

2024-25 Board Goals 3 & 4

Mid-year Data Monitoring

Board of Education Goals

Goal 1 Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2 Reading: Acceleration

The percentage of students in Grades 4–8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC–English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3 Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A–G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4 College & Career Readiness

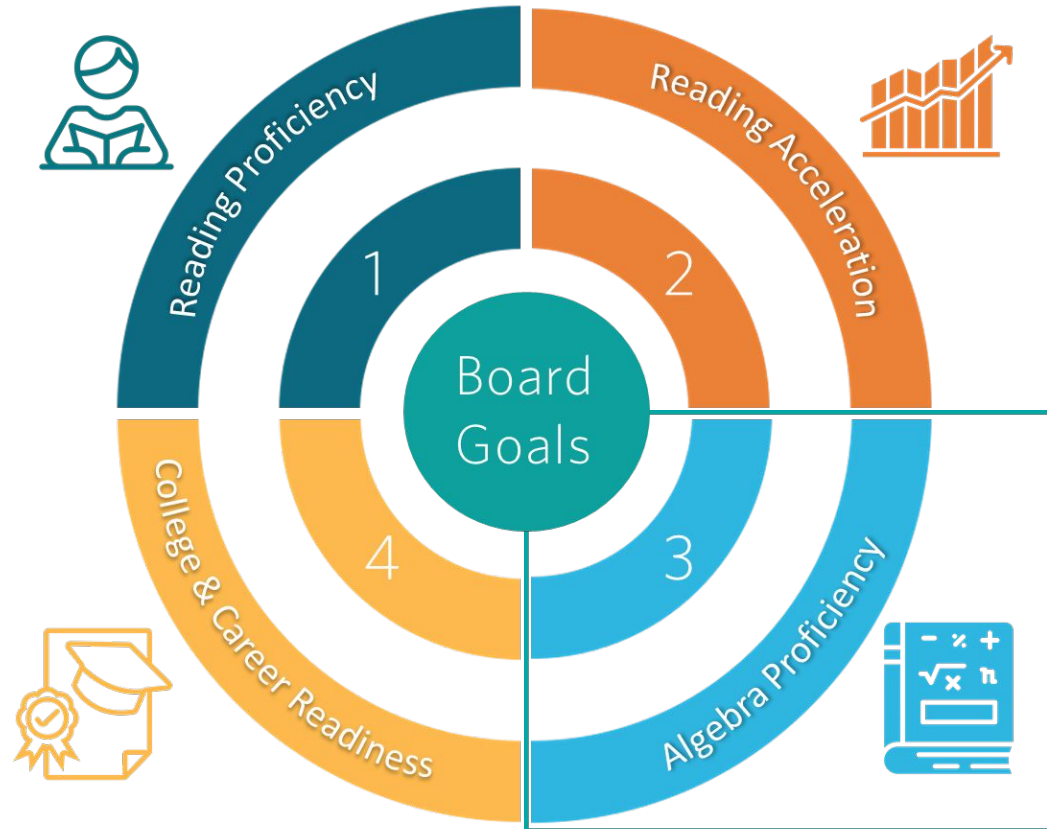
In pursuit of having more than 66% of Black/African American graduating seniors A–G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.

Board of Education Guardrails

- ▶ **The Superintendent may not allow** resources to be allocated without evidence of their equitable distribution aligned with the Excellence & Equity board policy.
- ▶ **The Superintendent may not allow** major district-wide initiatives to go forth without engaging students of color and their families, following stakeholder engagement principles that are utilizing current adopted best practices.
- ▶ **The Superintendent may not allow** implementation or adoption of any classroom curricula or programming that does not prioritize educational and racial equity.

Adopted: November 1, 2023

Board Goal 3: Algebra Proficiency





Goal 3 Algebra Proficiency



In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

- ▶ Leading Indicators
 - ▷ A-B-C rates in Grade 8 and Grade 9 Algebra
 - ▷ A-B-C rates for Middle School Math Grades

Goal 3 Algebra Proficiency

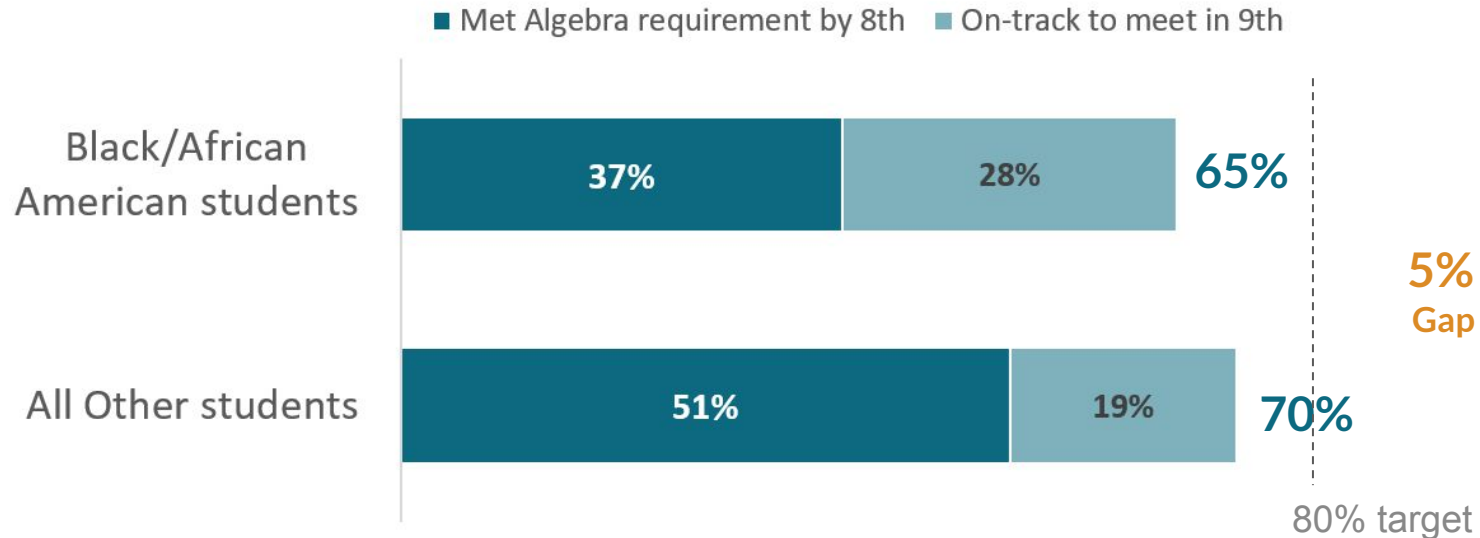
Target cohort: Students who will be in Grade 9 in 2027-28

2023-24	2024-25	2025-26	2026-27	2027-28
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Grade 6	Grade 7	Grade 8	Grade 9	—
Grade 7	Grade 8	Grade 9	—	
Grade 8	Grade 9	—	—	
Grade 9	—	—	—	

Target goal: 80%+
Grade 9 Students meet
Algebra A-G requirement
with 0% proficiency gap
between Black/African
American Students and
All Other students

Goal 3 Algebra Proficiency

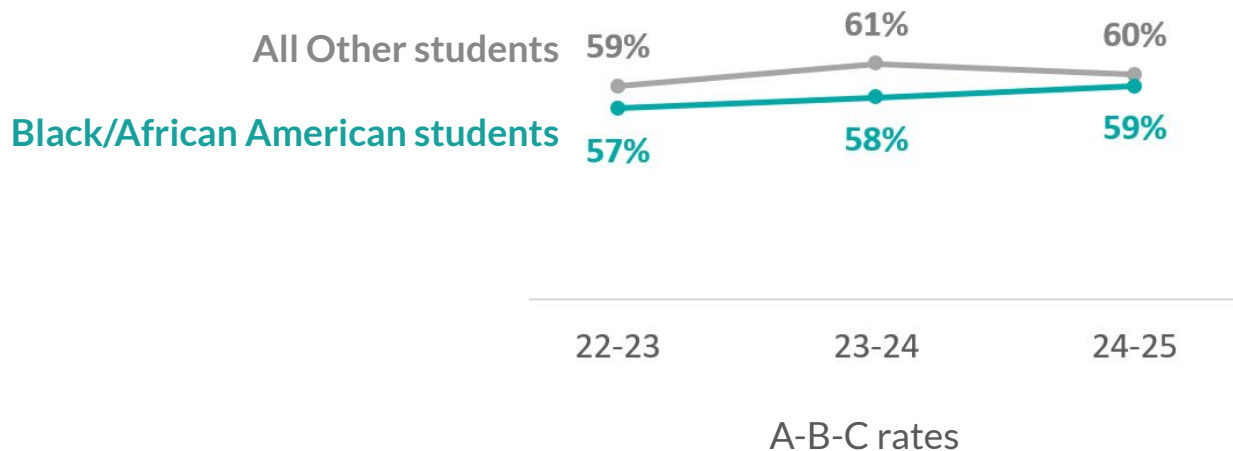
- Overall, 69% percent of all 9th grade students have met or are on track to meet the Algebra requirement by the end of 9th grade.
- A 5% gap exists between Black/African American and All Other students.



Goal 3: Grade 9 Algebra Semester 1 Achievement



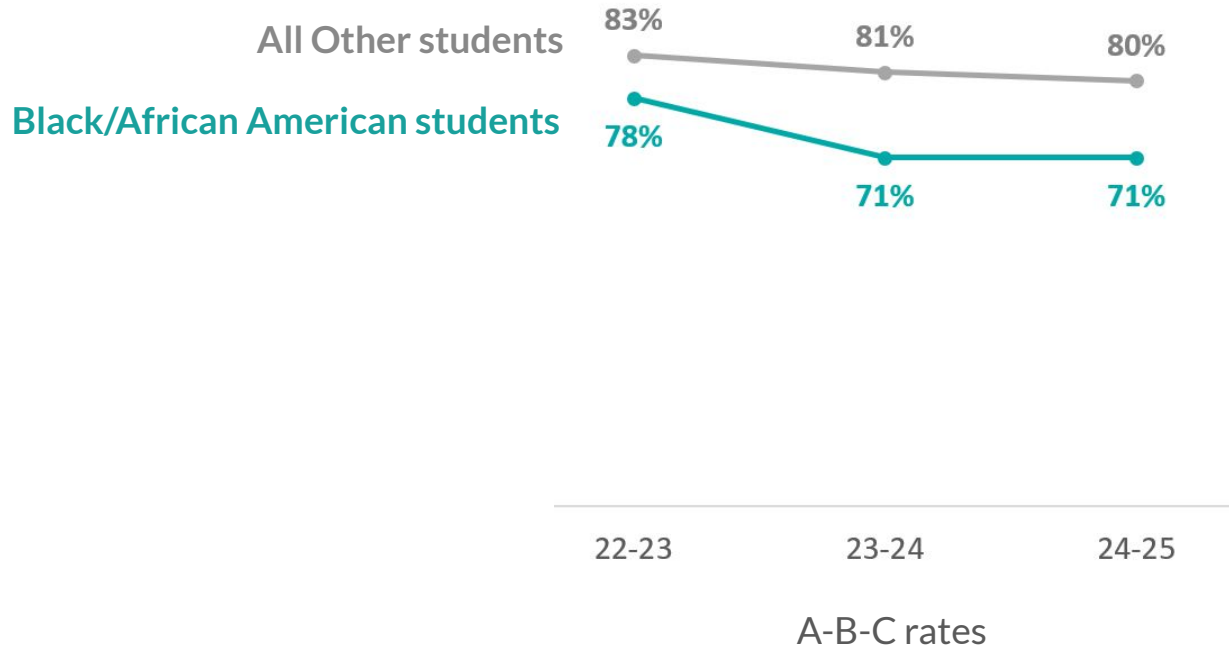
- 37% of Grade 9 students are currently enrolled in Algebra 1.
- Grade 9 Black/African American students had similar A-B-C rates in **Algebra** as All Other students.



Goal 3: Grade 8 Algebra Semester 1 Achievement



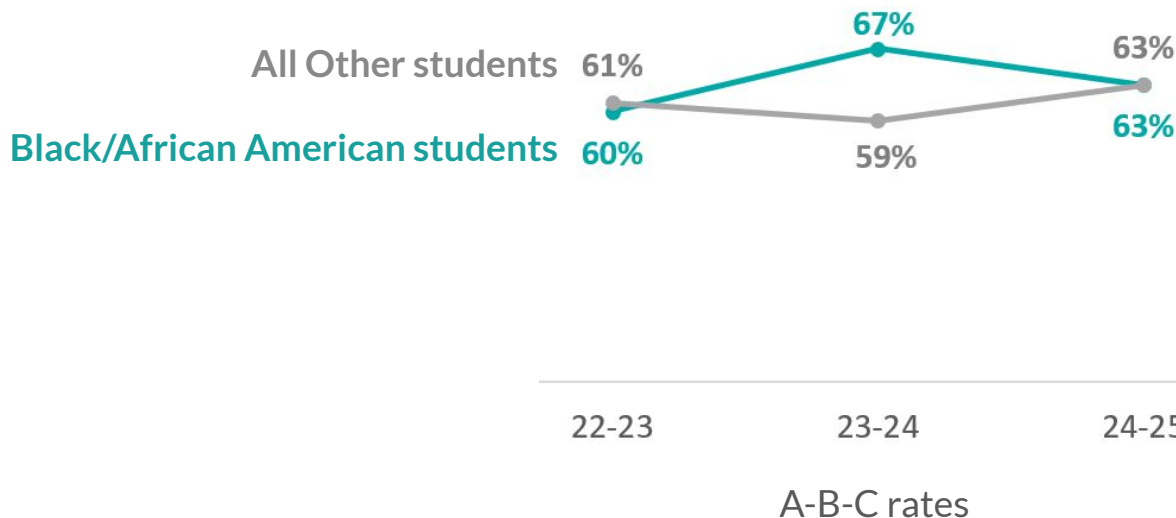
- 80% of Grade 8 students enrolled in Algebra.
- Grade 8 Black/African American students had 9% fewer A-B-Cs in Algebra.



Goal 3: Math 8 Semester 1 Achievement



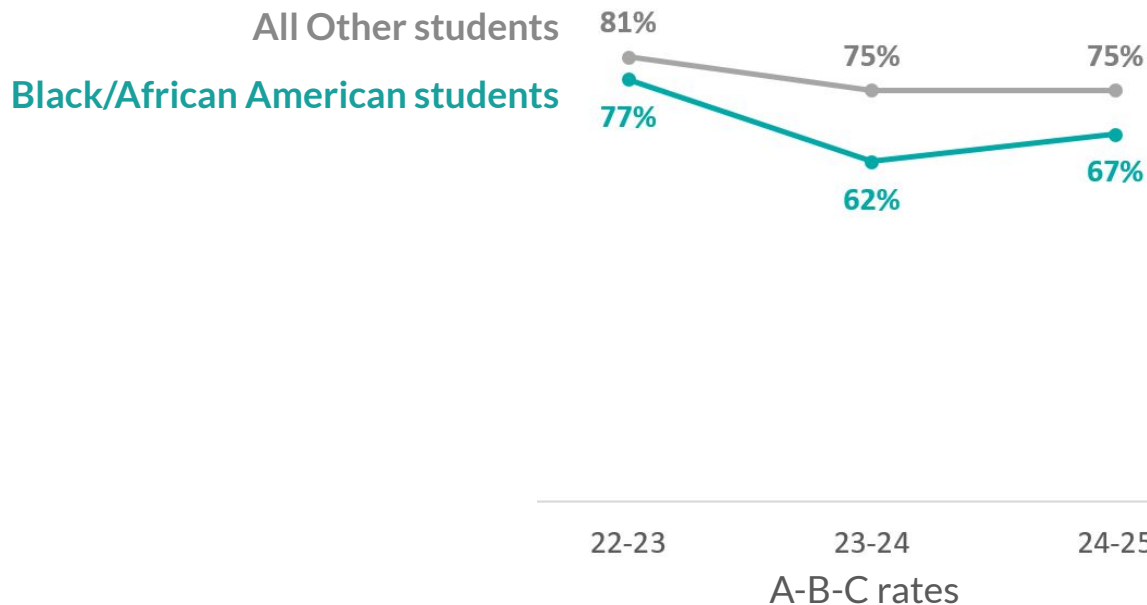
- 20% of Grade 8 students are enrolled in Math 8.
- Grade 8 Black/African American students had the same rate of A-B-Cs in Math 8 as All Other students.



Goal 3: Math 7 Accelerated Semester 1 Achievement



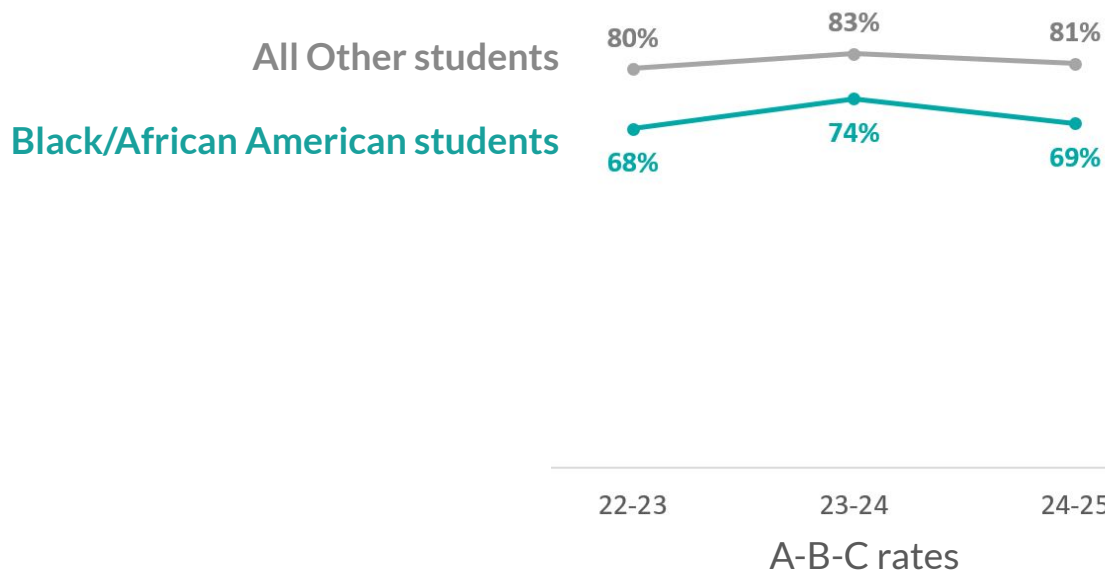
- 87% of Grade 7 students are enrolled in Math 7 Accelerated.
- Black/African American students earned fewer A-B-Cs at Semester 1 for **Math 7 Accelerated** (8% gap).



Goal 3: Math 6 Accelerated Semester 1 Achievement



- Target cohort: Students who will be in Grade 9 in 2027-28
- Nearly all 6th grade students are enrolled in Math 6 Accelerated.
- Black/African American students earned fewer A-B-Cs at Semester 1 for Math 6 Accelerated (12% gap in 24-25).



Goal 3 Summary



Goal 3 Algebra Met/On-Track

69% of all 9th graders are on-track to meet the Algebra A-G requirement by the end of 9th grade. There is a 5% gap between Black/African American students and All Other students.



Actions Planned

Action 1:

Course placement recommendations for grades 7 & 8 for 2025-26 have been adjusted to ensure students have a strong math foundation before entering Algebra.

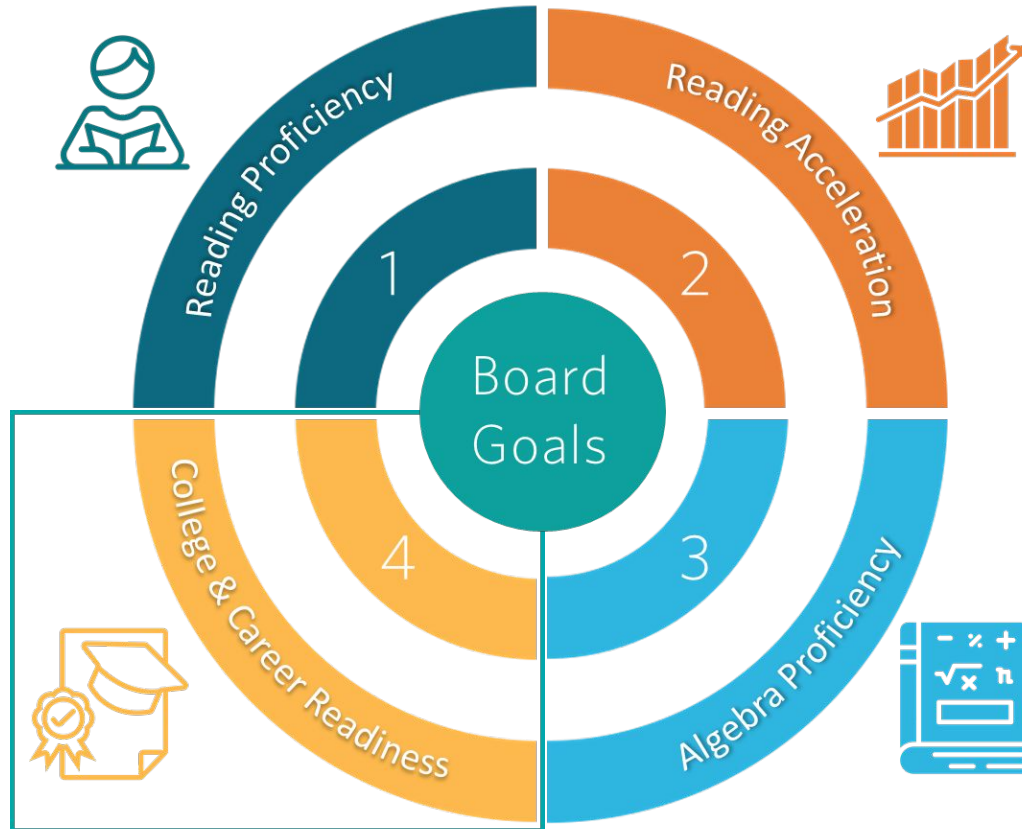
Action 2:

System-wide alignment in progress-monitoring practices for Math Unit exams to make instructional adjustments in support of student progress.

Questions & Comments



Board Goal 4: College & Career Readiness





Goal 4 College & Career Readiness



In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% in June 2028.

- ▶ **Leading Indicator**
 - ▶ Current on-track rates for A-G Grades 9-12

Goal 4 College & Career Readiness

Target Cohort: Grade 12 students in 2027-28

Monitor Grades 9-12 in 2024-25

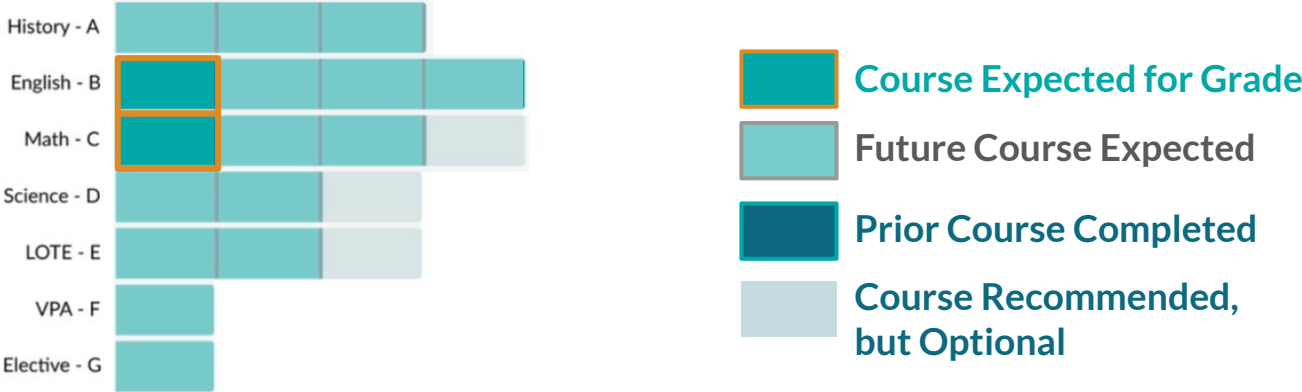
2023-24	2024-25	2025-26	2026-27	2027-28
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 9	Grade 10	Grade 11	Grade 12	—
Grade 10	Grade 11	Grade 12	—	
Grade 11	Grade 12	—	—	
Grade 12	—	—	—	

Target goal: 66%+
Graduating Seniors
graduate A-G eligible
with 0% gap between
Black/African American
Students and All Other
students

A-G Course Requirements to be Considered On-Track

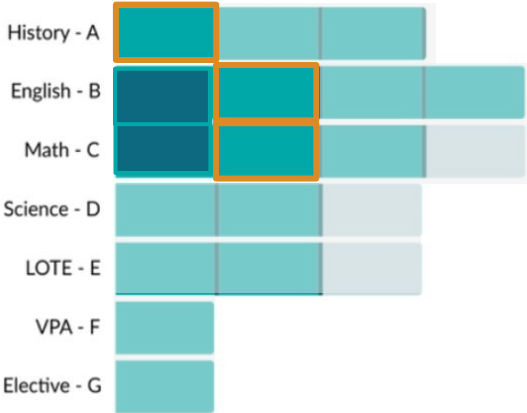
9th Grade

On-track
currently
monitors
English & Math
only



10th Grade

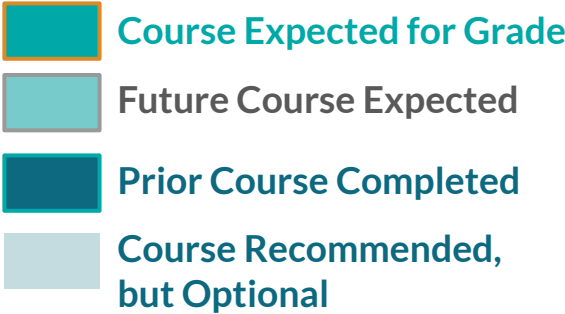
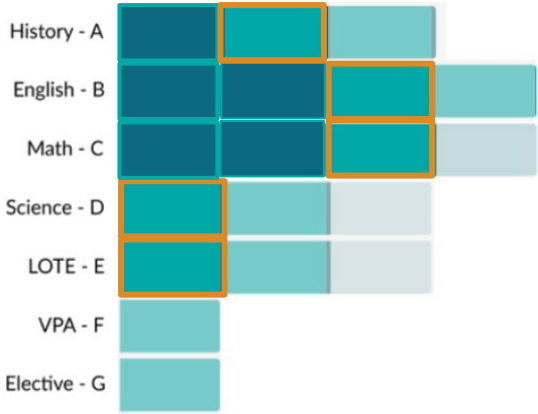
On-track adds
2nd year of
English & Math,
and History



A-G Course Requirements to be Considered On-Track

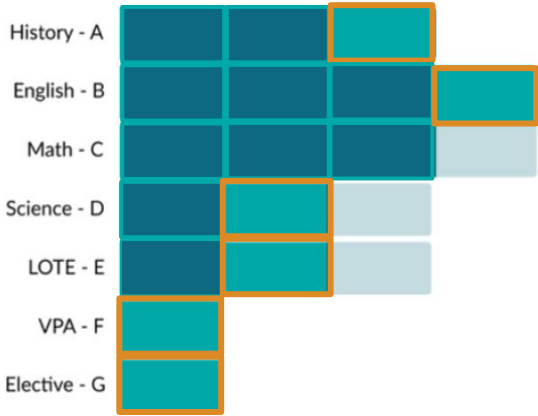
11th Grade

On-track currently monitors English, Math and History, adding in Science and Language other than English



12th Grade

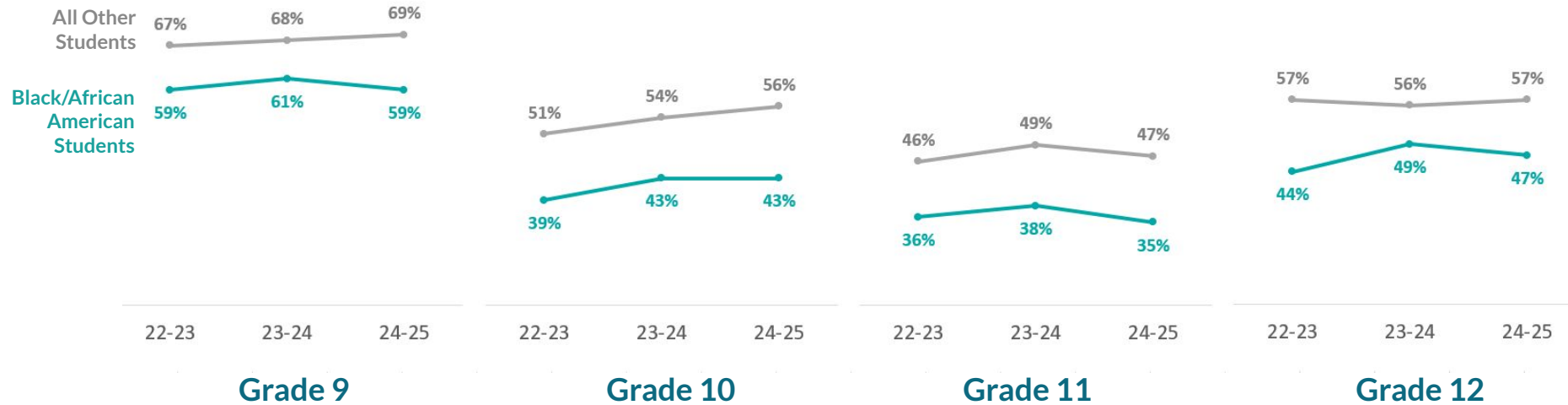
On-track includes all 15 courses in all A-G categories



Goal 4: Grades 9 through 12 A-G On-track



Three years of High School on-track rates at Semester 1 show fairly steady A-G on-track rates.



Goal 4: Summary



**A-G on-track
rates fairly
steady**

Overall, A-G on-track rates have remained fairly steady at Semester 1 from 22-23 through 24-25. Black/African American students **declined slightly** across grade levels, whereas All Other students **increased slightly**.



**Actions
Planned**

Action 1:

Future updates to on-track monitoring will more accurately reflect passing of courses taken throughout Grades 9 - 12.



Questions & Comments



Reference/Glossary

A-B-C Rate: The percent of A, B, or C grades out of all the grades assigned.

A-G requirements : 15 year long college preparatory courses in seven subject areas are required with letter grades of C or better to meet the minimum admission requirements to UC (University of California) or CSU (California State University) schools.

The seven subject areas are:

A - History (2 years) **B** - English (4 years) **C** - Math (3 years) **D** - Science (2 years) **E** - Language Other than English (2 years) **F** - Visual and performing arts (1 year) **G** - College-preparatory elective (1 year)

A-G On-track: Students are considered on-track to meet A-G requirements if they have **successfully completed** their **expected** A-G courses.

-**Successfully completed:** Earned a grade A, B, or C.

-**Expected:** The expected number of courses within each A-G area that should have completed by the end of the semester/grade-level.

Middle School Math Course Placements

- Accelerated Math:
 - The Math 6 Accelerated course combines the grade 6 & half of the grade 7 Common Core State Standards into one course.
 - The Math 7 Accelerated course combines half of the grade 7 & grade 8 Common Core State Standards into one course.
- Accelerated vs Standard Math course pathway:
 - Accelerated course pathway: Students enroll in Math 6 Accelerated, then Math 7 Accelerated course, followed by Algebra in 8th grade.
 - Standard course pathway: Students enroll in the standard Math 6, Math 7, Math 8 courses, which cover the grade-level Common Core State Standards.
 - “Wall-to-Wall acceleration”: All students are enrolled in the Accelerated Math course pathway; Special Education students are enrolled in a course based on their IEP and into the least restrictive environment.