term

- **Regular Updates:** Mid year budget cut and 2009-10 budget communications
- **Week of 1/12:** Send Board memo outlining 100-day workplan
- **January:** Conduct series of State of the District briefings on TV
- **Late January:** Superintendent to meet with civic leaders to discuss partnerships (fundraising, facility joint use, etc.)
- **February:** Superintendent and Administrative Officer to communicate LAUSD's strategic planning cycle (roadmap development) through central/staff and community meetings, and written memos/letters
- **March:** Communicate completion of key milestones from the 100 Day workplan starting in early February
- **April:** Present 100-day update, and strategic plan (roadmap) launch (with year-end review and update on strategic plan at end of school year)

Ongoing (develop plans / frequency / agendas for regular communication and input)

- Weekly TV show
- Weekly Local District Superintendent meetings
- Monthly Board updates on strategic initiatives
- Monthly City Hall updates (include Board of Supervisors, Mayor, City Councils, Mayors outside City of Los Angeles, Chief of Police, etc)
- Monthly bargaining unit discussions
- Monthly Charter school and network partners meetings
- Quarterly Parent group updates
- Quarterly external stakeholders (e.g., Chamber, United Way, foundations)
- As needed local communities and cities to cover these groups after the initial round of "meet and greets"