Connect to Wi-Fi

SSID Name: **ASU EVENT**

SSID PW: **Win4Sp@rky**

Please allow a moment to connect to network

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Strategic Plan Alignment

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Academic Excellence
- High-Quality Instruction
- Enriching Experiences
- Eliminating Opportunity Gaps
- College and Career Readiness

Joy and Wellness
- Welcoming Learning Environments
- Whole-Child Well-Being
- Strong Social-Emotional Skills
- Outstanding Attendance

Engagement and Collaboration
- Strong Relationships
- Accessible Information
- Leading for Impacts
- Honoring Perspectives

Operational Effectiveness
- Data-Driven Decision-Making
- Modernizing Infrastructure
- Sustainable Budgeting
- District of Choice

Investing in Staff
- Diverse Workforce
- Professional Learning
- Staff Wellness
- High Performance Standards

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Being ready for the world means our students will graduate with the skills and knowledge they need to live out their dreams.

#AcceleratingSuccess

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Outcomes: Coherence Making

- To understand and ground our work in preparing students to be ready for the world
- To share progress towards Strategic Plan goals
- To deepen learning and focus direction to accelerate learning for all students

Preparing our Students to be Ready for the World

- Your table has been assigned a student
- Review the student profile
- Answer: What does the student need to know to be ready for the next grade level, so they can be ready for the world when they graduate?
- Think/Write/Share @ your table

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Preparing our Students to be Ready for the World

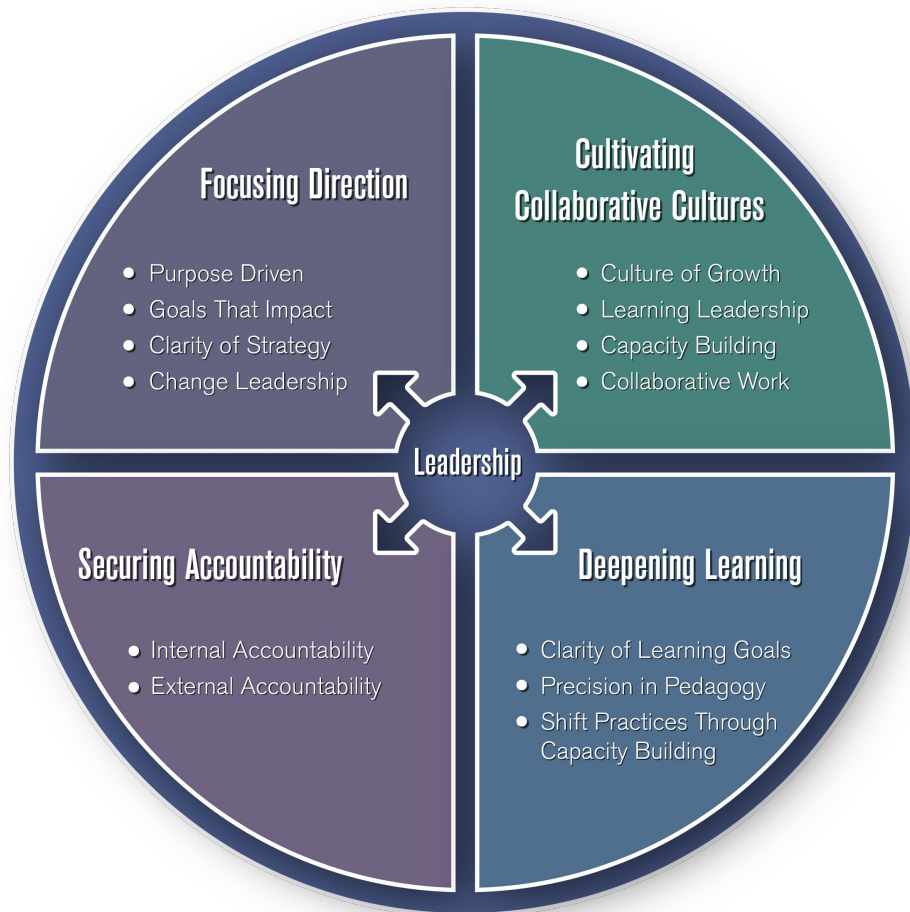- Review the student's interview answers
- Add any additional comments to your sheet
- Set aside, we will return to our students

Coherence Framework Evolved from the Right and Wrong Drivers

'Whole system reform' is the name of the game and 'drivers' are those policy and strategy levers that have the least and best chance of **driving** successful reform.

coherence

The *Right* Drivers in Action for Schools, Districts, and Systems

Michael Fullan • Joanne Quinn

A JOINT PUBLICATION
ONTARIO PRINCIPALS' COUNCIL   CORWIN

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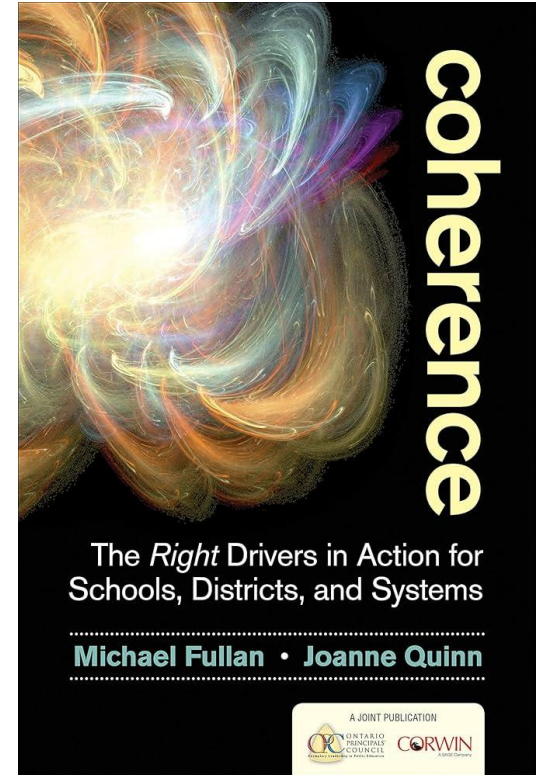
Coherence Framework Evolved from the
Right and Wrong Drivers

Right Drivers

Capacity Building

Collaborative effort

Pedagogy

Systemness

VS

Wrong Drivers

Accountability

Individualistic solutions

Technology

Fragmented strategies

Right Drivers

The drivers… create the very fundamentals that I started with in this paper – learning and teaching become driven by the individual and collective intrinsic motivation that has permanent staying power.

Focusing Direction (Shared Vision)
Create a clear and compelling vision that inspires and motivates stakeholders.

Cultivating Collaborative Culture
Cultivate a culture of collaboration where everyone is encouraged to contribute and work together. Capacity building.

Securing Accountabilities
Accountability is taking responsibility for one's actions. Using data to inform decision-making and drive continuous improvement.

Deepening Learning
At the core is effective pedagogy. Promote evidence-based teaching practices that have a positive impact on student learning.

Wrong Drivers

Although the four 'wrong' components have a place in the reform constellation, they can never be successful **drivers**. It is, in other words, a mistake to **lead** with them.

Accountability
Using test results, and teacher appraisal, to reward or punish teachers and schools vs. capacity building.

Individualistic Strategies
Reliance on individual "hero" leaders who overshadow collaborative efforts and hinder shared ownership. Promoting individual vs. group solutions.

Fragmented Initiatives
Introduction of multiple disconnected initiatives spreads resources and energy too thin.

Technology
Investing in and assuming that the wonders of the digital world will carry the day vs. instruction; Seeking quick and easy solutions rather than investing in systemic and sustainable change.

Focusing Direction — Shared Vision

In successful change initiatives, a shared vision is not just a statement on paper — it is a shared commitment and collective understanding of the desired future state.

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# Cultivating Collaborative Cultures

Instructional Rounds

A collaborative culture fosters trust, respect, and open communication among all stakeholders, creating a foundation for meaningful collaboration and shared decision-making.

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Deepening Learning

Effective pedagogy encompasses evidence-based teaching strategies, differentiated instruction, and the use of technology to engage and support diverse learners.
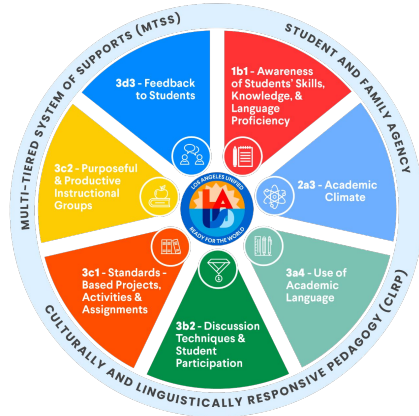
Teaching Strategies

Implement best practices such as inquiry-based learning and student-centered approaches.
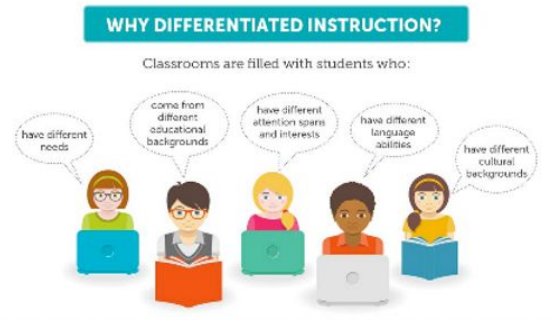
Differentiated Instruction

Meet the unique needs of each student through differentiated instruction and personalized learning.

Technology Integration

Leverage technology tools to enhance teaching and learning experiences.

Securing Accountabilities — Data Informed Decisions

Organizations need to develop conditions that maximize *internal accountabilities* as well as frame and reinforce it with *external accountabilities*. At the center is data. Data should be utilized to inform decisions at all levels — from individual classrooms to district-wide initiatives — to ensure continuous improvement and evidence-based practices. Hence, creating transparency.

1 Data Collection

Collect and analyze relevant data to gain insights into student and system performance.

2 Data Interpretation

Interpret the data to identify strengths, challenges, and areas for improvement

3 Data Driven Action

Take action based on data analysis to implement targeted interventions and monitor progress.

Pillar 1: Academic Excellence

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Pillar 1: Academic Excellence

| High-Quality Instruction | Enriching Experiences | Eliminating Opportunity Gaps | College and Career Readiness |

Postsecondary

District Goal

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

District Goal 1: Postsecondary

Rationale and Research

Figure 7-B: College Enrollment, Persistence, and Completion by UC A-G Requirement Completion
2008 LAUSD Graduates
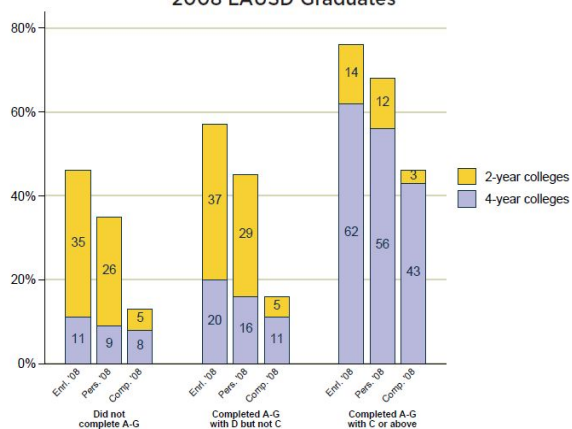
Sample includes all students with A-G completion data who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. See Appendix A for more information about how we define our A-G completion categories, enrollment, persistence, and completion. N=22,264.

- Millennial college graduates have higher annual earnings, lower unemployment rates, and are less likely to live in poverty. *(Pew Research Center, 2014)*

- Cumulative A-G GPA is the best predictor of 4-year college outcomes (enrollment, persistence, completion) *(LAERI, 2019; LAERI, 2017)*

  - 3rd, 5th, and 8th grade achievement and behavior indicators are associated with college readiness in 11th and 12th grade

District Goal 1: Postsecondary
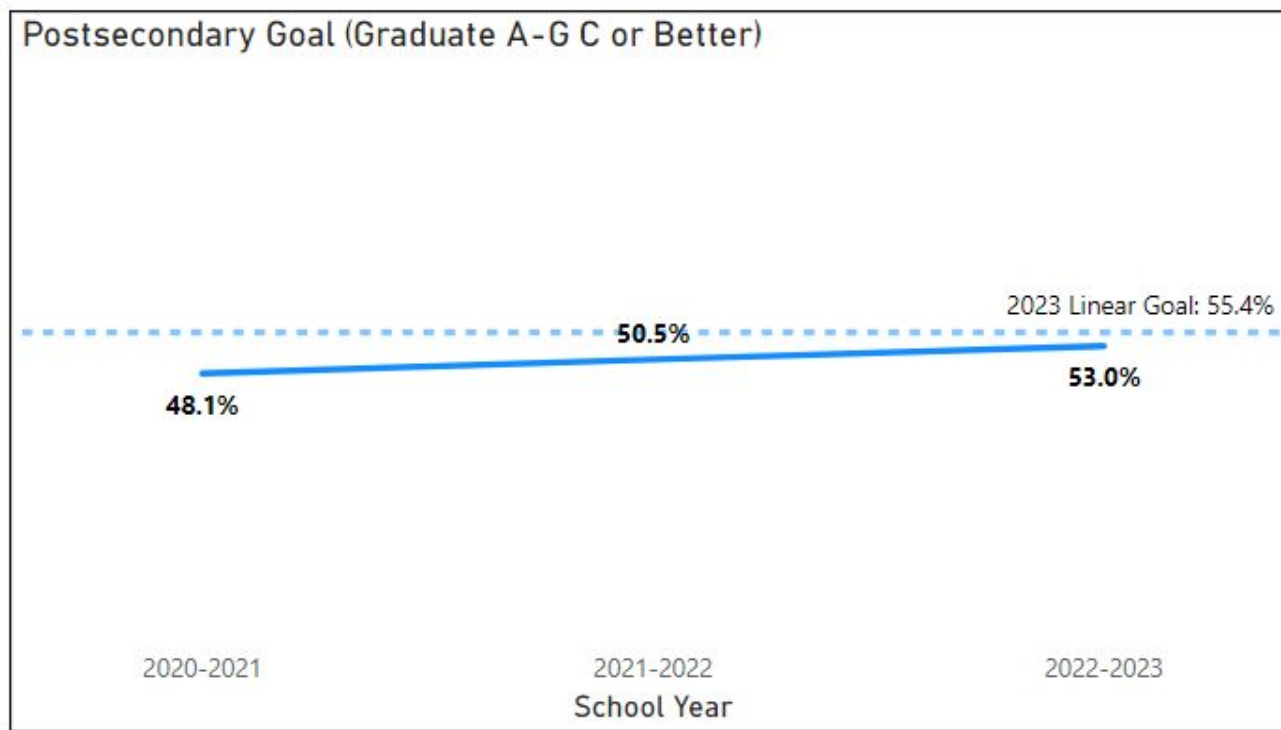
Postsecondary Goal (Graduate A-G C or Better)

2023 Linear Goal: 55.4%

50.5%

48.1%

53.0%

2020-2021   2021-2022   2022-2023

School Year

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District Goal 1: Postsecondary

% A-G C or Better by Student Group

● All Students ● SPED ● EL ● Low Income ● Foster ● Latinx ● Black

48% 51% 53%
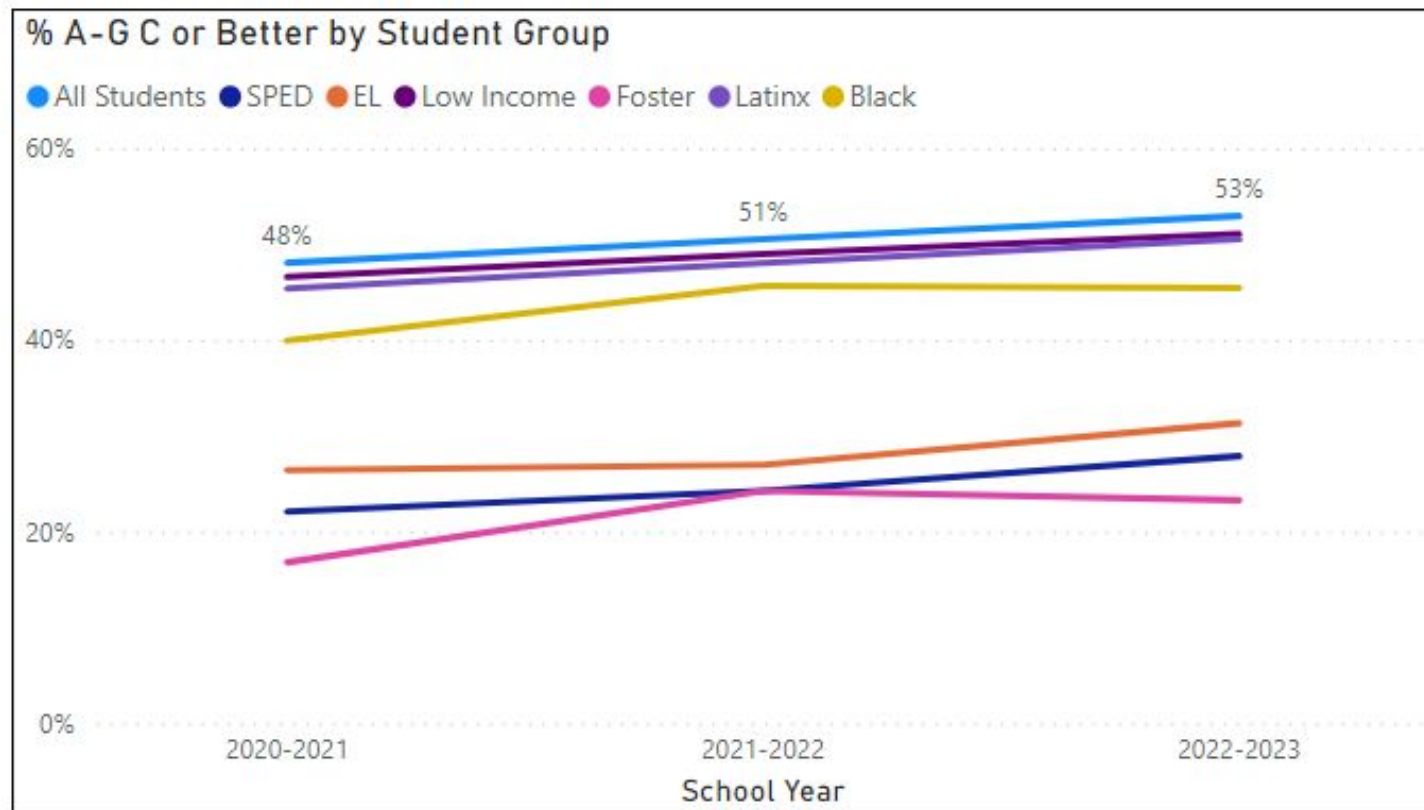
What We are Doing About A-G Completion with C or Better

Region Office Teams	**A-G school data continuous improvement cycles** and support with Superintendent (Data DIGs), Region Superintendents, and Regional Directors. **Priority schools will receive focused, direct support** structured around critical reporting periods at **5, 10, 15, and 20 weeks**, ensuring timely interventions and adjustments. Each Region continues to foster strong relationships with the Los Angeles Community College District (LACCD) to **leverage A-G and career resources**.
Central Office	In partnership with Regions, the Division of Instruction (DOI), Division of Special Education, Multilingual and Multicultural Education Department (MMED), Black Student Achievement Plan (BSAP), and Student Health and Human Services (SHSS) teams: • Schools will be **provided monthly specific guidance to address** the data of Students with Disabilities (SWDs), English Learners (ELs), Low Income, Foster, Latinx, and Black students who are **on-track/off-track**, such as status on **course completion, master schedules, and Individual Graduation Plan (IGP)**.

What We are Doing About A-G C or Better
Pathways for students off-track for C or better

Just-in-Time Intervention	Booster Modules & Single Concept Lessons	Dual/Concurrent Enrollment
Just-in-Time intervention supports provide opportunities for students to access grade-level resources to increase their knowledge and skills and prevent low grades. The DOI provides ELA and Math resources and training for ELA and math in grades 6-12.	Fall and Spring Booster Modules (20 to 25 hours in length) are purposed for course extension and give students an additional opportunity to demonstrate proficiency and improve a final grade. Single Standard Concept Recovery modules are 1-5 hour lessons designed for targeted intervention and practice, providing an additional opportunity for students to demonstrate proficiency.	Students may take a course at a community college to improve grades or meet graduation requirements. In Concurrent Enrollment, students take courses at the community college site. In Dual Enrollment, classes are held on the high school campus usually outside the school day.
Academic Course Extension (ACE)	Blended and Virtual Courses	Adult Education
ACE is an independent or small group learning opportunity assigned by the teacher of record to a student to improve a final mark of D or Fail. The DOI provides ELA and Math resources and training for grades 6-12 aligned to the standards and LAUSD learning targets.	Blended course materials are used by an LAUSD teacher during and outside the school day to provide personalized instruction and support. Virtual courses are led by a highly qualified online teacher and an LAUSD teacher serves as a mentor and coach outside the school day.	Offers courses beyond the school day, as well as the Fall & Spring Plus program and Individualized Instruction Labs (iiLabs).
PASS	Tutoring	Local Design
9th – 12th grade ELA and Math modular, self-paced credit recovery program built upon the ideas of Equitable Grading and Instruction. PASS is available in ELA and math in grades 6-12 anc can take place outside the school day and is led by subject-credentialed teacher.	Approved tutoring services offers students a chance to receive one-on-one support and personalized instruction. It also allows for one-on-one attention, tailored explanations and focused practice.	School teams utilize approved textbooks and resources to implement credit recovery programs that fit their student needs, and approved by Regional leadership.

What We are Doing About A-G C or Better
Implementation of Equitable Grading and Instruction

EGI Practices	Training and Support

• Growth mindset approach that honors students' learning styles
 	
• Clear focus on standards and learning targets
 	
• Provides students with multiple opportunities to show what they know and can do
 	
• Separates academic grades from non-academic factors
   ○ Non-academic factors such as: behaviors, time management skills, attendance, work habits
 	
• Grades aligned with proficiency level of learning demonstrated, not quantity of work completed or average scores over time
	• Growth mindset approach that honors students' learning styles
	
	• Clear focus on standards and learning targets
	
	• Provides students with multiple opportunities to show what they know and can do
	
	• Separates academic grades from non-academic factors
	   ○ Non-academic factors such as: behaviors, time management skills, attendance, work habits
	
	• Grades aligned with proficiency level of learning demonstrated, not quantity of work completed or average scores over time

Think

Write

Table Share

→

1. **What excites you?**

2. **What *wonderings* do you have?**

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Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Literacy

District Goal

+30

pts

In order to build a strong foundation for literacy, move **third-grade** students, on average, 30 points closer to proficiency on Smarter Balanced Assessment (SBA) English Language Arts (ELA) from 2022 to 2026

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District Goal 2: Literacy

Rationale and Research

- Early language and reading skills predict later achievement in a variety of subjects *(Duncan et al. 2007; Herber et al., 2012)*

- 3rd grade reading proficiency is related to post-secondary outcomes *(Lesnick, George, Smithgall, and Gwynne, 2010; Hernandez, 2011)*
  - **3rd grade reading level → 8th grade reading level → 9th grade school and course performance → high school graduation and college enrollment rates**

- Early literacy is especially important for homeless and low-income students *(Herber et al., 2012)*, as well as Black, Hispanic, and students who have experienced poverty *(Hernandez, 2011)*

- Closing gaps in early literacy requires a coordinated effort — must address chronic absences, summer learning loss, and external stressors like food and housing insecurity, and student mobility *(Fiester, 2010)*

Smarter Balanced Assessment ELA: % Met or Exceeded Standard
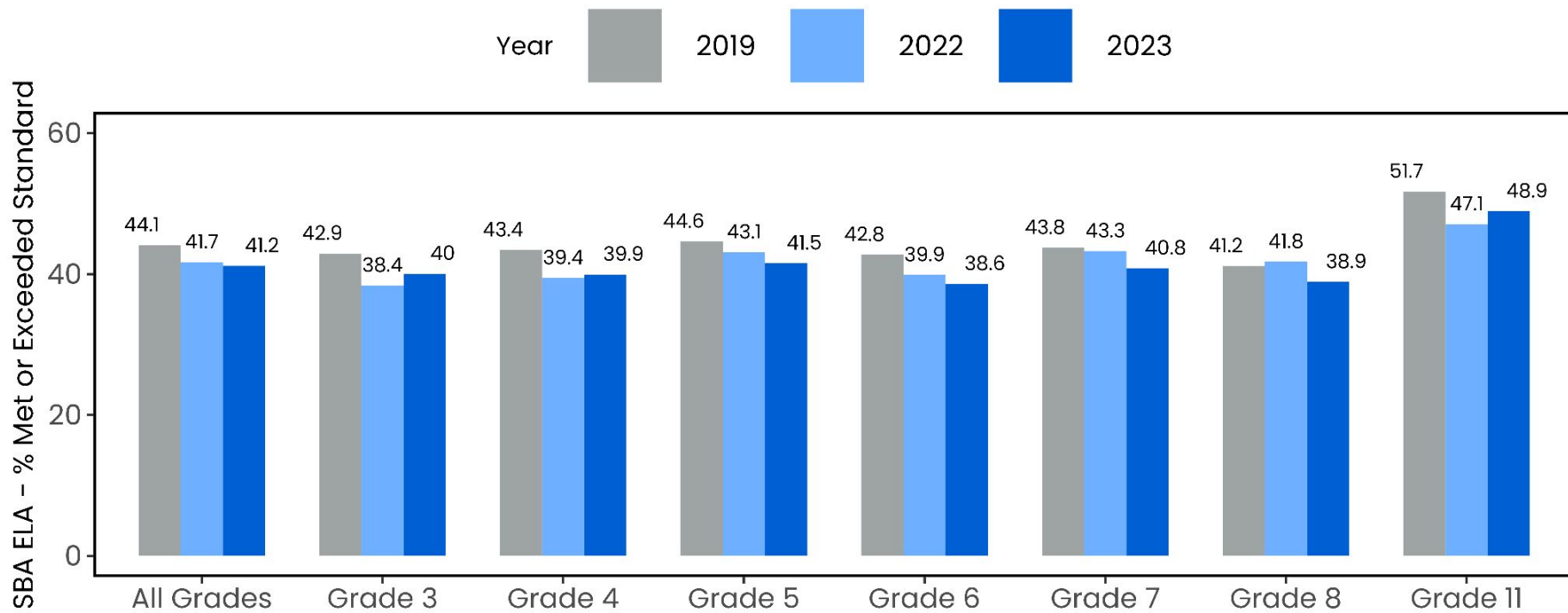
Bar chart showing SBA ELA – % Met or Exceeded Standard by grade level for years 2019 (gray), 2022 (light blue), and 2023 (dark blue).

Grade	2019	2022	2023
All Grades	44.1	41.7	41.2
Grade 3	42.9	38.4	40
Grade 4	43.4	39.4	39.9
Grade 5	44.6	43.1	41.5
Grade 6	42.8	39.9	38.6
Grade 7	43.8	43.3	40.8
Grade 8	41.2	41.8	38.9
Grade 11	51.7	47.1	48.9

Distance From Standard (DFS)

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What does Distance from Standard mean for my child?

Grade 3

Not Met	Nearly Met	Meets Standards	Exceeds Standards
-247 to -56	-55 to -1	0 to 64	65 to 185
2189-2380	2381-2435	2436-2500	2501-2621

Smarter Balanced Assessment ELA: Distance from Standard

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SBA ELA 2023 – Distance from Standard

Year: ☐ 2019 ☐ 2022 ☐ 2023

All Grades
- 2019: −19.6
- 2022: −26.8
- 2023: −28.4

Grade 3
- 2019: −18.7
- 2022: −32.9
- 2023: −28.4

Grade 4
- 2019: −20.9
- 2022: −31.1
- 2023: −30.4

Grade 5
- 2019: −15.9
- 2022: −21.1
- 2023: −24.1

Grade 6
- 2019: −23.8
- 2022: −30.7
- 2023: −34

Grade 7
- 2019: −24.4
- 2022: −25.2
- 2023: −33.1

Grade 8
- 2019: −28.5
- 2022: −28.4
- 2023: −36.7

Grade 11
- 2019: −2.3
- 2022: −17.1
- 2023: −11.9
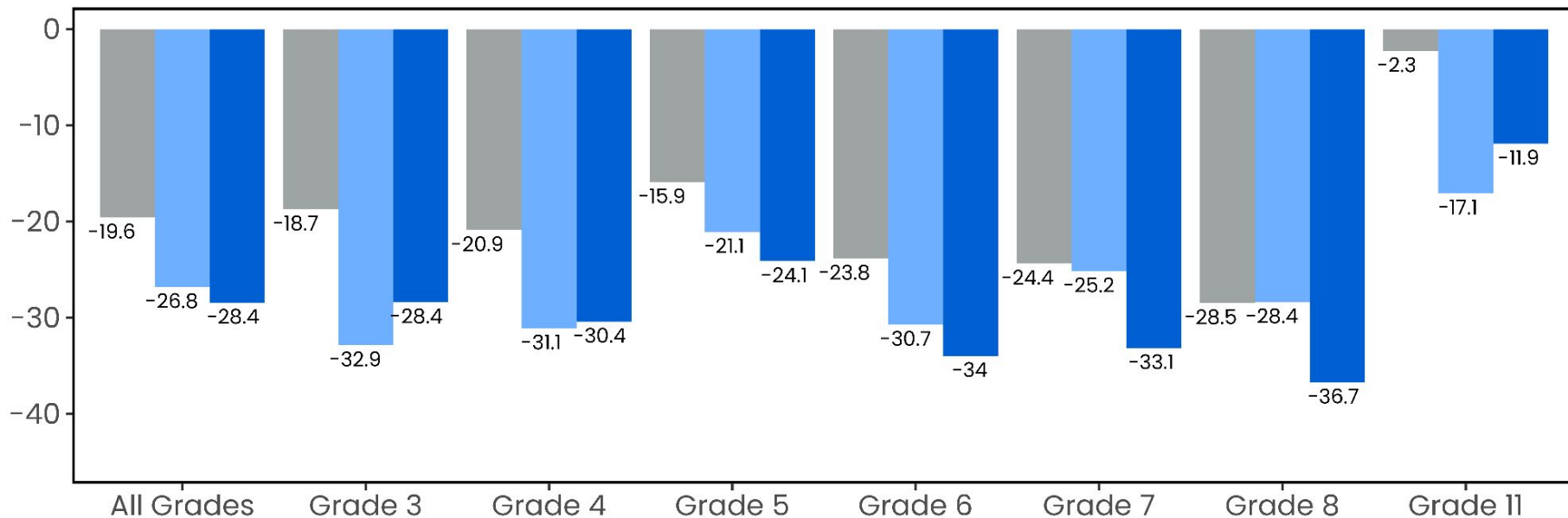
Smarter Balanced Assessment ELA Grade 3 Distance from Standard, by Target Group

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SBA Distance from Standard – ELA

Student Group

- All Students
- Latino/a/x
- Low-Income
- Black or African-American
- Foster Youth
- English Learners
- Students with Disabilities

All Students: −19, −28, −3
Latino/a/x: −31, −44, −10
Low-Income: −34, −46, −11
Black or African-American: −49, −61, −21
Foster Youth: −77, −38
English Learners: −97, −101, −66
Students with Disabilities: −92, −101, −62

Year
2019 2022 2023 2024 2025 2026

Source: CAASPP Student Score File. Date: 2019, 2022, 2023. Notes: *Prior to the 2021-22 school year, the state did not include a Foster status indicator in the Student Score File.

ELA Smarter Balanced Cohort Analysis – Increase in Proficiency Rates

- Looks at students who took SBA in both 21-22 and 22-23
- Are individual students making progress?

COHORT ANALYSIS: SBA M/E or Moved Up a Level

ELA 4	ELA 5	ELA 6	ELA 7	ELA 8
48%	51%	47%	49%	47%
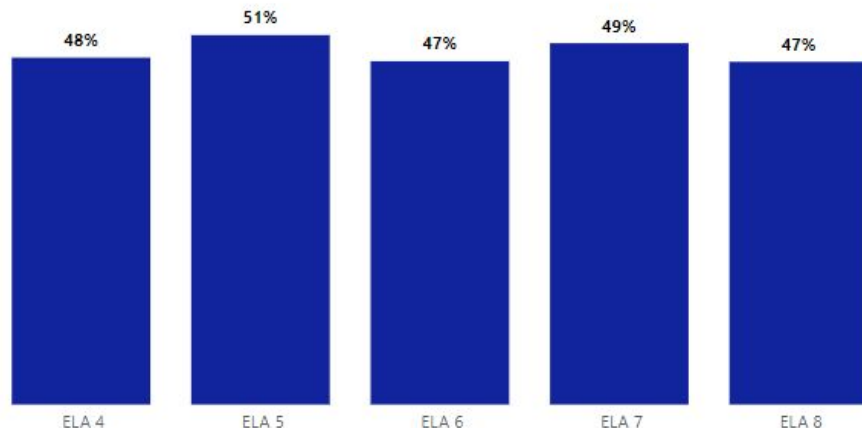
- The percentage of students who either met/exceeded in 22-23 OR moved up an achievement level (e.g., from nearly met to met)

- Similar to the English Learner Progress Indicator (ELPI)

- Ideally, this would be 100% (either all students meet standards OR moved at least 1 level closer to meeting standards)

ELA Smarter Balanced Cohort Analysis- Change in Distance from Standard (DFS)

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- Looks at students who took SBA in both 21-22 and 22-23
- Are individual students making progress?

COHORT ANALYSIS: Average Change in DFS

4.8 — ELA 4
9.3 — ELA 5
-12.2 — ELA 6
0.1 — ELA 7
-9.3 — ELA 8
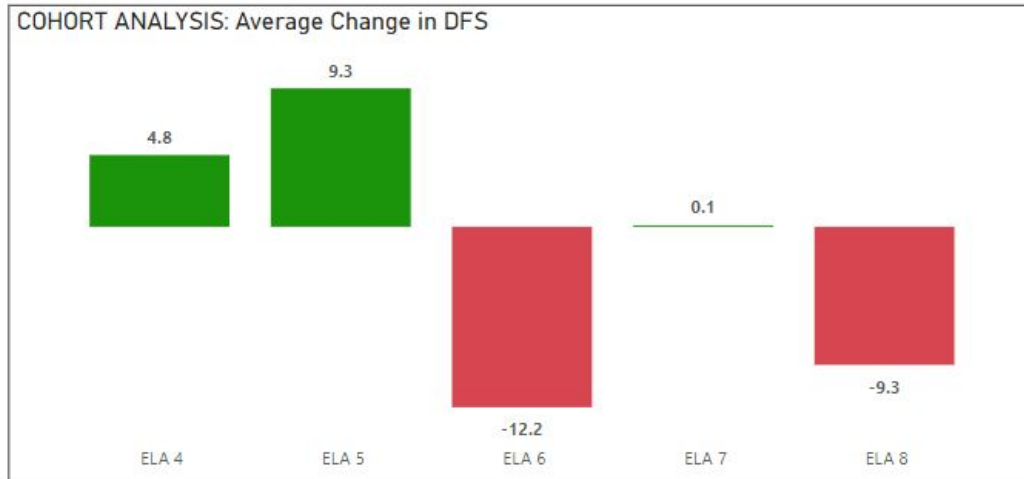
- The average change in Distance from Standard (DFS) from when students took the assessment last year

- More granular measure of how all students are performing (even if they didn't move across achievement levels)

- How much closer did we move students to being at standard?
  - Green bars indicate progress, red bars indicate decline

Student-Level Growth Modeling

- Growth is different from achievement.
- Growth shows us how much students' scores grew from one grade level to the next.
- Two major types of growth modeling
  - Residual Gain (CDE Growth Model)
  - Student Growth Percentile
- Student growth is calculated by looking at students who had **similar** test scores in the **previous grade** and evaluating their typical test score in the **current year**.

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Student-Level Growth Modeling
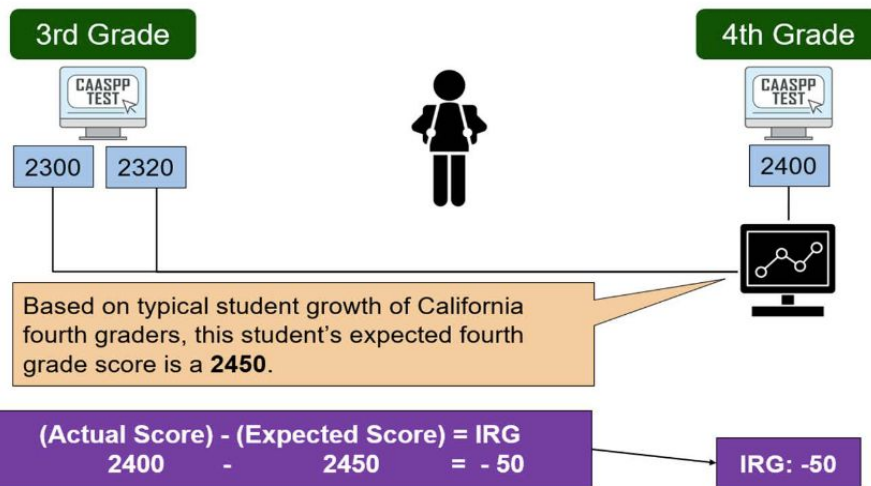
Figure 1. California Department of Education's Growth Model (Residual Gain)

Wide Variation in ELA Growth for Schools at Varying Performance Levels
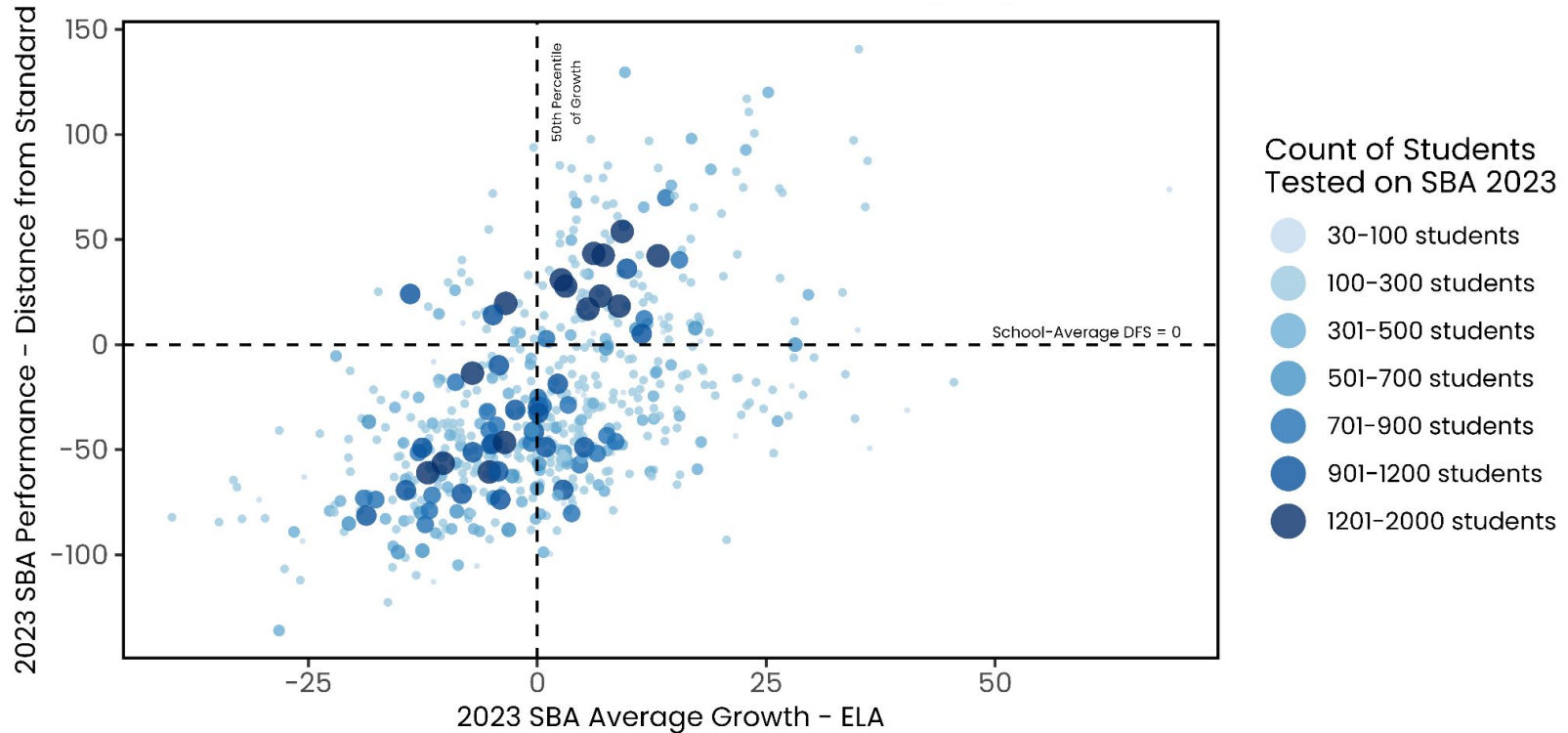
Count of Students Tested on SBA 2023

- 30-100 students
- 100-300 students
- 301-500 students
- 501-700 students
- 701-900 students
- 901-1200 students
- 1201-2000 students

2023 SBA Performance – Distance from Standard

2023 SBA Average Growth - ELA

50th Percentile of Growth

School-Average DFS = 0

Schools with High ELA Growth Tend to Have Higher Attendance Rates, Outliers Exist
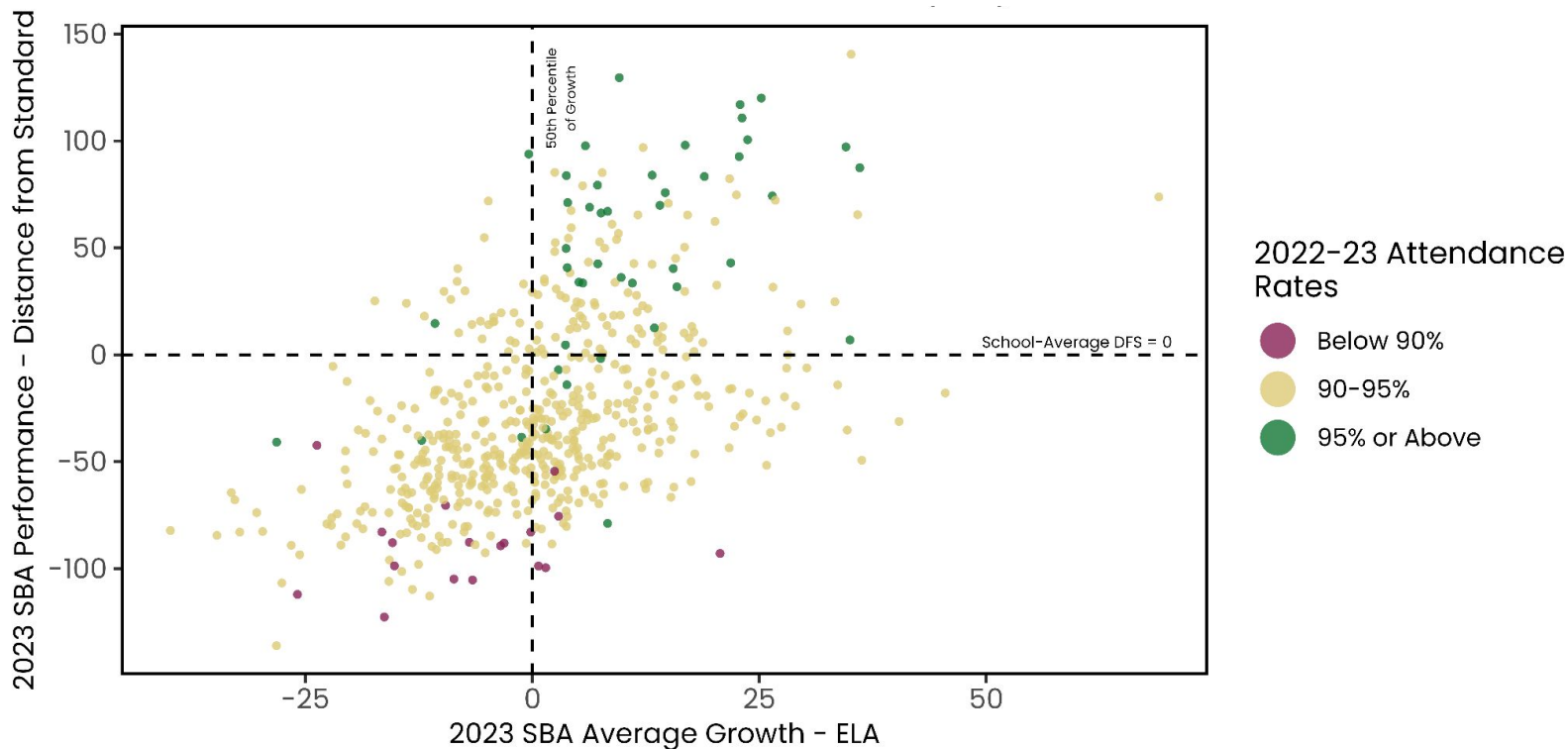
Source: CAASPP Student Score File, FOCUS. Date: Spring 2022 and Spring 2023.
Notes: Following CDE technical guide, student-level growth for grades 4-8 is calculated using a residual gain model, adjusting for prior year ELA and math performance.

Student Attendance has a Statistically Significant Association with SBA Performance in ELA *

*After accounting for prior-year performance and demographics and limiting student comparison to only peers attending the same school in 2022-23.

	ELA (all grades)	ELA (gr 4-5 only)	ELA (gr 6-8 only)
Estimated difference in 2022-23 DFS associated with a **1%** difference in attendance *(1% improvement = 1.8 days in a 180-day school year)*	0.760	0.745	0.762
Estimated difference in 2022-23 DFS associated with a **5%** difference in attendance *(5% improvement = 9 days in a 180-day school year)*	3.80	3.725	3.81

What We are Doing About 3rd Grade ELA

Region Office Teams	Differentiated support is being provided to schools by Region teams to **address foundational literacy, curriculum in science of reading, and literacy across content areas**, leveraging i-Ready data to inform decisions. Priority schools engage with Regional Directors and ETO in **Impact Reviews** with plans for ongoing, comprehensive support to **address literacy curriculum, intervention, and instructional strategies**. **Informal classroom observations** are occurring to provide direct feedback to school teams on the **implementation of evidence-based strategies**, including in Universal Transitional Kindergarten (UTK) to ensure Kindergarten readiness.
Central Office	In partnership with Regions, DOI, Division of Special Education, MMED, SHHS and BSAP teams: • Have and will continue co-developing **Regional Director and Principal professional development to support student differentiation in literacy**, including the development of school teams and tools. For example: how to address academic language and Culturally and Linguistically Responsive Pedagogy (CLRP).

What We are Doing About 3rd Grade ELA

Curriculum/ Instruction

- DOI ELA Strategy: UTK-12 Priority ELA Standards, Tiered Instructional Materials & Supplemental Resources, Instructional Strategies and Intervention Resources
- TLF Focus Elements: ELA 'look fors'
- Evidence-based Strategies

Professional Development

- Summer PD: Structured Literacy Approach, Reading Rope, Writing Rope & ELA Look-fors
- Banked-Time Tuesdays Professional Development: CKLA, Benchmark, Literacy, Writing, Early Literacy: UFLI, i-Ready
- Evidence-based PD: Orton-Gillingham, 95% Group, Structured Literacy Approach
- Interventionist Academy: school and District funded

Assessment

- i-Ready Reading Diagnostic (3-12) and Math (UTK-12): 100% completion and data analysis
- DIBELS Assessment (UTK-2) Data Analysis Guidance
- Smarter Balanced Assessment
- PDSA Cycles
- Progress Monitoring of Students not meeting standards

Intervention

- Literacy Interventionist Model & Implementation Guide: focus, support and guidance on small group instruction and evidence-based practices
- On Demand, High Dose & Home-based Tutoring
- Local Design Intervention: supplemental evidence-based materials
- MTSS

UTK-3rd Grade

By the end of third grade, all Los Angeles Unified students will be able to:

Reading

Apply requisite decoding skills to read grade level texts independently and with proficiency in order to gain meaning and engage in text-based collaborative conversations

Writing and Research

Produce writing for a range of purposes and audiences (e.g., share information, tell stories and express opinions) using the writing process and research

Speaking and Listening

Apply language conventions and vocabulary to communicate effectively in speaking and writing

4th – 5th Grade

By the end of fifth grade, all Los Angeles Unified students will be able to:

Reading

Apply requisite decoding skills to read grade level texts (both narrative and informational) independently and with proficiency in order to gain meaning and engage in text-based collaborative conversations, referring to text as evidence
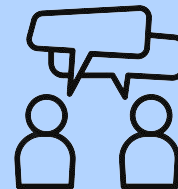
Writing and Research

Produce writing for a range of purposes and audiences (e.g., share information, tell stories and express opinions supported by evidence) using the writing process and research

Speaking and Listening

Apply language conventions and build academic vocabulary to communicate effectively in speaking and writing

6th-8th Grade

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By the end of eighth grade, all Los Angeles Unified students will be able to:

Reading

Engage with a variety of texts across genres, cultures, perspectives, and topics for various purposes(i.e., literary analysis, gathering information and/or supporting evidence, etc.), including learning about new ideas and oneself and building independent reading capacity

Writing and Research

Produce writing for specific purposes and audiences (e.g., share information, present arguments, and develop narratives) utilizing evidence that supports central ideas and/or themes and use appropriate language conventions and vocabulary (i.e., academic language)

Speaking and Listening

Participate as speakers and/or as listeners in specific contexts (i.e., discussions, presentations, etc.) understanding audience, purpose, and task and applying appropriate language conventions and vocabulary (i.e., academic language)

9th - 12th Grade

By the end of twelfth grade, all Los Angeles Unified students will be able to:

Reading

Engage with a variety of texts across genres, cultures, perspectives, and topics for a multitude of purposes (i.e., literary analysis, gathering information and/or supporting evidence, etc.) including learning about new ideas and oneself and immersing oneself in the pleasure of reading

Writing and Research

Produce writing for a range of purposes and audiences (e.g., share information, present arguments, and develop narratives) utilizing evidence that supports and expands central ideas and/or themes and using appropriate language conventions and vocabulary (i.e., academic language)

Speaking and Listening

Actively participate as speakers and/or as listeners in various contexts (i.e., discussions, presentations, etc.) paying attention to audience, purpose, and task and applying appropriate language conventions and vocabulary (i.e., academic language)

English Language Arts Learning Progressions

Print Concepts → **Phonological Awareness** → **Phonics & Word Recognition** → **Fluency**

Key Ideas and Details → **Craft and Structure** → **Integration of Knowledge and Ideas** → **Range of Reading and Text Complexity**

Text Types and Purposes → **Production and Distribution of Writing** → **Research to Build and Present Knowledge** → **Range of Writing**

Comprehension and Collaboration → **Presentation of Knowledge and Ideas**

Conventions of Standard English → **Knowledge of Language** → **Vocabulary Acquisition and Use**

Reading, Writing, Listening & Speaking and Language Standards

3-2-1 Activity

3	**2**	**1**
things you learned	questions you have	thing you do not understand

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Pillar 1: Academic Excellence

| High-Quality Instruction | Enriching Experiences | Eliminating Opportunity Gaps | College and Career Readiness |

Numeracy

District Goal

+40
pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on SBA math from 2022 to 2026 in Grades 3-5 and 6-8.

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District Goal 3: Numeracy

[Rationale and Research](#)

- Early math skills are the largest predictor of later achievement *(Duncan et al. 2007)*

- Middle School math performance and course-taking predicts high school math course-taking *(Finkelstein et al., 2012; Wang and Goldschmidt, 2003)*

- "Academic skills at the end of 5th grade explain a large proportion of disparities in accelerated math course taking. So, improving elementary students' math skills is critical for reducing inequities in math course taking and college readiness" *(LAERI, 2019)*

- Few students who repeat Algebra I achieve proficiency on their second attempt *(Finkelstein et al., 2012)*

Smarter Balanced Assessment Math: % Met or Exceeded
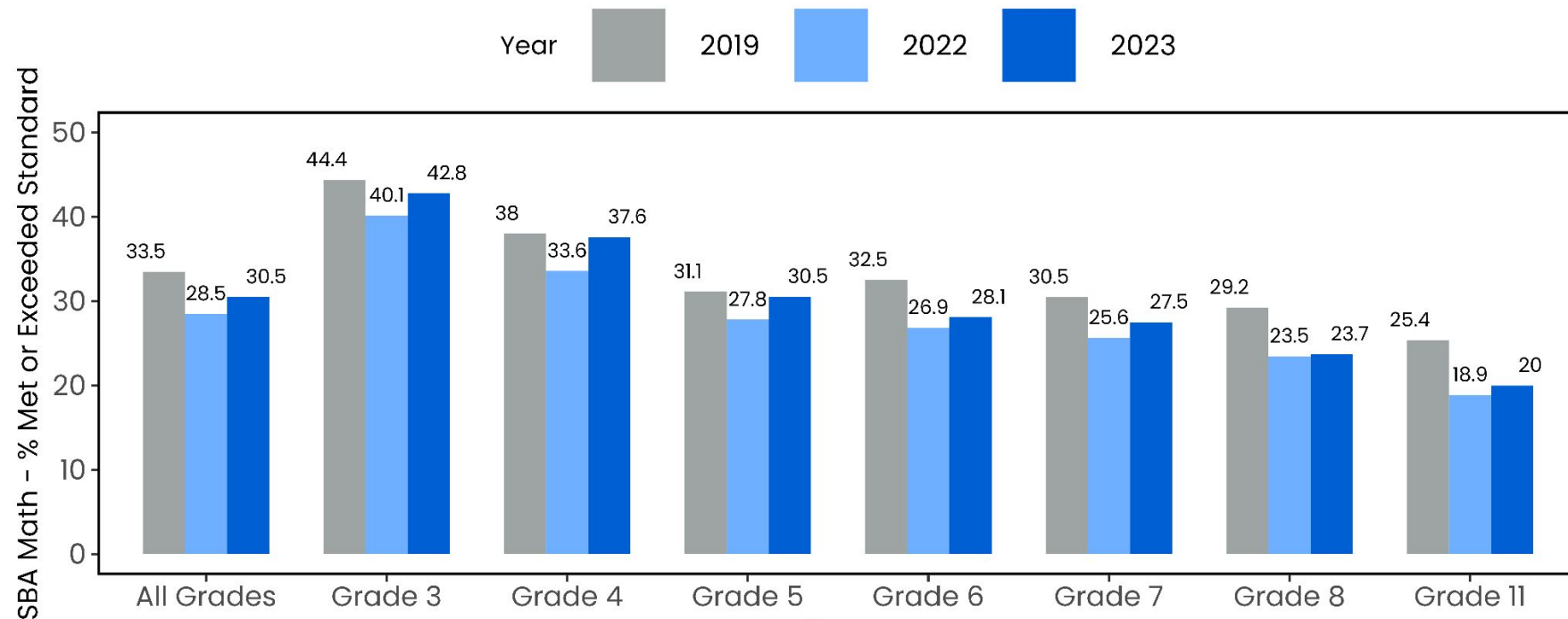
Source: CAASPP Student Score File. Date: 2019, 2022, 2023.

Smarter Balanced Assessment Math: Distance From Standard

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Year ■ 2019 ■ 2022 ■ 2023

SBA Math 2023 – Distance from Standard

	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2019	−50.6	−13.7	−27	−49.9	−56.6	−62.6	−74	−85.5
2022	−67.9	−26.9	−42.4	−63.7	−73.4	−78.6	−90.7	−114.1
2023	−64	−19.8	−33.2	−58.4	−72.1	−75.8	−92.5	−110.6

Year
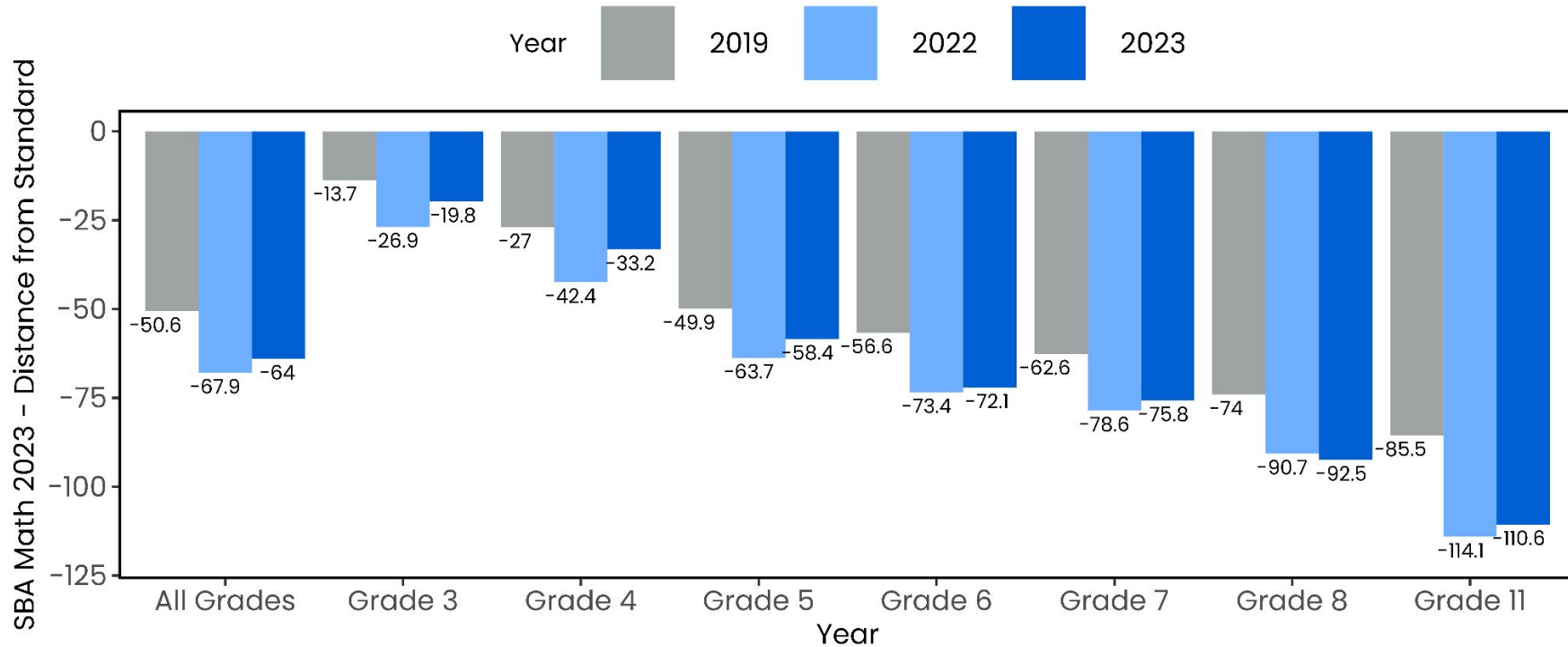
Smarter Balanced Assessment Math: Distance From Standard for District Goal #3

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SBA Math - Distance From Standard

Grades 3-5: 2019 = -30.4, 2022 = -44.6, 2023 = -37.4

Grades 6-8: 2019 = -64.4, 2022 = -81, 2023 = -80.1

Year: 2019, 2022, 2023

Y-axis: SBA Math 2023 - DFS

Smarter Balanced Assessment Math Gr 3-5: Distance from Standard, by Target Group

SBA Grade 3-5 Mathematics
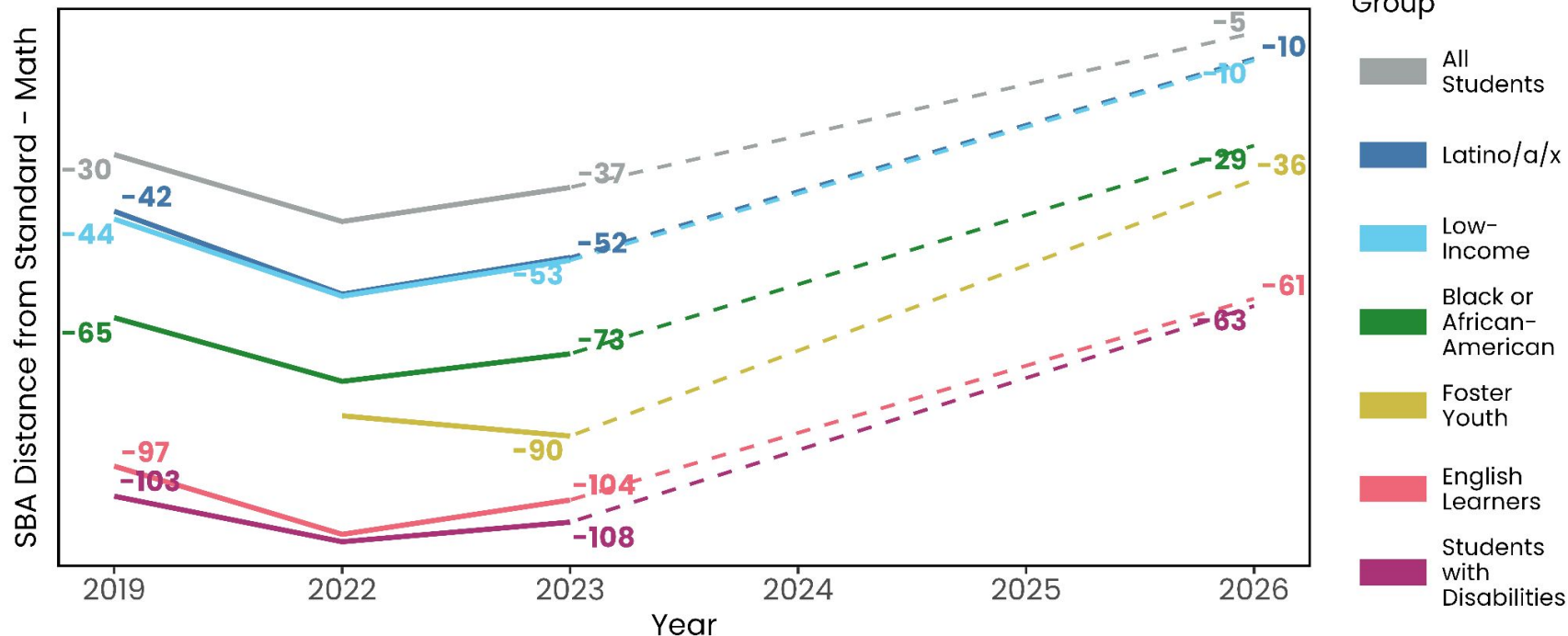
Student Group
- All Students
- Latino/a/x
- Low-Income
- Black or African-American
- Foster Youth
- English Learners
- Students with Disabilities

Source: CAASPP Student Score File. Date: 2019, 2022, 2023.
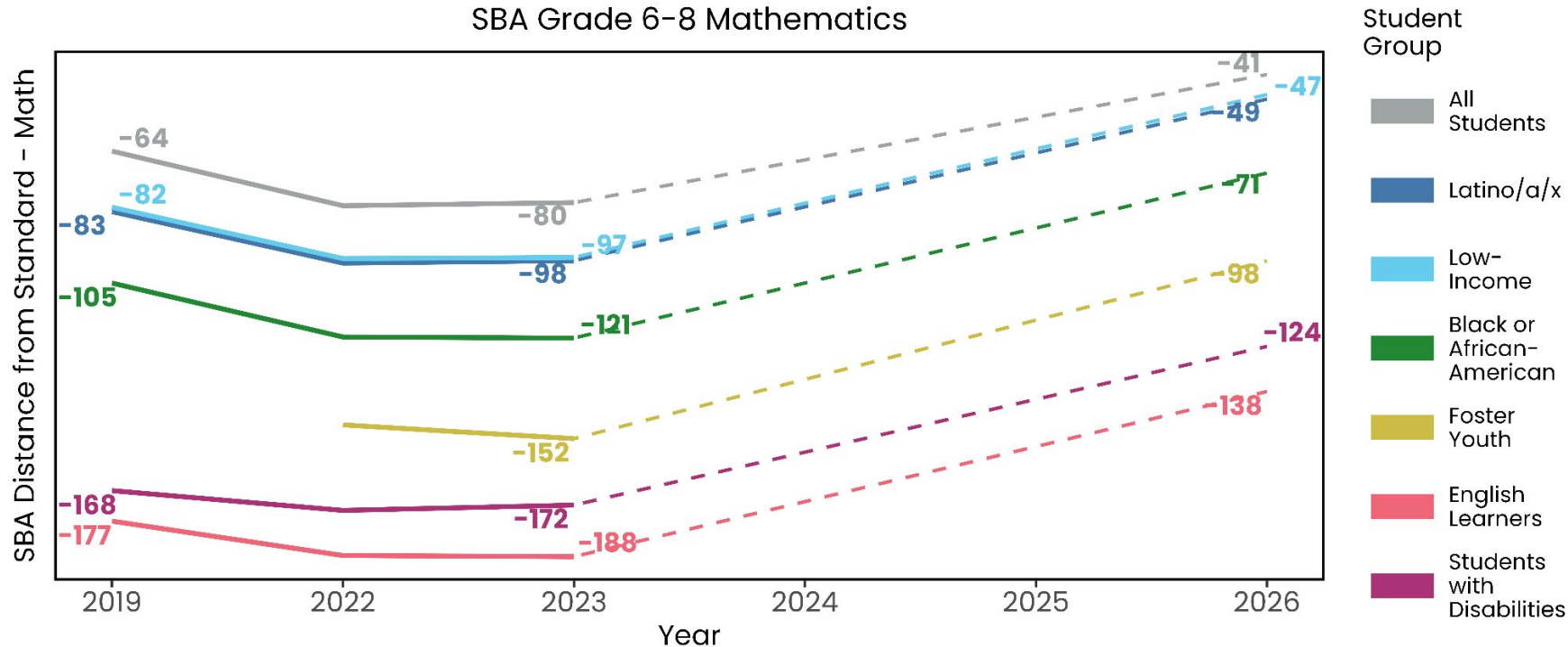Notes: *Prior to the 2021-22 school year, the state did not include a Foster status indicator in the Student Score File.

Smarter Balanced Assessment Math Gr 6-8: Distance from Standard, by Target Group

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SBA Grade 6-8 Mathematics

Student Group

- All Students
- Latino/a/x
- Low-Income
- Black or African-American
- Foster Youth
- English Learners
- Students with Disabilities

(Y-axis: SBA Distance from Standard – Math; X-axis: Year)

Data labels by year:

- All Students: 2019 −64, 2022 −80, 2026 −41
- Latino/a/x: 2019 −83, 2023 −98, 2026 −49
- Low-Income: 2019 −82, 2023 −97, 2026 −47
- Black or African-American: 2019 −105, 2023 −121, 2026 −71
- Foster Youth: 2022 −152, 2026 −98
- English Learners: 2019 −177, 2023 −188, 2026 −138
- Students with Disabilities: 2019 −168, 2023 −172, 2026 −124

Math Smarter Balanced Cohort Analysis - Increase in Proficiency Rates

COHORT ANALYSIS: SBA M/E or Moved Up a Level

Math 4	Math 5	Math 6	Math 7	Math 8
49%	37%	38%	37%	31%
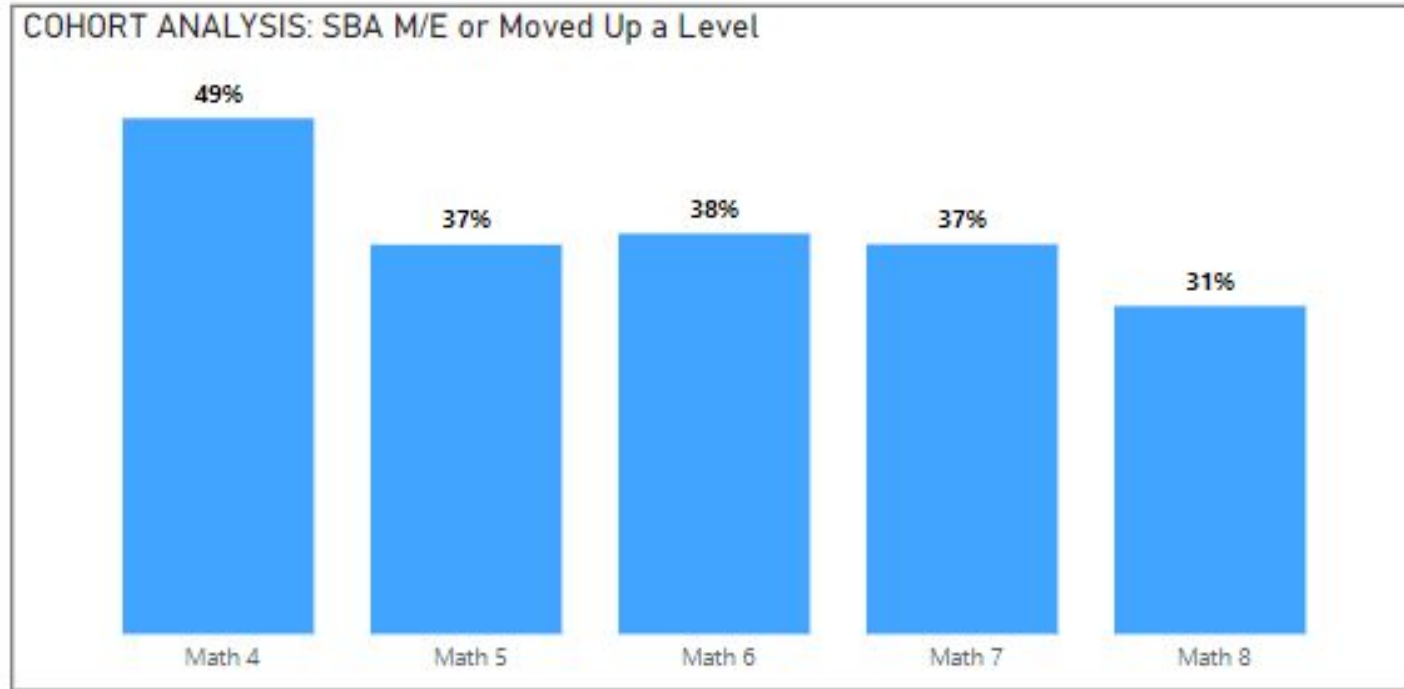
Source: Whole Child Ad Hoc
Date: 2022, 2023.

Math Smarter Balanced Cohort Analysis - Change in Distance from Standard (DFS)

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COHORT ANALYSIS: Average Change in DFS

Math 4	Math 5	Math 6	Math 7	Math 8
-4.3	-13.6	-7.6	0.3	-11.1
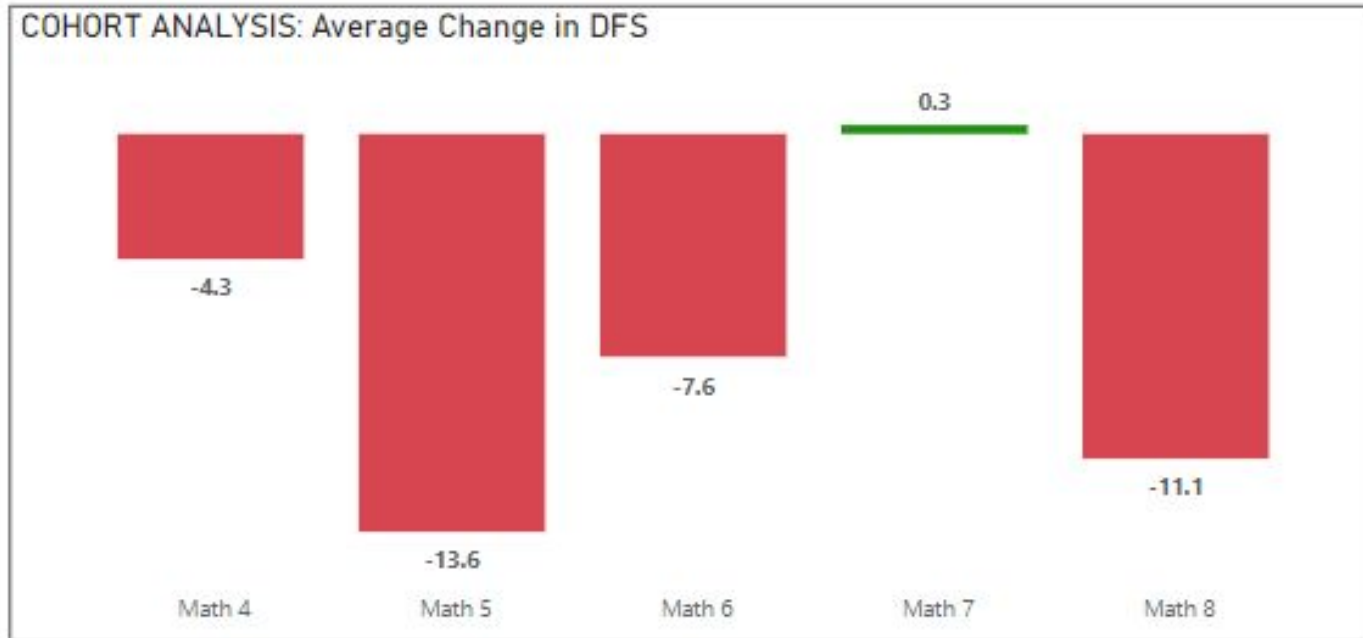
Smarter Balanced Assessment Math: Performance vs. Growth

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Count of Students Tested on SBA 2023

- 30-100 students
- 100-300 students
- 301-500 students
- 501-700 students
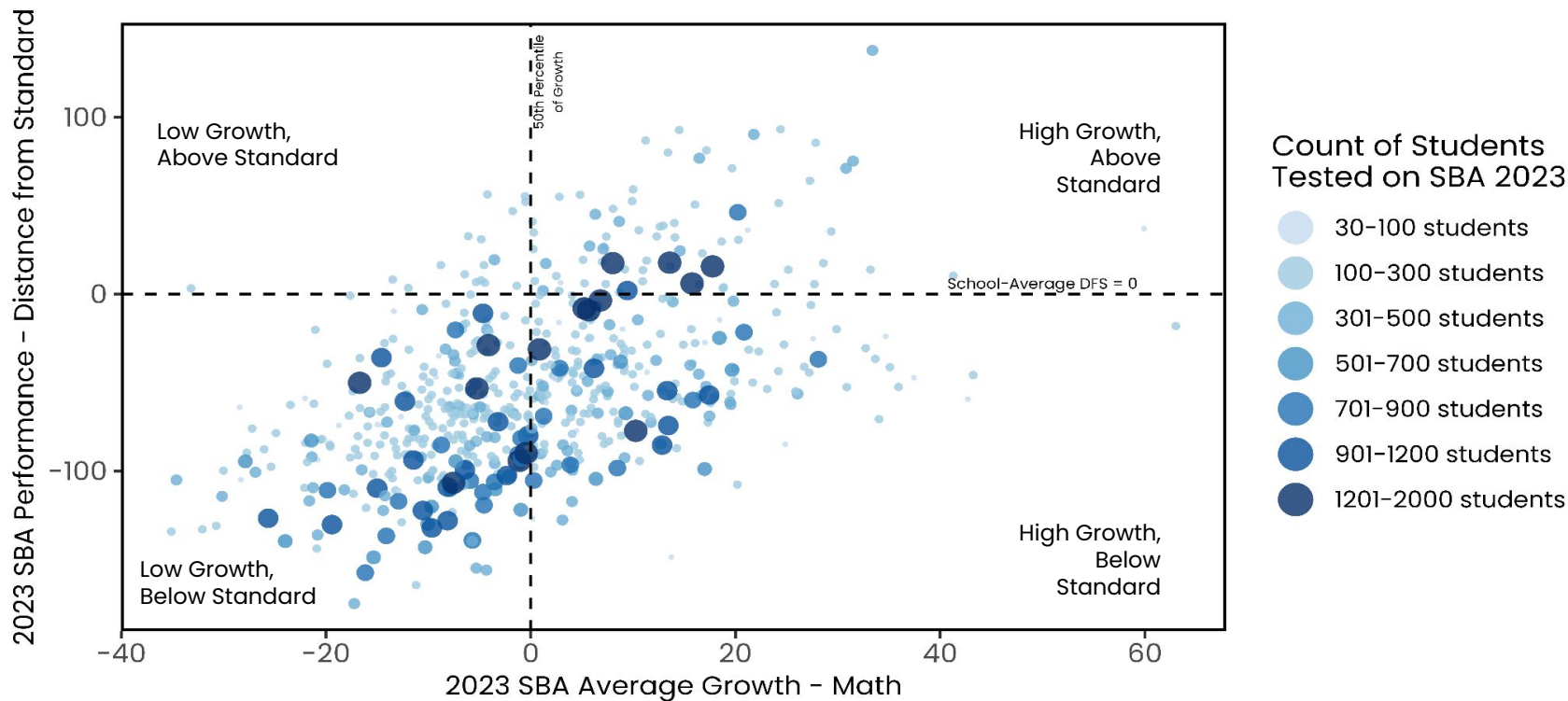- 701-900 students
- 901-1200 students
- 1201-2000 students

Chart axes: Y-axis: 2023 SBA Performance – Distance from Standard; X-axis: 2023 SBA Average Growth - Math

Chart labels: 50th Percentile of Growth; School-Average DFS = 0; Low Growth, Above Standard; High Growth, Above Standard; Low Growth, Below Standard; High Growth, Below Standard
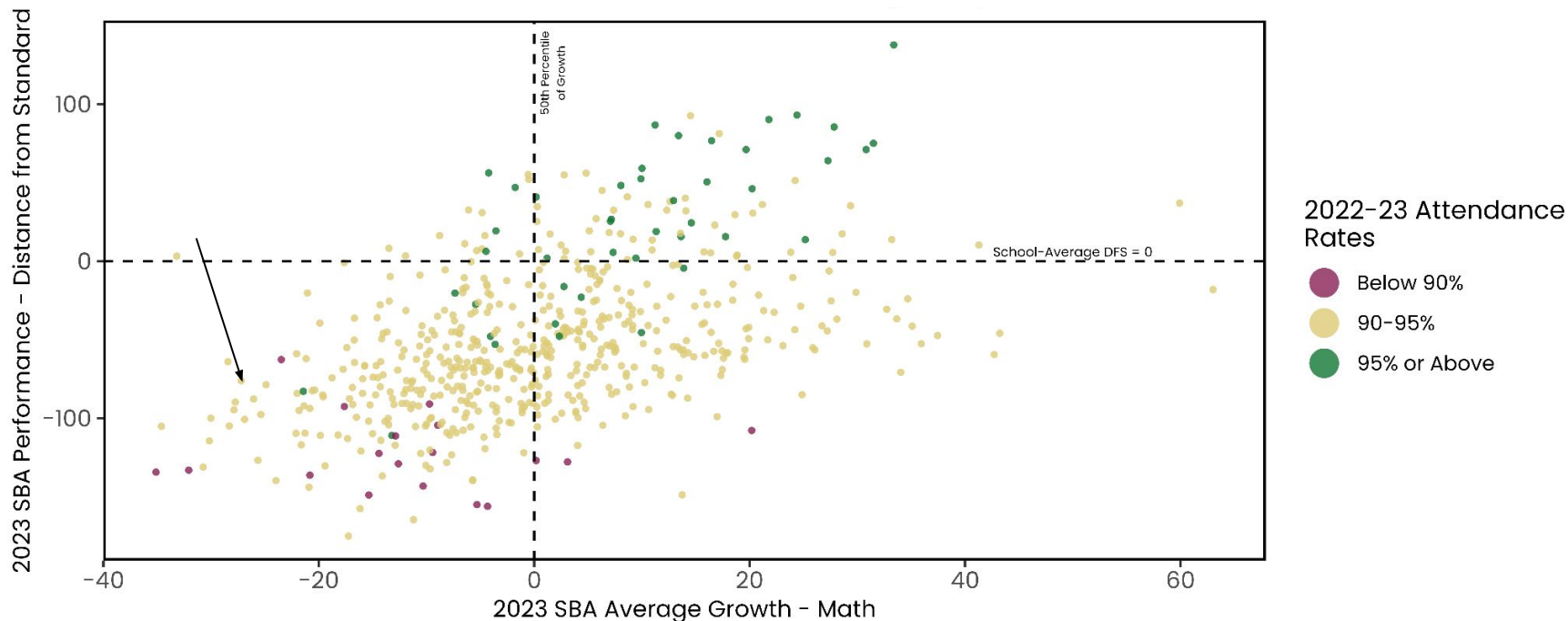
Smarter Balanced Assessment Math: Attendance

Source: CAASPP Student Score File, FOCUS. Date: Spring 2022 and Spring 2023. Notes: Following CDE technical guide, student-level growth for grades 4-8 is calculated using a residual gain model, adjusting for prior year ELA and math performance.

Student Attendance has a Statistically Significant Association with SBA Performance in Math *

* *After accounting for prior-year performance and demographics and limiting student comparison to only peers attending the same school in 2022-23.*

	Math (all grades)	Math (gr 4-5 only)	Math (gr 6-8 only)
Estimated difference in 2022-23 DFS associated with a **1%** difference in attendance *(1% improvement = 1.8 days in a 180-day school year)*	0.898	0.786	0.945
Estimated difference in 2022-23 DFS associated with a **5%** difference in attendance *(5% improvement = 9 days in a 180-day school year)*	4.49	3.93	4.73

What We are Doing About
3rd–5th Grade & 6th–8th Grade Math

Region Office Teams	Schools are provided support with the **implementation of the math curriculum**. Differentiated support is being provided based on **continuous improvement cycles**, leveraging i-Ready data to inform decisions. Priority schools are supported by Regions and ETO with the implementation of the **just-in-time math toolkit** and **look fors**, especially in **small group instruction** and the **real world application of math operations**. **Informal classroom observations** are occurring to **provide direct feedback** to school teams on the **implementation of evidence-based strategies**, including in UTK to ensure Kindergarten readiness.
Central Office	In partnership with Regions, DOI, Division of Special Education, MMED, and BSAP teams: • **Co-developing Regional Director and principal professional development to support student differentiation in numeracy**, including the development of school team and teacher tools. For example: how to address academic language and CLRP.

Supporting 6-8 Math

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Investing in Staff: Professional learning

- Illustrative Math (IM) Implementation
- CPM support and training
- Gates Foundation Grant that supports systems in implementation around IM for administrators
- PDSA Cycles via data analysis
- Summer PDs
- Banked Tuesday PD Modules
- Online MyPLN Learning Modules
- Interventionist Academy
- Action Seminars

High Quality Instruction

- Strong Tier 1 instruction
- Focus on Priority Standards
- Emphasis on math reasoning and real life application
- Data driven planning and instruction using Formative assessment data (e.g., i-Ready)
- Small group learning-math discourse
- Student centered classrooms
- Math identity- Growth Mindset
- Math language routines and instructional routines in math classrooms
- Observation and feedback based upon math look-fors

Eliminating Opportunity Gap

- Equitable grading for multiple pathways to show math proficiency
- Multi Tiered System of Support
- Interventionist models
- Targeted small group instruction
- Math tutorial labs/ intervention courses
- Tutoring services beyond the school day and at home
- Winter Academy
- Online MyPLN Learning Modules on Accelerating Growth for Student Groups (African American Students, Students with Disabilities, English Learners) Digital tools (e.g., IXL, iReady)

Grades UTK–12th

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By the end of each grade, all Los Angeles Unified students will have facility with:

Concepts and Procedures

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Problem Solving

Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Communicating Reasoning

Students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Modeling and Data Analysis

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Math Priority Standards UTK

Number Sense

- ***NS 1.1, 1.2, 1.3, 1.4, 1.5:*** *Quantities*
- ***NS 2.1, 2.2, 2.3, 2.4:*** *Number Relationships and Operations*

Algebra and Functions (Classification and Monitoring)

- ***AF 1.1:*** *Sorting and Classifying*
- ***AF 2.1, 2.2:*** *Patterns*

Measurement

- ***ME 1.1, 1.2, 1.3:*** *Comparing, ordering, and measuring objects*

Geometry

- ***GE 1.1, 1.2:*** *Identifying shapes*
- ***GE 2.1:*** *Positions in space*

Mathematical Reasoning

- ***MR 1.1:*** *Problem-Solving*

Focusing on the child's readiness for school in the domain of mathematics learning acknowledges that there must also be appropriate social-emotional, cognitive, and language development as well as appropriate motivation"
California Preschool Learning Foundations, V1

Math Major Clusters K-1

Kindergarten

Counting and Cardinality (CC)
- ○ **K.CC.A:** *Know number names and the count sequence*
- ○ **K.CC.B:** *Count to tell the number of objects*
- ○ **K.CC.C:** *Compare numbers*

Operations and Algebraic Thinking (OA)
- ○ **K.OA.A:** *Understand addition and subtraction*

Number and Operations in Base Ten (NBT)
- ○ **K.NBT.A:** *Work with numbers 11-19 to gain foundations for place value*

Adapted from Achieve the Core, "2020-2021 Priority Instructional Content in ELA/LITERACY and MATHEMATICS"

First Grade

Operations and Algebraic Thinking (OA)
- ○ **1.OA.A:** *Represent and solve problems involving addition and subtraction*
- ○ **1.OA.B:** *Understand and apply properties of operations and the relationship between addition and subtraction*
- ○ **1.OA.C:** *Add and subtract within 20*
- ○ **1.OA.D:** *Work with addition and subtraction equations*

Number and Operations in Base Ten (NBT)
- ○ **1.NBT.A:** *Extending the counting sequence*
- ○ **1.NBT.B:** *Understand place value*
- ○ **1.NBT.C:** *Use place value understanding and properties of operations to add and subtract*

Measurement and Data (MD)
- ○ **1.MD.A:** *Measure lengths indirectly and by iterating length units*

Math Major Clusters 2-3

Second Grade

Operations and Algebraic Thinking (OA)

- ***2.OA.A:*** *Represent and solve problems involving addition and subtraction*
- ***2.OA.B:*** *Add and subtract within 20*

Number and Operations in Base Ten (NBT)

- ***2.NBT.A:*** *Understand place value*
- ***2. NBT.B***: *Use place value understanding and properties of operations to add and subtract*

Measurement and Data (MD)

- ***2. MD.A:*** *Measure and estimate lengths in standard units*
- ***2. MD.B:*** *Relate addition and subtraction to length*

Adapted from Achieve the Core, "2020–2021 Priority Instructional Content in ELA/LITERACY and MATHEMATICS"

Third Grade

Operations and Algebraic Thinking (OA)

- ***3.OA.A:*** *Represent and solve problems involving multiplication and division*
- ***3.OA.B:*** *Understand properties of multiplication and the relationship between multiplication and division*
- ***3.OA.C:*** *Multiply and divide within 100*
- ***3.OA.D:*** *Solve problems involving the four operations, and identify and explain patterns in arithmetic*

Number and Operations-Fractions (NF)

- ***3.NF.A:*** *Develop understanding of fractions as numbers*

Measurement and Data (MD)

- ***3.MD.A*** *Solve problems involving measurement and estimation of intervals of time, liquid volumes, and asses of objects*
- ***3. MD.C*** *Geometric measurement: understand concepts of area and relate area to multiplication and to addition*

Math Major Clusters 4-5

Fourth Grade

Operations and Algebraic Thinking (OA)

- ***4.OA.A*** *Use the four operations with whole numbers to solve problems*

Number and Operations in Base Ten (NBT)

- ***4.NBT.A*** *Generalize place value understanding for multi-digit whole numbers*

- ***4.NBT.B*** *Use place value understanding and properties of operations to perform multi-digit arithmetic*

Number and Operations-Fractions (NF)

- ***4.NF.A*** *Extend understanding of fraction equivalence and ordering*

- ***4.NF.B*** *Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers*

- ***4.NF.C*** *Understand decimal notation for fractions, and compare decimal fractions*

Fifth Grade

Number and Operations in Base Ten (NBT)

- ***5.NBT.A*** *Understand the place value system*

- ***5.NBT.B*** *Perform operations with multi-digit whole numbers and with decimals to hundredths*

Number and Operations-Fractions (NF)

- ***5.NF.A*** *Use equivalent fractions as a strategy to add and subtract fractions*

- ***5.NF. B*** *Apply and extend previous understandings of multiplication and division to multiply and divide fractions*

Measurement and Data (MD)

- ***5.MD.C*** *Geometric measurement understand concepts of volume and relate volume to multiplication and to addition*

Adapted from Achieve the Core, "2020–2021 Priority Instructional Content in ELA/LITERACY and MATHEMATICS"

Math Major Clusters 6

Sixth Grade

Ratio and Proportional Relationships (RP)

- ***6.RP.A*** *Understand ratio concepts and use ratio reasoning to solve problems.*

The Number System (NS)

- ***6.NS.A*** *Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*
- ***6.NS.C*** *Apply and extend previous understandings of numbers to the system of rational numbers.*

Expressions and Equations (EE)

- ***6.EE.A*** *Apply and extend previous understandings of arithmetic to algebraic expressions.*
- ***6.EE.B*** *Reason about and solve one-variable equations and inequalities.*
- ***6.EE.C*** *Represent and analyze quantitative relationships between dependent and independent variables .*

Math Major Clusters 7-8

Seventh Grade

Ratio and Proportional Relationships (RP)
- ○ *7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.*

The Number System (NS)
- ○ *7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.*

Expressions and Equations (EE)
- ○ *7.EE.A Use properties of operations to generate equivalent expressions.*
- ○ *7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.*

Eighth Grade

Expressions and Equations (EE)
- ○ *8.EE.A Work with radicals and integer exponents.*
- ○ *8.EE.B Understand the connections between proportional relationships, lines, and linear equations.*
- ○ *8.EE.C Analyze and solve linear equations and pairs of simultaneous linear equations.*

Functions (F)
- ○ *8.F.A Define, evaluate, and compare functions.*
- ○ *8.F.B Use functions to model relationships between quantities.*

Geometry (G)
- ○ *8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software.*
- ○ *8.G.B Understand and apply the Pythagorean Theorem.*

Adapted from Achieve the Core, "2020-2021 Priority Instructional Content in ELA/LITERACY and MATHEMATICS"

Senior High Major Clusters— College Prerequisites

Number and Quantity	Algebra	Functions	Geometry	Statistics and Probability	Applying Key Takeaways from Grades 6–8**
N-RN, Real Numbers: Both clusters in this domain contain widely applicable prerequisites. **N-Q★, Quantities**: Every standard in this domain is a widely applicable prerequisite. Note, this domain is especially important in the high school content standards overall as a widely applicable prerequisite.	**Every domain in this category** contains widely applicable prerequisites.° Note, the **A-SSE** domain is especially important in the high school content standards overall as a widely applicable prerequisite.	**F-IF, Interpreting Functions**: Every cluster in this domain contains widely applicable prerequisites.° Additionally, standards **F-BF.1** and **F-LE.1** are relatively important within this category as widely applicable prerequisites.	**The following standards and clusters** are relatively important within this category as widely applicable prerequisites: **G-CO.1** **G-CO.9** **G-CO.10** **G-SRT.B** **G-SRT.C** Note, the above standards in turn have learning prerequisites within the Geometry category, including: G-CO.A G-CO.B G-SRT.A	**The following standards** are relatively important within this category as widely applicable prerequisites: **S-ID.2** **S-ID.7** **S-IC.1** Note, the above standards in turn have learning prerequisites within 6-8.SP.	Solving problems at a level of sophistication appropriate to high school by: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6-8.SP). • Performing rational number arithmetic fluently.

Math Content Standard Progressions K-12
Coherence: Think Across Grade Levels

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Numbers & Operations in Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number & Operations - Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability

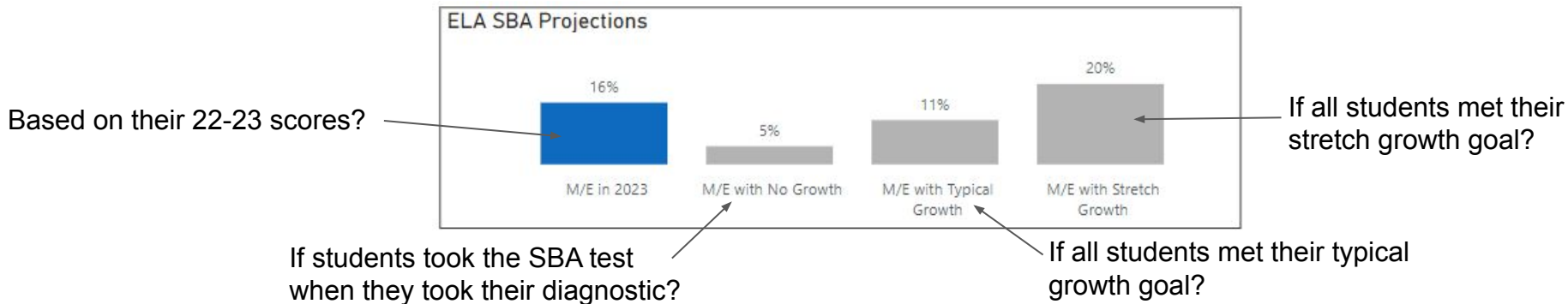# iReady Relative Grade Placement
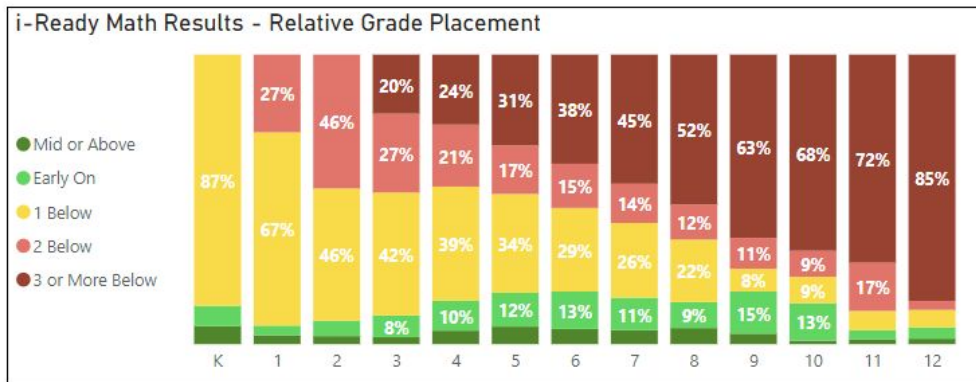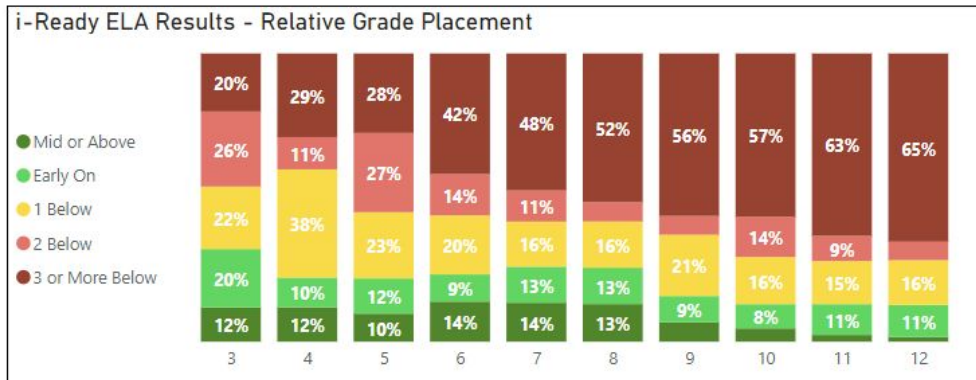
How did students perform relative to their current grade level?

iReady Smarter Balanced (SBA) Projections

- Given how the students scored on their diagnostic, how might they do on the SBA (for grades 3-8)? *Note: This is feature is not available for high school (11th grade)*
- After taking the diagnostic, each student is assigned two growth goals:
  - Typical Growth: Average annual growth of students at a particular grade and placement
  - Stretch Growth: Ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency

How do we think students will do on SBA...

ELA SBA Projections

Based on their 22-23 scores?
16% M/E in 2023

If students took the SBA test when they took their diagnostic?
5% M/E with No Growth

If all students met their typical growth goal?
11% M/E with Typical Growth

If all students met their stretch growth goal?
20% M/E with Stretch Growth

iReady Beginning of Year (BOY) Assessment Results

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ELA SBA Projections (3rd-8th)

Category	Percentage
M/E in 2023	40%
M/E with No Growth	21%
M/E with Typical Growth	32%
M/E with Stretch Growth	45%

Math SBA Projections (3rd-8th)

Category	Percentage
M/E in 2023	36%
M/E with No Growth	9%
M/E with Typical Growth	33%
M/E with Stretch Growth	51%
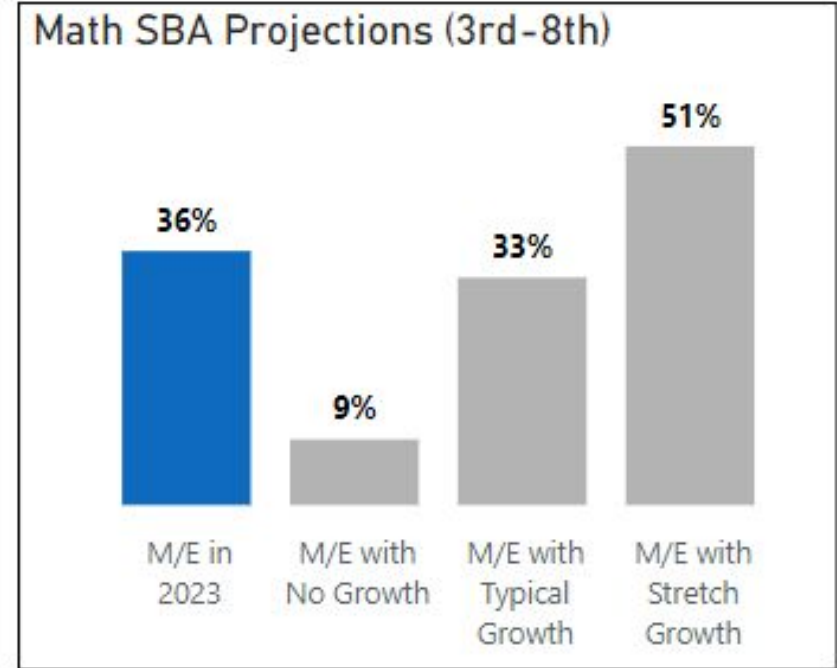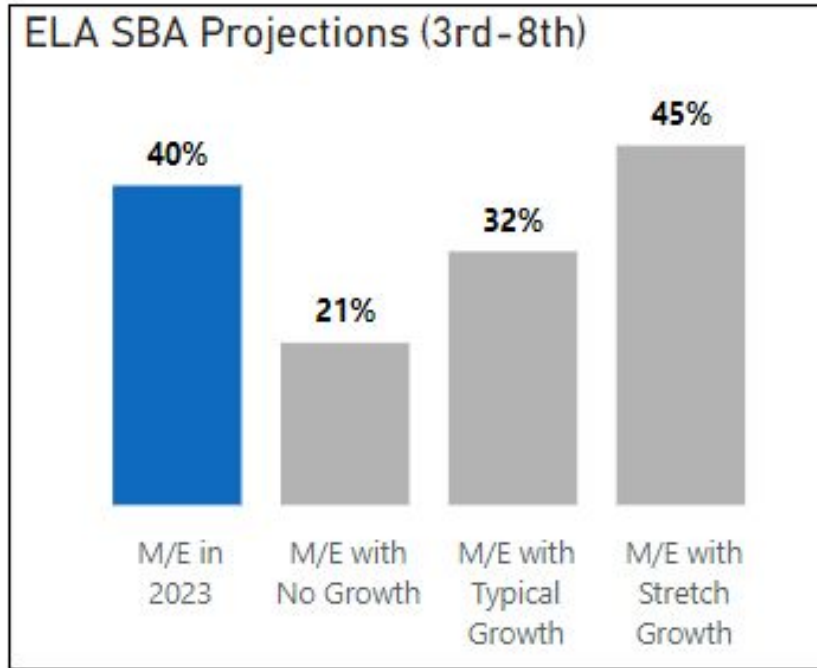
iReady Tools: iReady My Path

Description

- i-Ready Personalized Instruction is a tool that provides targeted instruction for a student's strengths and areas of growth based on their student's reading and math diagnostic performance, referred to as My Path. Students are automatically assigned MyPath personalized lessons in reading and math based on their performance level in each subject.

Outcomes

- The program aims for students to practice foundational math and reading skills, demonstrating a mastery of key concepts
- Students will be able to engage with their own learning data and understand strengths and areas for improvement

A typical iReady student dashboard

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3-2-1 Activity

3 things you learned

2 questions you have

1 thing you do not understand

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Pillar 2:
Joy and
Wellness

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Pillar 2: Joy and Wellness

| Welcoming Learning Environments | Whole-Child Well-Being | Strong Social-Emotional Skills | Outstanding Attendance |

District Goal

8%

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

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District Goal 3:
Social-Emotional/Wellness

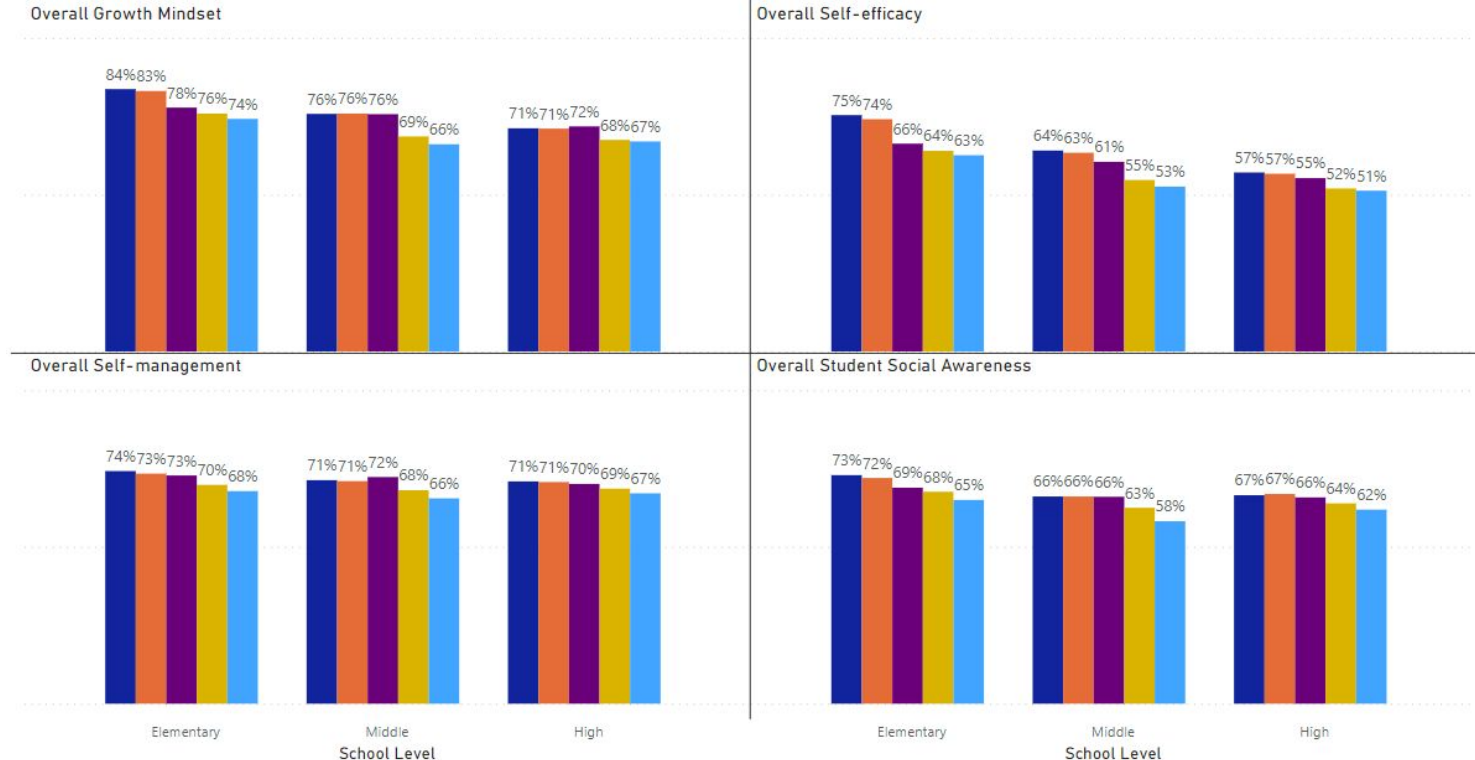LAUSD UNIFIED

Rationale and Research

- Early math skills are the largest predictor of later achievement *(Duncan et al. 2007)*

- Middle School math performance and course-taking predicts high school math course-taking *(Finkelstein et al., 2012; Wang and Goldschmidt, 2003)*

- "Academic skills at the end of 5th grade explain a large proportion of disparities in accelerated math course taking. So, improving elementary students' math skills is critical for reducing inequities in math course taking and college readiness" *(LAERI, 2019)*

- Few students who repeat Algebra I achieve proficiency on their second attempt *(Finkelstein et al., 2012)*

Growth Mindset
The belief that one's abilities can grow with effort.

Self-Efficacy
The belief in one's own ability to succeed in achieving an outcome or reaching a goal.

SEL CORE COMPETENCIES

Self-Management
The ability to regulate emotions, thoughts, and behaviors effectively in different situations.

Social Awareness
The ability to empathize, understand social and ethical norms, and access available resources.

School Experience Survey —
Social-Emotional Competencies

School End Year ● 2019 ● 2020 ● 2021 ● 2022 ● 2023

Overall Growth Mindset

Elementary: 84% 83% 78% 76% 74%
Middle: 76% 76% 76% 69% 66%
High: 71% 71% 72% 68% 67%

Overall Self-efficacy

Elementary: 75% 74% 66% 64% 63%
Middle: 64% 63% 61% 55% 53%
High: 57% 57% 55% 52% 51%

Overall Self-management

Elementary: 74% 73% 73% 70% 68%
Middle: 71% 71% 72% 68% 66%
High: 71% 71% 70% 69% 67%

Overall Student Social Awareness

Elementary: 73% 72% 69% 68% 65%
Middle: 66% 66% 66% 63% 58%
High: 67% 67% 66% 64% 62%

School Level

Social Emotional Learning

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- Growth mindset, self-efficacy, self-management, and social awareness
- New goal would include integrated evidence-based SEL instruction
- Tracking usage reports of Social Emotional Learning instruction
- Use of reflection forms in grades 2, 5, 6, 8, 10 and 12
- Alignment to the LAUSD Graduate Student Profile
- Tiered support for students

What We are Doing About
Social-Emotional Learning

|	
Region Office Teams	All Regions are supported by a SEL Teacher Advisor who works collaboratively with Region Administrators of Instruction and school administration to design and deliver **teacher and out of classroom support staff professional development** as well as **parent workshops to support our students at home.**
	SEL Coordinators collaborate with Teacher Advisors to **provide additional SEL support to Focus and Target school teams to build greater SEL capacity at their sites.**
	Region SEL teams also collaborate with region instructional teams to **integrate SEL into content PD offerings in order to build greater capacity using SEL strategies and activities for all students.**
	Finally, Regional SEL teams **regularly present at instructional lead meetings and principal meetings** and work with their school sites to **model SEL lessons and support teacher SEL lesson planning.**
Central Office	In partnership with Regions, Division of Instruction, Division of Special Education, MMED, and BSAP teams: • The SEL unit develops and facilitates PD offerings for UTK–12th grade educators. Included in this are our signature PDs and the required "**Joy of Learning**" module, designed to help educators **incorporate SEL strategies into classroom instruction**. • The SEL team has developed rubrics and reflections prompts and is **piloting SEL Portfolios with SEL Teacher Cadre** at 30 SEL Target schools. • The SEL team is collaborating with ODA and strategic Data and Evaluation branch to create a database to **track PD and program usage within school sites and classrooms.** • **Launched SEL Micro-Credential Program**.

Pillar 2: Joy and Wellness

Welcoming Learning Environments | Whole-Child Well-Being | Strong Social-Emotional Skills | Outstanding Attendance

Cumulative Attendance Rate District Wide

95.2%   92.7%   64.8%   93.8%   88.6%   90.6%   93.2%
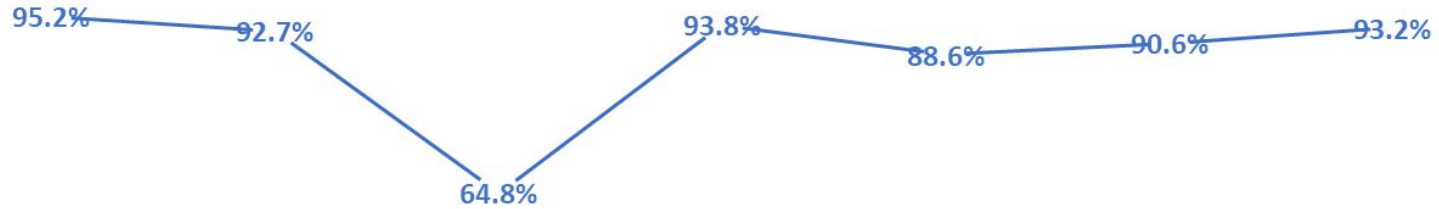
*2018-2019 — LAUSD Strike
**2019-2020 — COVID/School Closures
***2020-2021 — Distance Learning

2017-2018   *2018-2019   **2019-2020   ***2020-2021   2021-2022   2022-2023   2023-2024 YTD (Nov)

Chronic Absenteeism & Excellent Attendance
District Wide

96.90%

66.10%

73.00%

*2018-2019 - LAUSD Strike
**2019-2020 - COVID/School Closures
***2020-2021 - Distance Learning

39.70%

53.10%

44.90%

36.50%

15.70%

26.00%

31.40%

35.50%

23.30%

2.20%

18.20%

2017-2018   *2018-2019   **2019-2020   ***2020-2021   2021-2022   2022-2023   2023-2024 YTD (Nov)

━━ Chronic   ━━ Excellent
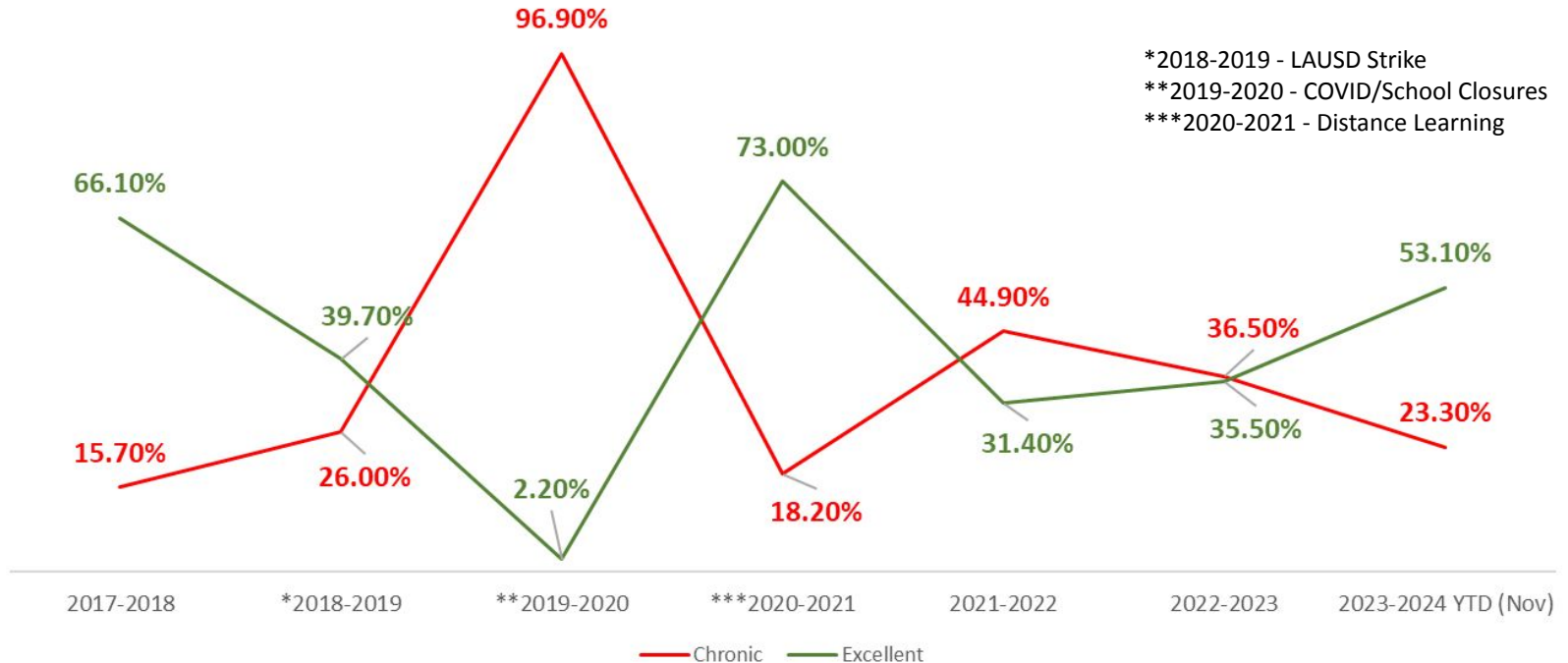
What We are Doing About Attendance

Region Office Teams

Implement the iAttend 2.0 Campaign and Strategies:
- Coordinate with district teams to organize school teams for home visits to chronically absent students and their families.

Monitor Key Data Points:
- Oversee monthly monitoring of schools' cumulative, attendance average, chronic absenteeism rates, Attendance Submittal, Lost Transfer Students, Whereabouts Unknown Students. To identify areas for improvement and impact

Monthly Student Attendance Data Review and Monitoring Plans:
- Monitor and support the implementation of iAttend Plans.

Attendance Tiered Strategies and Activities:
- Provide assistance and support with implementing tiered activities/interventions aimed at increasing attendance

Monthly Data Reporting:
- Provide monthly attendance data and a list of chronically absent students to schools, to support the facilitation of targeted interventions and support.

Training and Support for iAttend Resources:
- Host training sessions and provide ongoing support/consultation for the utilization of iAttend resources, tools and strategies

Central Office

Attendance Tiered Activities/Interventions/Resources:
- Develop calendarized tiered activities, interventions, and resources to provide comprehensive support for the iAttend initiative.

Coordination of iAttend Outreach Days:
- Organize and coordinate iAttend Outreach Days and resources

Design and Development of Training Resources:
- Design and develop training to equip school staff and regional teams for efficient and coherent iAttend Implementation.

Attendance Data Generation:
- Generate attendance data for region and district to offer insights into attendance patterns, identify areas for improvement, and measure the impact of interventions.

Monitoring Tools Development:
- Develop monitoring tools to systematically track the progress of iAttend initiative (i.e 7 Elements/Monitoring plans)

Pillar 3:
Engagement and Collaboration

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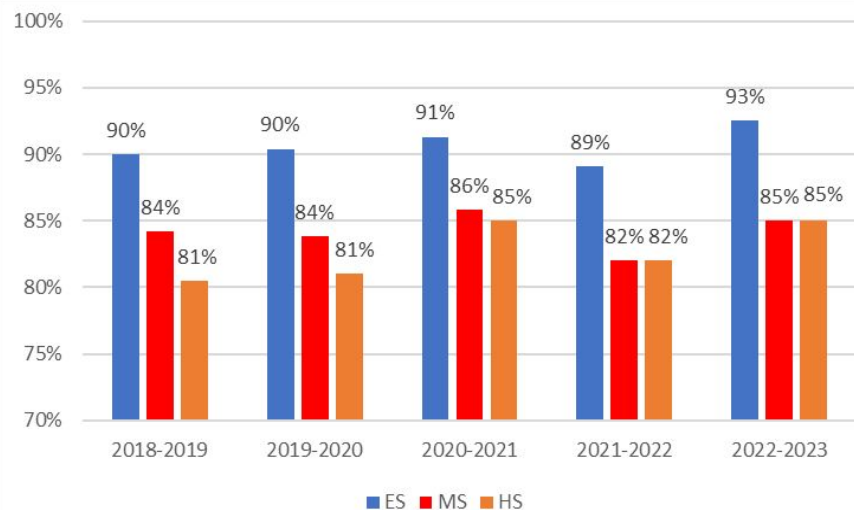# Pillar 3: Engagement and Collaboration

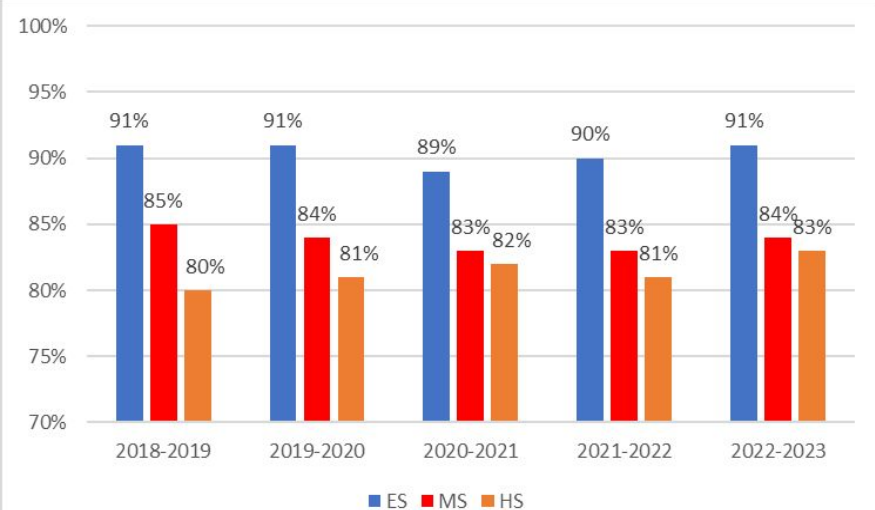| Strong Relationships | Accessible Information | Leading for Impact | Honoring Perspectives |

School Experience Survey — Parent

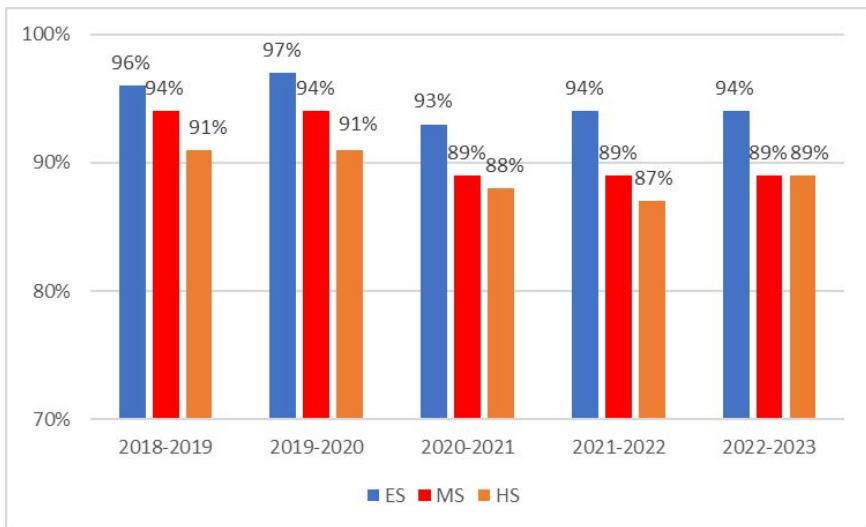Percentage of parents reporting on the School Experience Survey they feel welcome to participate at their school

Percentage of families responding favorably on the School Experience Survey around overall customer service
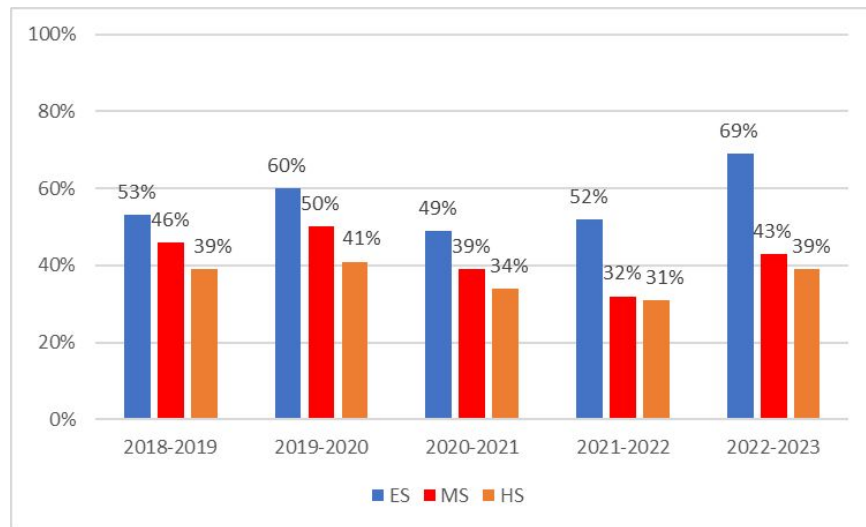
School Experience Survey — Parent

Percentage of parents reporting on the School Experience Survey that their school provides them with information they can understand
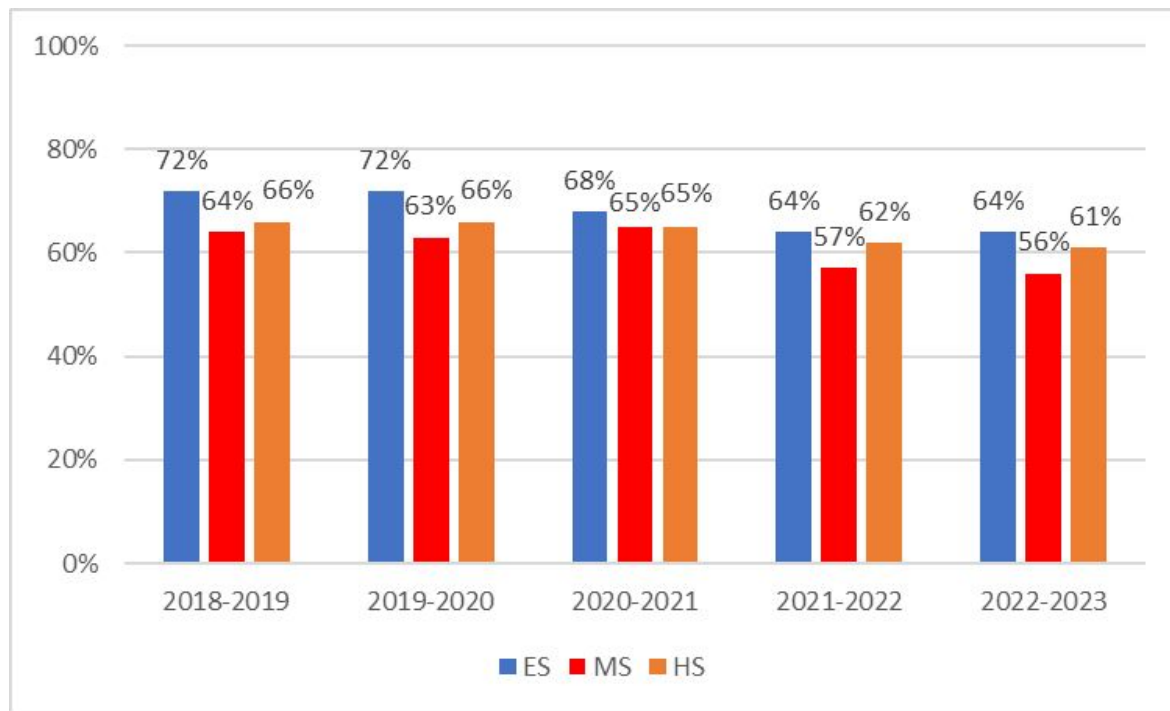

Percentage of parents completing the annual School Experience Survey

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School Experience Survey — Parent

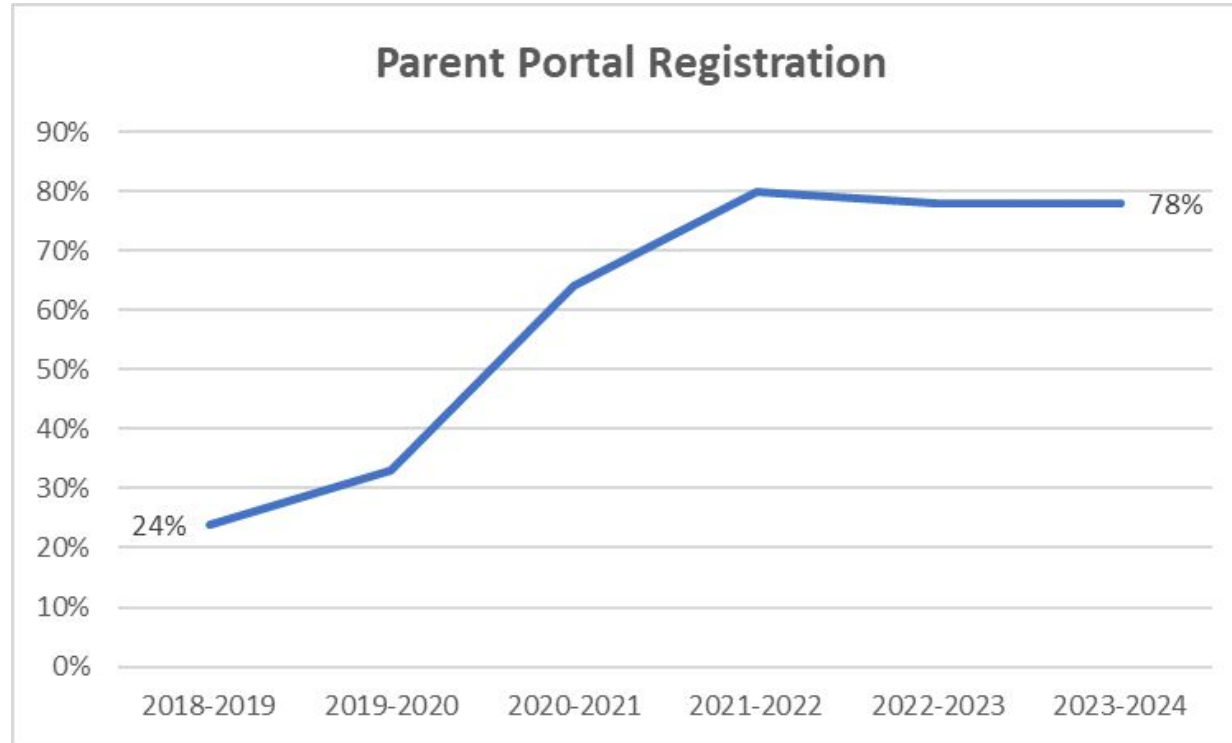Percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ES	72%	72%	68%	64%	64%
MS	64%	63%	65%	57%	56%
HS	66%	66%	65%	62%	61%

ES ■ MS ■ HS

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Parent Portal Registration

What We are Doing About Engagement

Region Office Teams	- Hybrid Family Academy and Ambassador course catalogue. - Tiered family engagement professional development and summits. - Title I Compact/Policy, and LCAP workshop completion. - SSC and ELAC Training (webinar and in-person). - Capacity for Los Angeles Unified App/Parent Portal and volunteer processing.
Central Office	- Developing Pillar 3 materials to support Strategic Plan Family Guide and overall engagement. - Arranged greater efficiency for Parent Portal and volunteer processing. - Convening District level committee (CAC, DELAC and PAC)elections and training. - Opening final cohort of Phase 6 Parent and Family Centers. - Re-launching Los Angeles Unified Education Foundation - Initiating Los Angeles Unified Challenge Grant - Expanding translation access and formats - Expanded advisory council capacity to 7 councils (230 students) - Convening student led conferences (young men and women, wellness)

What We are Doing About Communications

Region Office Teams	• Region public information officers are creating engaging content for local, state and national media partners and implementing robust social media strategies to uplift school stories. • Region public information officers are providing dedicated regional support for media inquiries in a transparent and timely manner. • Region public information officers are supporting region administrators and schools in times of crisis.
Central Office	• Continuing to expand social media and video platforms, create engaging content and monitor analytics to optimize communications strategies. • Enhancing communication and collaboration with all media partners to ensure accurate, timely and positive coverage. • Adapting to the evolving digital media landscape and prioritizing equitable representation in media stories to reflect the talent and diversity of our school communities and District leaders. • Creating comprehensive online resources for schools and offices featuring tools and tips to promote school programs, outstanding achievements and effective engagement with school communities.

Preparing our Students to be Ready for the World — Part 1

- Review your student's data
- Make a commitment by finishing the sentence: "The one thing I can do to help this student be Ready for the World is _____."
    - Think/Write/Share @ your table

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STUDENT DATA (Left Page)

School Year	Attendance Rate	Attendance Band
2017-2018	99%	Proficient/Advanced (96-100)
2018-2019	97%	Proficient/Advanced (96-100)
2019-2020	67%	Chronic (91 and Below)
2020-2021	100%	Proficient/Advanced (96-100)
2021-2022	98%	Proficient/Advanced (96-100)
2022-2023	99%	Proficient/Advanced (96-100)
2023-2024	100%	Proficient/Advanced (96-100)

iReady BOY 23-24	
Reading	1 Grade Level Below
Math	Early On Grade Level

SBA	21-22 (3rd) Ach. Level	DFS	22-23 (4th) Ach. Level	DFS
Reading	Standard Met	18	Standard Nearly Met	-5
Math	Standard Met	20	Standard Met	47

Composite Academic Grade (Report Card)	21-22 (3rd) Period 1	Period 2	Period 3	22-23 (4th) Period 1	Period 2	Period 3
Reading	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)
Math	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)	Meets Grade Level Standards (3)

DIBELS Interim Assessment	21-22 (3rd) BOY	MOY	EOY	22-23 (4th) BOY	MOY	EOY
DIBELS	Well Below Benchmark	Well Below Benchmark	Well Below Benchmark	Below Benchmark	Well Below Benchmark	At Benchmark

STUDENT DATA (Right Page)

School Year	Attendance Rate	Attendance Band
2021-2022	91%	Chronic (91 and Below)
2022-2023	95%	Basic (92-95)
2023-2024	95%	Basic (92-95)

iReady BOY 23-24	
Reading	Early on Grade Level
Math	1 Grade Level Below

SBA	Ach. Level 11th	DFS
Reading	Standard Exceeded	133
Math	Standard Not Met	-135

Department	Course	2021-2022 (10th) FALL	SPRING	2022-2023 (11th) FALL	SPRING
ED/CAREER PLANNING	CAREER EXPLOR 21ST CENT				
ENGLISH	HOMEROOM ADVISORY				
	AP ENG LANG A/B	A	P	A	
MATHEMATICS	H ENGLISH 10A/10B			P	P
	CC GEOMETRY A/B	A	A	A	A
PHYSICAL EDUCATION	H CC ALGEBRA 2A/2B	A	A		
	ADV PE 2A				
	BSKTBL, JV GRL	A		A	B
SCIENCE - BIOLOGICAL	TRK & FLD, VAR				
SCIENCE - PHYSICAL	AP BIO A/B		A	A	
	CHEMISTRY:EARTH SYS A/B				A
SOCIAL SCIENCE	INTRO SOCIO	B	A	A	C
SPECIAL EDUCATION VOCATIONAL ED	US HIST 20TH A/B				
VOCATIONAL	CAREER MGMT	A	A	B	
	GRAPHIC DESIGN A/B			A	
WORLD LANGUAGES	SPANISH 2A/2B	A	A		
	SPANISH 3A/3B	A	A		
		B	B		

Preparing our Students to be Ready for the World — Part 2

- Review your student's data
- Make a commitment by finishing the sentence: "The one thing I can do to help this student be Ready for the World is _____."
  - Think/Write/Share @ your table
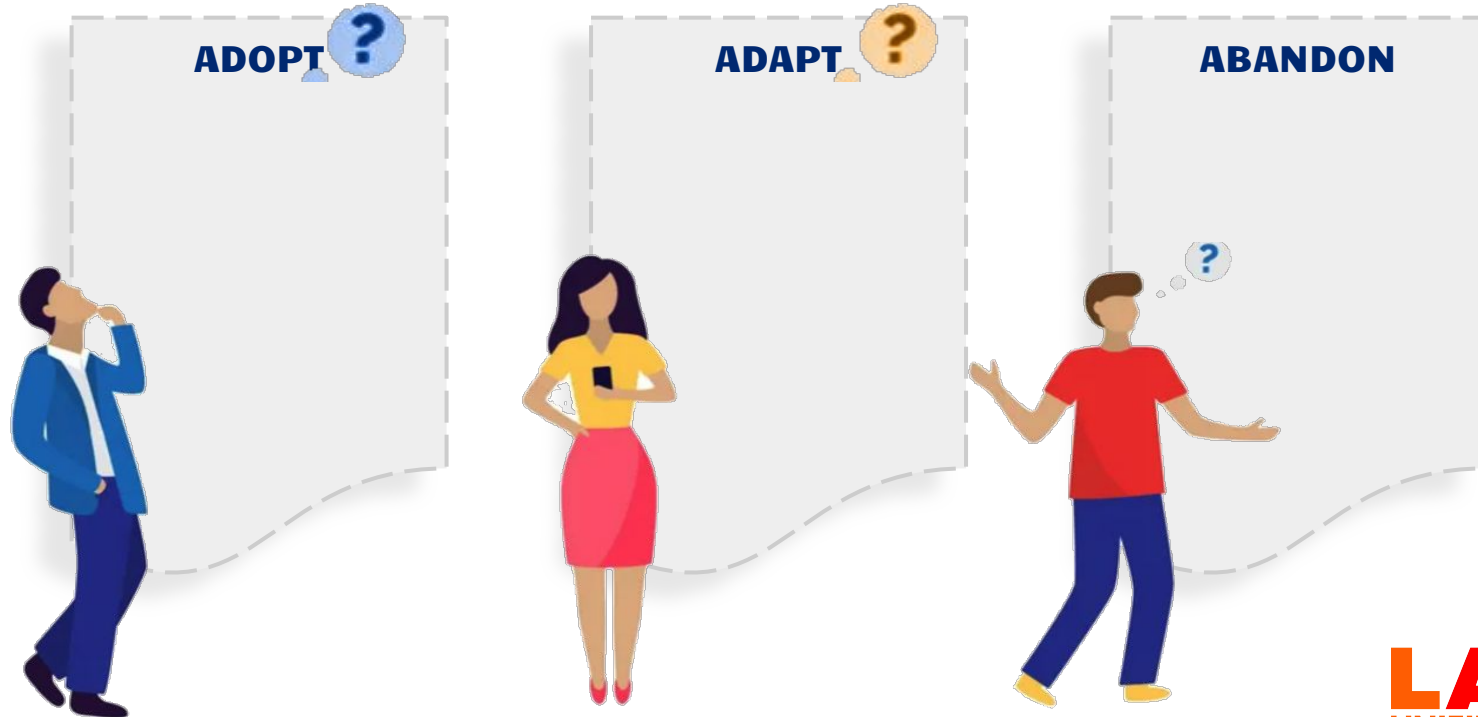   -

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Lunch

Welcome Back

As you return to your table groups, please discuss with your table partners that one piece of technology you had early in life that you could not live without?

The Swiss Watch Making

Adopt-Adapt-Abandon

The Four A's

Assumption: What *assumptions* do the author of the text hold?

Agreement: What do you *agree* with in the text?

Argue: What do you want to *argue* with in the text?

Aspire: What parts of the text do you *aspire* to?

Table and Group Share

After reading the Article and completing your 4 A's Protocol, please take 5 minutes and share a **table** group your notes from your article.

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Pillar 4: Operational Effectiveness

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Pillar 4: Operational Effectiveness
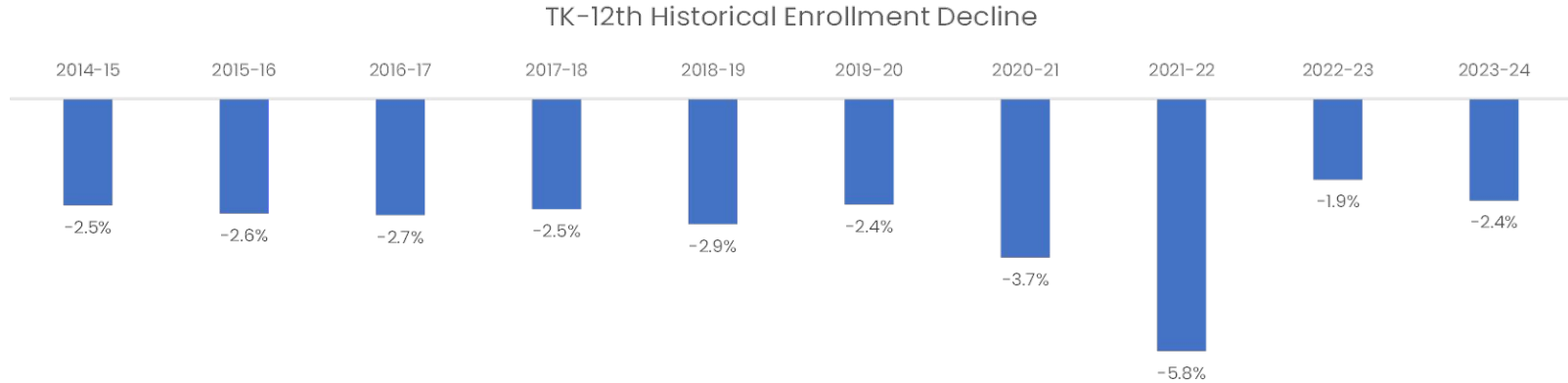
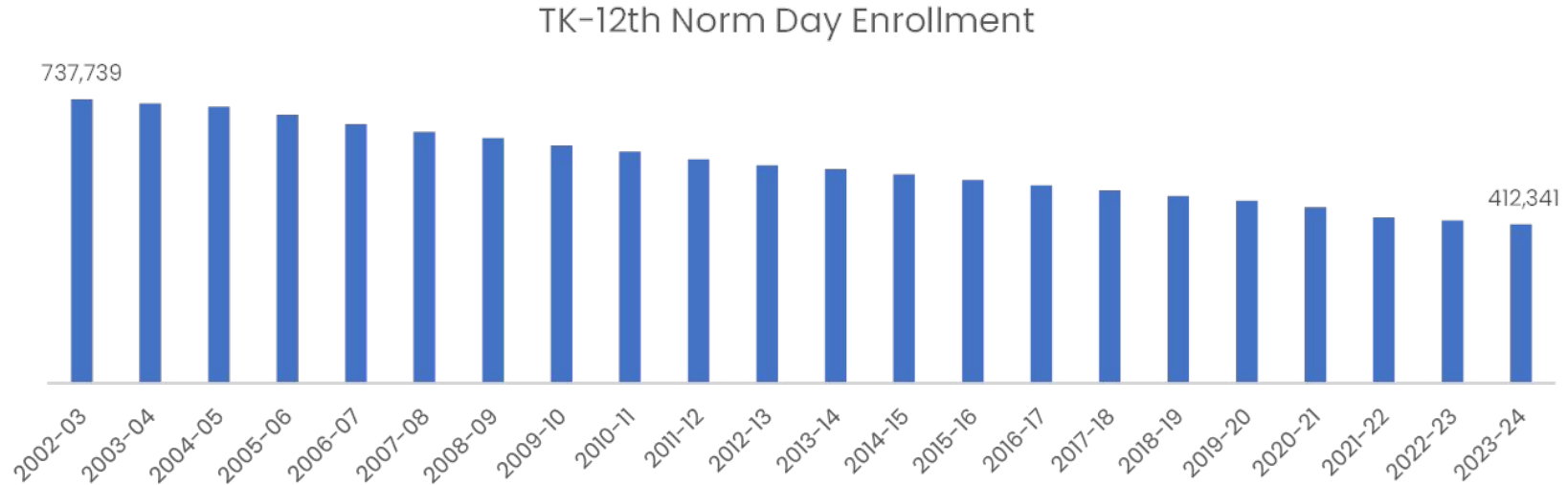| Data-Driven Decision-Making | Modernizing Infrastructure | Sustainable Budgeting | District of Choice |

In order to create opportunities for our students to become **ready for the world** and develop into future leaders of change and progress, we must demonstrate that same leadership through innovative approaches to managing our organization.

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Enrollment Decline by Percentage

TK-12th Historical Enrollment Decline

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
-2.5%	-2.6%	-2.7%	-2.5%	-2.9%	-2.4%	-3.7%	-5.8%	-1.9%	-2.4%

- While 2023-24 TK-12th grade enrollment continues the District's long-term trend of declining enrollment, the decline is less steep than in previous years
- The 2023-24 decline of 2.35% is smaller than the 5-year average of 3.23% and the 10-year average of 2.94%, continuing the improved trend in 2022-23

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Enrollment by Student Count

TK-12th Norm Day Enrollment

737,739

412,341

2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24

Since 2002-03, enrollment has declined by over **325,000** students, a decline of 44%

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Communities of Schools with the Greatest Enrollment Changes

Source: Focus Norm Day Data Report 2022-2023 and 2023-2024
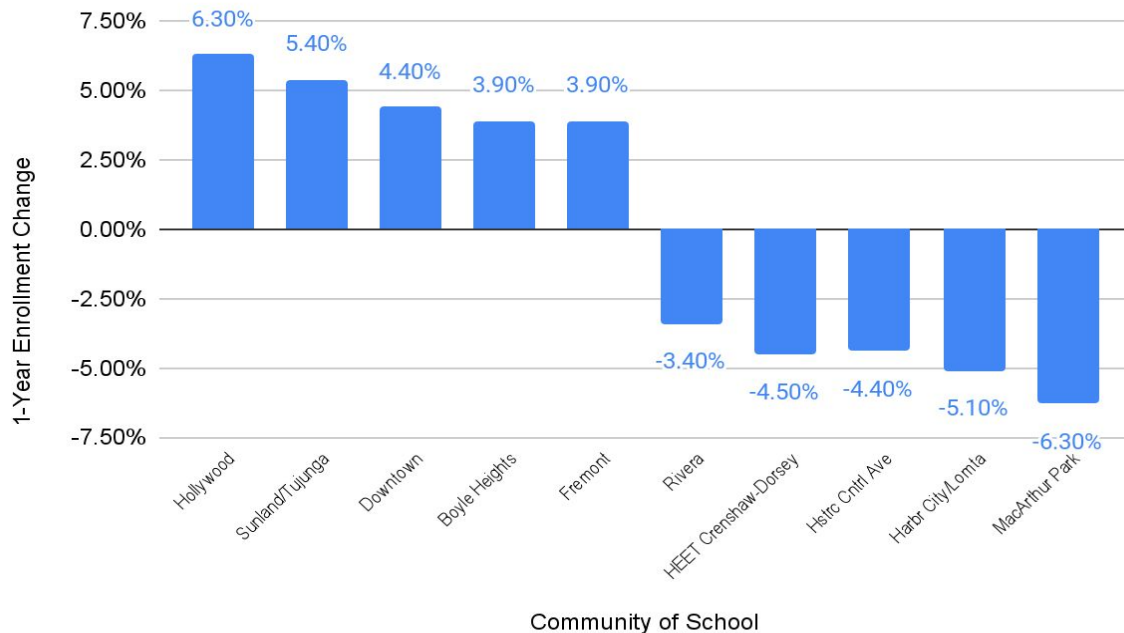
- Not all communities across the district are declining enrollment

- The Strategic Enrollment and Program Planning Office is leading efforts to improve retention rates and new student enrollment

School-Based Position Growth
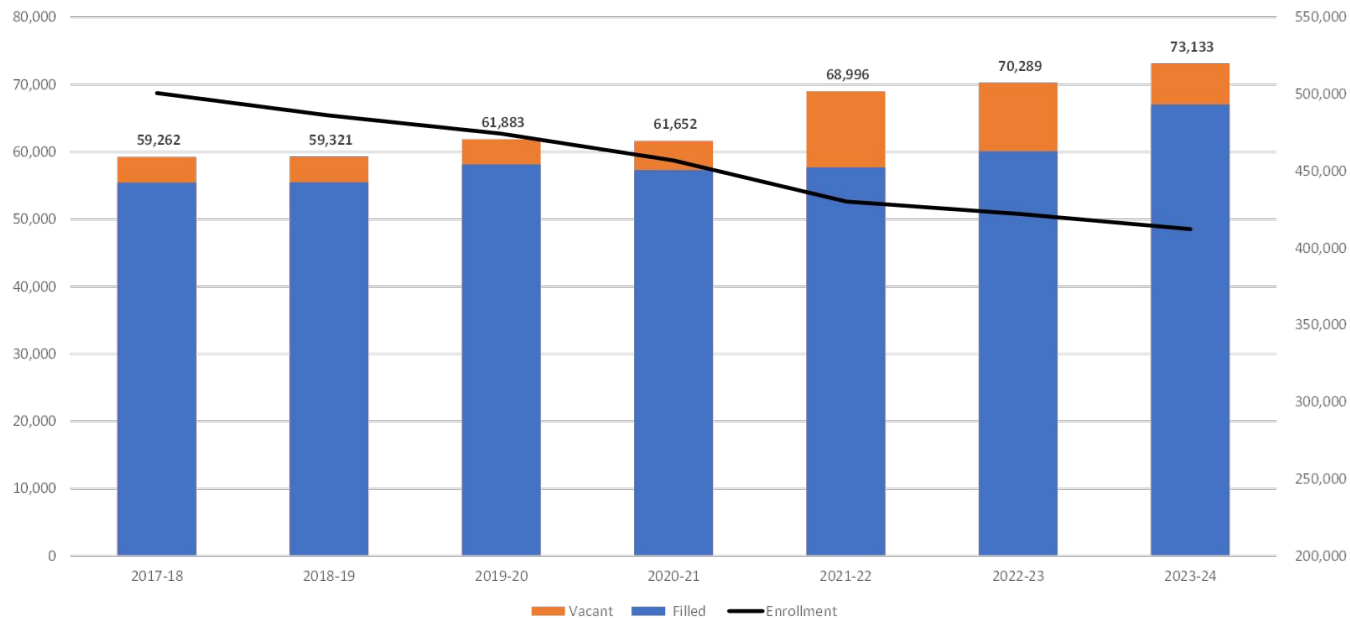
Since 2017-18, school based positions have grown by 13,800, while enrollment has declined by 88,000.

Reflects school-based positions only. Certificated positions include non-classroom positions. Prior year data is as of Jan 1 of each respective year; current year data as of 11-16-23. TK-12 enrollment includes Options and Special Day students.

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# Non-School Position Counts
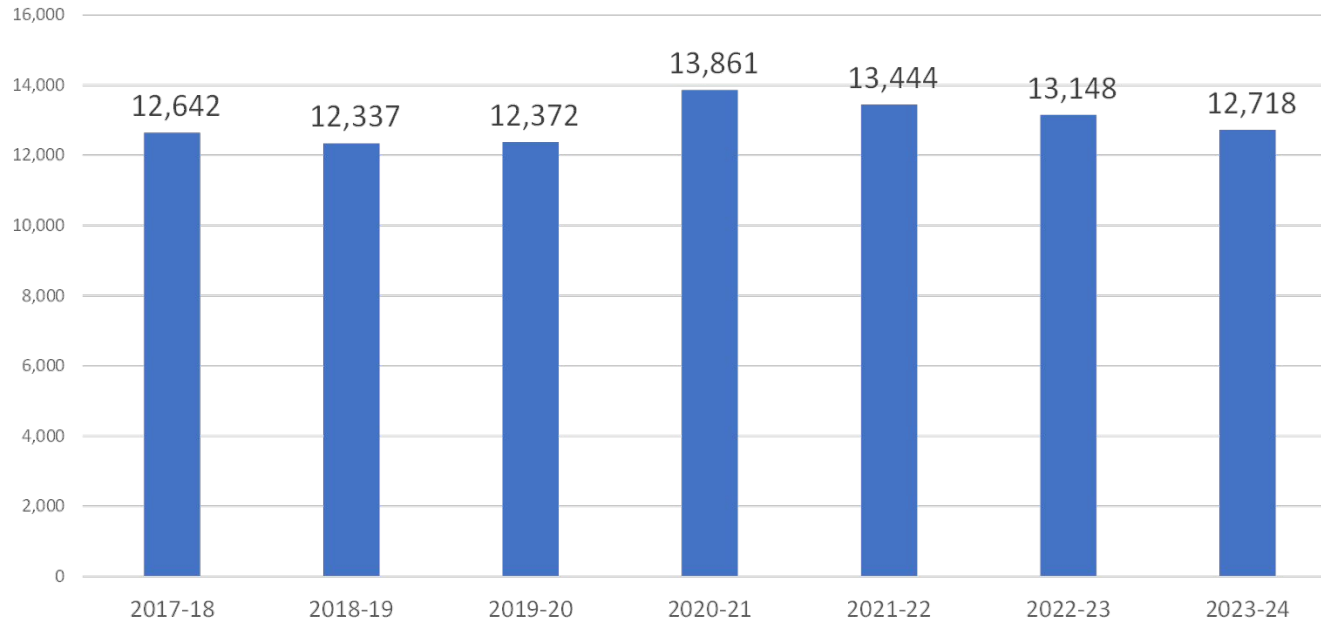
Positions not assigned directly to schools have remained flat

Totals include both filled and vacant positions. These positions include bus drivers, technology support, central office, local district, and Community of Schools staff. Prior year data as of Jan 1 of each respective year; current year data as of 11-16-2023.

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Sunsetting of ESSER III
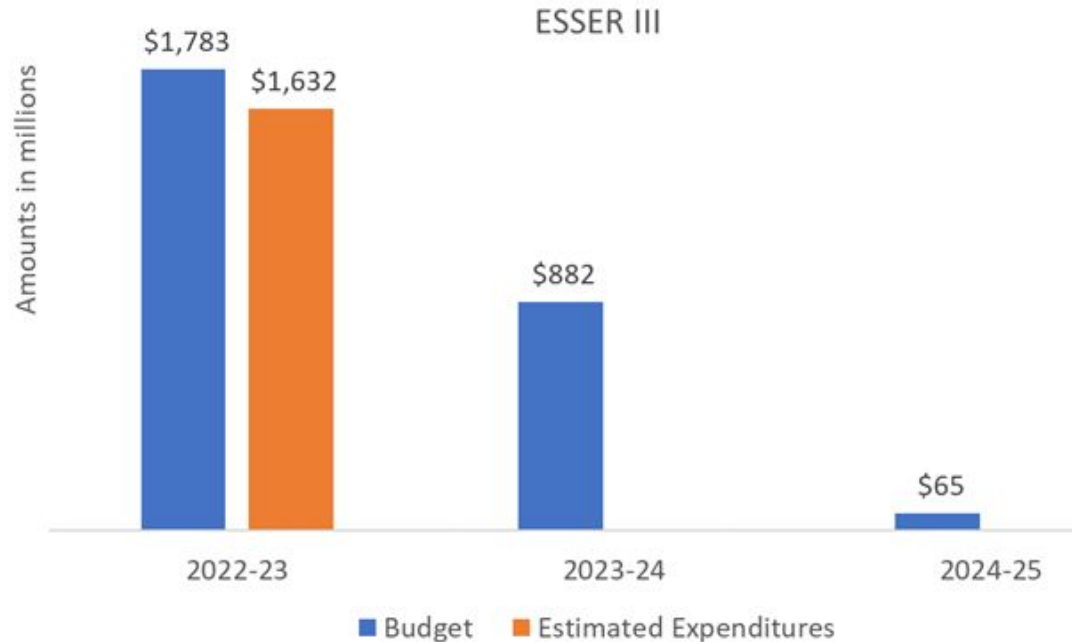
ESSER III

- Funds must be expended by **9/30/2024**

- The $5.6 billion of total COVID funds represents **almost 50% of one fiscal year's General Fund budget**

Amounts in millions

	2022-23	2023-24	2024-25
Budget	$1,783	$882	$65
Estimated Expenditures	$1,632		

■ Budget ■ Estimated Expenditures

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Sunsetting of ESSER III

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- 81% of ESSER 3 funded positions are currently filled
- Alternative funding sources (e.g. Title 1) identified in some cases, but in most cases positions are not funded in 2024-25
  - Retention of any ESSER 3 positions for 2024-25 will necessitate an offsetting reduction elsewhere in the budget
- Incumbent employees will remain in existing job classifications through 6/30/2024, helping ensure ESSER 3 funds expended before deadline
- To the extent there is ESSER 3 underspend, ESSER 3 funds will be used on other existing eligible expenses
- To mitigate workforce disruption in 2024-25, employees may be in different roles and different funding sources

Sunsetting of ESSER III

Category	Budgeted Amount	Budgeted FTE	Filled FTE	Filled %
Interventionists	$67,574,333	448	359	80%
Alt Schedule Teachers	$41,306,719	329	290	88%
PSWs	$40,010,120	255	222	87%
Various Central Office	$31,954,571	198	184	93%
APEISs	$31,015,106	197	193	98%
B&G Workers	$22,810,678	242	79	33%
ITS CoS Support	$21,394,746	164	155	94%
Intervention Aides	$15,754,824	216	166	77%
Navigators	$15,016,523	170	137	81%
Speech Pathologists	$9,189,105	59	58	98%
LVNs	$8,811,445	84	73	87%
Psychologists	$7,526,615	49	34	71%
SHHS Region Support	$3,258,101	19	19	100%
Various Other HEET Positions	$836,301	6	5	82%
TOTAL	**$316,459,187**	**2,436**	**1,973**	**81%**

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Sunsetting of ESSER III

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July 2023 – March 2024
- Work with Divisions to continue planning position transitions
- Identify alternative funding sources where possible

March-April 2024
- **2024–25 Budget Development**
- Position funding changes implemented in budget
- Employee position change implementation commences

June 2024
- **Fiscal Year end**
- Position changes take effect 7/1/2024

Capital Planning Outlook

Remaining GO Bond Authorization

Bond Authorization	Date Authorized by Voters	Authorized Amount ($Billions)	Amount Issued ($Billions)	Amount Unissued ($Billions)
Measure Q	November 4, 2008	$7.000	$4.276	$2.724
Measure RR	November 3, 2020	7.000	1.025	<u>5.975</u>
Total Remaining				$8.699

Estimated facility needs exceeds $33 billion. We have approximately $8.7 billion remaining, and the $33 billion does not include technology, transportation and food facilities needs.

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Primary funding strategies to meet our Capital Needs

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Funding Strategy	Example of Use
General Obligation Bonds • Can fund school facilities • Subject to voter approval • Paid by property taxes	• Constructing new schools • Renovating existing schools
Certificates of Participation (COPs) • Can fund any capital asset, including school facilities • Secured by the General Fund • Paid by General Fund over time, unless other funds are eligible and available	• Non-academic sites • Roybal Learning Center • SAP Financial System
Pay-As-You-Go Financing • Can fund any capital asset • Can fund operating expenses • Often paid from General Fund	• On-going maintenance • Non-capital costs

Proposed Timelines

Actual/Projected New Money Financings 2023 - 2028
(In $Millions)

GO Bonds

Date (Close)	Project Funds
Nov 2023*	$ 850.0
Nov 2024	$ 1,070.0
Nov 2025	$ 1,390.0
Nov 2026	$ 1,150.0
Nov 2027	$ 775.0
Total	$ 5,235.0

Completed

Proposed COPs

Date (Close)	Project Funds
Aug 2023*	$ 423.5
Jun 2024	$ 100.0
Aug 2025	$ 453.4
Aug 2027	$ 100.0
Total	$ 1,076.9

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5-Year Non-Bond Capital Plan

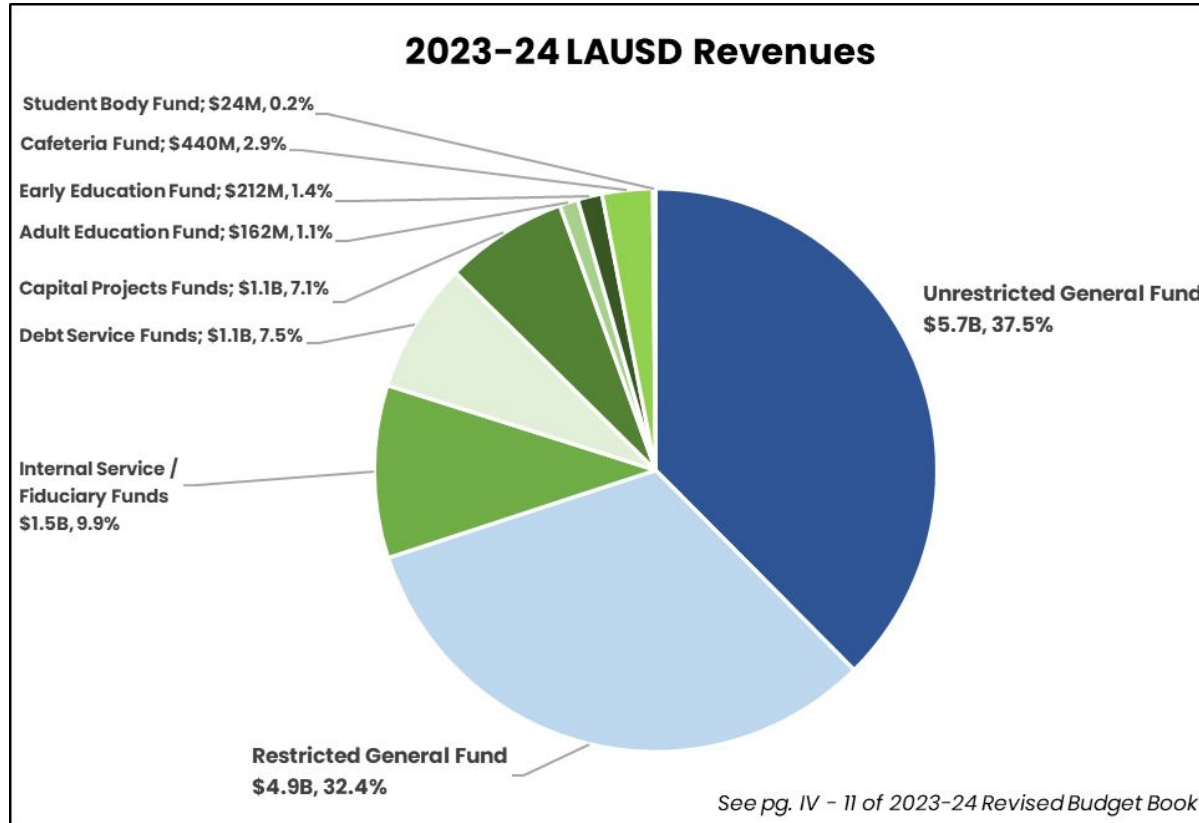| Project	COPs Funding	General Fund	Total Cost
Campus Safety Improvements	$ 356.0 million		$ 356.0 million
Gardena Electrification and Buses	$ 340.5 million		$ 340.5 million
Cybersecurity Improvements	$ 181.7 million	$ 88.3 million	$ 270.0 million
Sun Valley Electrification and Buses	$ 168.8 million		$ 168.8 million
Green Schools for All Projects		$ 46.7 million	$ 46.7 million
Student Support Application Mod.	$ 14.4 million		$ 14.4 million
Procurement Support Center	$ 6.9 million		$ 6.9 million
Student Data Analytics, Reporting	$ 5.6 million		$ 5.6 million
Enrollment Modernization	$ 2.0 million		$ 2.0 million
Student Information System Mod.	$ 1.0 million	$	$ 1.0 million
TOTAL	$1,076.9 million	$ 135.0 million	$1,211.9 million

COP 1st Issuance Funding Plan

Project Description	23-24	24-25	25-26	26-27	27-28	Total 5-Year Plan Budget
Sun Valley Bus Yard Electrification	1,730,272	1,572,974	34,258,489	37,372,897	5,186,008	80,120,640
Sun Valley Electric Buses & Generator Purchases	-	88,700,000	0	0	0	88,700,000
Enrollment Modernization	2,000,000	-	0	0	0	2,000,000
Student Information Systems Upgrades	625,000	375,000	0	0	0	1,000,000
Student Support Applications Modernization	9,000,000	2,400,000	0	0	0	11,400,000
Campus Security Systems Improvements	86,000,000	60,000,000	0	0	0	146,000,000
Gardena - Soils Stabilization, Conversion of 100% of site for Electric Bus Charging	5,552,381	11,489,718	0	0	0	17,042,099
Data Analytics, Reporting and Dashboards - Student	2,651,040	2,112,000	0	0	0	4,763,040
Cybersecurity Improvements	72,517,106	0	0	0	0	72,517,106
Electrification and Industrial Fans for Procurement Services Support Center	0	0	0	0	0	-
Gardena Electric Buses & Generator Purchases	0	0	0	0	0	-
Green Schools for All Projects	0	0	0	0	0	-
Grand Total	180,075,799	166,649,692	34,258,489	37,372,897	5,186,008	423,542,885

Looking Ahead: Board Priorities

District Revenues

2023-24 LAUSD Revenues

Student Body Fund; $24M, 0.2%
Cafeteria Fund; $440M, 2.9%
Early Education Fund; $212M, 1.4%
Adult Education Fund; $162M, 1.1%
Capital Projects Funds; $1.1B, 7.1%
Debt Service Funds; $1.1B, 7.5%
Internal Service / Fiduciary Funds $1.5B, 9.9%
Restricted General Fund $4.9B, 32.4%
Unrestricted General Fund $5.7B, 37.5%

See pg. IV - 11 of 2023-24 Revised Budget Book

LAUSD's Budget is composed of a variety of funds, **many of which are restricted**
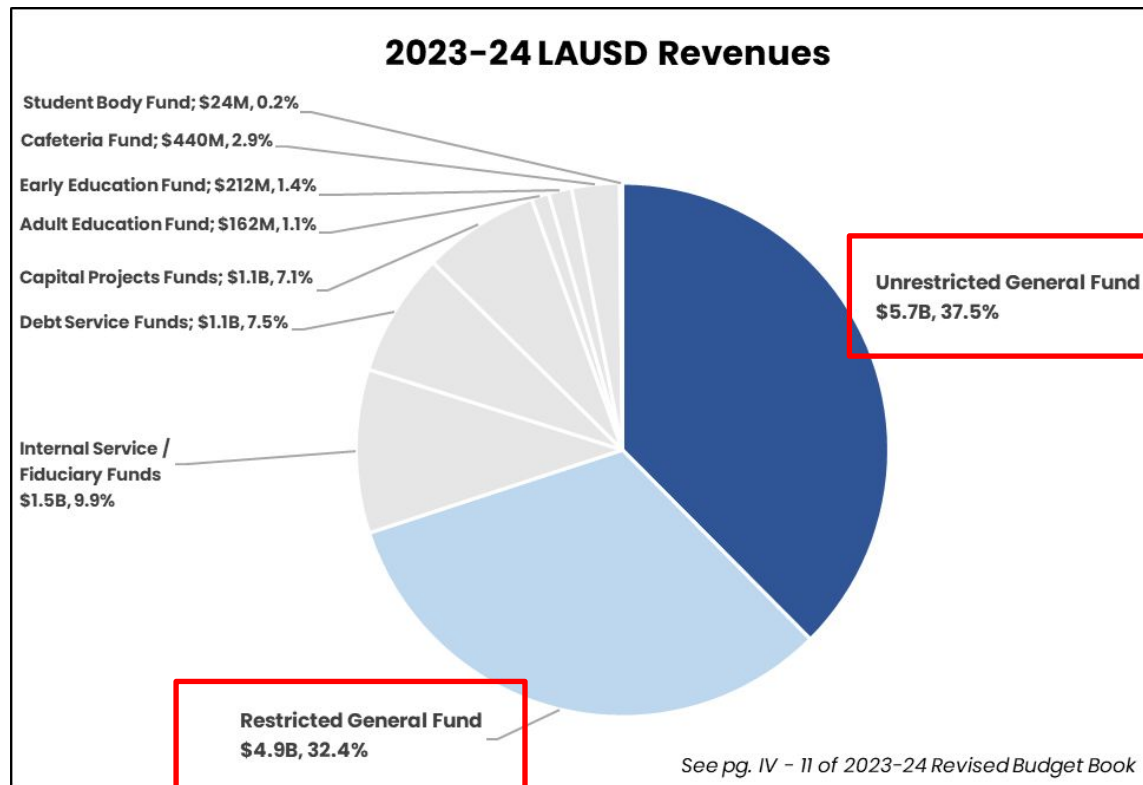
General Funds

General Funds are used to cover the costs of the District's basic operations.

- Restricted General Funds include federal funds such as Title I
- Unrestricted General Funds include LCFF revenues

Please note that even "unrestricted" general funds, such as LCFF Supplemental and Concentration Funds, may have certain spending requirements that make them less flexible for District use.

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2023-24 LAUSD Revenues

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See pg. IV - 11 of 2023-24 Revised Budget Book

General Fund Revenue and Expenditures

2023-24 General Fund **Estimated Revenue**	2023-24 General Fund **Estimated Expenditures**	Operating Deficit/ Change in Fund Balance
$10.6 Billion	$11.8 Billion	**($1.2 Billion)**

- As shown on the last slide, the District's estimated **General Fund** **revenue** **for 2023-24 is $10.5 Billion**

- However, the District's estimated **General Fund** **expenditures** **for 2023-24 are $11.8 Billion**, resulting in an operating deficit of **$1.2 Billion**

- The operating deficit will reduce our reserves by $1.2 Billion, and with declining enrollment, expiring one-time funds, and rising costs to support our investments in staff, reserves will be insufficient to balance our budget in the future.
  - **LAUSD will need to set and maintain clear priorities to maintain the sustainability of our programs**

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Ending Balances as of August Revised

(amounts in millions)	2023-24 Revised Budget (August 2023)
Non-Spendable – Inventory/Prepaids/Revolving cash	$43.0
Restricted	$1,098.2
Committed	$1,895.3
Assigned	$509.1
Unassigned	
Reserve for Economic Uncertainty	$236.2
Undesignated	$127.2
Total	**$3,909.1**

Multi-Year Projection as of August Revised

Unassigned/Undesignated Ending Balance
(Amounts in millions)

127.2

110.6

22.6

2023-24   2024-25   2025-26

District Goals and Board Priorities: Discussion

Imagine a visit to a school site in your Board District.

As we reflect on how to achieve the District Goals within our current budget constraints:

- What kinds of strategies and resources do you hope and expect to see at that school in order to reach our Goals?

THINK 1 min	PAIR 2 min
SQUARE 3 min	SHARE 4 min

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District Goals and Board Priorities: Discussion

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SQUARE 3 min	SHARE 4 min

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Pillar 5: Investing in Staff

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Classified Employment Services

Pillar 5: Investing in Staff

Diverse Workforce

Staff Wellness

Professional Learning

High Performance Standards

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ETHNICITY OF THE CLASSIFIED SERVICE

Other Pacific Islander 0.15%
Samoan 0.06%
Undisclosed 0.29%
Vietnamese 0.25%
Japanese 0.17%
Laotian 0.02%
Other Asian 2.75%
Korean 0.34%
Hmong
Asian Indian 0.87%
American Indian or Alaskan Native 3.34%
White 8.70%
Black or African American 15.20%
Cambodian 0.06%
Chinese 0.76%
Filipino 2.99%
Guamanian 0.04%
Hawaiian 0.04%
Hispanic/Latino 63.94%

- American Indian or Alaskan Native
- Asian Indian
- Black or African American
- Cambodian
- Chinese
- Filipino
- Guamanian
- Hawaiian
- Hispanic/Latino
- Hmong
- Japanese
- Korean
- Laotian
- Other Asian
- Other Pacific Islander
- Samoan
- Undisclosed
- Vietnamese
- White

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Pillar 5: Investing in Staff

Diverse Workforce | Professional Learning | Staff Wellness | High Performance Standards

Classified School-Based Positions

Classification	ALL CLASSIFIED POSITIONS		SENI HIGHEST		SENI HIGH	
	Budgeted Positions	% Filled	Budgeted Positions	% Filled	Budgeted Positions	% Filled
Building and Grounds Worker	2,307	92%	406	95%	306	93%
Food Service Manager (1-7)	692	97%	140	100%	130	96%
Instructional Aide (Literacy)	333	77%	159	72%	95	82%
Instructional Aide (Math)	235	75%	121	69%	59	73%
Instructional Aide (TK)	1,031	94%	194	95%	183	98%
Library Aide	513	88%	96	83%	102	86%
Plant Manager (1-4)	712	98%	129	98%	122	100%
School Administrative Assistant	749	99%	142	99%	138	100%
School Climate Advocate	346	91%	87	94%	53	91%
Special Education Assistant	6,590	94%	1,328	94%	1,140	95%
Grand Total	**13,724**	**94%**	**2,802**	**93%**	**2,328**	**94%**

Certificated Human Resources

Pillar 5: Investing in Staff

Diverse Workforce

Staff Wellness

Professional Learning

High Performance Standards

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Certificated HR Data - Fill Rates

Teacher Positions	District-Wide		Priority Schools		SENI Highest/High	
	Total Positions	Fill Rate	Total Positions	Fill Rate	Total Positions	Fill Rate
Elementary Teachers	11,172	99.8%	1,499	99.2%	4,032	99.6%
Secondary Teachers	8,893	99.1%	1,153	97.7%	2,428	98.0%
SPED Teachers	4,096	99.3%	585	99.1%	1,499	98.8%
Total	**24,161**	**99.4%**	**3,237**	**98.6%**	**7,959**	**98.9%**

Pillar 5: Investing in Staff

| Diverse Workforce | Professional Learning | Staff Wellness | High Performance Standards |

2023-2024 Certificated New Hire Ethnicity Data
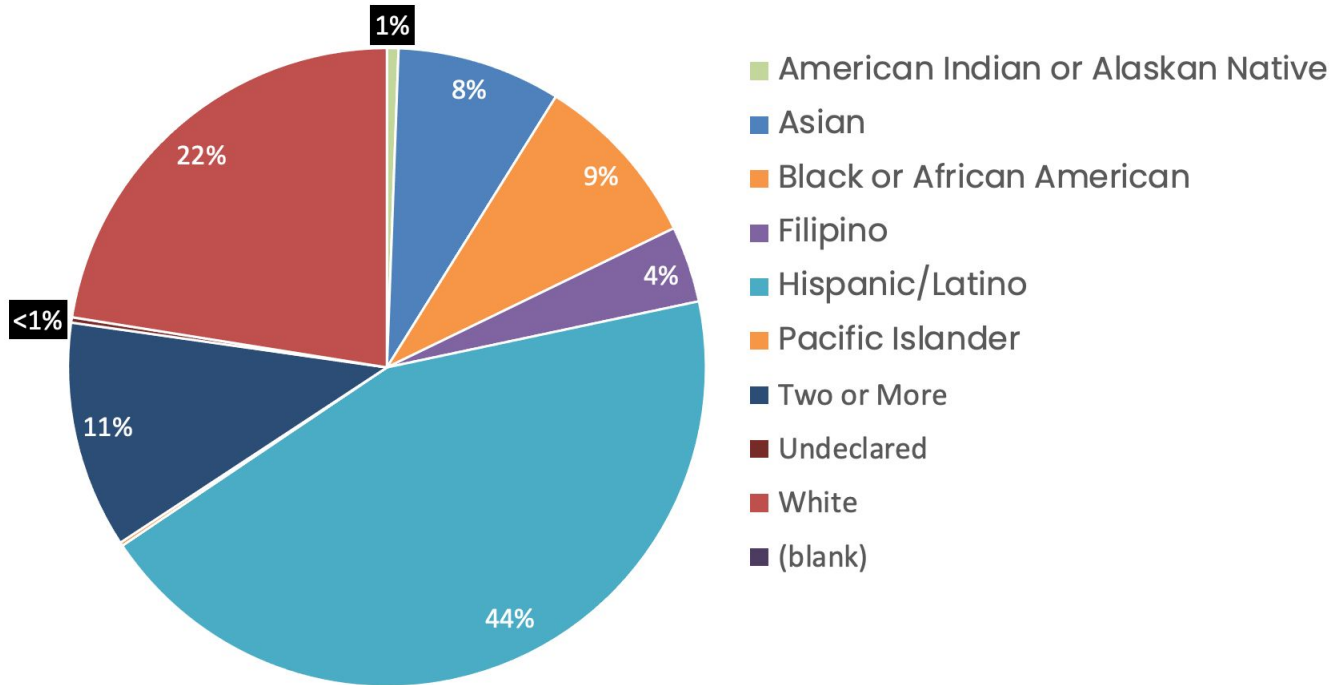
Legend:
- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic/Latino
- Pacific Islander
- Two or More
- Undeclared
- White
- (blank)

Pie chart values: 1%, 8%, 9%, 4%, 44%, 11%, <1%, 22%

Certificated Staff Attendance Rates

Certificated Employees	% of Employees with Attendance Rate of 96% or Higher
Administrators	97%
Teachers	96%
Teacher Assistants	95%

Pillar 5: Investing in Staff

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Percentage of Eligible Certificated Employees Evaluated

- EDS Teachers (24,644 total)
- EDS School Leaders (2,210 total)

Year	EDS Teachers	EDS School Leaders
2018-2019	32%	40%
2019-2020	31%	37%
2020-2021	31%	21%
2021-2022*	15%	22%
2022-2023	35%	38%
2023-2024**	36%	37%
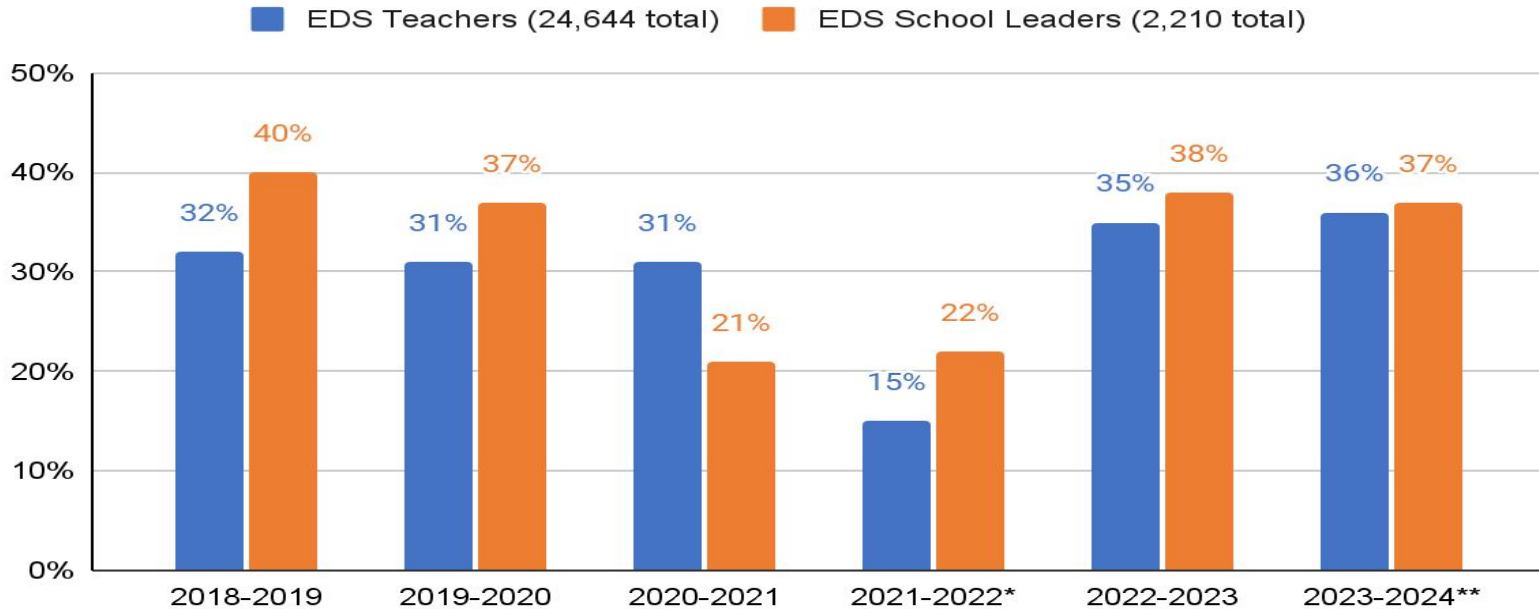
* Only non-permanent staff were evaluated during the 2021-2022 school year
** Percentage includes staff with completed growth planning conference only

Educator Development and Support : Informal Observations through 11/01/2023   LA Unified

Grouping	N Schools	Schools with Completed/In Progress Observations	N Observations
All LA Unified	**976**	**690**	**17,090**
Priority Schools	100	97	3,851
Tier 2 Schools	100	86	2,443

Observation Completion Status
LA Unified (N=17,090)

305
3,041
3,048
10,696
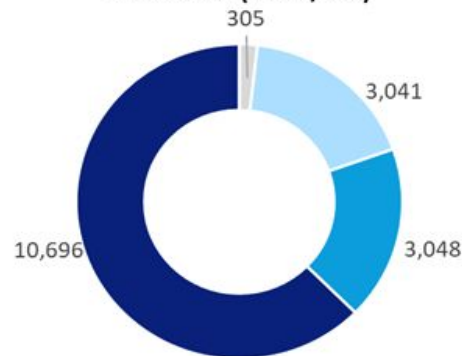
Scheduled ■ In Progress ■ Completed ■ Completed, Shared

School Level	N Schools	Schools with Completed/In Progress Observations	N Observations
Elementary	487	408	9,354
Middle	84	78	2,774
Senior	101	89	3,239
Multi-Level	41	35	1,047
Options	60	45	503
Adult Education	11	2	4
Early Education	181	28	105
Special Education	11	5	64
All LA Unified	**976**	**690**	**17,090**

Focus Elements Observed (across 17,090 observations)	N	%
1b1 - Aware of Stu Skills, Knowledge, & Language...	3,973	23%
3a4 - Use of Academic Language	4,692	27%
3b2 - Discussion Techniques & S Participation	5,941	35%
3c1 - Standards-Based Projects, Activities, Assignments	6,506	38%
3c2 - Purposeful & Productive Instructional Groups	3,963	23%
3d3 - Feedback to Students	4,942	29%
2a3 - Academic Climate	4,525	26%
2c1 - Mgt of Routines, Procedures, Transitions	4,048	24%
2d2 - Monitoring & Responding to S Behavior	4,048	24%
3a1 - Communicating the Purpose of the Lesson	3,705	22%
3b1 - Quality & Purpose of Questions	3,182	19%

Pillar 5: Investing in Staff

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Los Angeles Unified Micro-Credentialing Programs

	STEAM	TK-12 English Learner	Dual Language Education	Reading Specialist	Early Childhood	Equitable Grading and Instruction	Antiracist Instruction	Family Engagement	Social Emotional Learning
	Launched 2018	Launched 2019	Launched 2020	Launched 2020	Launched 2022	Launched 2022	Launched 2023	Launched 2023	Launched 2023
2023 – 2024 **Candidates**	45	Not offered 2023-2024	34	71	30	38	31	12	57
Total **Earners** Per Program	232	61	76	294	22	38	N/A New Program	N/A New Program	N/A New Program

Additional new Programs in development for launch in the 2024-2025 school year and beyond include: Arts Integration; Linked Learning; Special Education; and Sports/Play/Movement

Preparing our Students to be Ready for the World – Part 3

- Please review the **School Profile** handout
- As a table, identify for this school what should the school **Adopt, Adapt & Abandon**
- Identify no more than **5 ideas** for each category

School Profile should look like this

Preparing our Students to be Ready for the World –Part 3

- Please review the **School Profile** handout
- *As a table*, identify what you think the school should **Adopt, Adapt & Abandon**
- Identify no more than **5 ideas** for each category

Preparing our Students to be Ready for the World

- Find your Student's chart
- Stand near the chart
- Post your tables three **A's** on the chart
- Group by themes
- Prioritize the **top 3** for each category: **Adopt, Adapt, Abandon**
- Select a spokesperson to share out

CORE BELIEFS

Equity

We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities. We must disrupt the generational, systemic manifestations of discrimination, racism, and bigotry affecting our schools.

We will actively identify and amplify the successes of our schools that eliminate inequities. We will strategically allocate resources to our students and families to ensure that students are celebrated and supported.

Collaboration

We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. Our decisions, policies, and programs are designed with learners at the center.

All actions are informed by listening and learning from the community through open dialogue to create authentic partnership opportunities so that our entire extended community may contribute toward student success.

Excellence

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve postsecondary excellence. For our community, we must deliver schools and an entire system that meets the promise of all of our unique students.

Ready for the World

THIS ONE IS FOR YOU MOM

LA USD UNIFIED

#AcceleratingSuccess