



***Strategic Plan SEL Goal 4
2026 – 2030***

Committee of the Whole Meeting
April 28, 2026

2026–2030 Strategic Plan **DRAFT** Goals



Literacy

*At Standard,
on Average*

By June 2030, students in grades 3–5 and grades 6–8 will, on average, perform at grade-level for English Language Arts.

Numeracy

*At Standard,
on Average*

By June 2030, students in grades 3–5 and grades 6–8 will, on average, perform at grade-level for Mathematics.

Science

*At Standard,
on Average*

By June 2030, students in grades 5 and 8 will, on average, perform at grade-level for Science.

Postsecondary Readiness

85%

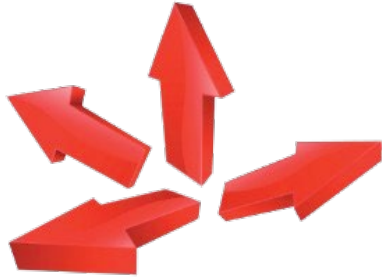
By June 2030, 85% of students in a graduating 9–12th grade cohort will be college- and/or career-ready, with at least 70% of the cohort being college-ready.

Social-Emotional Learning

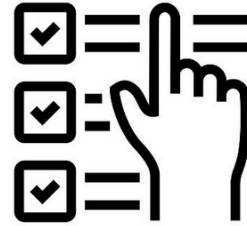
*TBD
(2026–27
baseline)*

By June 2030, the percent of students demonstrating proficiency in the SEL competencies will grow by X %.

Objectives



District Goal 4
Measurement
Options



Measurement Tool
Options and
Suggestions



Answer
Questions for
Clarification

District Goal 4

Measurement Options Review

In consideration for the development of the new Strategic Plan, Members of the Board asked to review the following options for SEL Goal measurement:

Continue with SEL portfolio or
School Experience Survey

Review option to use report
cards

Review pre-designed surveys /
assessments

Further review of SEL
Application Diagnostic



Goal 4

Proposed Measurement Tools

Assessment Tool Options

Portfolio

Teacher Assessed

A tool for educators to demonstrate student acquisition, growth, and development.

Report Card

Existing & New

Leveraging established systems while integrating new Social Emotional Development metrics.

External Instrument

Vendors

Standardized assessments provided by external education partners and specialized vendors.

SES

School Experience Survey

Measures SEL by capturing student perceptions of key indicators to inform improvements in SEL supports and practices.

District Developed Tool

LAUSD Developed SEL Diagnostic

In-house diagnostics specifically designed and tailored to meet District SEL Integration goals.

Option 1

Continue using Portfolio Assessment

The SEL Portfolio is a tool for educators and students to demonstrate student acquisition, growth, and development of LAUSD's six SEL competencies throughout their academic journey in LAUSD.



PROs	CONs
Measures Student Artifacts	Difficult to scale for Districtwide Goal measurement
Promotes SEL Integration for teachers and support staff	Time consuming and complicated to navigate as reported by teachers
Measures SEL application to guide instruction	Planning time offered to engage in process not sustainable and unsuccessful to scale

Option 2A

Leverage Existing Report Card

Division of
Instruction



Social Emotional Development Behaviors of a College-Prepared and Career-Ready Learner C = Consistently S = Sometimes R = Rarely	1st	2nd	3rd
Effectively communicates and collaborates through adult and peer interactions			
Is self-aware of his/her own thoughts and feelings			
Recognizes the needs and feelings of others and responds accordingly			
Demonstrates the ability to regulate attention, thoughts, feelings, and impulses with minimal adult guidance			
Participates in longer and more reciprocal interactions with familiar adults and takes greater initiative in social interactions			
Creates more complex sequences of pretend play			
Demonstrates ability to use age appropriate technology and applications			

PROs	CONs
Integrates into existing system that will reach all students	Teacher ratings are subjective and lacks coherence across grade levels (Elementary vs. Secondary)
Provides a longitudinal view of student behavior across marking periods.	Only partially references SEL Competency language
Reinforces SEL as essential to college and career readiness.	Does not provide a comprehensive measurement of SEL

Option 2B

Develop New Current Report Card

Division of
Instruction



Social Emotional Development Behaviors of a College-Prepared and Career-Ready Learner C = Consistently S = Sometimes R = Rarely	1st	2nd	3rd
Effectively communicates and collaborates through adult and peer interactions			
Is self-aware of his/her own thoughts and feelings			
Recognizes the needs and feelings of others and responds accordingly			
Demonstrates the ability to regulate attention, thoughts, feelings, and impulses with minimal adult guidance			
Participates in longer and more reciprocal interactions with familiar adults and takes greater initiative in social interactions			
Creates more complex sequences of pretend play			
Demonstrates ability to use age appropriate technology and applications			

PROs	CONs
Integrates into existing system that will reach all students	Ratings may be subjective and vary by teacher, classroom, or school context.
Provides a longitudinal view of student SEL application across marking periods.	Requires extensive time and resources to develop and train field
Promotes teacher integration of SEL into instruction practices	Requires extensive time to collaborate with stakeholders

Option 3

Pre Designed Instruments



External Measurement Instruments

PROs	CONs
Can be implemented immediately	Districtwide costs would be ongoing and substantial
Surveys and assessments are validated by the vendor for use	Off-the-shelf tools lack customization and do not fully align to grade-level or specific instructional needs
Data supports monitoring of individual student growth across all levels.	Requires ongoing, individualized teacher-student assessment, making it time-intensive and necessitating investment in professional development

Option 4

Continue using School Experience Survey

SCHOOL EXPERIENCE SURVEY

Your voice matters. Let us know what think!

WE WANT

YOUR

FEEDBACK!



PROs	CONs
Validated tool, measures aligned with CASEL	Student self-report and can be affected by recent events
Data available since 2008-09, allowing for longitudinal analyses	Currently results are shared at the school-level
No cost, teacher-friendly and already required by schools	Currently given once per year
High response rates (94% for students, 99% for teachers)	Currently administered to grades 4-12

Option 5

Develop New District Assessment

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The graphic features the LAUSD UNIFIED logo on the left, followed by a horizontal line of six circular icons representing social-emotional learning (SEL) competencies: a person, a book, a gear, a brain, a hand holding a heart, and a group of people. Below this is the text "SEL COMPETENCY APPLICATION DIAGNOSTIC" in large, bold, white letters on a dark blue background.

PROs	CONs
Completely customizable for District needs	Doesn't already exist and complex issues must be navigated (e.g., cultural and social desirability biases)
Data collected twice a year to inform schools and Regions	Cannot compare results to other districts
Low cost, teacher-friendly and will be required with any curricular selections	Requires time for development, piloting, and refining. (Up to 2 years)



Suggested Measurement Plan for SEL Goal

SEL Comprehensive Measurement

Tracking Growth

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Primary Goal Tool



Provides student measurement of self-reported real-life application of competency skills



Internal Tool



Provides educator measurement of student reflection artifacts of SEL competency application



Questions and Answers