

Measures of Success Technical Appendix

[HOW WE EVALUATE PROGRESS](#) | [HOW WE DRIVE SUCCESS](#)



The 2026–30 Strategic Plan establishes the District’s priorities, goals, and commitments to support student success over the next four years. The Measures of Success Technical Appendix is a companion to the Strategic Plan that provides additional detail on how the District will evaluate progress toward these goals.

The Strategic Plan describes what the District aims to achieve, while the Measures of Success describe how progress will be measured. The Strategic Plan presents these measures in clear, public-facing language, while this Appendix provides technical descriptions of each measure and identifies connections to District Goals and Local Control and Accountability Plan (LCAP) metrics.

Together, these resources provide a framework for tracking progress, aligning efforts, and maintaining accountability to students, families, staff, and the community. The Appendix also supports transparency by providing additional context on how data and performance measures connect to the broader goals of the Strategic Plan.

OUR COMMITMENT TO TRANSPARENCY



STRATEGIC PLAN

Our priorities and commitments



MEASURES OF SUCCESS

How we evaluate our progress



DATA & MONITORING

How we track and use information

THE APPENDIX IS ORGANIZED BY PILLAR AND INCLUDES THE MEASURES OF SUCCESS AND THE CORRESPONDING DATA DESCRIPTIONS

MEASURES OF SUCCESS

describe how progress is evaluated

DATA DESCRIPTIONS

define what the data represents

District Goals

To ensure every student graduates **Ready for the World**, we refined and strengthened the District’s goals for the 2026–30 Strategic Plan.

Building on the foundation of the previous plan, these updated goals reflect a continued focus on academic achievement and student success, with important expansions to better prepare students for college, career, and life.

We updated the goals to:

- Expand **literacy** to include both elementary and middle school (grades 3–5 and 6–8)
- Maintain a strong focus on **numeracy** across grades 3–8
- Add a new goal for **science achievement** in grades 5 and 8
- Strengthen **college and career readiness** by including both college (A-G completion) and career pathways
- Elevate **social-emotional learning** to support students’ development of the skills needed to manage emotions, build relationships, and make responsible decisions

These goals establish clear priorities and align our work across schools, offices, and communities to improve outcomes for all students. We will also focus on student groups to ensure that they demonstrate significant growth to reach grade-level proficiency and close opportunity gaps.

Literacy	At Proficiency, On Average	By June 2030, students in grades 3–5 and 6–8 will, on average, perform at grade-level in English Language Arts (ELA).
Numeracy	At Proficiency, On Average	By June 2030, students in grades 3–5 and 6–8 will, on average, perform at grade-level in Mathematics.
Science	At Proficiency, On Average	By June 2030, students in grades 5 and 8 will, on average, perform at grade-level in science.
College and Career 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% being college-ready.
Social-Emotional Learning	Under Development	By June 2030, students will increase their mastery of social-emotional competencies that support success in school and life.

PILLAR 1: ACADEMIC EXCELLENCE | Priority: High Quality Instruction

MEASURES OF SUCCESS	DATA DESCRIPTION
 Improve grade-level proficiency of students in English Language Arts (ELA), Mathematics, and Science*+	Average Distance from Proficiency on the English Language Arts Smarter Balanced Assessment (SBA) for students in grades 3-5*+
	Average Distance from Proficiency on the English Language Arts Smarter Balanced Assessment (SBA) for students in grades 6-8*+
	Average Distance from Proficiency on the Math Smarter Balanced Assessment (SBA) for students in grades 3-5*+
	Average Distance from Proficiency on the Math Smarter Balanced Assessment (SBA) for students in grades 6-8*+
	Average Science Points on the California Science Test for students in 5th grade*+
	Average Science Points on the California Science Test for students in 8th grade*+
 Increase early education student development in literacy, numeracy and social-emotional development	Percentage of early education students who are ready for kindergarten based on their Desired Results Development Profile (DRDP) ratings in language and literacy development in the Spring
	Percentage of early education students who are ready for kindergarten based on their Desired Results Development Profile (DRDP) ratings in math development in the Spring
	Percentage of early education students who are ready for kindergarten based on their Desired Results Development Profile (DRDP) ratings in social-emotional development in the Spring
 Increase K-2 student literacy proficiency+	Percentage of students in Kindergarten testing “at grade level” or above at End of Year (EOY) on iReady English Language Arts (ELA)+
	Percentage of students in 1st grade testing “at grade level” or above at End of Year (EOY) on iReady ELA+
	Percentage of students in 2nd grade testing “at grade level” or above at End of Year (EOY) on iReady ELA+
 Improve academic performance across all student achievement levels from the prior year	Average change in Distance from Proficiency from the prior year for students who took SBA two consecutive years, on SBA ELA and math, for students who initially scored “Minimal”
	Average change in Distance from Proficiency from the prior year for students who took SBA two consecutive years, on SBA ELA and math, for students who initially scored “Developing”
	Average change in Distance from Proficiency from the prior year for students who took SBA two consecutive years, on SBA ELA and math, for students who initially scored “Proficient”
	Average change in Distance from Proficiency from the prior year for students who took SBA two consecutive years, on SBA ELA and math, for students who initially scored “Advanced”

*Strategic Plan District Goals | +District LCAP Metric

Priority: Eliminating Opportunity Gaps

MEASURES OF SUCCESS	DATA DESCRIPTION
 Accelerate progress for student groups toward District academic goals (English Learners, foster, socio-economically disadvantaged, students with disabilities, Latine, and Black students)*	Average student performance in ELA, Math, Science, and College and Career Readiness for English Learners* Average student performance in ELA, Math, Science, and College and Career Readiness for Reclassified Fluent English Proficient (RFEP)* Average student performance in ELA, Math, Science, and College and Career Readiness for Foster students* Average student performance in ELA, Math, Science, and College and Career Readiness for Socio-Economically Disadvantaged students* Average student performance in ELA, Math, Science, and College and Career Readiness for Students with Disabilities* Average student performance in ELA, Math, Science, and College and Career Readiness for Latine students* Average student performance in ELA, Math, Science, and College and Career Readiness for Black students*
 Increase the percentage of English Learners who are making progress toward reclassification+	Percentage of K-12 English Learners who reclassify+ Percentage of English Learners who increased at least one English Learner Progress Indicator (ELPI) level+
 Increase the amount of time Students with Disabilities are in general education settings+	Percentage of students with disabilities who are in the general education program at least 80% of the school day, as measured by their Individualized Education Programs (IEPs)+
 Increase the number of students with significant cognitive disabilities successfully completing high school	Percentage of students who are eligible for the California Alternate Assessment (CAA) who earned a diploma in their graduation cohort year
 Increase the percentage of under-represented students enrolled in advanced academic courses	Percentage of secondary English Learners enrolled in at least one advanced academic course Percentage of secondary Reclassified Fluent English Proficient (RFEP) students enrolled in at least one advanced academic course Percentage of secondary Foster students enrolled in at least one advanced academic course Percentage of secondary Socio-Economically Disadvantaged students enrolled in at least one advanced academic course Percentage of secondary Students with Disabilities enrolled in at least one advanced academic course Percentage of secondary Latine students enrolled in at least one advanced academic course Percentage of secondary Black students enrolled in at least one advanced academic course

*Strategic Plan District Goals | +District LCAP Metric

Priority: Eliminating Opportunity Gaps

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase participation in Gifted and Talented Education (GATE) programs and services	Percentage of K-12 students participating in Gifted and Talented Education

Priority: College and Career Readiness

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of students who graduate and are college and career ready*+	Percentage of students in the 4-year graduation cohort who completed A-G*+ requirements with a C or better, or a Career Technical Education (CTE)*+ pathway, or Junior Reserve Officers' Training Corps (JROTC)* Percentage of students in the 4-year graduation cohort who completed A-G requirements with a C or better*+ Percentage of students in the 4-year graduation cohort who graduate with a regular high school diploma+ Percentage of students in the 5-year graduation cohort who graduate with a regular high school diploma+ Percentage of students in the 4-year graduation cohort who complete at least one of the following: internship, industry pre-apprenticeship, or apprenticeship program Percentage of students in our Adult Education Program who earn a High School Diploma (HSD) or High School Equivalency (HSE) Percentage of students in the 4-year graduation cohort who have met the CA Seal of Biliteracy requirements (All, English Learners, Reclassified Fluent English Proficient)
 Increase the percentage of high school students who are on-track to graduate meeting A-G requirements	Percentage of grade 9-12 students who are on track to complete A-G required courses with a grade of C or better at the end of each school year
 Increase student enrollment in Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment	Percentage of students in the 4-year graduation cohort who enrolled in at least one of the following: Advanced Placement, International Baccalaureate, or Dual Enrollment courses
 Increase the percentage of students passing Advanced Placement Exams+	Percentage of students that enroll in an Advanced Placement course that take the Advanced Placement exam for that course Percentage of Advanced Placement exams with a score of 3 or higher+

*Strategic Plan District Goals | +District LCAP Metric

PILLAR 2: JOY AND WELLNESS

Priority: Welcoming Learning Environments

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of students who feel safe at their school+	Percentage of students reporting on the School Experience Survey that they feel safe at school+
 Increase the percentage of students who feel they belong at their school+	Percentage of students reporting on the School Experience Survey that they feel like they are a part of their school+
 Increase the percentage of students who feel they are supported by adult(s) at school	Percentage of students in grades 6-12 reporting on the School Experience Survey that they have a trusted adult at school
 Reduce the number of open maintenance and operations service call requests at school sites	Percentage of maintenance and operations service call requests responded to within standard time (i.e., emergency - 2 hours; urgent - 48 hours; routine - 45 days)

Priority: Whole-Child Well-Being

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase student development in social-emotional learning competencies*	Percentage of students who respond favorably to School Experience Survey items related to self-efficacy++
	Percentage of students who respond favorably to School Experience Survey items related to self-management++
	Percentage of students who respond favorably to School Experience Survey items related to growth mindset++
	Percentage of students who respond favorably to School Experience Survey items related to student social awareness++
 Increase the percentage of students reporting they are happy to be at their school	Percentage of students reporting on the School Experience Survey that they are happy to be at their school
 Increase the percentage of students participating in academic enrichment programs and extracurricular activities (e.g. robotics and athletics)	Percentage of TK-12 students participating in academic enrichment programs
	Percentage of grade 6-12 students participating in athletics programming
	Percentage of TK-12 students participating in arts enrichment programs
	Percentage of students reporting on the School Experience Survey that they participate in extra-curricular activities offered through their school
 Increase student participation in visual and performing arts program offerings during the school day	Percentage of TK-12 students participating in arts education during the school day

*Strategic Plan District Goals | +District LCAP Metric | ++Beginning in 2027-28, this will be measured using student report cards.

Priority: Outstanding Attendance

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of students with excellent attendance+	Percentage of TK-12 students with excellent attendance (96% or higher)+
 Decrease the percentage of chronically absent students+	Percentage of TK-12 students who are chronically absent (91% or less)+

*Strategic Plan District Goals | +District LCAP Metric



PILLAR 3: ENGAGEMENT AND COLLABORATION

Priority: Strong Relationships

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of parents who feel welcome to participate at their school+	Percentage of families reporting on the School Experience Survey that they feel welcome to participate at their school+
 Increase the frequency of families using Parent Portal	Percentage of households that log in to the Parent Portal monthly at least twice during the peak usage period
 Increase volunteer participation	Percentage of volunteer applications processed within 25 days
 Increase the percentage of families responding favorably around overall customer service	Percentage of families responding favorably on the School Experience Survey around customer service
 Increase the percentage of students, staff, and parents+ who feel they are included in decision-making	Percentage of students reporting on the School Experience Survey that they are included in decision-making
	Percentage of staff reporting on the School Experience Survey that they are included in decision-making
	Percentage of parents reporting on the School Experience Survey that they are included in decision-making+

Priority: Leading for Impact

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the number of engagements and collaborative initiatives with governmental entities and community-based organizations	Count of engagement opportunities and collaborative initiatives connecting the LAUSD community to elected officials, government agencies, and community-based organizations
 Maintain a high passage rate of legislative priorities	Percentage of the District's policy priorities enacted into state law or regulations in a two-year legislative cycle
 Evaluate the effectiveness of partnerships through partner feedback and analysis of impact	Percentage of partners responding favorably on the partnership survey

Priority: Accessible Information

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of parents reporting satisfaction with District and school communication+	Percentage of parents reporting on the School Experience Survey that their school provides them with information they can understand+
	Percentage of successful message deliveries as indicated through delivery reports showing completed calls and delivered emails or texts

+District LCAP Metric

PILLAR 4: OPERATIONAL EFFECTIVENESS

Priority: Modernizing Infrastructure

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the number of digitized centralized processes	Number of identified processes digitized
 Increase facilities Capital projects completed on time	Percentage of capital projects that are completed on time
 Increase the District's use of renewable energy	Count of Megawatts (MW) capacity of renewable energy
 Decrease Districtwide energy usage	Count of kilowatt-hours (kWh) used

Priority: Sustainable Budgeting

MEASURES OF SUCCESS	DATA DESCRIPTION
 Distribute resources and investments based on student needs	Per-pupil investment
 Increase one-time funding through grant awards	Total number of competitive grant applications Total number of competitive grants awarded to schools
 Meet or exceed the District's fund balance target	Percentage of the District's budget that comprises the fund balance
 Reduce costs for worker's compensation claims	Percentage of worker compensation cost per \$100 of payroll
 Decrease transportation costs	Average cost of transportation, per student

Priority: District of Choice

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the count and percentage of new student enrollment	Count and percentage of TK-12 students enrolled on Norm Day of the current school year, but not enrolled in an LAUSD-operated school on the previous Norm Day
 Stabilize the retention rate of students	Count and percentage of students enrolled in a district school on Norm Day of the prior year who are still enrolled in a district school on Norm Day of the current year, by grade, and excluding graduates

PILLAR 5: INVESTING IN STAFF

Priority: Strong and Sustainable Workforce

MEASURES OF SUCCESS	DATA DESCRIPTION
 Maintain a low Districtwide school-based vacancy rate	Vacancy rate for school-based positions (classified and certificated)
 Increase the retention rate of teachers across the District with particular focus on schools and subjects with higher turnover and greater needs	Percentage of first- through third-year math, science, and special education teachers from the prior year who return in the current year disaggregated by content areas
 Increase stabilization of principals at school sites	Median number of years principals remain at the same school

Priority: Staff Support and Development

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of staff reporting that their school is a safe, supportive, and inviting place to work+	Percentage of staff reporting on the School Experience Survey that their school is a supportive and inviting place to work+ Percentage of staff reporting on the School Experience Survey that they feel safe on school grounds during the day+
 Increase staff attendance rates	Average daily staff attendance rate
 Increase the percentage of educators who report that professional learning opportunities meet their needs and growth goals	Percentage of educators who rate District-provided training as effective

Priority: High Performance Standards

MEASURES OF SUCCESS	DATA DESCRIPTION
 Increase the percentage of staff reporting their school has high performance standards for all employees	Percentage of school staff reporting on the School Experience Survey that their school sets high performance standards for all employees
 Increase the percentage of principals and teachers who use data to inform instructional decisions	Percentage of educators reporting on the School Experience Survey that they use data to inform their instruction

+District LCAP Metric