



LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD GOALS 2021-2026

Post Secondary:

The percentage of LAUSD students in a graduating 9th-12th grade class demonstrating college and career readiness with a “C” or better on University of California (UC)/California State University (CSU) A-G approved courses will increase from 45.5% in June 2019 to 75% by June 2026.

Literacy:

The percentage of English Learners, African American students, and Students with Disabilities meeting Dynamic Indicators of Basic Early Literacy Skills (DIBELS) End of Year (EOY) benchmarks in 2nd grade will increase from 44% in June 2019 to 80% by June 2026.

Numeracy:

On the California Assessment of Student Performance and Progress (CAASPP) in Math, improve the average Distance from Standard (DFS) from -30.4 in 2019 to 0 in 2026 for Elementary Schools (i.e., on average, students are on standard by 2026) and -64.2 in 2019 to -34 in 2026 for Middle Schools (6 points per year for 5 years).

Social Emotional:

The percentage of students in transitional years (Kindergarten, 5th/6th, 8th, 10th, and 12th grade) demonstrating mastery in the CASEL social emotional core competency areas as demonstrated by a portfolio rubric will increase from 0% in June 2021 to 50% by June 2026.

LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD GUARDRAILS

Coherence and Inclusivity

The Superintendent will make major decisions and bring major recommendations to the Board that 1) ensure alignment with the Board's adopted goals, including disaggregated data, 2) engage impacted stakeholders, and 3) consider impacts on schools.

Staffing

The Superintendent will ensure that the district operates with strategies to develop, support, and retain effective educators and effective staff, particularly in schools where student need is the greatest.

Equity and Transparency

The Superintendent will make and ensure instructional, financial or operational decisions that 1) dismantle racist or inequitable policies, and 2) are transparent.

Fiscal Responsibility

The Superintendent will ensure decisions that are consistent with the short and long term financial sustainability of the district.

Closing Opportunity Gaps

The Superintendent will relentlessly focus on eliminating opportunity and achievement gaps between all student groups.

LOS ANGELES UNIFIED SCHOOL DISTRICT

METHODOLOGY FOR CALCULATING GOAL MEASURES

Post Secondary:

The percentage of LAUSD students in a graduating 9th-12th grade class demonstrating college and career readiness with a "C" or better on University of California (UC)/California State University (CSU) A-G approved courses will increase from 45.5% in June 2019 to 75% by June 2026.

$$\frac{\text{In 2021, All eligible graduates for that year with a "C" or better on A-G coursework}}{\text{All eligible graduates for that year}} = \% \text{ of students graduating demonstrating college and career readiness}$$

Note: All eligible graduates represents all students graduating in the current data year regardless of when they entered 9th grade (i.e. includes students who may have needed additional time to meet graduation requirements).

Literacy:

The percentage of English Learners, African American students, and Students with Disabilities meeting Dynamic Indicators of Basic Early Literacy Skills (DIBELS) End of Year (EOY) benchmarks in 2nd grade will increase from 44% in June 2019 to 80% by June 2026.

$$\frac{\begin{aligned} &\# \text{ of English Learners w/o disability meeting 2nd grade EOY Benchmark in DIBELS} + \\ &\# \text{ of African American Students w/o disability meeting 2nd grade EOY Benchmark in DIBELS} + \\ &\# \text{ of Students with a Disability, including English Learners and African American Students,} \\ &\text{meeting meeting 2nd grade EOY Benchmark in DIBELS} \end{aligned}}{\begin{aligned} &\# \text{ of English Learners w/o disability in 2nd grade} + \\ &\# \text{ of African American Students w/o disability in 2nd grade} + \\ &\# \text{ of Students with a Disability, including English Learners and African American Students in 2nd} \\ &\text{grade} \end{aligned}} = \% \text{ of students meeting literacy goal}$$

Note: Exclusion of English Learners and African American students with a disability in the calculation is intentional to avoid duplication of unique students who may be dually-identified (i.e. English Learners with a disability, African American Students with a disability)

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METHODOLOGY FOR CALCULATING GOAL MEASURES

Numeracy:

On the California Assessment of Student Performance and Progress (CAASPP) in Math, improve the average Distance from Standard (DFS) from -30.4 in 2019 to 0 in 2026 for Elementary Schools (i.e., on average, students are on standard by 2026) and -64.2 in 2019 to -34 in 2026 for Middle Schools (6 points per year for 5 years).

$$\begin{array}{r} \text{For Elementary Goal:} \\ \text{Sum of DFS on CAASPP math across all students in grades 3-5 (for elementary)} \\ \div \\ \text{Total number of students haven taken CAASPP math in grades 3-5 (for elementary)} \end{array} = \begin{array}{r} \text{Average} \\ \text{Elementary} \\ \text{DFS for} \\ \text{year} \end{array}$$

$$\begin{array}{r} \text{For Middle School Goal:} \\ \text{Sum of DFS on CAASPP math across all students in grades 6-8 (for middle school)} \\ \div \\ \text{Total number of students haven taken CAASPP math in grades 6-8 (for middle school)} \end{array} = \begin{array}{r} \text{Average} \\ \text{Middle} \\ \text{School} \\ \text{DFS for} \\ \text{year} \end{array}$$

Social Emotional:

The percentage of students in transitional years (Kindergarten, 5th/6th, 8th, 10th, and 12th grade) demonstrating mastery in the CASEL social emotional core competency areas as demonstrated by a portfolio rubric will increase from 0% in June 2021 to 50% by June 2026.

$$\begin{array}{r} \text{\# of students in transitional years} \\ \text{(Kindergarten, 5th/6th, 8th, 10th, and 12th grade)} \\ \text{demonstrating mastery for data year} \\ \div \\ \text{\# of students in enrolled in transitional years} \\ \text{(Kindergarten, 5th/6th, 8th, 10th, and 12th grade)} \\ \text{for data year} \end{array} = \begin{array}{r} \text{\% of students} \\ \text{demonstrating} \\ \text{mastery} \end{array}$$

Note: Social Emotional portfolio rubric has yet to be developed as of June 2021, but will be developed for purposes of facilitating data monitoring for goal.