

# Los Angeles Unified Board Retreat

March 24, 2026

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# Ready for the World

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## Welcome and Overview

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# Acting Superintendent's Welcome

Andrés E. Chait

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# Board President's Remarks

Scott Schmerelson

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# Agenda

Finalize Targets for District Goals:  
Literacy and Numeracy

Review Targets for District Goals:  
Science, Postsecondary Readiness and Social-Emotional Learning

Lunch

Finalize Targets for District Goals:  
Science, Postsecondary Readiness and Social-Emotional Learning

# Overall Engagement Groups

## Staff

Cabinet, senior leaders, region focus groups (see next slide)

## Board Offices

Board member and staff

## Students

Superintendent's Student Advisory Council, Schoology



## Community Partners

Community Coalition, PLAS, GPSN, etc.

## Labor Partners

Labor partners through Labor Relations

## District Parent Committees

Parent Advisory Committee (PAC)  
Community Advisory Committee (CAC)  
District English Learner Advisory Committee (DELAC)

# Region Focus Groups

## Region Leadership and Staff

Region Superintendent, AI, AOO, classified and certificated region staff

## Administrators

Elementary, Middle, High school, Span, Early Ed, Options, Adult School

## School Classified Staff

School Administrative Assistant, Office Tech, Classroom Aides, etc.



## Parents

From every director's network

## Students

From every director's network

## Teachers

Elementary, Middle, High school, Early Ed, Options, Adult School

# **Finalize Targets for District Goals: Literacy and Numeracy**

**Dr. Jon Fullerton**

**@LASchools**

# 2022–26 Strategic Plan District Goals

## Literacy

**+30pts**

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026.

## Numeracy

**+40pts**

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3–5 and 6–8.

## Postsecondary

**70%**

The percentage of students in a graduating 9<sup>th</sup>–12<sup>th</sup> 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.

## Social- Emotional/Wellness

**50%**

By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio.

**40%**

By 2026, a minimum of 40% of students using a portfolio will attain a “Meets Proficiency” as measured by a district wide rubric score average in the Social Emotional Learning competencies.

# 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 9–12<sup>th</sup> 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 %.

# How should we measure our progress?

## *Literacy*

2022-26 Goal

+30 DFS in 3rd grade ELA

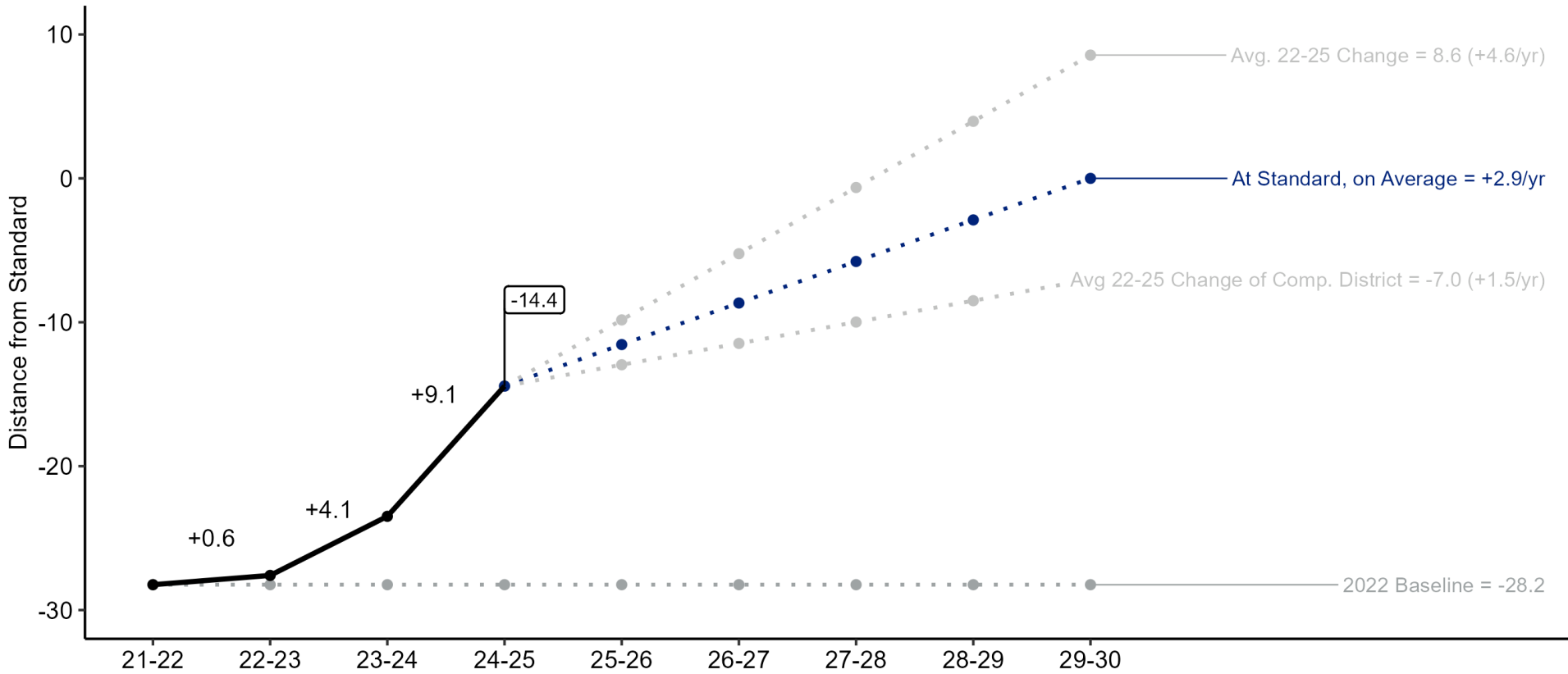
Jan. 14  
Discussion

Slightly above standard, on average in 3rd-5th  
At standard, on average in 6th-8th

Staff  
Recommendation

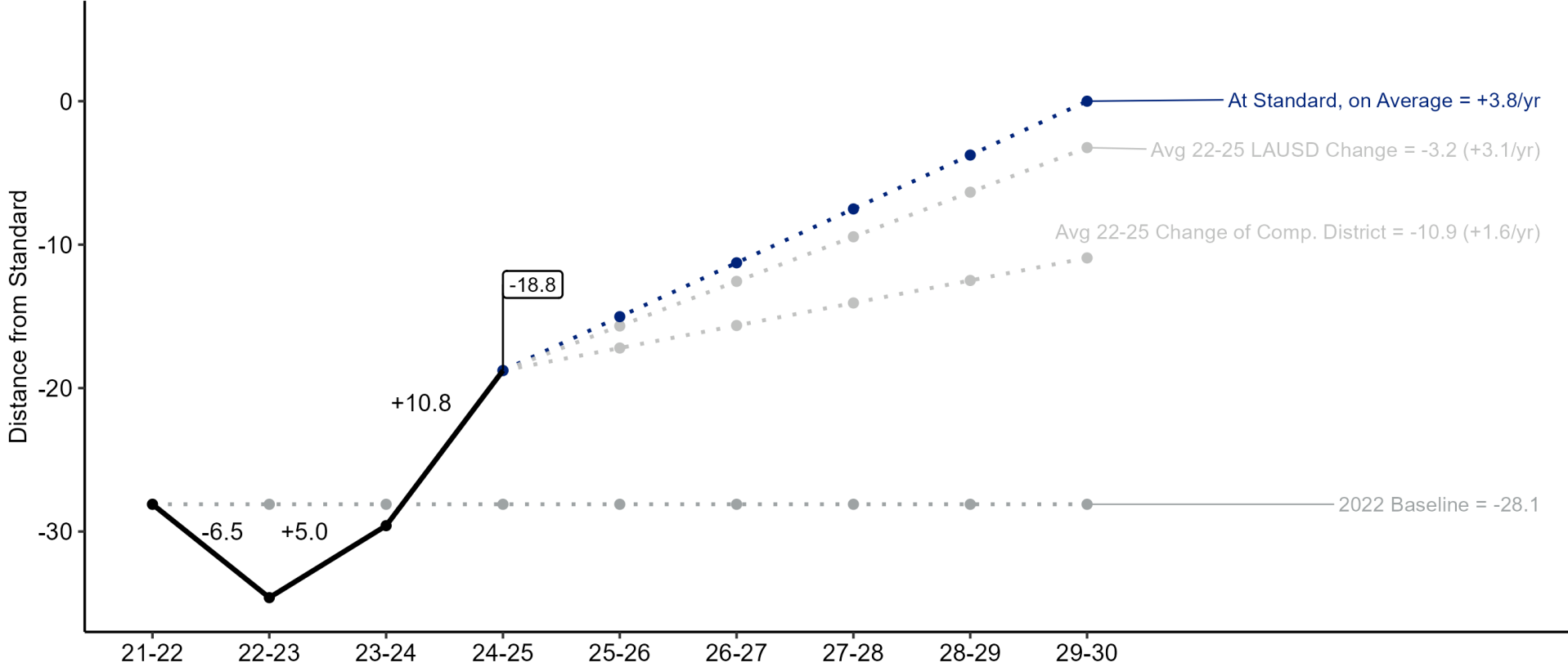
At standard, on average in 3rd-5th and 6th-8th

# Literacy: 3rd-5th Grade SBA Scores



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 3-5 in 2022, 2023, 2024, or 2025.

# Literacy: 6th-8th Grade SBA Scores



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 6-8 in 2022, 2023, 2024, or 2025.

# How should we measure our progress?

## *Numeracy*

2022-26  
Goal

+40 DFS in 3rd-5th and 6th-8th Math

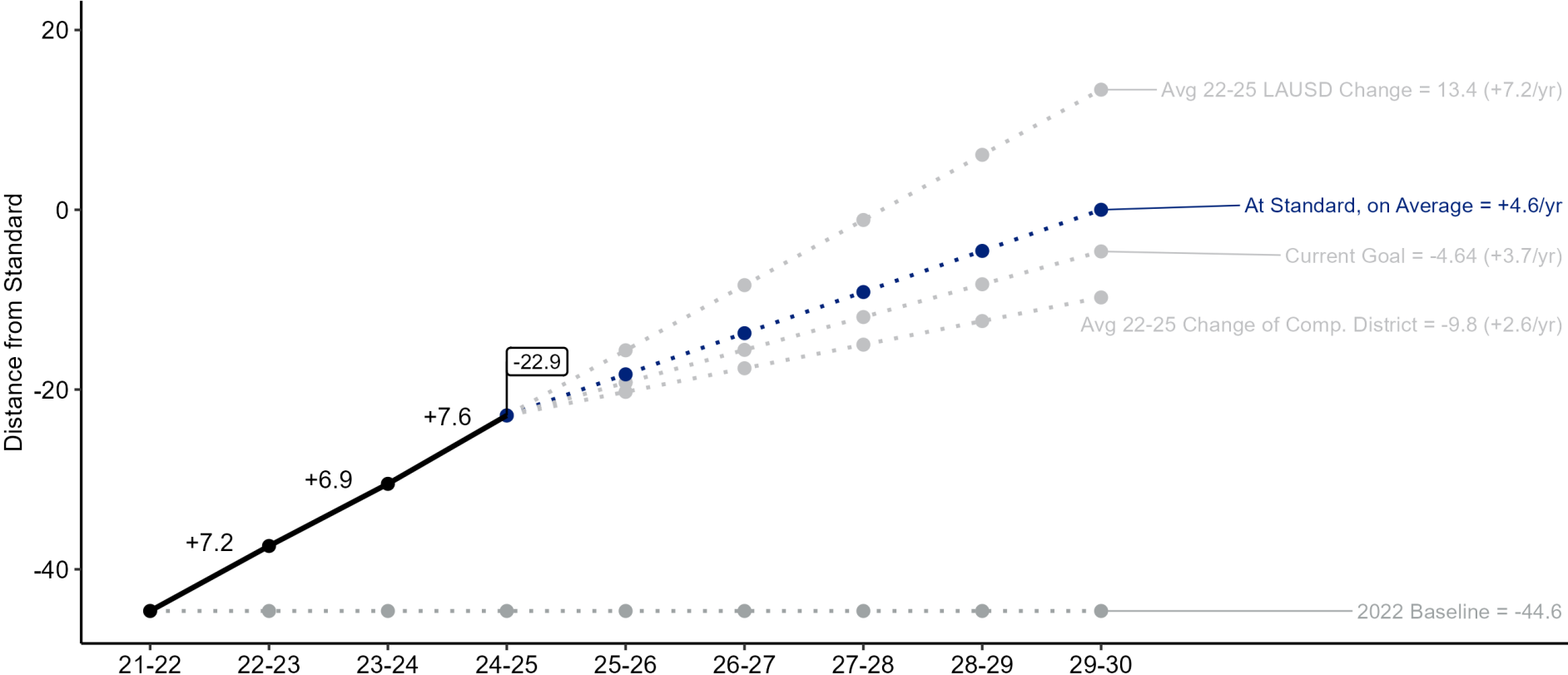
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Slightly above standard, on average in 3rd-5th  
At standard, on average in 6th-8th

Staff  
Recommendation

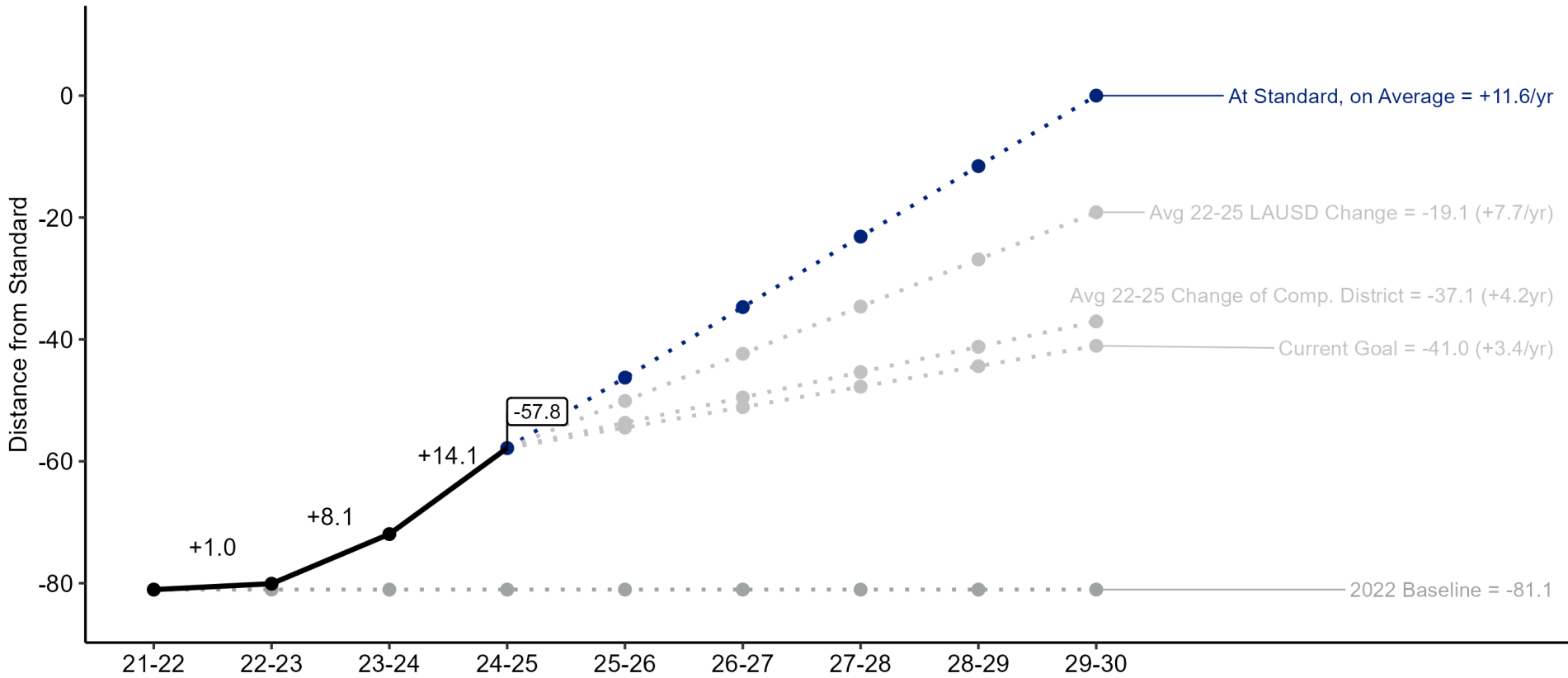
At standard, on average in 3rd-5th and 6th-8th

# Numeracy: 3rd–5th Grade SBA Scores



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 3-5 in 2022, 2023, 2024, or 2025.

# Numeracy: 6th–8th Grade SBA Scores



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 6-8 in 2022, 2023, 2024, or 2025.

# Agenda

Finalize Targets for District Goals:  
Literacy and Numeracy

Review Targets for District Goals:  
Science, Postsecondary Readiness and Social-Emotional Learning

Lunch

Finalize Targets for District Goals:  
Science, Postsecondary Readiness and Social-Emotional Learning

# **Review Targets for District Goals: Science, Postsecondary, and SEL**

District Staff

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# How should we measure our progress?

## Science

2022-26  
Goal

N/A

Jan. 14  
Discussion

Explore a science goal based on the California Science Test (CAST)

Staff  
Recommendation

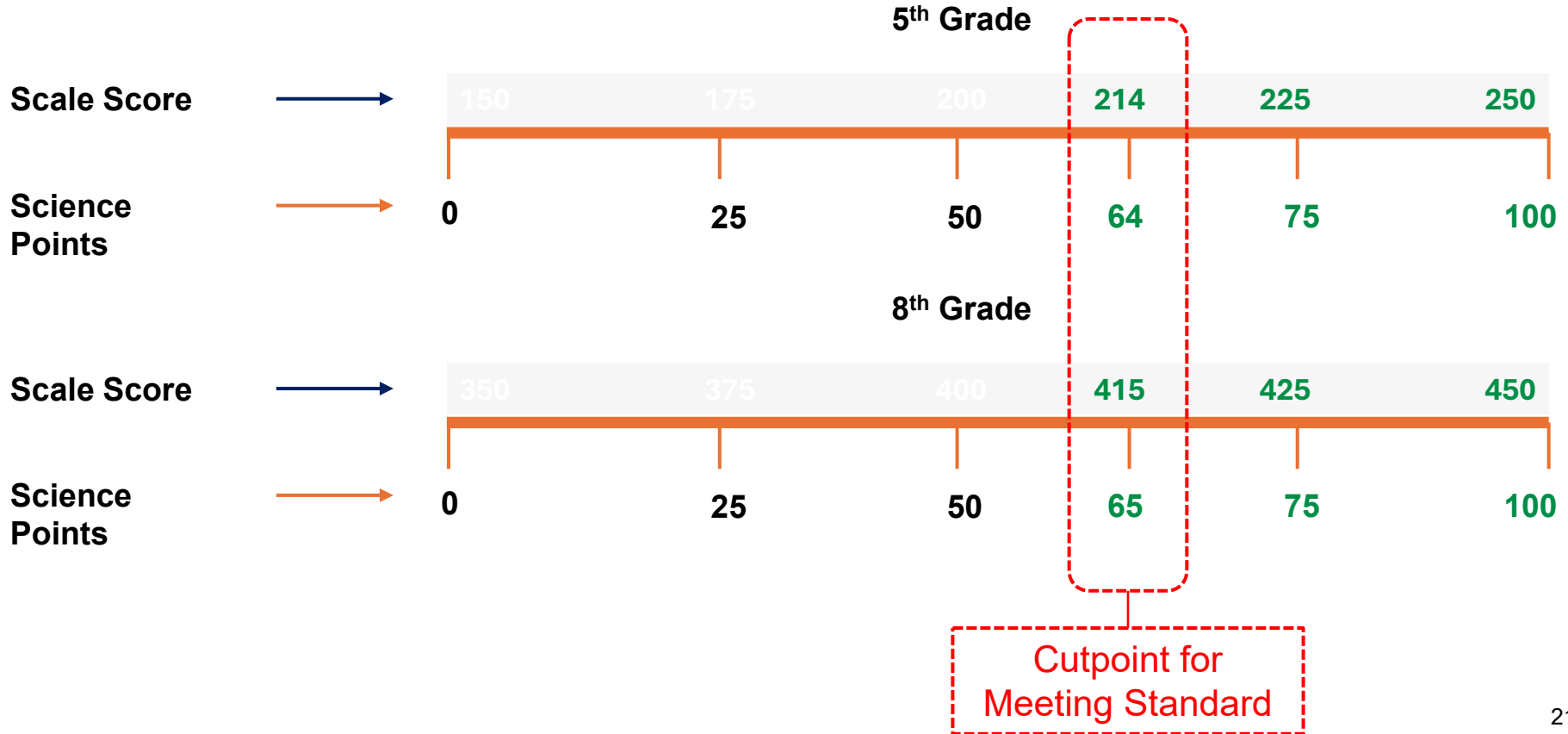
At standard, on average in grades 5 and 8 (based on new Science Points metric)

# Science Points

- Science Points (SPs) are a simplified way to understand student performance on the CAST.
- While each grade level has its own unique scale score range, SPs always range from 0 to 100.
- A student's scale score is converted into SPs, where 0 is the lowest possible score and 100 is the highest possible score.

Grade	Minimum Scale Score	Maximum Scale Score	Range	Cutpoint for Meeting Standard
5 <sup>th</sup> Grade	150	250	0-100	64
8 <sup>th</sup> Grade	350	450	0-100	65
High School (10-12)	550	650	0-100	65

# 5<sup>th</sup> and 8<sup>th</sup> Grade CAST Science Points Conversion

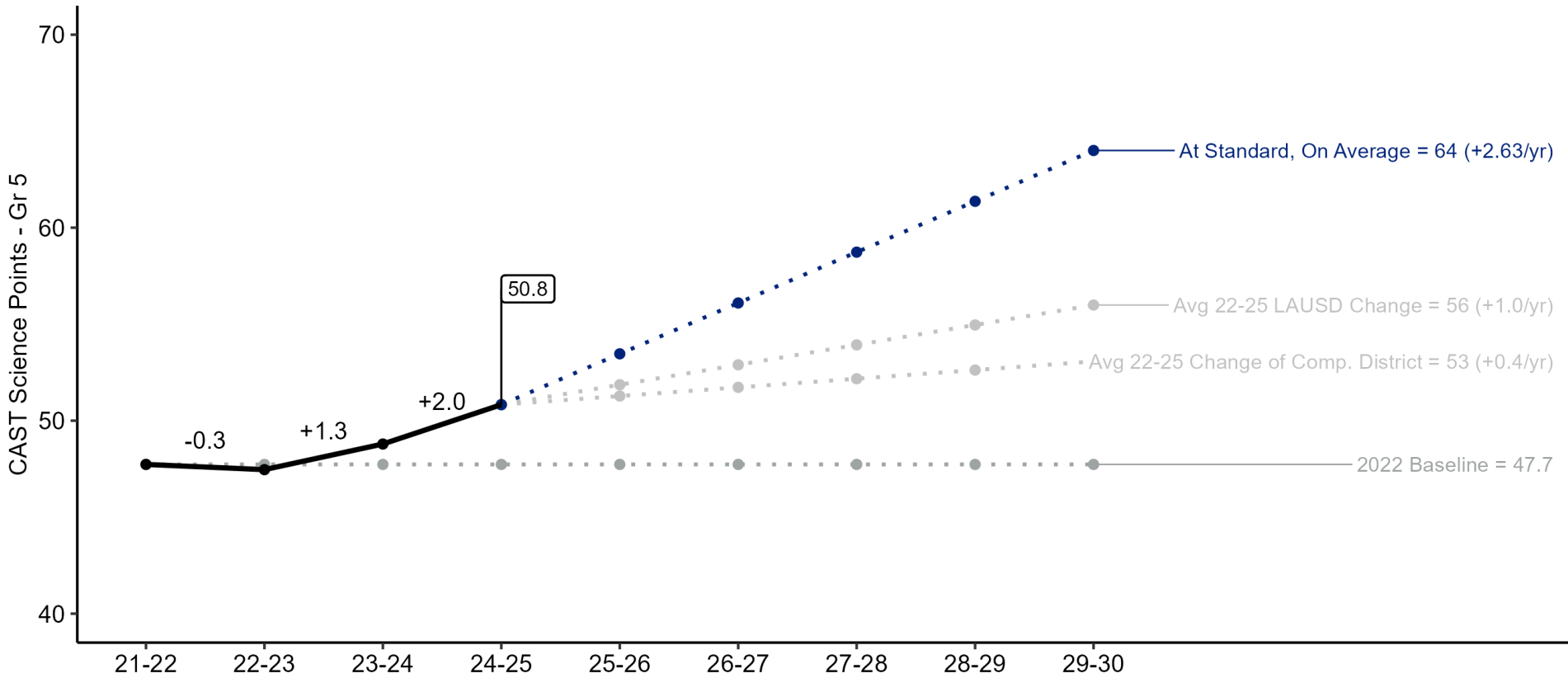


# Science Points – District Results



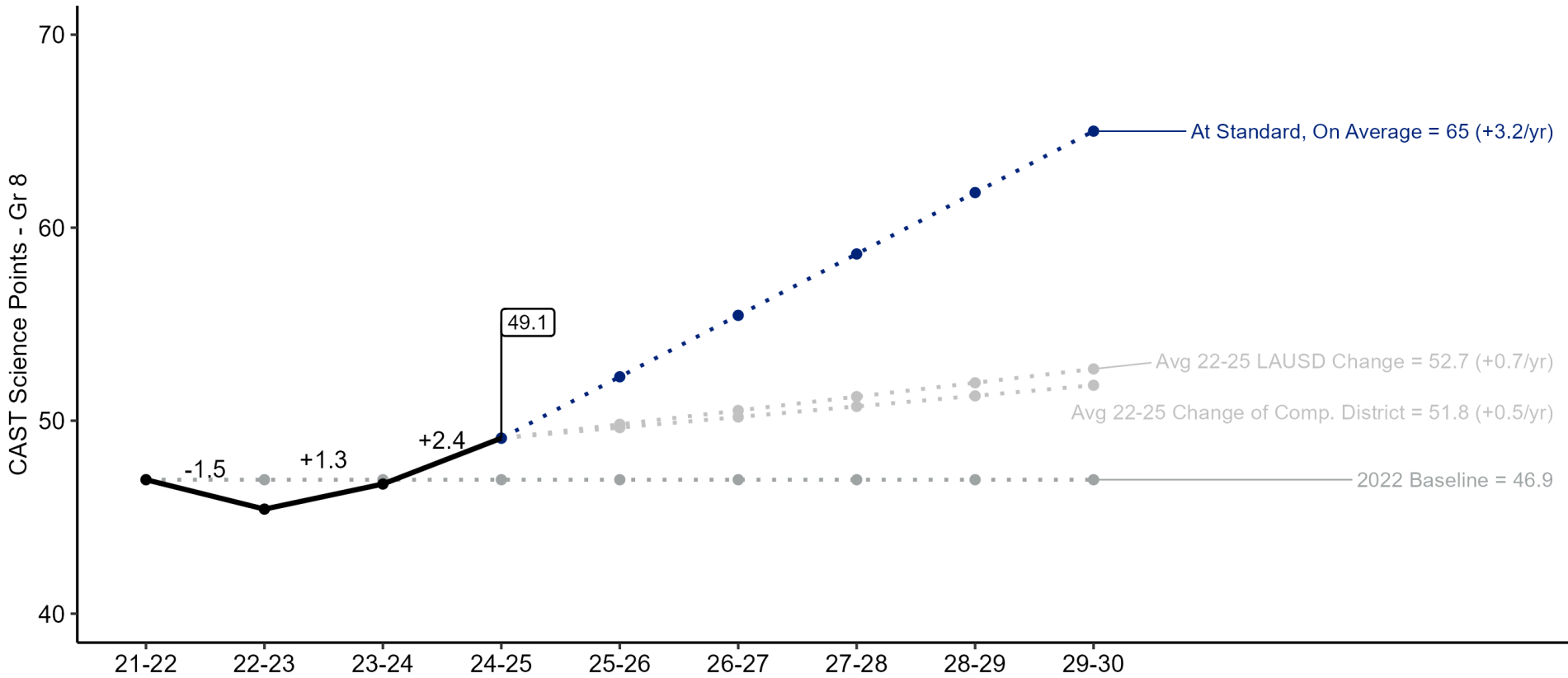
	2022	2023	2024	2025	Average Growth (2022-2025)	Cutpoint for Meeting Standard
District	46.50	46.43	47.29	49.90	1.13	-
5th Grade	47.73	47.46	48.79	50.83	1.03	64
8th Grade	46.94	45.42	46.72	49.09	0.72	65

# Science: Gr 5 CAST Scores – Science Points



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 5 in 2022, 2023, 2024, or 2025. 23

# Science: Gr 8 CAST Scores – Science Points



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 8 in 2022, 2023, 2024, or 2025. 24

# Considerations for Science Goal

	Option 1: Science Points	Option 2: Meets/Exceeds
<b>Pros</b>	<ul style="list-style-type: none"><li>• Aligned with Literacy and Numeracy DFS Goals</li><li>• Shows growth for all students, not just those moving to proficiency</li></ul>	<ul style="list-style-type: none"><li>• Easier to understand and communicate</li><li>• Clearly signals grade level expectations</li></ul>
<b>Cons</b>	<ul style="list-style-type: none"><li>• New metric that needs to be socialized</li><li>• Less intuitive and requires explanation</li></ul>	<ul style="list-style-type: none"><li>• Movement on this metric is only captured by students advancing from level 1/2 to level 3/4</li></ul>

# How should we measure our progress?

## *Postsecondary Readiness*

2022-26  
Goal

Percent of students in cohort with an average of "C" or better in A-G courses

Jan. 14  
Discussion

Keep A-G and explore components of College and Career Indicator (CCI)

Staff  
Recommendation

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

# How should we measure our progress?

## Option 1 College Readiness

Percent of students in 4-year cohort with "C" or better in A-G courses

## Option 2 2a. College and/or Career Readiness 2b. College Readiness

- a) Percent of students who completed a Career Technical Education (CTE) Pathway or JROTC courses
- b) Percent of students in cohort with "C" or better in A-G Courses

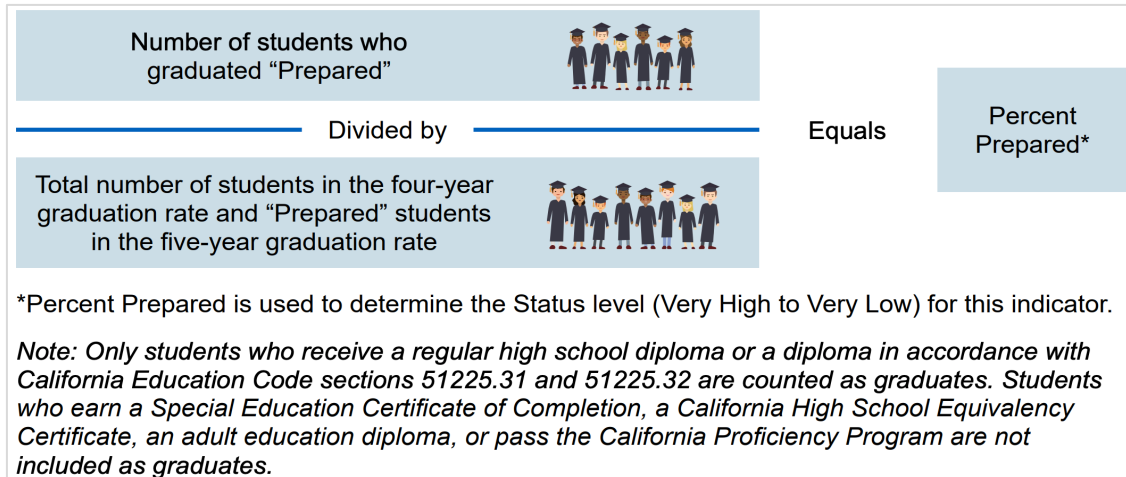
## Option 3 College/Career Indicator

Percent of students in the four- and five-year graduation cohort that are prepared for college and/or career (CDE's CCI)

# CDE College/Career Indicator

The College/Career Indicator (CCI) represents the percentage of students in the 4-year cohort, as well as some students in their 5<sup>th</sup> year, that are “prepared” for college and/or career.


CCI is designed to encourage high schools to provide all students with a rigorous broad course of study that prepares them for postsecondary success.



# CCI Criteria


## Measures of College Readiness

College/Career Indicator:  
Measures of College Readiness



The College/Career Indicator (CCI) shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, the CCI consists of both college- and career-readiness measures. This flyer contains the college-readiness measures. For career-readiness measures, please access the Measures of College Readiness document on the [California Department of Education \(CDE\) College/Career Indicator web page](#).


College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. Several measures have been approved by the State Board of Education as indicating college readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."




Prepared

Graduates classified as Prepared must meet at least one of the following criteria:

- **Smarter Balanced Summative Assessments**  
Receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP)**
  - Complete two AP courses with a grade of C- or better;
  - Receive a score of 3 or higher on two AP exams; or
  - Complete one AP course with a grade of C- or better and receive a score of 3 or higher on an AP exam. The qualifying AP course and qualifying AP exam topics cannot match.
- **International Baccalaureate (IB)**  
Receive a score of 4 or higher on two IB exams
- **College Credit Courses**  
Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **State Seal of Biliteracy (SSB)**  
Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments


  
 Reporting Division by  
 August 2025

College/Career Indicator:  
Measures of Career Readiness



The College/Career Indicator (CCI) shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, the CCI consists of both college- and career-readiness measures. This flyer contains the career-readiness measures. For college-readiness measures, please access the Measures of College Readiness document on the [California Department of Education \(CDE\) College/Career Indicator web page](#).


Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. Several measures have been approved by the State Board of Education as indicating career readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."



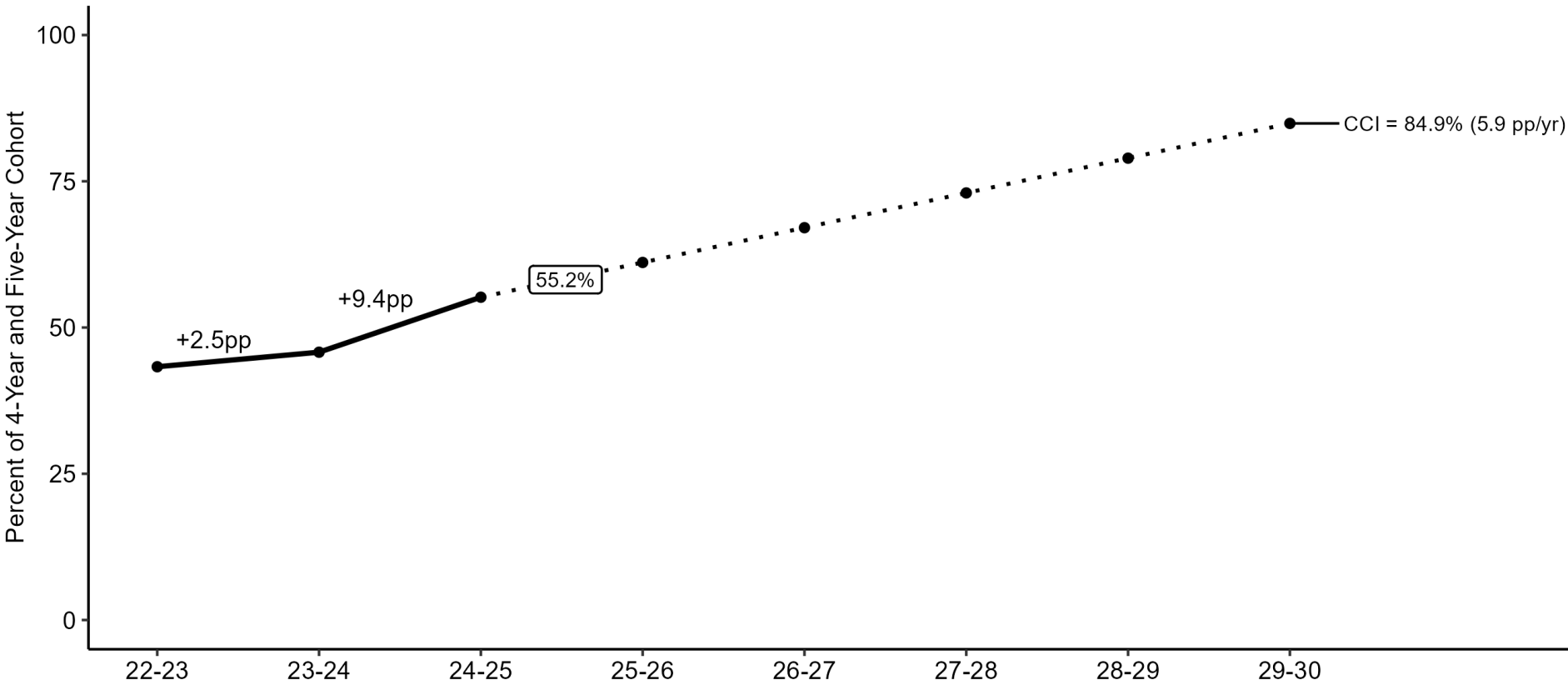
Prepared

Graduates classified as Prepared must meet at least one of the following criteria:

- **Leadership/Military Science**  
Complete two years of Leadership/Military Science and receive a score of Level 3 or higher in either the English language arts/literacy (ELA) or the mathematics Smarter Balanced Summative Assessment and a score of Level 2 "Standard Nearly Met" or higher in the other assessment
- **Career Technical Education (CTE) Pathway**  
Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
  - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other
  - Complete one semester, two quarters, or two trimesters of College Credit Courses, outside of the completed CTE Pathway, with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
- **Registered Pre-Apprenticeship**  
Complete a registered pre-apprenticeship

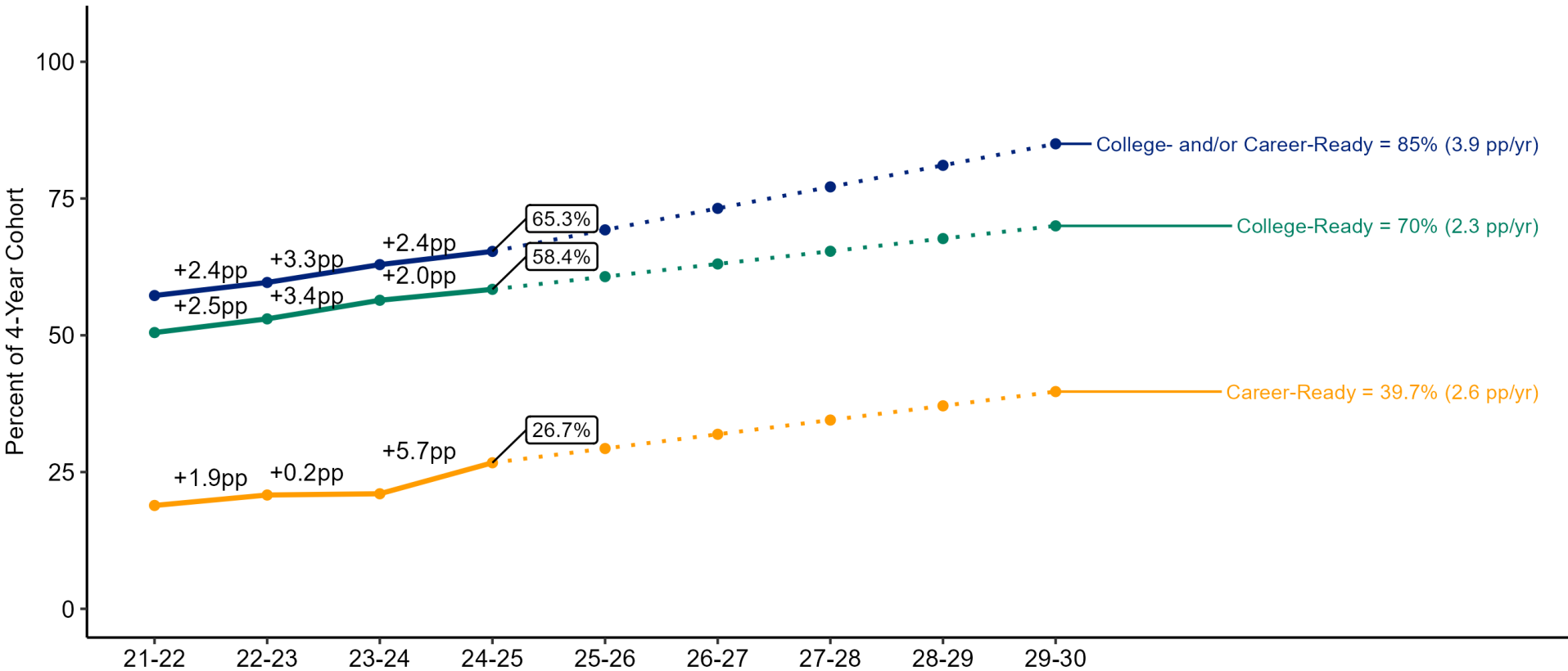
  
 Reporting Division by  
 August 2025

# CDE College/Career Indicator



Notes. The above numbers capture students in the four-year and five-year graduation cohort who are “Prepared” according to the CDE’s College and Career Indicator

# Postsecondary Readiness Options



Notes: College-ready is defined as meeting A-G requirements with C or better. Career-ready is defined as earning a HS Diploma as well as completing a CTE pathway or JROTC courses. 31

# Considerations for Postsecondary Readiness Goal

	<b>Option 1: Keep Only Current Goal</b>  Percent of students in cohort with an average of "C" or better in A-G courses	<b>Option 2: College- and/or Career-Ready</b>  Percent of students in cohort with an average of "C" or better in A-G courses and/or Career-Ready	<b>Option 3: CDE's CCI Indicator</b>  Percent of students who are "prepared" for college and/or career
<b>Pros</b>	<ul style="list-style-type: none"> <li>Maintains same goal and reinforces consistent District priority</li> <li>Allows for tracking progress over time</li> <li>Directly tied to UC/CSU eligibility, making the goal aligned with postsecondary readiness expectations</li> </ul>	<ul style="list-style-type: none"> <li>Allows for multiple pathways in addition to A-G to identify as prepared, and reflects both college readiness and career readiness, not just college</li> <li>A-G + CTE is existing LCAP goal</li> <li>Career readiness indicators are simpler to understand, monitor, and report compared to the CCI.</li> </ul>	<ul style="list-style-type: none"> <li>CCI is a more rigorous measure than A-G C or better alone. Meeting A-G C or better requirements alone is not sufficient to be considered "Prepared"</li> <li>CCI provides multiple pathways in addition to A-G to identify as prepared, and reflects both college readiness and career readiness, not just college</li> </ul>
<b>Cons</b>	<ul style="list-style-type: none"> <li>May not capture non-academic readiness indicators (e.g., CTE, dual enrollment)</li> <li>Goal relies on course grades, which are subject to variability in assignment</li> </ul>	<ul style="list-style-type: none"> <li>Need to set up data systems for schools to easily track progress</li> <li>Harder to explain, track, and communicate clearly</li> <li>Not all schools offer CTE pathways</li> </ul>	<ul style="list-style-type: none"> <li>CCI aggregates many measures into one indicator; a school can look strong overall even if it performs poorly in some individual components</li> <li>CCI methodology is in flux</li> </ul>

# How should we measure our progress?

## *Social-Emotional Learning*

2022-26  
Goal

- 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio
- 40% of students using a portfolio will attain a “Meets Proficiency”

Jan. 14  
Discussion

Explore options for SEL

Staff  
Recommendation

School Experience Survey and a pre-post SEL application survey

# Report Card Marks: Considerations and our Direction



Ratings are subjective and may vary substantially by teacher, classroom context, or school



The intent is to support student growth without penalizing students who are still developing these skills



Report card language is not explicit in calling out the SEL competencies



SEL competencies are not included as measures on high school report cards

# Social-Emotional Learning Competency Application Survey

## Core Competencies

- (1) Self-Awareness
- (2) Self-Management
- (3) Growth Mindset
- (4) Self-Efficacy
- (5) Social Awareness
- (6) Responsible Decision-making

## Alignment and Frameworks

- Grade spans K-2, 3-5, 6-8 and 9-12
- CASEL framework aligned
- Informed by models such as Devereux Student Strengths Assessment (DESSA) and Social-Emotional Assets and Resilience Scales (SEARS)

## Coherent Implementation

- Required for District-funded SEL curriculum use; current implementation at 90%
- Pre/Post surveys will be included in curriculum pacing plans
- Whole Child integration to provide schools with timely data

# Social-Emotional Learning Competency Application Survey

**Timeline**

**Milestone**

<b>March – July 2026</b>	Development of SEL Competency Application Survey
<b>July – August 2026</b>	Launch pilot survey for select schools
<b>September 2026 – March 2027</b>	Revise prompts for SY 2027–28 districtwide launch
<b>March – April 2027</b>	Revised School Experience Survey launched
<b>May – July 2027</b>	SES data reported and baseline SEL Competency Application Survey data reported
<b>September 2027</b>	Districtwide launch of SEL Competency Application Survey for all schools

# Lunch

# Agenda

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# **Finalize Targets for District Goals: Science, Postsecondary and SEL**

Dr. Jon Fullerton

@LASchools

# How should we measure our progress?

## Science

2022-26  
Goal

N/A

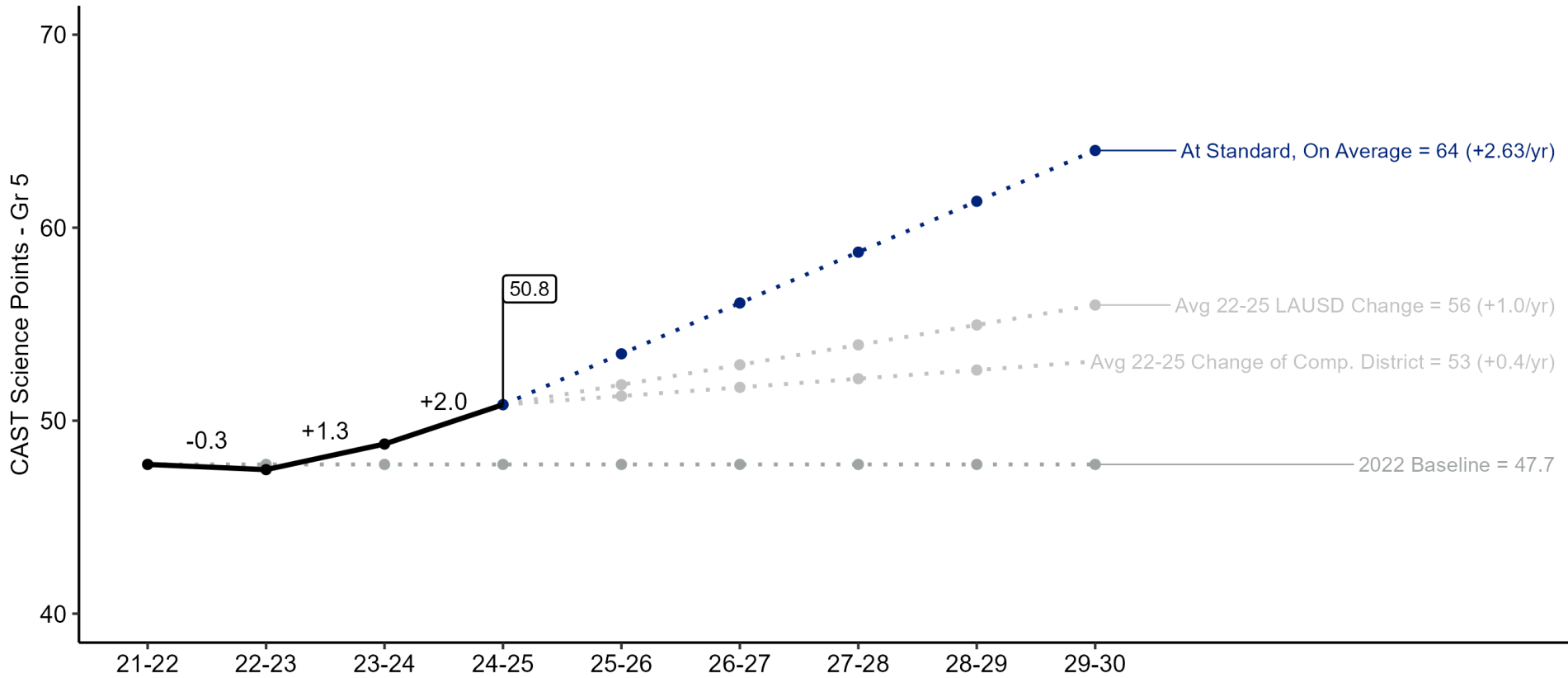
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Staff  
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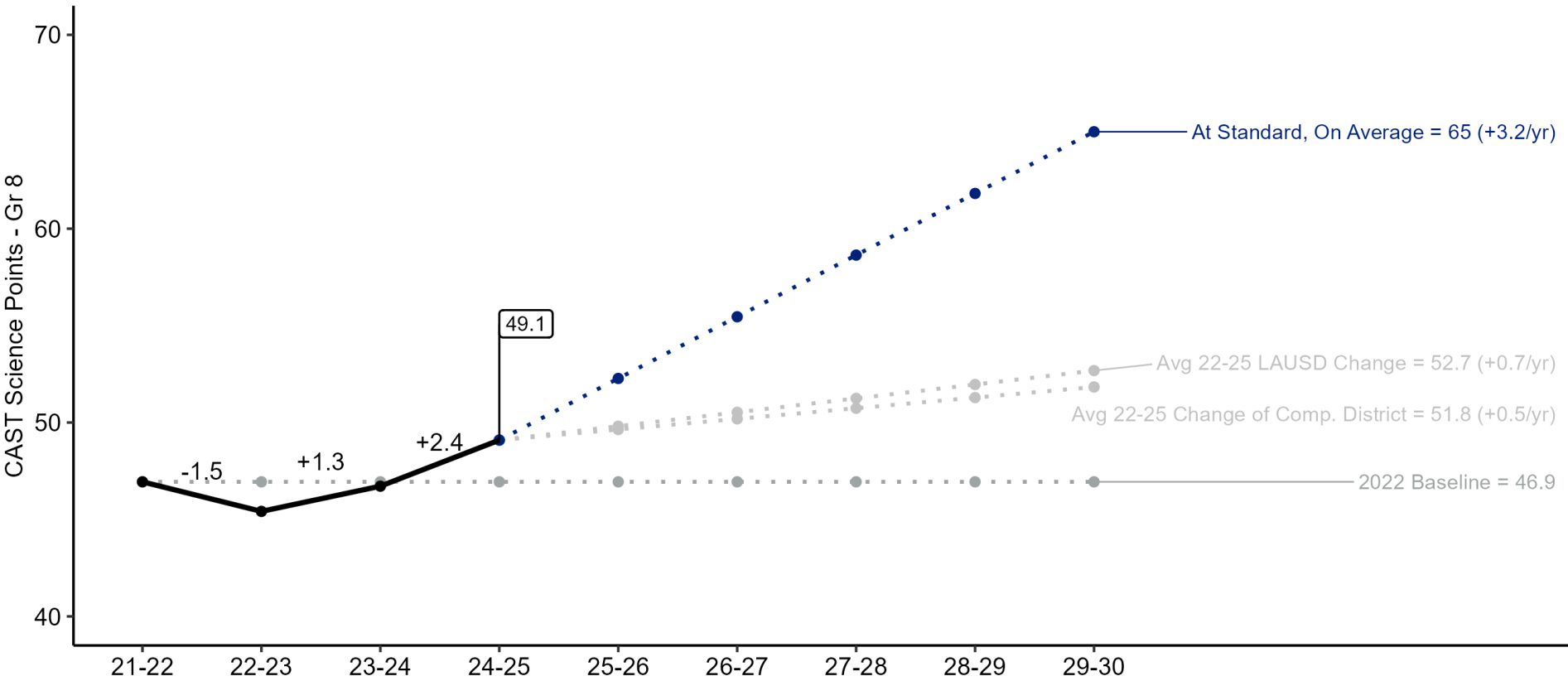
At standard, on average, in grades 5 and 8 (based on new Science Points metric)

# Science: Gr 5 CAST Scores – Science Points



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 5 in 2022, 2023, 2024, or 2025. 41

# Science: Gr 8 CAST Scores – Science Points



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 8 in 2022, 2023, 2024, or 2025. 42

# How should we measure our progress?

## *Postsecondary Readiness*

2022-26  
Goal

Percent of students in cohort with an average of "C" or better in A-G courses

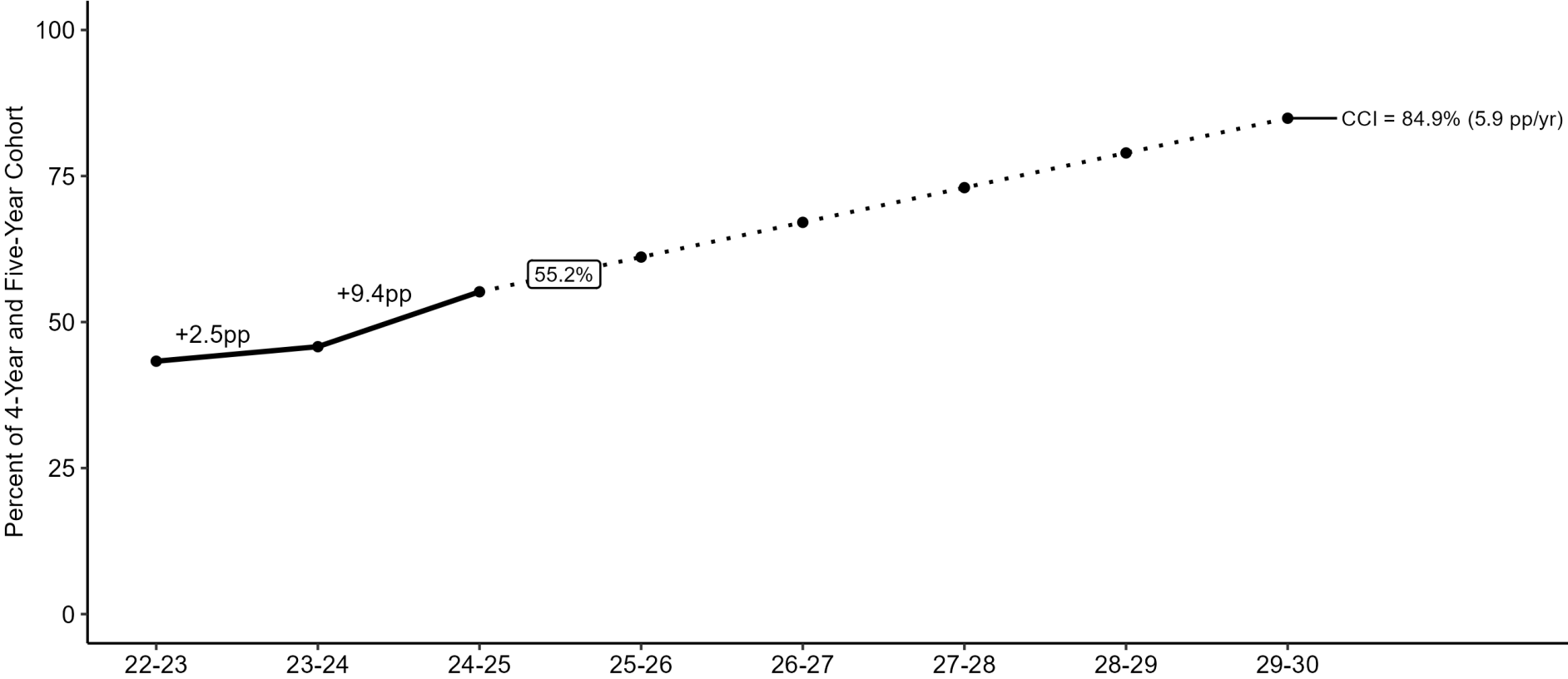
Jan. 14  
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Keep A-G and explore components of College and Career Indicator (CCI)

Staff  
Recommendation

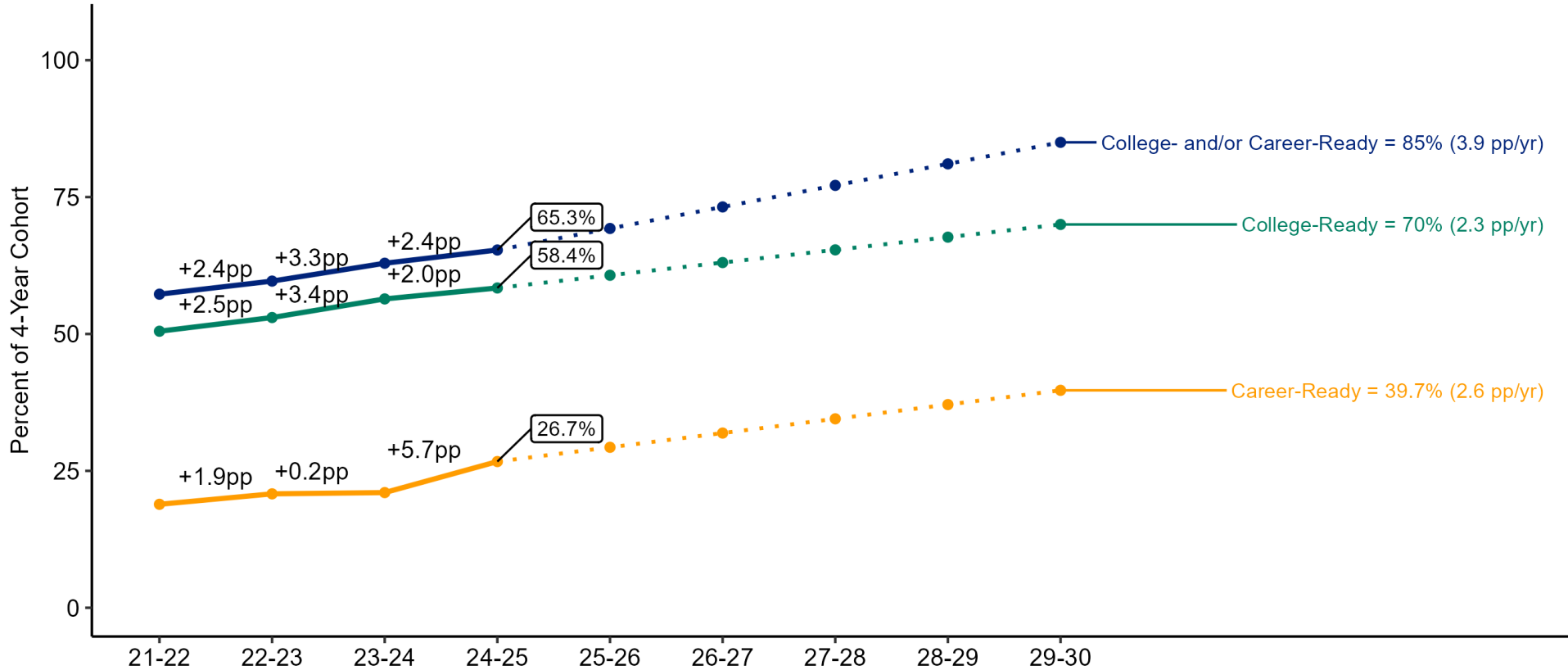
By June 2030, 85% of students in the graduating 9-12th grade cohort will be college- and/or career-ready, with at least 70% of the cohort being college-ready

# CDE College/Career Indicator



Notes. The above numbers capture students in the four-year and five-year graduation cohort who are “Prepared” according to the CDE’s College and Career Indicator

# Postsecondary Readiness Options



Notes: College-ready is defined as meeting A-G requirements with C or better. Career-ready is defined as earning a HS Diploma as well as completing a CTE pathway or JROTC courses. 45

# How should we measure our progress?

## *Social-Emotional Learning*

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Jan. 14  
Discussion

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Staff  
Recommendation

School Experience Survey and a pre-post SEL application survey

# Closing

# Appendix

# Core Beliefs: Equity

*(Changes made by Board on January 14)*

**CURRENT**

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.

**REVISED**

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

# Core Beliefs: Collaboration

*(Changes made by Board on January 14)*

**CURRENT**

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.

**REVISED**

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.~~ **We actively seek, value, and make decisions with the diverse voices of our communities (parents, students, staff, community partners, labor partners, advocates and education non-profits). We build stronger relationships that better support our students at school, home and in the world.**

# Core Beliefs: Excellence

*(Changes made by Board on January 14)*

**CURRENT**

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.

**REVISED**

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve **excellence throughout their educational trajectory from early childhood education to postsecondary. excellence.** ~~With For~~ our community, we must ~~deliver~~**create** schools and an entire system that meets the promise of all ~~of~~ our unique students.

# Vision Statement

*(Changes made by Board on January 14)*

**CURRENT**

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

**REVISED**

Los Angeles Unified will graduate ALL students ready for the world and **prepared** to thrive in college, career, and life.

# Mission Statement

*(Changes made by Board on January 14)*

**CURRENT**

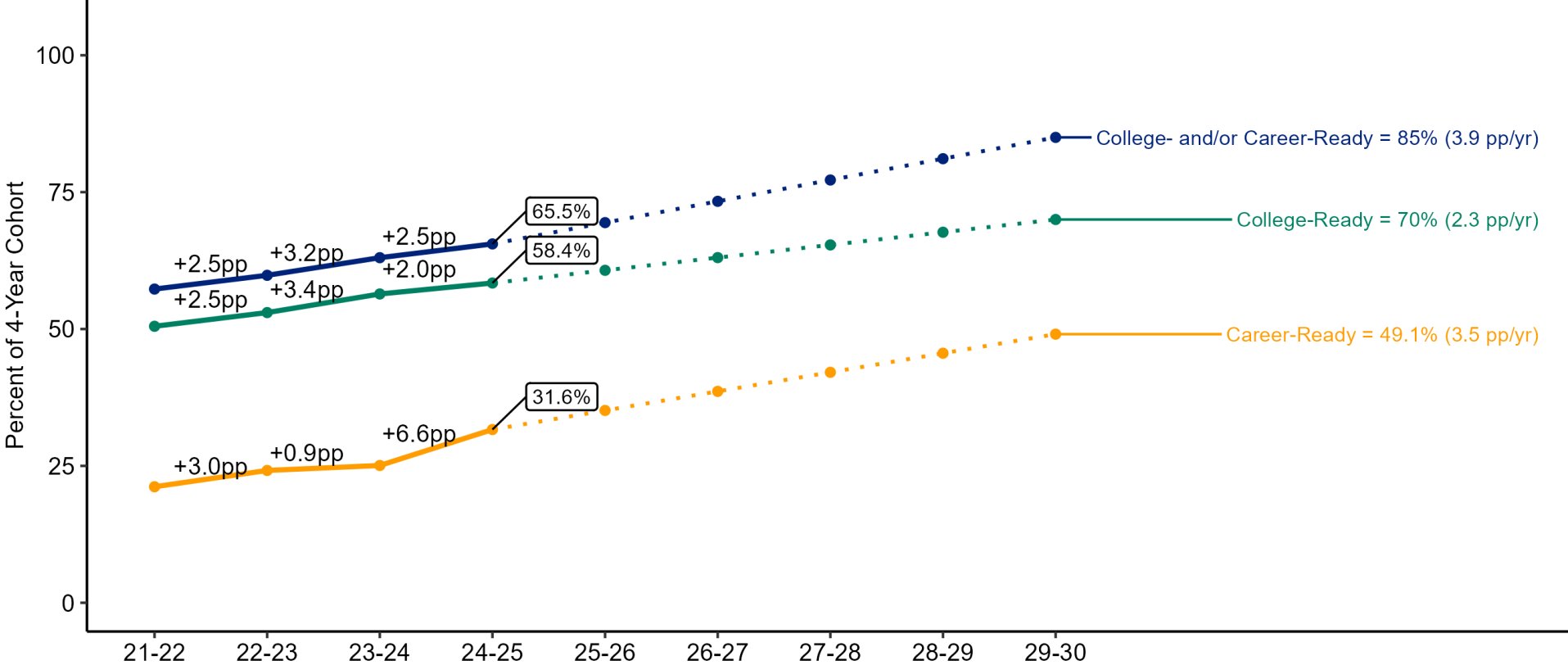
Realizing excellence for all students by providing the unique, rigorous, and culturally relevant education that each and every student deserves.

**REVISED**

Provide a rigorous, joyful, and culturally relevant education for all that ensures students achieve academic success and social-emotional well-being.

# Postsecondary Readiness Options

with dual enrollment included



Notes: College-ready is defined as meeting A-G requirements with C or better. Career-ready is defined as earning a HS Diploma as well as completing a CTE pathway or JROTC courses or Dual Enrollment

# Ready for the World



**#AcceleratingSuccess**