LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles Unified School District

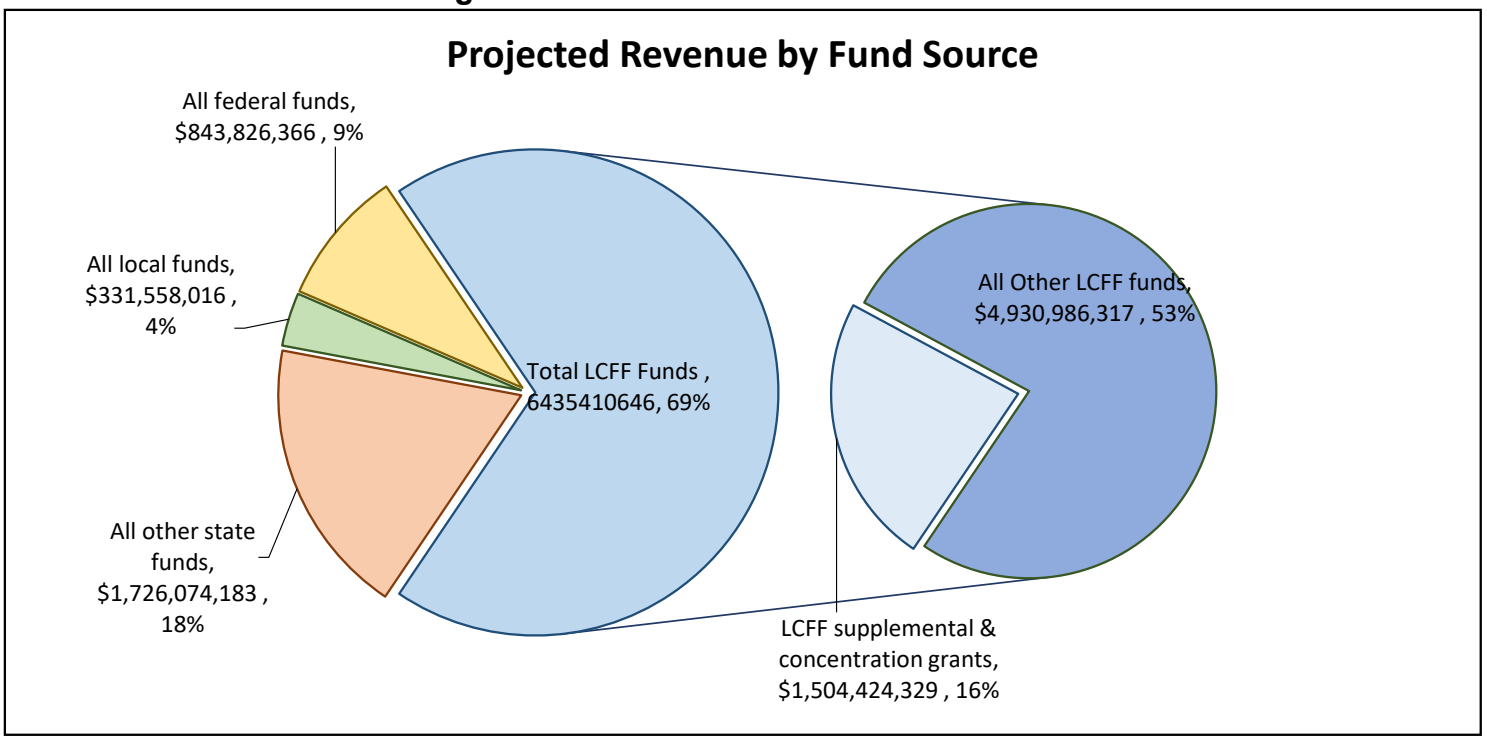
CDS Code: 19 64733 0000000

School Year: 2025-26

LEA contact information: Erik Elward, erik.elward1@lausd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

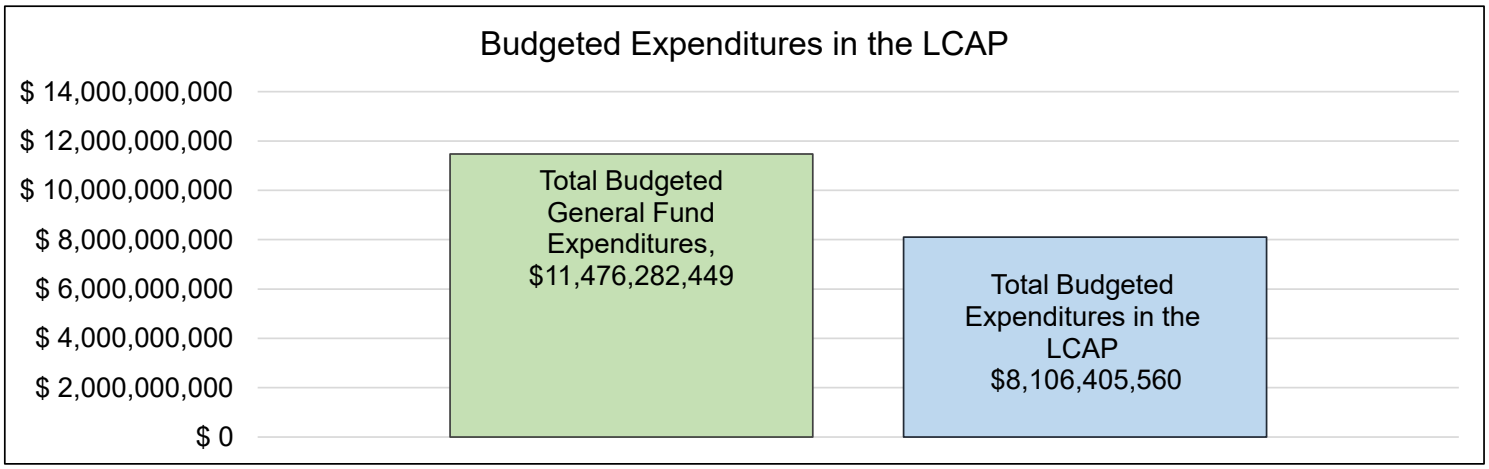


This chart shows the total general purpose revenue Los Angeles Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Unified School District is $9,336,869,211.00, of which $6,435,410,646.00 is Local Control Funding Formula (LCFF), $1,726,074,183.00 is other state funds, $331,558,016.00 is local funds, and $843,826,366.00 is federal funds. Of the $6,435,410,646.00 in LCFF Funds, $1,504,424,329.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Los Angeles Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles Unified School District plans to spend $11,476,282,449.00 for the 2025-26 school year. Of that amount, $8,106,405,560.00 is tied to actions/services in the LCAP and $3,369,876,889.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

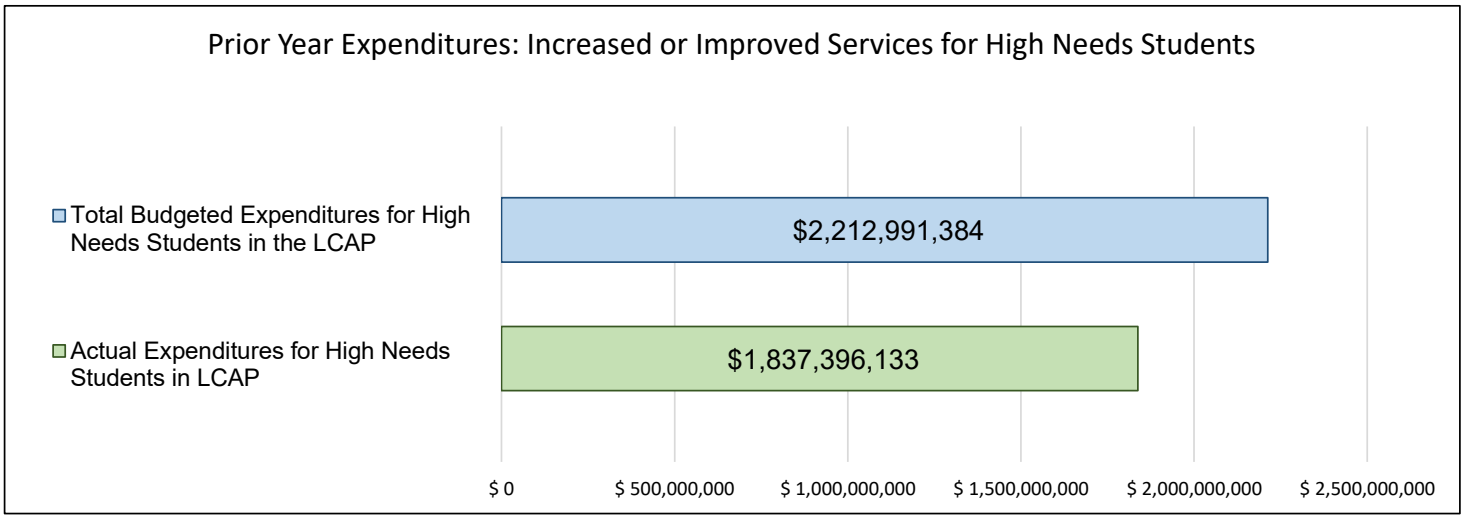
The LCAP includes all LCFF funds for 2025-26 and includes Equity Multiplier funds, as other state funds, but does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The 2025-26 LCAP includes all LCFF base carryover and ending balances (in addition to supplemental/concentration carryover, as has been the established practice in our District).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Los Angeles Unified School District is projecting it will receive $1,504,424,329.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Unified School District plans to spend $1,991,662,400.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Los Angeles Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Los Angeles Unified School District's LCAP budgeted $2,212,991,384.00 for planned actions to increase or improve services for high needs students. Los Angeles Unified School District actually spent $1,837,396,133.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $375,595,251.00 had the following impact on Los Angeles Unified School District's ability to increase or improve services for high needs students:

The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the District prioritized high-need schools and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2024-25 LCAP.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Unified School District	Dr. Erik Elward, LCAP Administrator	erik.elward1@lausd.net; (213) 241-2636

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Los Angeles Unified School District ("District") is the second-largest public school district in the United States, serving a diverse student population across the city of Los Angeles and several surrounding communities. Encompassing over 700 square miles, the District operates more than 1,000 schools and educational centers, including traditional, magnet, charter, and early education programs. The District is committed to providing equitable access to high-quality education for all students, with a strong focus on academic achievement, social-emotional support, and college and career readiness. Guided by its Local Control and Accountability Plan (LCAP) and Strategic Plan, the District works collaboratively with parents, families, staff, and other educational partners to ensure that every student graduates Ready for the World.

In 2024-25, the District served over 557,000 students in Pre-Kindergarten through Adult Education. Approximately 84% of our student population are either eligible for free and reduced-price meals, are English Learners, or are in the foster care system. The District's highest priority is to meet the varied needs of its students, which is informed by the rich diversity of our student population where 83,923 students are learning to speak English proficiently and 73.1% of our student population is Latino, 9.9% is White, 7.1% is Black / African American, 3.6% is Asian, 1.8% is Filipino, and less than 1% is American Indian, Alaska Native, or Pacific Islander. Los Angeles Unified embraces strategies that aim to close the equity and opportunity gaps for our students, including the targeted student populations identified in the Local Control Funding Formula (LCFF): English Learners, students in foster care, and students from low-income families. Supporting and increasing student success cannot be done without our approximately 78,000 employees, which includes teachers, classified personnel, and administrators who are instrumental in helping Los Angeles Unified achieve its goals and objectives for improving student outcomes. Additional information about Los Angeles Unified may be accessed at https://achieve.lausd.net/facts.

The District faced significant challenges following the Los Angeles wildfires in January 2025, particularly the Palisades Fire, which damaged schools and impacted the lives of students, parents, families, employees, and community members. Although the fires disrupted operations, the District responded and remained focused on prioritizing student learning and well-being.

To learn more about District demographics and prior LCAP results, visit the District's Open Data Dashboard: https://my.lausd.net/opendata/landing_page.

In accordance with recent State legislation, Local Education Agencies (LEAs), including Los Angeles Unified, are required to incorporate a goal in their LCAP known as the Equity Multiplier focus goal if the LEA has schools eligible for Equity Multiplier funding. The Equity Multiplier is a separate State funding source, Other State Funds, allocated outside of Local Control Funding Formula (LCFF). Eligibility is determined based on a school's nonstability rate (% of students who do not remain enrolled in the same school for a full academic year) and the percentage of socioeconomically disadvantaged students, as defined in the California Department of Education's annual Stability Rate Data Report.

- Prior year nonstability rates greater than 25%; and
- Prior year socioeconomically disadvantaged pupil rates greater than 70%.

Equity Multiplier funds are to be used by eligible schools to implement evidence-based services and supports for all student groups that have the lowest performance level (i.e., Red) on one or more State indicators on the California School Dashboard in 2023-24 and, if applicable, any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators at Equity Multiplier-eligible schools. For additional information, please visit: https://www.cde.ca.gov/fg/aa/lc/equitymultiplier.asp

For detailed information regarding the District's Equity Multiplier focus goal, please refer to LCAP Goal 8.

Within Los Angeles Unified, the following 98 schools have been identified in 2024-25 as Equity Multiplier-eligible schools to use allocated funding beginning in 2025-26:

Aggeler Community Day	Charles Maclay Middle	Harris Newmark Continuation	Martin Luther King Jr. Elementary	Thomas Riley High
Albert Einstein Continuation	Cheremoya Avenue Elementary	Henry David Thoreau Continuation	Metropolitan Continuation	Tri-C Community Day
Amelia Earhart Continuation	Cheviot Hills Continuation	Highland Park Continuation	Mission Continuation	University Pathways Medical Magnet Academy
Angel's Gate (Continuation)	Cimarron Avenue Elementary	Hillcrest Drive Elementary	Moneta Continuation	View Park Continuation
Angeles Mesa Elementary	City of Angels	Holmes Avenue Elementary	Monterey Continuation	Virtual Academy of Business & Entrepreneurship
Audubon Middle	Computer Science Virtual Academy	Hooper Avenue Primary Center	Mt. Lukens Continuation	Virtual Academy of Int. Studies/Humanities

Barack Obama Global Preparation Academy	Crenshaw STEMM	Independence Continuation	Ninth Street Elementary	Virtual Academy of the Arts & Entertainment
Belmont Senior High	Dan M. Isaacs Avalon High	Jack London Community Day	Odyssey Continuation	Virtual Academy STEAM
Berenece Carlson Home Hospital	Dorothy V. Johnson Community Day	Jack London Continuation	Olympic Primary Center	West Athens Elementary
Boyle Heights Continuation	Eagle Tree Continuation	Jane Addams Continuation	Owensmouth Continuation	Westport Heights Elementary
Boys Academic Leadership Academy	Edwin Markham Middle	John Hope Continuation	Phoenix Continuation	Whitman Continuation
Bret Harte Preparatory Middle	El Dorado Avenue Elementary	John R. Wooden High	Pueblo de Los Angeles Continuation	Whitney Young Continuation
Cabrillo Avenue Elementary	Ellington (Duke) High (Continuation)	Jordan High	Ramona Opportunity High	Will Rogers Continuation
Cal Burke High	Evergreen Continuation	La Salle Avenue Elementary	Richard A. Alonzo Community Day	William J. Johnston Community Day
Calvert Charter For Enriched Studies	Figueroa Street Elementary	Lake Street Primary	Robert H. Lewis Continuation	William Tell Aggeler Opportunity High
CDS Elementary	Forty-Second Street Elementary	Lankershim Elementary	Samuel Gompers Middle	Woodcrest Elementary
CDS Secondary	Frida Kahlo High	Leadership & Public Service Virtual Academy	San Antonio Continuation	Youth Opportunities Unlimited
Central High	George S. Patton Continuation	Lovelia P. Flournoy Elementary	Simon Rodia Continuation	Zane Grey Continuation
Century Park Elementary	George Washington Preparatory High	Manhattan Place Elementary	Stoney Point Continuation	
Charles Drew Middle	Harold McAlister High (Opportunity)	Marlton	Susan Miller Dorsey Senior High	

Please note: The District's LCAP contains acronyms - to assist our community in understanding this document, we have provided a list of common acronyms and their meanings in Appendix C.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Progress Toward District LCAP Goals

- District Goal (Postsecondary): Increased Graduation Cohort A-G Completion Rate (Meeting UC/CSU Entrance Requirements)
  - A continued highlight of student performance is the increased percentage of graduating students in meeting the University of California (UC)/California State University (CSU) A-G approved course requirements (grades of C or better) with a completion rate of 56.4% in 2023-24, an increase of 3.4% from 2022-23. The District's success is aligned with the adopted Board goal of 70% of students in a graduating 9th-12th grade cohort will meet A-G course requirements by June 2026.

- District Goal (Literacy): Increased Proficiency on Smarter Balanced Assessment (SBA) in English Language Arts for Grade 3
  - Grade 3 students increased 3.5 points on the Smarter Balanced Assessment in English Language Arts to 24.9 points below grade-level standards in 2023-24, up from 28.4 points below in 2022-23. The District's success is aligned with the adopted Board goal of moving grade 3 students, on average, 30 points closer to proficiency on the Smarter Balanced Assessment in English Language Arts by June 2026.

- District Goal (Numeracy): Increased Proficiency on Smarter Balanced Assessment (SBA) in Mathematics for Grades 3-5 and 6-8
  - Grades 3-5 students increased 6.9 points on the Smarter Balanced Assessment in mathematics to 30.5 points below grade-level standards in 2023-24, up from 37.4 points below in 2022-23. Grades 6-8 students increased 8.2 points on the Smarter Balanced Assessment in mathematics to 71.9 points below grade-level standards in 2023-24, up from 80.1 points below in 2022-23. The District's success is aligned with the adopted Board goal of moving students, on average, 40 points closer to proficiency on the Smarter Balanced Assessment in mathematics for grades 3-5 and 6-8 by June 2026.

2024 California School Dashboard ("Dashboard") Indicators

- Graduation Rate:
  - Over the past year, Los Angeles Unified increased its overall four-year cohort graduation rate to 87.0% in 2023-24, up from 84.0% in 2022-23 as well as increased its four-year cohort graduation rate for numerically significant student groups.
    - The four-year cohort graduation rate for the following student groups increased in 2023-24 from 2022-23.
      - African American/Black: Increased to 84.2% in 2023-24, up from 82.4% in 2022-23.
      - Hispanic/Latino: Increased to 86.7% in 2023-24, up from 83.5% in 2022-23.
      - English Learners: Increased to 71.0% in 2023-24, up from 62.4% in 2022-23.
      - Reclassified Fluent English Proficient: Increased to 90.9% in 2023-24, up from 90.2% in 2022-23.
      - Standard English Learners: Increased to 88.1% in 2023-24, up from 86.6% in 2022-23.
      - Low Income: Increased to 86.9% in 2023-24, up from 83.7% in 2022-23.
      - Students with Disabilities: Increased to 71.0% in 2023-24, up from 70.5% in 2022-23.
      - Foster Youth: Increased to 68.9% in 2023-24, up from 66.7% in 2022-23.
    - To foster an increased graduation rate, the District sustains student programs and services outlined in LCAP Goal 1:

Academic Excellence, including the ability for student to remain on-track towards graduation in four-years through the Options Program (Action 4), the Summer School Credit Recovery program (Action 16), support from the Districtwide A-G Interventions programs (Action 26), and the Diploma Program (Action 27).
        - In addition, the District has continued its commitment to support school-level use of discretionary funds via Student Equity Needs Index (SENI) funds, with the aim of further advancing the student graduation rate.

- College/Career:
    - A continued highlight of student performance between 2022-23 and 2023-24 is the increased College/Career Indicator (CCI) of graduates to 45.4% in 2023-24, a 2.7% increase from 2022-23. The CCI measures the percentage of high school graduates who are prepared for postsecondary education or a career.
        - The percentage of high school graduates who placed in the "Prepared" level on the CCI rate for the following student groups increased in 2023-24 from 2022-23.
            - African American/Black: Increased to 32.4% in 2023-24, up from 29.6% in 2022-23.
            - Hispanic/Latino: Increased to 44.3% in 2023-24, up from 41.4% in 2022-23.
            - English Learner: Increased to 19.3% in 2023-24, up from 17.9% in 2022-23.
            - Low Income: Increased to 44.1% in 2023-24, up from 41.1% in 2022-23.
            - Students with Disabilities: Maintained at 15.9% in 2023-24, same percentage in 2022-23.
            - Foster Youth: Increased to 19.3% in 2023-24, up from 17.2% in 2022-23.
        - Due to feedback from educational partners, a continued District focus is providing a college and career readiness educational program for students with programs and services, including CTE (LCAP Goal 1, Action 28) and Linked Learning (LCAP Goal 1, Action 29).
        - As outlined in the above Graduation Rate section, schools are further supported with discretionary funds via the Student Equity Needs Index (SENI) allowing schools the flexibility in allocating resources and services according to the specific needs and priorities of their students.

- Suspension Rate:
    - District Suspension Rate: The overall student suspension rate of 0.4% was maintained from 2022-23 to 2023-24 and continues to be lower than the state (3.2%) as well as for all numerically significant student groups. The District continues to maintain a Very Low suspension rate, as measured by the Dashboard, by continuing actions to support students with mental health resources, restorative justice practices, student health services, and opportunities for school engagement, among additional actions, as outlined in LCAP Goal 2: Joy and Wellness.

As an overview of the 2024 Dashboard, Los Angeles Unified has no areas where All Students are in the lowest performance level rating (i.e., Red). The District did have students experiencing homelessness perform at the lowest level on two Dashboard indicators:

- Chronic Absenteeism: (None)
- Suspension Rate: (None)
- Graduation Rate: (None)

- College/Career: (None)
- English Language Arts: (1 Student Group)- Homeless
- Mathematics: (1 Student Group)- Homeless
- English Learner Progress Indicator (ELPI): (None)

Attached to the District's LCAP is Appendix A: Red 2024 Dashboard Indicators with a table displaying the lowest performance level (i.e., Red) ratings for Los Angeles Unified schools within the seven indicators on the 2024 California School Dashboard ("Dashboard"); Chronic Absenteeism (K-8 only), College/Career (high school only), English Language Arts (ELA), English Learner Progress, Graduation Rate (high school only), Mathematics, and Suspension. There are 480 District schools with Red designation in 1,394 areas based on the 2024 Dashboard. Appendix A: Red 2024 Dashboard Indicators includes lowest performance ratings for student groups as reported on the California School Dashboard by school. Included are African American/Black, American Indian or Alaska Native, Asian, Filipino, Hispanic/Latino, Pacific Islander, White, Multiple Races, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, and Homeless Youth student groups as applicable to each school.

The District reduced the number of schools and student groups with the lowest performance level within the seven indicators on the 2024 Dashboard compared to the 2023 Dashboard. On the 2023 Dashboard, 572 District schools had a Red designation in 2,121 areas and 59 schools had a Very Low designation in the College/Career Indicator. Appendix A: Red or Very Low 2023 Dashboard Indicators was an appendix in the 2024-25 LCAP. The decrease in the number of schools and student groups in the lowest performance level highlights the improved student performance outcomes in Dashboard Indicators.

In reporting the lowest performance level ratings for Los Angeles Unified schools within the seven Dashboard indicators for student groups, educational partners have continued to advocate for a less lengthy and more concise LCAP allowing a reader to reference appendices at the end of the LCAP document, when necessary, rather than having lists of schools within LCAP sections to inhibit accessibility and readability of the LCAP.

For specific information regarding District actions and supports for identified student groups at school sites with the lowest performance level by Dashboard indicator, please reference the following District goals and actions as aligned with Dashboard indicators:

- Chronic Absenteeism: Goal 1, Action 27: Diploma Program; Goal 2, Action 10: Attendance Interventions; Goal 2, Actions 13-15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools, Middle Schools, High Schools; Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support.

- Suspension Rate: Goal 1, Action 9: Positive Behavior Interventions and Restorative Practices; Goal 2, Actions 13-15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools, Middle Schools, High Schools; Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support.

- Graduation Rate: Goal 1, Action 4: Options Program; Goal 1, Action 13: Early Education and Universal Transitional Kindergarten; Goal 1, Action 16: Summer School Credit Recovery; Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in

Foster Care and Experiencing Homelessness; Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Action 27: Diploma Program; Goal 1, Actions 30-32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools, Middle Schools, High Schools.

- College/Career: Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness; Goal 1, Action 28: Career Technical Education; Goal 1, Action 29: Linked Learning; Goal 1, Actions 30-32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools; Middle Schools; High Schools.

- English Language Arts: Goal 1, Action 11: Differentiated Local Supports for Students; Goal 1, Action 12: School-Level Supports for Individualized Learning; Goal 1, Action 14: Literacy and Numeracy Interventionist Program; Goal 1, Action 15: Secondary Literacy Supports and Interventions; Goal 1, Action 21: Special Education- Inclusion Services; Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Actions 30-32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools, Middle Schools, High Schools.

- Mathematics: Goal 1, Action 11: Differentiated Local Supports for Students; Goal 1, Action 12: School-Level Supports for Individualized Learning; Goal 1, Action 14: Literacy and Numeracy Interventionist Program; Goal 1, Action 21: Special Education-Inclusion Services; Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Actions 30-32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools, Middle Schools, High Schools.

- English Learner Progress Indicator (ELPI): Goal 6, Actions 1-5: English Learner Supports.

For each of the actions noted above, the District will determine effectiveness on an annual basis using the metrics aligned to the California School Dashboard indicators: Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Progress, College/Career, English Language Arts, and Mathematics.

For specific information regarding school level actions and supports for identified schools and student groups within the identified schools, please visit the Los Angeles Unified School Directory to select a school: https://schooldirectory.lausd.net/schooldirectory/. Each school annually completes a School Plan for Student Achievement (SPSA) and a Targeted Student Population (TSP) Plan that address areas for student growth by student group within California School Dashboard indicators. Both school plans are aligned to LCAP Goals and describe specific school actions and services to continue to improve student performance as evidenced in District-level and state-level performance indicators. The 2025-26 SPSAs and TSP plans are in completion and will be made public on the Los Angeles Unified School Directory in August 2025.

Note: Data is available for each school on the District's Open Data LCAP Dashboard: https://my.lausd.net/opendata/dashboard#

Local Data

- Attendance and Chronic Absenteeism: Ensuring students are attending school regularly is important to increasing student success. In

a continued effort to improve student attendance and reduce chronic absenteeism, the Los Angeles Unified is committed to providing health, nutrition, and wellness services to support students (see Goal 2 actions). Since students returned to school after the pandemic, the District has hired additional health care professionals for schools, especially those schools with the most need, and offered extra health services for students. The District is addressing student mental health, which affects student attendance, by employing Psychiatric Social Workers (PSWs) and providing mental health consultations (see Goal 2, Action 8). In addition, the District provides highest needs schools with discretionary Student Equity Needs Index (SENI) funding allowing schools to tailor resources where they are most needed to supplement services and supports to improve regular student attendance and reduce chronic absenteeism. For additional details on what the District is doing to improve attendance, see Goal 2: Joy and Wellness actions and its alignment to the District's Board adopted 2022-26 Strategic Plan.

- Excellent Attendance (96% or Higher):
  - The District saw success in the percentage of students with Excellent Attendance in 2023-24 compared to 2022-23.
    - Grades TK-12:
      - Increased to 44.8% in 2023-24 from 35.5% in 2022-23.
- Chronic Absenteeism (District Threshold of 91%):
  - A highlight is the decreased Chronic Absenteeism rate within program levels across the District; grades K-5, 6-8, and 9-12.
    - Grades K-5:
      - Decreased to 28.4% in 2023-24, down from 36.4% in 2022-23.
    - Grades 6-8:
      - Decreased to 28.5% in 2023-24, down from 32.4% in 2022-23.
    - Grades 9-12:
      - Decreased to 37.3% in 2023-24, down from 39.4% in 2022-23.

Input from Educational Partners

- While developing the 2025-26 LCAP, our educational partners emphasized that student academic success is key to expanding opportunities, such as college, careers, and personal growth, as well as to advancing equity and social justice. For more information on input from Educational Partners, review the Engaging Educational Partners section of the LCAP.

Learning Recovery Emergency Block Grant (LREBG)

- By June 30, 2025, the District will expend all LREBG funds with no carryover funds moving into 2025-26.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Per the California Education Code, technical or differentiated assistance is provided to Local Education Agencies (LEAs), such as Los

Angeles Unified, “for a minimum of two years following identification of eligibility.” Los Angeles Unified qualified for differentiated assistance in 2023 for the English Learner student group due to lowest performance (Red) in Graduation Rate, English Language Arts, and Mathematics on the 2023 California School Dashboard (“Dashboard”). The District is entering Year 2 of differentiated assistance but the English Learner student group improved in ELA, Mathematics, and Graduation Rate as evidenced on the 2024 Dashboard and moved out of the lowest performance level (Red).

- ELA: Increased 9.1 points to 78.7 points below standard, moved up from Red to Orange.
- Mathematics: Increased 10.6 points to 95.4 points below standard, moved up from Red to Orange.
- Graduation Rate: Increased 8.7% to 71.5% graduation rate, moved up from Red to Yellow.

For 2024, the District did not have new differentiated assistance eligibility for student groups. Understanding the continued Year 2 support provided with eligibility, District personnel attended the Differentiated Assistance conference on February 6-7, 2025 organized by the Los Angeles County Office of Education. The conference provided District staff with opportunities to share ideas and connect with other educators across Los Angeles County to help shape District efforts to improve not only English Learner performance but the performance of all student groups on Dashboard indicators.

The District will continue to implement actions that prioritize targeted and differentiated supports for English Learners including: Goal 1, Action 11: Differentiated Local Supports for Individualized Learning; Goal 1, Action 12: School-Level Supports for Individualized Learning; Goal 1, Action 14: Literacy and Numeracy Interventionist Program- Elementary Literacy and Mathematics Interventions; and Goal 6, Actions 1-5: English Learner Supports.

In 2025-26, District staff will continue to track the progress of student group performance, providing intervention support when necessary.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

In December 2024, the California Department of Education (CDE) updated the list of schools continuing to be identified for Comprehensive Support and Improvement (CSI). For 2025-26 implementation, the total number of CSI schools in LAUSD is 32. This represents a decrease in the total number of schools identified for CSI compared to the prior year, as 20 schools met exit criteria. As this was not a CSI identification year, no new CSI sites were identified.

Below are two sets of schools. The first is a list of the CSI schools identified for low-graduation and the other set is based on low-performance

as indicated on the Dashboard. Schools with Dashboard Alternative School Status (DASS) are annotated, and the Dashboard year that led to the school's initial identification is also noted:

1. Addams HS (Identified in 2019- DASS)
2. Angel's Gate (Identified in 2022- DASS)
3. Belmont HS (Identified in 2019)
4. Burke HS (Identified in 2022- DASS)
5. Carlson Home Hospital (Identified in 2019)
6. CDS Alonzo (Identified in 2019- DASS)
7. CDS Tri-C (Identified in 2022- DASS)
8. Central HS (Identified in 2019- DASS)
9. City of Angels (Identified in 2019- DASS)
10. Ellington HS (Identified in 2022- DASS)
11. Grey HS (Identified in 2022- DASS)
12. Highland Park HS (Identified in 2022- DASS)
13. Hope HS (Identified in 2022- DASS)
14. Independence HS (Identified in 2019- DASS)
15. Isaacs Avalon (Identified in 2022- DASS)
16. Kahlo HS (Identified in 2019- DASS)
17. Lewis HS (Identified in 2022- DASS)
18. London HS (Identified in 2022- DASS)
19. Monterey HS (Identified in 2022- DASS)
20. Newmark HS (Identified in 2019- DASS)
21. Odyssey HS (Identified in 2022- DASS
22. Pueblo De Los Angeles HS (Identified in 2022- DASS)
23. Rodia HS (Identified in 2022- DASS)
24. Rogers HS (Identified in 2019- DASS)
25. San Antonio HS (Identified in 2022- DASS)
26. Stoney Point HS (Identified in 2020- DASS)
27. Thoreau HS (Identified in 2022- DASS)
28. Wooden HS (Identified in 2019- DASS)

The following 4 schools were identified as CSI for low performance on the Dashboard:

1. Computer Science Virtual Academy (Identified in 2023)
2. George S. Patton Continuation (Identified in 2023)
3. Joseph Pomeroy Widney Career Preparatory and Transition Center (Identified in 2023)
4. San Fernando Middle (Identified in 2023)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The District has built a system of support such that CSI schools are able to effectively complete all the requirements related to their Every Student Succeeds Act (ESSA) status, including conducting a comprehensive needs assessment, engaging educational partners in planning, selecting/implementing evidence-based interventions and identifying resource inequities. Going beyond the requirements of ESSA, Los Angeles Unified aligned additional resources to provide supplemental supports and resources to CSI schools to support ongoing improvement and student achievement.

Los Angeles Unified has incorporated the CSI planning requirements into the online School Plan for Student Achievement (SPSA) to address required plan components, provided training modules for principals and their Region staff, provided ongoing guidance and support to schools as they began their planning process, and aligned additional resources (beyond the State CSI funds) for schools to support improvement efforts. The District's CSI-related questions/template was approved by California Department of Education (CDE) staff in January 2019. Each school develops a plan alongside its educational partners, with the support of Region staff. The School Site Council (SSC) ensures that educational partners are part of the planning process, and includes, at a minimum, school staff and parents and a student representative at the high school level. All schools are required to host an annual Title I meeting, where they may receive additional feedback from educational partners.

Comprehensive Needs Assessment: The Los Angeles Unified SPSA template includes questions to address the requirement that CSI schools complete a comprehensive needs assessment. Schools must not only describe what occurred during their comprehensive needs assessment, who participated, and when it occurred, but also the findings from their needs assessment and the alignment of their findings to strategic actions. Schools analyze a variety of data, including the state indicators on the California School Dashboard. To ensure alignment of the plan to the data on the California School Dashboard, Los Angeles Unified requires schools to address any red or orange indicators, and to align actions and interventions to those areas. Schools have access to a robust set of data beyond the California School Dashboard to consider during their needs assessment. Examples include our annual School Experience Survey to parents, staff and students, i-Ready assessments and other related data, DIBELs, our Whole Child Integrated Data System, ELPAC, student grades, and more.

The office of Federal and State Education programs provides several tools to support schools in completing their needs assessment. The department's website includes improvement science tools to support data analysis and plan development, including protocols for Plan-Do-Study-Act, Empathy Interviews, Process Mapping, Driver Diagrams and more.

While there were no new CSI sites this year, each continuing CSI school principal and their supervisor received a notification letter regarding their school status, which included a link to a toolkit and an invitation to office hours if additional support or clarification was needed. Recorded informational sessions were in the toolkit to ensure all CSI leaders have the information needed to fulfill requirements. Our leaders have ongoing access to the CSI Toolkit, which includes:

- Informational session materials for school leaders to understand the identification criteria that led to their school continuing to be identified, mandates related to the identification, and a review of the planning and communication resources in the toolkit
- Data sheets to provide information that is not readily available on the California School Dashboard, but may support planning (e.g., 3-year graduation rate)
- Sample communication tools to support principals in engaging their community in planning
- Resource inequities review module and a document with reflection questions to support the process
- Evidence-Based Interventions module and resources for identifying evidence-based interventions
- A tool for navigating accountability data
- CSI plan approval criteria and FAQs
- SPSA monitoring tool

Resource Inequities Review: Los Angeles Unified defines the goal of a Resource Inequities Review as follows: To ensure that all students have equitable supports and access to various resources such as programs, rigorous curriculum, interventions, effective teachers, etc., such that all students can achieve at high levels. To achieve this goal, LAUSD regards the Resource Inequities Review process as the application of an equity lens during the comprehensive needs assessment. While schools must respond to four prompts on their plan that describe the identified inequities and actions and strategies that will address them, LAUSD also provided reflection questions that cover a range of areas where inequities may exist to support school teams as they seek to identify ways in which resources may or may not be used equitably. Each SPSA includes a description of the actionable inequities identified, the inequities that will be prioritized at the school site, and the strategies to address the inequities. Lastly, school teams have the opportunity to articulate inequities that are beyond the scope of their actions. The District reviews those responses, to determine if policy changes or additional resources are appropriate. See Additional Resources section noted below.

Evidence-Based Interventions: To ensure that CSI schools are able to select and implement evidence-based interventions, Los Angeles Unified provided guidance and training at multiple levels of the organization. Further, the District hired experts in education research to assess the evidence-based ratings for District-supported initiatives that schools can implement (i.e., the SENI Menu) with specific guidance to schools for implementing such initiatives within the SPSA. As school teams identify their needs during their resource inequities review and comprehensive needs assessment, they will determine data-based focus areas. Once the focus areas have been identified, school teams have resources to identify and select evidence-based interventions such as evidenceforessa.org, What Works Clearinghouse, the SENI Menu, and other links to identify interventions, programs or activities that align to student need and meet evidence-based ratings of Strong, Moderate or Promising. Region staff (who are among those who provide approval signatures on the plans) have been trained in using those resources and others to support schools in selecting interventions that meet the federal criteria and address student need. Those staff provide support to schools and offer feedback throughout the plan-writing process.

Trainings for Principals and Region Staff and Ongoing Guidance: All CSI principals were notified of the status in January 2025 (the state release of the list occurred at the start of LAUSD's winter recess). Los Angeles Unified provided the toolkit with a training module and offered office hours for principals of CSI schools in January 2025 to clarify any questions. The training module addressed the State's CSI identification and exit criteria, CSI requirements, and the resources and supports to implement the requirements. Each principal received a

toolkit to provide background information, communication tools to support efforts to inform and engage educational partners, and resources to support schools in completing the SPSA with CSI components. The modules also provided contact information for follow up support, and schools accessed those contacts for additional support and guidance for planning. In addition to the office hours, LAUSD staff provide ongoing training and guidance to Region support staff to offer assistance related to CSI plan components and to ensure common understandings and continuous communication about ongoing areas of need.

Additional Resources: The State's initial allocation of CSI funds to Los Angeles Unified is approximately $13.4 million to support CSI school improvement efforts. This amount was not available to LAUSD in time for our earlier budget development cycle, and was much higher than previous years, even though there were 20 fewer schools in CSI. LAUSD provided an initial allocation to CSI schools based on an estimated amount, though given the higher District-level allocation, an additional allocation will go out to schools as our system reopens. The funding amounts that were allocated directly to CSI schools as part of their regular budget development cycle to support locally-determined improvement efforts was based on a base-grant model of $100,000 plus a per pupil allocation. In partnership with educational partners (via School Site Council) schools will determine the best use of their improvement funds within the SPSA based on the comprehensive needs assessment findings. As with past years, we anticipate there may be an additional District allocation in the spring. With this in mind, in addition to adjusted allocations to CSI schools, LAUSD is looking at the possibility of increasing supports and/or services that will benefit identified schools and is considering the feasibility, data needs, and cost. Possibilities may include Psychiatric Social Worker or Additional Academic Counseling time, but these possible supplements and any others are subject to analysis of feasibility of staffing and a review of needs. Once the supplemental support(s) is/are determined, we will make every effort for the resources to be available as quickly as possible, though an earlier notification of funding availability would assist earlier planning and implementation in the future. To support ongoing improvement efforts, LAUSD set aside additional local, federal and non-federal funds for lower-performing schools (including CSI sites, but not limited to CSI). Los Angeles Unified is providing the following additional Tier 2/Tier 3 resources to support student learning opportunities for students, including those attending CSI schools in Summer 2025 or during the 2025-26 school year:

- Summer Learning: To create ongoing learning opportunities for at-risk students over the summer, LAUSD offers several programs that students of CSI schools can attend:
    - Summer School, UTK-8 Program: The District offers a Districtwide summer program with non-federal funds, and students from CSI Elementary and Middle Schools will be eligible to participate, with a priority for our lower-performing students. When possible, CSI Low Performing school sites may be prioritized to be locations of the 20-day summer program.
    - Summer Enrichment Program: Beyond the Bell will administer a summer enrichment program that complements the Summer School UTK-8 Program, which will take place in the afternoon following the academic program. Additional select school sites will host a full-day enrichment program from 8:00 a.m.-6:00 p.m.
    - Summer Term: All at-risk students attending any LAUSD high school, including CSI schools can attend a 20-day summer program to recover credits and make progress toward graduation.
- Additional supports that CSI schools with low academic performance or low graduation will be eligible to receive for 2025-26 include:

- Title I Intervention Program: CSI elementary, middle and comprehensive high schools may be eligible to participate in the Title I Intervention program. This program is administered by Beyond the Bell. School sites receive a per pupil allocation to offer site-designed interventions to meet student need during the school year, and have flexibility to focus on math, English Language Arts or credit recovery.

- Academic Counseling: Given the high number of alternative schools that are qualifying for CSI due to low graduation or low performance, LAUSD ensures that CSI continuation schools will have one additional day (beyond the norm) of academic counselor time to support students' academic needs. This was based on discussions of resource inequities and needs of options schools.

Lastly, Los Angeles Unified has prioritized additional supports for schools with low performance based on District-determined criteria (i.e., LAUSD "Priority" schools). Priority schools, some of which are identified as CSI, receive priority staffing, additional instructional support, structures to support professional development such as substitute residencies, and assistance in leveraging partnerships. LAUSD's Educational Transformation Office (ETO) collaborates with District offices and Regions to ensure Priority Schools implement District-wide instructional initiatives and school-based programs with fidelity and provide corrective courses of action as necessary. Additionally, the Priority schools participate in quarterly "Data Digs" where principals meet with District leaders to review progress, assess impact, and commit to next steps.

Los Angeles Unified may identify additional resources and supports to meet the needs of CSI schools based on an ongoing review of data and resource inequities, and subject to funding availability.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Below is a description of how Los Angeles Unified will monitor and evaluate the implementation of effectiveness of the CSI plans:

- Region staff and the Office of Transitional Programs staff will monitor and support the implementation of CSI plans. The online SPSA includes a prompt for these offices to describe the ways in which they are providing additional support and monitoring to the CSI schools. The support and monitoring may vary depending on school context and needs and will be described in the Monitoring section of the school's SPSA. This part of the plan is led by Region support staff in conversation with school staff. While specific actions may vary from one site to another, examples might include structures to support a data-driven culture with data digs/chats and/or support in reviewing and analyzing data (e.g., assessments, course completion, attendance, etc.) with the principal and leadership team. Other examples may include classroom and/or professional development observations with actionable feedback or PDSA cycles.

- CSI school teams, including SSC members, will formally evaluate school plans alongside Region support staff annually. School teams

will review whether they have met the measurable objectives stated in the plan and reflect on implementation. While the measurable objectives and data points may vary by school, the objectives are aligned to state indicators on the California School Dashboard. Because the SPSA is online, the District can aggregate school-level evaluative data across the system to determine how many CSI schools have met their measurable objectives. Additionally, schools describe their evidence-based intervention(s) in the SPSA and must identify how they will evaluate the impact of the intervention.

- CSI schools will review the progress of their plan implementation part way through the year alongside Region staff.

- LAUSD collects a robust set of data that supports District and school staff in monitoring and evaluating implementation, including, but not limited to:
    - Attendance- Schools and District staff can monitor student-level attendance and "performance bands" of attendance to determine which students are at-risk of chronic absenteeism and identify trends. Our Focus data system updates attendance daily for frequent monitoring and adjustments. School leaders can also use Whole Child 2.0 to track attendance.

    - Suspensions- Schools and District staff can monitor student level suspensions, including the reason for the suspension. These reports on our MyData platform are updated weekly. School leaders can also use Whole Child 2.0 to track suspensions.

    - English Language Arts (ELA)- Schools and District staff can review and analyze Smarter Balanced Assessments (SBA) for ELA performance at the student level, which is available annually. The percentage of students meeting or exceeding standards is available at the student level, and the Distance from Standard is available by grade level and student group. Additionally, schools administer i-Ready assessments in the beginning, middle and end of the year and can analyze results. The District may also provide access to the personalized learning program offered by i-Ready to support ongoing student support in areas of need. The i-Ready personalized instruction program is evidence-based at the "Moderate" level per www.evidenceforessa.org.

    - Math- Schools and District staff can review and analyze SBA Math performance at the student level, which is available annually. The percentage of students meeting or exceeding standards is available at the student level, and the Distance from Standard is available by grade level and student group. Additionally, schools administer i-Ready assessments in math at the beginning, middle and end of year and can analyze results. The District may also provide access to the personalized learning program offered by i-Ready to support ongoing student support in areas of need. The i-Ready personalized instruction program is evidence-based at the "Moderate" level per www.evidenceforessa.org.

    - English Learner Progress- MyData, Whole Child 2.0 and the Executive Dashboard have ELPAC reports that provide a historical look at student performance on the ELPAC Initial and ELPAC Summative Assessments.

    - A-G Progress- To support schools in monitoring progress toward graduation, schools and District staff have access to reports noting A-G progress, including information about whether the student is on-track to graduate or how many credits they are missing to be considered on-track. Our Focus data and Whole Child systems track A-G with a D or better, A-G with a C or

better, and all academic requirements met for the current and future graduating classes.

- College and Career Readiness- LAUSD administers an annual senior exit survey on students' experiences on the types of college- and career-related support they received during high school, the colleges they applied to, the financial aid they received, and the challenges they faced. Results from this online survey will inform District practices and services that support students in grade 12 as they plan for and transition to college and/or career.

- At-Risk Reports- LAUSD collects and provides reports that schools and District staff can use to identify at-risk students based on multiple factors such as attendance, suspensions and academic grades (i.e., marks).

- School Experience Survey- LAUSD administers an annual Districtwide survey to students, staff and families. Data reports are provided annually, and include response rates and results at multiple levels, including category, content area, and individual question. Categories include Academics, School Climate, and Social Emotional Learning. Content areas include Academic Focus, Cognitive Engagement, Future Orientation, Bullying, Connectedness, Expectations for Behavior, Opportunities for Participation, Safety, Growth Mindset, Self-Efficacy, Self-Management and Social Awareness. These data are also available at the student group level.

- LAUSD's Open Data portal includes LCAP and California School Dashboard metrics for multiple years. This can particularly assist schools when writing their plans, as well as reviewing progress over time.

- In the 2022-23 school year, LAUSD launched school level target setting for each of the District's board goals that guide the Strategic Plan. All schools set targets and progress will be tracked annually to assess school success in supporting post-secondary preparedness, ELA, Math and Social emotional/wellness.

The MyData system and School Experience Survey data provide longitudinal information, which can help schools and the District see patterns and trends over time, while the Focus platform generally supports ongoing progress monitoring throughout the year. LAUSD has an ongoing commitment to improve its data system to support schools and District staff in monitoring and strategic planning.

The Whole Child 2.0 data system supports schools in progress monitoring/implementation and supports summative information at the school level. The Whole Child 2.0 system supports various educators based on their role and offers a wide array of data in a one-stop shop, including literacy, attendance, assessments, grades and more. In 2021-22, LAUSD launched the Executive Dashboard to support the Superintendent's Office, central office executives, and Region leaders with tracking and monitoring LCAP goals, Board goals, and other key performance indicators. Currently, the data reported on the Executive Dashboard include enrollment, attendance, SBA summative and interim assessments, DIBELS (K-2nd grade), ELPAC, Elementary Marks, GPA, graduation on-track status, graduation cohort outcomes and i-Ready ELA and Math interim assessment data.

The robust data set and platforms described above track information across a variety of areas with some reporting at the school level and others able to report at the student level. These tools allow schools and Region staff to identify, monitor, and evaluate the data that are most

relevant to their needs and school plan objectives. The data most relevant to each school's plan should be reviewed in the mid-year CSI check-in between the school and the Region support staff. The various data systems allow the District to monitor and evaluate implementation and effectiveness of CSI plans.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, Students, Teachers, Principals, Administrators, Other School Personnel and Community Partners	The District's LCAP team, in the Strategic Initiatives Office, worked closely with the Region Family and Community Engagement (FACE) teams and various District departments to deliver presentations on LCAP goals and actions to the different Regions in the District–North, South, East, and West–throughout the school year. The meetings were publicized via Region communications to educational partners and in District forums. These presentations gave each Region the opportunity to showcase the actions and services important to each Region, provide Region specific data, and the opportunity for content experts to discuss the work of the Regions. Lasting 1.5 hours, the presentations included a Question and Answer segment and provided an opportunity for participants to share their insights as the District developed its 2025-26 LCAP. In addition, Spanish translation/interpretation was provided during each of the meetings which were held jointly in-person and virtually. The following presentations were organized by LCAP goal at the Region-level. ● LCAP Topics: Overview of the LCAP and the Local Control Funding Formula; LCAP Goal 3- Engagement and Collaboration; LCAP Goal 4- Operational Effectiveness ○ September 12, 2024: Region North ○ September 26, 2024: Region South ○ October 17, 2024: Region East ○ October 25, 2024: Region West ● LCAP Topics: LCAP Goal 1- Academic Excellence; LCAP Goal 2- Joy and Wellness ○ December 2, 2024: Region North ○ October 23, 2024: Region South ○ November 14, 2024: Region East ○ January 17, 2025: Region West

Educational Partner(s)	Process for Engagement

	• LCAP Topics: LCAP Goal 5- Investing in Staff; LCAP Goal 6- English Learner Supports; LCAP Goal 7- Black Student Achievement Plan
	  ○ February 13, 2025: Region North
	  ○ March 4, 2025: Region South
	  ○ February 6, 2025: Region East
	  ○ February 14, 2025: Region West
	
	Attendees at the Region-level LCAP engagement meetings included educators, school administrators, and various classified staff. Participants contributed their insights and comments regarding the formulation of goal actions pertinent to each Region meeting and topic through the Districtwide digital community-wide feedback tool, ThoughtExchange. The digital platform is an anonymous feedback tool allowing the District to track demographic information by Region, including the positions of District employees, to facilitate analysis of feedback by employee role.
	
	In addition to Region-level LCAP Engagement meetings, school-level engagement was supported by the LCAP team in the development of a presentation for school administration to present and share at school site Coffee with the Principal meetings; Coffee with the Principal: Overview of the LCAP and Engagement. The meetings allowed parents, teachers, staff, school administration, and other school personnel to share their thoughts on the important LCAP goals and actions applicable to their individual schools. The LCAP presentation included a video message from Superintendent Alberto M. Carvalho outlining the importance of democratizing feedback and hearing from educational partners across the District in the development of the District's LCAP using the digital feedback platform.

Parents, Students, Teachers, Principals, Administrators, Other School Personnel, Community Partners and the General Public	Regular Board Meetings: The continued work of the Los Angeles Board of Education in budget planning and monitoring actions including school safety, facilities, early education, and student academic performance has informed the development and implementation of the District's Local Control and Accountability Plan (LCAP), which is aligned with the District's 2022-26 Strategic Plan. The following materials from District Board of Education meetings are a sample of materials aligned to LCAP actions and the Board adopted Strategic Plan: • September 10, 2024: 2023-2024 Unaudited Actuals ○ 2023-24 Unaudited Actuals • October 15, 2024: Budget Priorities

Educational Partner(s)	Process for Engagement
	○ Budget Priorities ● December 10, 2024: 2024-25 First Interim Financial Report ○ FY 2025 First Interim Financial Report ● February 11, 2025: 2024-25 Mid-Year Update of the Annual LCAP ○ 2024-25 Mid-Year Update ● February 18, 2025: 2023-24 Audited Annual Financial Report ○ 2023-24 Audited Annual Financial Report (AAFR) ● February 18, 2025: Governor's 2025-26 State Budget Proposals ○ Governor's 2025-26 State Budget Proposals ● February 18, 2025: Fiscal Climate & Budget Considerations for School Districts in California ○ Fiscal Climate & Budget Considerations for School Districts in California ● March 11, 2025: 2024-25 Second Interim Financial Report ○ 2024-25 Second Interim Financial Report ● April 22, 2025: Supporting Academic Achievement Through Parent and Family Engagement ○ Supporting Academic Achievement Through Parent and Family Engagement ● May 20, 2025: Implications for the Governor's May Revision for Budget Deliberations ○ Implications for the Governor's May Revision for Budget Deliberations The Board of Education will hold a public hearing of the 2025-26 draft LCAP and the District budget at the Tuesday, June 17, 2025 Board meeting. The 2025-26 LCAP and District budget adoption by the Board of Education will be held on Tuesday, June 24, 2025.
Students	The LCAP team continued to collaborate with the District's Student Empowerment Unit in providing students with opportunities to give feedback and input on the District's LCAP. Students primarily focused their feedback on the District continuing to support college and careers, mental health services, increased access to summer enrichment programs and sports programs, and continued environmental stewardship, among additional perspectives. Students provided feedback during school-level meetings and forums, including District-level forums, via the digital engagement platform, ThoughtExchange. In the following meetings, students were provided with additional opportunities to provide input on the development of the District's 2025-26 LCAP. The Superintendent's Student Advisory Council serves as the District's student advisory committee and will present LCAP comments and recommendations at the LCAP and District budget public hearing at the June 17, 2025 Board of Education meeting. ● September 21, 2024: Chief Medical Director's Student Advisory Council ● September 28, 2024: Government Relation Student Advisory Council

Educational Partner(s)	Process for Engagement
	• September 30, 2024: Superintendent's Student Advisory Council • October 7, 2024: Asian Pacific Student Advisory Council • October 16, 2024: Board District 2 Student Advisory Council • October 16, 2024: Health and Wellness Student Advisory Council • December 7, 2024: Superintendent's Student Advisory Council • January 16, 2025: Gifted And Talented Education Student Advisory Council • January 22, 2025: Region North Student Advisory Council • January 27, 2025: Superintendent's Student Advisory Council • March 10, 2025: Superintendent's Student Advisory Council • March 22, 2025: Superintendent's Student Advisory Council • April 12, 2025: Superintendent's Student Advisory Council • April 28, 2025: Superintendent's Student Advisory Council • May 17, 2025: Superintendent's Student Advisory Council • May 19, 2025: Superintendent's Student Advisory Council In addition, on the Districtwide Community ThoughtExchange, 3,450 participants identified as students. The 3,450 student participants represent an 87% increase, up from 1,844 student participants in 2023-24.
Community Partners	In 2024-25, the District continued to engage with community partners informally and formally in a number of forums, including LCAP Community Partner meetings. Throughout the year, the LCAP team sent updates and held community engagement opportunities to garner feedback and insights that reflect the diverse needs of the local community. Community partners such as local organizations, non-profits, and individual community members identified priority areas, such as addressing achievement gaps for specific student groups and the need for continued emphasis on mental health supports for students. Based on community partner feedback, the following meeting topics were presented, which included a question and answer session with presenters and an opportunity for feedback: • October 02, 2024: Overview of the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF); LCAP Alignment to the District's 2022-26 Strategic Plan; Engagement and 2024-25 LCAP Development. • November 13, 2024: Budget Transparency Tool and Feedback Round 1, Student Equity Needs Index (SENI), Local Control and Accountability Plan (LCAP) and LCAP Engagement. • January 22, 2025: Budget Transparency Tool and Feedback Round 2, Student Support Programs- Students Experiencing homelessness/ Students in Foster Care. • February 19, 2025: SENI Overview for 2025-26, 2024-25 Mid Year Annual LCAP Update.

Educational Partner(s)	Process for Engagement
	• March 19, 2025: Black Student Achievement Plan (BSAP) Implementation, Equity Multiplier Funding Eligible Schools 2025-26. On June 23, 2025, at an LCAP Community Partner meeting, the final 2024-25 LCAP was presented and reviewed. In addition, the Districtwide 2025-26 Community ThoughtExchange had 183 participants identified as community members.
District Level Committees: Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)	Parent Advisory Committee (PAC) In collaboration with the District's Office of Student, Family and Community Engagement (SFACE), the LCAP team engaged with the District's Parent Advisory Committee (PAC) during the 2024-25 school year. A survey was completed in fall 2024 by PAC members, which supported PAC meeting topics for the 2024-25 school year. At each of the following meetings, PAC members had the opportunity to learn more about programs and services and provide comments towards the development of the District's 2025-26 LCAP via a digital survey tool, Google Form, and the digital feedback platform, ThoughtExchange. • November 7, 2024: The LCAP team provided an overview of the LCAP, including a review of the state's Local Control Funding Formula (LCFF) and the District's use of Student Equity Needs Index (SENI) funding, and the 2024-25 engagement timeline for 2025-26 LCAP development. • December 5, 2024: The LCAP team with the Educational Transformation Office (ETO) and Strategic Initiatives Office (SIO) developed a presentation on actions and services as part of the Black Student Achievement Plan (BSAP) to improve Black student outcomes, an overview of the Equity Multiplier Focus Goal and Academic Excellence. Specific focus on actions within LCAP Goal parent, and family engagement, connection to the District's Strategic Plan as well as an overview of the California School Dashboard and student performance results by Dashboard indicator. Specific focus on actions within LCAP Goal 1: Academic Excellence, LCAP Goal 8: Equity Multiplier Focus Goal and Goal 7: Black Student Achievement Plan (BSAP) Implementation. • January 17, 2025: The LCAP team developed a presentation to the SENI/TSP Ad Hoc Sub Committee on reviewing Supplemental and Concentration revenue received through LCFF, reported on the LCAP and the Student Equity Needs Index (SENI), Targeted Student Population (TSP) Plan, and Carryover policies and processes. • January 30, 2025: The LCAP team with the Division of instruction (DOI) and A-G Intervention and Support team developed a presentation on actions and services for Elementary and Secondary

Educational Partner(s)	Process for Engagement
	Instruction and College Access Program. Specific focus on actions within LCAP Goal 1: Academic Excellence. • February 13, 2025: The LCAP team with the Strategic Initiatives Office and Student, Family and Community Engagement (SFACE) department completed a presentation on the metrics, budget and actions that support Academic Excellence and actions and services for student, parent, and family engagement. Specific focus on actions within LCAP Goal 1: Academic Excellence and LCAP Goal 3: Engagement and Collaboration. • February 14, 2025: The LCAP team with the Equitable School Performance Office and School Fiscal Services developed a presentation to the SENI/TSP Ad Hoc Sub Committee on Student Equity Needs Index (SENI), Targeted Student Population (TSP) and the research evaluating actions supported by these funds. • February 20, 2025: The LCAP team with the Los Angeles School Police Department (LASPD) and the Multilingual & Multicultural Education Department (MMED) developed a presentation on actions that support school safety and English Learner Supports. Specific focus on actions within LCAP Goal 2: Joy and Wellness and LCAP Goal 6: English Learners. • April 3, 2025: The LCAP team with the Human Resources Division and Office of Data and Accountability developed a presentation on actions and services for teacher pipelines to increase the hiring and development of highly-qualified teachers and an overview, measures, Los Angeles Unified's 2024 performance on the California Dashboard. Specific focus on actions within LCAP Goal 4: Operational Effectiveness and LCAP Goal 5: Investing in Staff. • May 1, 2025: The LCAP team with the Human Resources Division continued the presentation on actions and services for teacher pipelines to increase the hiring and development of highly-qualified teachers. • May 15, 2025: The LCAP team with the Student, Family and Community Engagement (SFACE) department helped facilitate the PAC to finalize comments towards the development of the LCAP. District English Learner Advisory Committee (DELAC) In collaboration with the District's Office of Student, Family and Community Engagement (SFACE), the LCAP team engaged with the District's English Learner Advisory Committee (DELAC) during the 2024-25 school year. A survey was completed in fall 2024 by DELAC members, which supported PAC

Educational Partner(s)	Process for Engagement
	meeting topics for the 2024-25 school year. At each of the following meetings, DELAC members had the opportunity to learn more about programs and services and provide comments towards the development of the District's 2025-26 LCAP via the digital ThoughtExchange platforms. ● November 21, 2024: The LCAP team presented information about the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), the District's use of Student Equity Needs Index (SENI) funding, Budget Transparency Tool and Feedback and the 2024-25 engagement timeline for 2025-26 LCAP development. ● February 06, 2025: The LCAP team developed a presentation on 2024-2025 LCAP Comment Development, supplemented with resources such as reviewing DELAC comments in 2023-24 and 2022-23 and summary of preliminary student feedback from 2024-25. ● May 22, 2025: The LCAP team developed a presentation of the comments received by the DELAC through digital ThoughtExchange platforms for the 2024-25 year towards the development of the 2025-26 LCAP. At the June 17, 2025 Board of Education meeting, both District-level committees, PAC and DELAC, presented comments and recommendations for the LCAP at the public hearing for the LCAP and District budget. In addition, on the Districtwide Community ThoughtExchange, 9,124 participants identified as parents or family members.
Labor Partners	In the development of the 2025-26 LCAP, the LCAP team actively collaborated with our Labor Partners ensuring a broad range of perspectives in sharing the plan. Representatives from various unions, including the California School Employees Association (CSEA), Service Employees International Union (SEIU), Building and Trades, United Teachers of Los Angeles (UTLA), Los Angeles School Police Association (LASPA), Los Angeles School Police Management Association (LASPMA), Teamsters, and Associated Administrators of Los Angeles (AALA), were invited to participate in two engagement sessions held on May 13, 2025 and May 15, 2025. These sessions provided an opportunity for input and discussion, helping to refine the goals and actions for the 2025-26 LCAP.
Administrators and Staff Engagement	The LCAP team held monthly Accountability Workgroup meetings with District and Region-level instructional and operational program administrators and staff. The meeting purpose was focused on a number of topics: receiving input on the development of the 2025-26 LCAP; providing awareness and opportunity for feedback on Districtwide initiatives; and an opportunity for collaboration.

Educational Partner(s)	Process for Engagement
	The Accountability Workgroup meetings were held on the following dates: ● September 27, 2024: Strategic Plan Year 2 Update, LCAP 2024-25 Mid Year Annual LCAP Update, Equity Multiplier Funding, Principal's Portal resources, School-Based Target Setting, Executive Dashboard, Diploma with alternate assessment Exemption, Least Restrictive Environment, Student Attendance, CHOICES and Zones of Choices, Reclassification targets. ● November 01, 2024: Affiliated Charter School Renewal Process, Modern Budget Transparency for Student Achievement, LCAO Timeline and Engagement, Overview of the CA School Dashboard, State Identifications, ELPAC Results. ● December 6, 2024: State identifications, Review CA School Dashboard results, Special Education Resource Guide and English Learner Progress Indicator (CA School Dashboard) by District and Regions. ● January 31, 2025: Los Angeles Wildfire Update, State-Identified Schools Update, Student Equity Needs Index (SENI) Targeted Student Population (TSP) Plans, Strategic Plan Year 2 / LCAP Timeline, Updates to Reclassification, ELPAC Testing Window, New MMED Instructional Resources, CA School Dashboard: Growth Model / College and Career Readiness Survey Dashboard and School Experience Survey (SES) Updates. ● March 14, 2025: Special Education Resource guide, CA Dashboard and School Experience Survey Update, CSI/ATSI Update, Equity Multiplier funding eligible schools, Annual LCAP Update process, Family and Community Engagement Update and Changes to reclassification policies. ● April 25, 2025: Updates on Federal Program Monitoring, Smarter Balanced Assessment (SBA) testing, Strategic Plan Plan Quarter 3 updates, LCAP processes, Master Plan for English Learners and Standard English Learners. ● May 30, 2025: Strategic Plan End-of-Year Reporting, Draft LCAP, Targeted Student Population (TSP) plan updates, School Experience Survey update.
Special Education Local Plan Area (SELPA) Administrator Engagement	Throughout 2024-25, the Office of the Chief of Special Education, Equity, and Specialized Program, along with the Special Education Local Plan Area (SELPA) Administrator, actively collaborated with District senior leadership to identify and implement targeted actions and services in the District's Local Control and Accountability Plan (LCAP) to support students with disabilities. The Special Education Division

Educational Partner(s)	Process for Engagement
	gathered input to inform our District's special education program through monthly meetings, beginning in August 2024, with the Community Advisory Committee (CAC) for Special Education. The District-level committee advises the Board of Education, SELPA, and the Superintendent's Cabinet on the annual priorities outlined in the SELPA plan.
Online Engagement Forums	A digital community-wide engagement platform, ThoughtExchange, was utilized by the District to receive valuable feedback and input from our educational partners, e.g, parents, students, staff. The engagement platform allowed participants to input anonymous feedback as well as the ability to engage with each other by rating comments and thoughts. The District was able to capture the most frequently mentioned ideas and those comments and topics that resonate with our District's educational partners. The insight and feedback assisted in the development of the 2025-26 LCAP and the implementation of the aligned District Strategic Plan. The digital forum generated 161,191 ratings on 10,335 comments from 17,833 participants, as of May 7, including: ● 9,124 parents / family members ● 3,450 students ● 3,113 staff members The 3,450 student participants represent an 87% increase, up from 1,844 student participants in 2023-24. In addition, the 3,113 staff members represent a 110% increase, up from 1,485 staff participants in 2023-24.
Educational Partners at Equity Multiplier Eligible Schools	The LCFF Equity Multiplier is a state funding program providing additional funds to school sites meeting nonstability rates greater than 25% and socioeconomically disadvantaged student thresholds greater than 70% in the prior year. Per state legislation, funding will begin to be used in 2025-26 to implement evidence-based services and supports for students at eligible school sites and address all student groups that have the lowest performance level (i.e., Red) on one or more state indicators on the California School Dashboard. The LCFF Equity Multiplier funding is annually allocated to eligible schools and is not a part of the LCFF entitlement to the District. Please see LCAP Goal 8 for the list of the 98 eligible District schools. In addition, please see the District's Equity Multiplier Funding webpage: https://www.lausd.org/Page/20353 With the state's November 2024 release of the 2024 California School Dashboard results, the 98 Equity Multiplier eligible District schools met with educational partners in various school-level forums including Local School Leadership Councils beginning in winter 2025 to review student performance data by student group within Dashboard Indicators- Chronic Absenteeism, Suspension Rate, English Learner

Educational Partner(s)	Process for Engagement
	Progress, Graduation Rate, College/Career, English Language Arts, and Mathematics. Equity Multiplier eligible schools received budget allocation notices in spring 2025 including information on allowable uses of the allocation and resources for identifying evidence-based services and interventions. School principals subsequently completed engagement with school communities and received feedback on the identified Dashboard indicators and use of evidence-based services to improve student performance.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The District will continue to align the District's LCAP with the Board-adopted 2022-26 Strategic Plan, incorporating community feedback to support students, families, and staff. The development of the LCAP is a collaborative effort that includes input from our various educational partners. This year, 17,833 partners participated through the District's digital feedback platform, ThoughtExchange, generating 10,335 individual comments and providing 161,191 ratings.

The comments and ratings from our educational partners highlighted key themes related to providing academic support, mental and physical health resources, opportunities for student engagement, ensuring safe campuses, expanding learning opportunities, and offering differentiated support for students learning a second language among additional supports for identified student groups.

For a summary of the feedback provided by specific educational partners, please see the details below.

<u>Student Engagement</u>

The District gathered student feedback through student advisory council meetings and school-level engagement forums, which was included by the highest rated suggestions aligned with LCAP goals in the District's LCAP. The responses emphasized the need for Los Angeles Unified to enhance access to resources, mental health support, and career readiness programs, including increased inclusivity through cultural recognition and supports for English Learners and students with disabilities, among additional responses, as themed in the below by LGAP goal:

- LCAP Goal 1: Academic Excellence
    - Provide college readiness exam preparation courses for the Scholastic Aptitude Test (SAT) and additional college readiness exams for students in grades 9-12 (addressed in Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams).
    - Increase the number of Advanced Placement (AP) courses and academic supports at high-needs schools (addressed in Goal 1, Action 11: Differentiated Local Supports for Students; Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams).
    - Equal learning access for students with disabilities in general education classes (addressed in Goal 1, Action 21: Special

Education: Inclusive Practices).

- LCAP Goal 2: Joy and Wellness
  - Promote available student health services across the District so students and their families are aware of and can access the medical resources (addressed in Goal 2, Action 5: Student Health Services).
  - Continued access to mental health services for students (addressed in Goal 2, Action 8: Mental Health and Student Supports).
  - Focus on improving school safety (addressed in Goal 2, Action 2: School Police; Goal 2, Action 3: Base-Funded School Climate Support Staff; Goal 2, Action 4: Supplemental School Climate Support Staff).
- LCAP Goal 3: Engagement and Collaboration
  - Increase the number of student engagement opportunities at the District and school levels, including increased student leadership opportunities (addressed in Goal 3, Action 4: Student Empowerment)
  - Provide parents and families of International Newcomer students with information on school and District resources available to them (addressed in Goal 3, Action 1: Parent and Family Engagement).
- LCAP Goal 4: Operational Effectiveness
  - Provide additional transportation routes for students to access schools in the District (addressed in Goal 4, Action 6: Transportation).
  - Improve and modernize school facilities (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure).
- LCAP Goal 5: Investing in Staff
  - Ensure new teachers are receiving support to be successful and to remain in the profession (addressed in Goal 5, Action 3: Beginning Teacher Support).
  - Student success is dependent on teacher quality: continue to increase teacher quality and supports to recruit teachers into the profession (addressed in Goal 5, Action 4: Professional Development; Goal 5, Action 6: High Performance Standards).
- LCAP Goal 6: English Learner Supports
  - Maintain support for English Learners to reclassify to fluent English proficient (addressed in Goal 6, Actions 1-4: UTK English Learner Services, International Newcomer Supports, Potential Long-Term English Learner Interventions, and Long-Term English Learner Interventions).
  - Maintain the dual language program offerings across the District (addressed in Goal 6, Action 5: Dual Language Education).
- LCAP Goal 7: Black Student Achievement Plan Implementation
  - Dedicate additional resources and provide programs for Black students (addressed in Goal 7, Actions 1-5: BSAP Academic Supports, Community Partnerships, Development of an African American Studies course, School Climate and Wellness Supports, and Community-Based Safety Pilots).

<u>Parent, Family, and Community Engagement</u>

The District gathered feedback from the community-wide ThoughtExchange related to LCAP goals and actions, reinforcing the alignment of the LCAP with the District's Strategic Plan and echoing the themes highlighted in student feedback.

- LCAP Goal 1: Academic Excellence
  - Offer increased enrichment opportunities in the arts and music (addressed in Goal 1, Action 6: Base-Funded Arts Education;

Goal 1, Action 7: Supplemental Arts Education).
    - Expand afterschool programs for students (addressed in Goal 1, Action 8: Base-Funded Afterschool Programs; Goal 1, Action 9: Supplemental Afterschool Programs).
    - Provide additional support for students with disabilities (addressed in Goal 1, Actions 19-23: Special Education: Base Program, Intensive Diagnostic Education Centers, Inclusive Practices, Special Day Program, Transition Services).
    - Increased college and career support for high school students (addressed in Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams; Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Action 27: Diploma Program; Goal 1, Action 28: Career Technical Education; and Goal 1, Action 29: Linked Learning).
- LCAP Goal 2: Joy and Wellness
    - Increase on-campus safety for students (addressed in Goal 2, Actions 1-4: Safe School Facilities, School Police, Base-Funded School Climate Support Staff and Supplemental School Climate Support Staff).
    - Support students and their families with improving attendance at school (addressed in Goal 2, Action 10: Attendance Interventions).
    - Increase mental health services for students and mental health training for parents (addressed in Goal 2, Action 8: Mental Health and Student Supports).
- LCAP Goal 3: Engagement and Collaboration
    - More parent involvement across the District (addressed in Goal 3, Action 1: Parent and Family Engagement).
    - Improve communication with parents and families, ensure they are informed (addressed in Goal 3, Action 3: Technology for Communications and Accessibility).
- LCAP Goal 4: Operational Effectiveness
    - Use student test results to provide additional supports and interventions to increase their academic performance (addressed Goal 4, Action 1: Assessments and Evaluations).
    - Provide increased opportunities for students within Magnet programs (addressed in Goal 4, Action 5: Magnet Schools).
- LCAP Goal 5: Investing in Staff
    - Provide increased teacher professional development training (addressed in Goal 5, Action 4: Professional Development).
    - Increase the recruitment and retention of high quality teachers and administrators (addressed in Goal 5, Action 1: Recruitment).
- LCAP Goal 6: English Learner Supports
    - Support International Newcomer students and their parents / families with resources and ensure the students receive academic and social-emotional support (addressed in Goal 6, Action 2: International Newcomer Supports).
    - Tutoring for English Learner students (addressed in Goal 6, Action 1: UTK-12 English Learner Services).
- LCAP Goal 7: Black Student Achievement Plan Implementation
    - Provide resources and academic supports to increase the academic performance of Black students and decrease the equity gap with other student groups (addressed in Goal 7, Action 1: BSAP Academic Supports).

During 2024-25, the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) provided valuable feedback through formal meetings and a dedicated digital feedback tool, ThoughtExchange. Their input emphasized the importance of increasing parent engagement, providing students with academic support on safe school campuses, and supporting students and parents with mental health resources. Committee members recommended smaller class sizes for instruction and an increased number of instructional

staff in classrooms to support student learning. The feedback provided by the two District-level committees aligns with the District's commitments as outlined in the LCAP and the incorporated Strategic Plan.

- Comments:
  - Increase the academic support for English Learners so they can reclassify to fluent English proficient by grade 5 (addressed in actions in Goal 6: English Learner Supports).
  - Increase on-campus safety and safety around the school (addressed in Goal 2, Actions 1-4: Safe School Facilities, School Police, Base-Funded School Climate Support Staff and Supplemental School Climate Support Staff).
  - Provide literacy support and intervention to students (addressed in Goal 1, Action 14: Literacy and Numeracy Interventionist Program; Goal 1, Action 15: Secondary Literacy Supports and Interventions).
  - Involve parents in the education of their children (addressed in Goal 3, Action 1: Parent and Family Engagement; Goal 3, Actions 6-8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration).
  - More teachers and instructional staff in the classroom, smaller class sizes (addressed in Goal 1, Action 2: School Staffing and Operations).
  - Additional academic interventions to ensure students are performing at grade level (addressed in Goal 1, Action 4: Options Program; Goal 1, Action 11: Differentiated Local Supports for Students; Goal 1, Action 12: School-Level Supports for Individualized Learning; Goal 1, Actions 30-32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence; Goal 6, Action 1: UTK-12 English Learner Services).
  - Continued mental health resources for students and mental health training for parents (addressed in Goal 2, Action 8: Mental Health and Student Supports).

<u>Teachers</u>

Teacher feedback focused on areas such as instruction, compensation, professional development and safe / clean campuses. This input aligned with and informed the evaluation and execution of targeted LCAP actions at school sites:

- Maintain opportunities for teacher collaboration and professional development (addressed in Goal 1, Action 1: Curriculum; Goal 5, Action 4: Professional Development).
- Provide an increased number of instructional aides / teacher assistants in the classroom (addressed in Goal 1, Action 2: School Staffing and Operations; Goal 5, Action 1: Recruitment).
- Maintain or decrease the student-to-teacher ratio to ensure small class sizes (addressed in Goal 1, Action 2: School Staffing and Operations).
- Equip teachers with high-quality instructional materials and curriculum (addressed in Goal 1, Action 1: Curriculum).
- Continue to increase teacher compensation to recruit and retain new and existing certificated staff (addressed in Goal 1, Action 2; Staffing and Operations; Goal 4, Action 4: Budget and Operations).
- Maintain safe and clean campuses; upgrade school facilities (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure).
- Increase parent involvement and support at school sites to better support their children at home (addressed in Goal 3, Actions 6-8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration).

Principals

Input from school principals helped shape and enhance the development of LCAP actions, highlighting the following priorities:

- Sustain and increase teacher and staff wellness opportunities (addressed in Goal 5, Action 5: Staff Wellness)
- Provide a safe school environment for students and staff (addressed in Goal 2, Action 1: Safe School Facilities; Goal 2, Action 2: School Police; Goal 2, Action 3: Base-funded School Climate Support Staff; Goal 3, Action 4: Supplemental School Climate Support Staff).
- Continued targeted learning supports for students at high-needs schools (addressed in Goal 1, Action 11: Differentiated Local Supports for Students).
- Maintain early intervention and student supports such as full-day Universal Transitional Kindergarten (UTK) to reduce equity gaps (addressed in Goal 1, Action 13: Early Education and Universal Transitional Kindergarten).
- Support students with disabilities by offering increased opportunities for general education setting (addressed in Goal 1, Action 21: Special Education: Inclusive Practices).
- Continue to allow a level of autonomy in meeting student and school site needs (addressed in Goal 1, Actions 30-32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence; Goal 2, Actions 13-15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness; Goal 3, Actions 6-8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration).

Administrators

Feedback from school, Region, and District administrators emphasized the importance of creating schools that are safe and supportive and where students feel secure and motivated to attend. Administrators highlighted the need for increased opportunity for student engagement and participation.

- Continue investing in mental health resources and student health services for every student (addressed in Goal 2, Action 5: Student Health Services; Goal 2, Action 6: Supplemental Student Health Services; Goal 2, Action 8: Mental Health and Student Supports).
- Provide increased afterschool opportunities for students to better connect students with school (addressed in Goal 1, Action 8: Base-funded Afterschool Programs; Goal 1, Action 9: Supplemental Afterschool Programs).
- Increase student engagement and collaboration, including student leadership opportunities in secondary schools (addressed in Goal 3, Action 4: Student Empowerment).
- Hire additional instructional aides or paraprofessionals to support instruction (addressed in Goal 1, Action 2: School Staffing and Operations).
- Continue to implement research-based professional development for teachers (addressed in Goal 1, Action 1: Curriculum; Goal 5, Action 4: Professional Development).
- Increase college and career exposure for students to understand postsecondary options (addressed in Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Action 27: Diploma Program; Goal 1, Action 28: Career Technical Education; Goal 1, Action 29: Linked

Learning).
- Continue English Learner supports to improve reclassification rates of English Learners to fluent English proficiency (Goal 6: English Learner Supports)
- Better communication, engagement, and involvement with parents (addressed in Goal 3, Action 1: Parent and Family Engagement; Goal 3, Actions 6-8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration).

Other School Personnel

Feedback from other school personnel, including classified staff, continued to shape the focus of LCAP actions:

- Increase small group instruction opportunities for students by adding additional classroom instructional aides (addressed in Goal 1, Action 2: School Staffing and Operations).
- Keep small class sizes and lower student to teacher ratios in elementary grade levels (addressed in Goal 1, Action 2: School Staffing and Operations).
- Recruit and retain teachers and staff by increasing compensation (addressed in Goal 4, Action 4: Budget and Operations).
- Increase campus safety for staff and students (addressed in Goal 2, Action 1: Safe School Facilities; Goal 2, Action 2: School Police; and Goal 2, Action 3: Base-Funded School Climate Support Staff).
- Increase the number of elective courses for high school students (addressed in Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams; Goal 1, Action 25: Increased Access to International Baccalaureate (IB) Programs; Goal 1, Action 28: Career Technical Education; Goal 1, Action 29: Linked Learning).
- Continue to support student learning behaviors (addressed in Goal 2, Action 9: Positive Behavior Interventions and Restorative Practices; Goal 2, Action 3: Base-Funded School Climate Support Staff; Goal 2, Action 4: Supplemental School Climate Support Staff).

Labor Partner Engagement

In discussions with our Labor Partners and insights gathered from meetings and the District's community-wide digital feedback tool, ThoughtExchange, recurring themes emerged, reflecting similar input from additional educational partners:

- LCAP Goal 2: Joy and Wellness
    - Goal Action 2.01: Safe School Facilities
        - Continue to promote and keep schools safe, provide greater security for staff and students

- LCAP Goal 5: Investing in Staff
    - Goal Action 5.01: Recruitment
        - Continue to make investments in staffing and provide promotional pathways for teachers and staff, hire and retain the best teachers, including increased compensation; salary and benefits.
    - Goal Action 5.05: Staff Wellness
        - Continue to recognize teacher and staff accomplishments as well as support staff wellness.
    - Goal Action 5.04: Professional Development

- Continue to provide professional development to instructional staff, including school principals, to lead instruction and improve student academic outcomes.

Educational Partners at Equity Multiplier Eligible Schools

Established in 2023-24, the LCFF Equity Multiplier is a state funding program that allocates additional funds to schools with high nonstability rates, over 25%, and more than 70% socioeconomically disadvantaged students. In winter 2025, the state identified 98 District schools for Equity Multiplier funding for use beginning in 2025-26. Each of the identified schools met and consulted with their educational partners including parents, teachers, other school personnel, and District personnel to address individual school site student group performance within the lowest performance level as evidenced on 2024 California School Dashboard ("Dashboard") indicators. Dashboard indicators provide a snapshot of how schools and school districts perform across seven areas: Academic Performance (English Language Arts and Mathematics), Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, and College/Career.

In the educational partner meetings at eligible schools, evidence-based services in addition to other programs were outlined and determined for improving graduation rates and college/career readiness, reducing chronic absenteeism and suspension rates, and improving student performance in English Language Arts and mathematics as evidenced on the state Smarter Balanced Assessments. Strategies included the use of instructional intervention teachers, additional academic and career counseling, and increased mental health resources, among other strategies, to increase student performance for designated student groups at school sites performing at the lowest performance level within Dashboard indicators. In winter and spring 2025, the 98 school principals met formally with educational partners within School Site Council (SSC) meetings, Governance Council meetings, teacher and staff meetings, as well as additional formal and informal meeting structures. The eligible schools used the feedback from the meetings and surveys to inform planning and development of their Equity Multiplier Reports in the use of designated Equity Multiplier funds to address student groups that have the lowest performance level on one or more state Dashboard indicators. School principals reviewed student performance data in educational partner meetings to address student areas needing growth and the use of evidence-based actions and services for improving student learning outcomes.

In the meetings, educational partners agreed on the need to help specific student groups improve and focused on using metrics to track progress. Each school principal completed a plan, an Equity Multiplier Report, based on District data to outline the services and programs the school would use with Equity Multiplier funds and how the decision to use the funds was influenced by feedback from educational partners. Each eligible school's Equity Multiplier Report is posted in August 2025 on the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/.

For more information, please see LCAP Goal 8- Equity Multiplier Focus Goal.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Excellence: By providing students with high-quality instruction and enriching experiences, Los Angeles Unified will eliminate opportunity gaps and ensure students are college and career ready.	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)

State Priority 4: Pupil Achievement (Pupil Outcomes)

State Priority 7: Course Access (Conditions of Learning)

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Providing a world-class academic experience for our students is the most important component of ensuring they are Ready for the World. We believe we must support our students in developing the foundational knowledge and necessary skills to graduate and succeed in college and the workforce, and we must also offer them opportunities and tools needed to grow into excited and inspired lifelong learners. Moreover, it is our imperative to ensure that we achieve this for ALL students, and that students who have historically been underserved by the public education system will receive the instructional supports and services they need to thrive in our schools. This goal represents our dedicated focus on building a system where exceptional teaching can be found in every classroom, and knowledgeable, critical thinkers can be found in every seat.

The goal continues the commitment of the District to its educational partners in placing the academic achievement of its students at the center of its work and working to ensure students graduate college and career ready. The metrics and progress monitoring measures employed in Goal 1: Academic Excellence allow the District to track student performance in a number of areas such as graduation rate and English Learner reclassification rate and use the data to inform decisions regarding supports and services for improving student achievement.

Over the course of the last LCAP cycle (from 2021 to 2024), student outcomes were impacted by the COVID-19 pandemic with school closures and a shift to remote learning, however, students saw the following progress:

- English Language Arts:
  - Grades 3: Students improved from 33 points below grade-level standards in 2021-22 to 24.9 points below in 2023-24.
  - Grades 3-5: Students improved from 28.3 points below grade-level standards in 2021-22 to 23.5 points below in 2023-24.

    - Grade 11: Students improved from 17.4 points below grade-level standards in 2021-22 to 11.3 points below in 2023-24.
- Math:
    - Grades 3-5: Students improved from 44.7 points below grade-level standards in 2021-22 to 30.5 points below in 2023-24.
    - Grades 6-8: Students improved from 81.3 points below grade-level standards in 2021-22 to 71.9 points below in 2023-24.
    - Grade 11: Students improved from 114.3 points below grade-level standards in 2021-22 to 103.5 points below in 2023-24.
- English Learner Reclassification:
    - Grades TK-5: Reclassification rates rose from 8.3% in 2020-21 to 19.5% in 2023-24.
    - Grades 6-8: Reclassification rates rose from 18.0% in 2020-21 to 23.6% in 2023-24.
    - Grades 9-12: Reclassification rates rose from 9.7% in 2020-21 to 10.7% in 2023-24.
- Four-year cohort graduation rates grew from 81.6% in 2020-21 to 87.0% in 2023-24 (with the five-year cohort similarly increasing from 83.2% in 2020-21 to 85.9% in 2023-24).

As stated in the 2024-25 LCAP, the District aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.01	DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten	**2022-23** All Students: 69.0% African American / Black: 60.7% Hispanic / Latino: 66.1% English Learner: 56.3% RFEP: 99.9% Standard English Learner: 69.1% Students with Disabilities: 44.2% Low Income: 69.7% Foster Youth: 56.6% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 70.4% African American / Black: 64.9% Hispanic / Latino: 67.2% English Learner: 59.6% RFEP: 100% Standard English Learner: 71.3% Students with Disabilities: 44.6% Low Income: 72.1% Foster Youth: 61.9% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 83.0% African American / Black: 83.0% Hispanic / Latino: 83.0% English Learner: 83.0% RFEP: 100% Standard English Learner: 83.0% Students with Disabilities: 83.0% Low Income: 83.0% Foster Youth: 83.0%	All Students: +1.4% African American / Black: +4.2% Hispanic / Latino: +1.1% English Learner: +3.3% RFEP: +0.1% Standard English Learner: +2.2% Students with Disabilities: +0.4% Low Income: +2.4% Foster Youth: +5.3%
1.02	DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1	**2022-23** All Students: 69.9% African American / Black: 61.5% Hispanic / Latino: 65.9% English Learner: 50.3%	**2023-24** All Students: 70.1% African American / Black: 61.8% Hispanic / Latino: 66.6% English Learner: 51.1%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 80% African American / Black: 80% Hispanic / Latino: 80% English Learner: 80%	All Students: +0.2% African American / Black: +0.3% Hispanic / Latino: +0.7% English Learner: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 97.6% Standard English Learner: 69.6% Students with Disabilities: 43.4% Low Income: 67.1% Foster Youth: 56.8% *Source: LAUSD Open Data Dashboard*	RFEP: 96.4% Standard English Learner: 70.5% Students with Disabilities: 44.8% Low Income: 68.5% Foster Youth: 50.5% *Source: LAUSD Open Data Dashboard*		RFEP: 100% Standard English Learner: 80% Students with Disabilities: 80% Low Income: 80% Foster Youth: 80%	RFEP: -1.2% Standard English Learner: +0.9% Students with Disabilities: +1.4% Low Income: +1.4% Foster Youth: -6.3%
1.03	DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2	**2022-23** All Students: 66.1% African American / Black: 57.4% Hispanic / Latino: 61.9% English Learner: 42.9% RFEP: 96.5% Standard English Learner: 66.1% Students with Disabilities: 32.6% Low Income: 62.7%	**2023-24** All Students: 67.0% African American / Black: 55.7% Hispanic / Latino: 63.1% English Learner: 46.6% RFEP: 94.0% Standard English Learner: 67.2% Students with Disabilities: 38.1% Low Income: 64.7% Foster Youth: 50.2% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 84% African American / Black: 84% Hispanic / Latino: 84% English Learner: 84% RFEP: 100% Standard English Learner: 84% Students with Disabilities: 84% Low Income: 84% Foster Youth: 84%	All Students: +0.9% African American / Black: -1.7% Hispanic / Latino: +1.2% English Learner: +3.7% RFEP: -2.5% Standard English Learner: +1.1% Students with Disabilities: +5.5% Low Income: +2.0% Foster Youth: -2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 53.1% *Source: LAUSD Open Data Dashboard*				
1.04	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3 *(Aligned to Board Goals)*	**2022-23** All Students: -28.4 African American / Black: -61.0 Hispanic / Latino: -43.9 English Learner: -101.3 RFEP: 25.2 Standard English Learner: -32.7 Students with Disabilities: -101.9 Low Income: -45.8 Foster Youth: -74.0 *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: -24.9 African American / Black: -47.4 Hispanic / Latino: -40.3 English Learner: -90.3 RFEP: 18.8 Standard English Learner: -27.1 Students with Disabilities: -96.7 Low Income: -39.7 Foster Youth: -71.5 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: -2.8 African American / Black: -21.2 Hispanic / Latino: -9.8 English Learner: -66.2 RFEP: 32.7 Standard English Learner: 10.7 Students with Disabilities: -63.0 Low Income: -10.8 Foster Youth: -32.8	All Students: +3.5 African American / Black: +13.6 Hispanic / Latino: +3.6 English Learner: +11.0 RFEP: -6.4 Standard English Learner: +5.6 Students with Disabilities: +5.2 Low Income: +6.1 Foster Youth: +2.5
1.05	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	**2022-23** All Students: -27.6 African American / Black: -59.0 Hispanic / Latino: -43.6	**2023-24** All Students: -23.5 African American / Black: -53.5 Hispanic / Latino: -39.0	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: -6.0 African American / Black: -43.0 Hispanic / Latino: -24.4	All Students: +4.1 African American / Black: +5.5 Hispanic / Latino: +4.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: -114.4 RFEP: +8.3 Standard English Learner: -32.2 Students with Disabilities: -107.5 Low Income: -45.0 Foster Youth: -77.5 *Source: LAUSD Open Data Dashboard*	English Learner: -96.7 RFEP: +2.8 Standard English Learner: -26.7 Students with Disabilities: -104.8 Low Income: -39.0 Foster Youth: -72.9 *Source: LAUSD Open Data Dashboard*		English Learner: -91.4 RFEP: 7.8 Standard English Learner: -11.9 Students with Disabilities: -88.1 Low Income: -25.7 Foster Youth: -51.2	English Learner: +17.7 RFEP: -5.5 Standard English Learner: +5.5 Students with Disabilities: +2.7 Low Income: +6.0 Foster Youth: +4.6
1.06	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8	**2022-23** All Students: -34.6 African American / Black: -67.3 Hispanic / Latino: -49.9 English Learner: -159.3 RFEP: -30.7 Standard English Learner: -35.2 Students with Disabilities: -129.3 Low Income: -50.4 Foster Youth: -91.2	**2023-24** All Students: -29.6 African American / Black: -63.1 Hispanic / Latino: -45.2 English Learner: -143.9 RFEP: -24.8 Standard English Learner: -30.7 Students with Disabilities: -123.3 Low Income: -44.2 Foster Youth: -88.6	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: -10.0 African American / Black: -33.0 Hispanic / Latino: -19.0 English Learner: -120.0 RFEP: -0.9 Standard English Learner: -5.0 Students with Disabilities: -95.0 Low Income: -18.0 Foster Youth: -54.0	All Students: +5.0 African American / Black: +4.2 Hispanic / Latino: +4.7 English Learner: +15.4 RFEP: +5.9 Standard English Learner: +4.5 Students with Disabilities: +6.0 Low Income: +6.2 Foster Youth: +2.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
1.07	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11	**2022-23** All Students: -11.9 African American / Black: -46.5 Hispanic / Latino: -22.0 English Learner: -162.8 RFEP: -12.6 Standard English Learner: -8.9 Students with Disabilities: -118.1 Low Income: -20.7 Foster Youth: -89.0 *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: -11.3 African American / Black: -46.8 Hispanic / Latino: -21.9 English Learner: -158.9 RFEP: -4.9 Standard English Learner: -3.5 Students with Disabilities: -109.5 Low Income: -20.4 Foster Youth: -85.9 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 4.0 African American / Black: -25.0 Hispanic / Latino: -5.0 English Learner: -121.0 RFEP: 10.5 Standard English Learner: 9.5 Students with Disabilities: -90.0 Low Income: -3.0 Foster Youth: -55.0	All Students: +0.6 African American / Black: -0.3 Hispanic / Latino: +0.1 English Learner: +3.9 RFEP: +7.7 Standard English Learner: +5.4 Students with Disabilities: +8.6 Low Income: +0.3 Foster Youth: +3.1
1.08	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 *(Aligned to Board Goals)*	**2022-23** All Students: -37.4 African American / Black: -72.7 Hispanic / Latino: -52.3 English Learner:	**2023-24** All Students: -30.5 African American / Black: -64.1 Hispanic / Latino: -45.2	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: -4.5 African American / Black: -28.1 Hispanic / Latino: -10.0	All Students: +6.9 African American / Black: +8.6 Hispanic / Latino: +7.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-103.7 RFEP: -10.5 Standard English Learner: -43.7 Students with Disabilities: -108.9 Low Income: -52.9 Foster Youth: -83.6 *Source: LAUSD Open Data Dashboard*	English Learner: -85.3 RFEP: -10.6 Standard English Learner: -36.1 Students with Disabilities: -102.1 Low Income: -43.8 Foster Youth: -77.3 *Source: LAUSD Open Data Dashboard*		English Learner: -10.0 RFEP: 10.5 Standard English Learner: 10.5 Students with Disabilities: -62.8 Low Income: -10.4 Foster Youth: -37.9	English Learner: +18.4 RFEP: -0.1 Standard English Learner: +7.6 Students with Disabilities: +6.8 Low Income: +9.1 Foster Youth: +6.3
1.09	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8 *(Aligned to Board Goals)*	**2022-23** All Students: -80.1 African American / Black: -121.5 Hispanic / Latino: -97.8 English Learner: -188.0 RFEP: -77.9 Standard English Learner: -84.8 Students with Disabilities: -173.4 Low Income: -96.8 Foster Youth: -143.9	**2023-24** All Students: -71.9 African American / Black: -113.9 Hispanic / Latino: -90.9 English Learner: -172.9 RFEP: -68.1 Standard English Learner: -77.7 Students with Disabilities: -165.9 Low Income: -87.9 Foster Youth: -140.1 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: -40.9 African American / Black: -70.3 Hispanic / Latino: -48.4 English Learner: -133.0 RFEP: -26.0 Standard English Learner: -5.0 Students with Disabilities: -124.9 Low Income: -47 Foster Youth: -88.9	All Students: +8.2 African American / Black: +7.6 Hispanic / Latino: +6.9 English Learner: +15.1 RFEP: +9.8 Standard English Learner: +7.1 Students with Disabilities: +7.5 Low Income: +8.9 Foster Youth: +3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard				
1.10	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11	**2022-23** All Students: -110.7 African American / Black: -146 Hispanic / Latino: -123.7 English Learner: -224.4 RFEP: -114.6 Standard English Learner: -112.8 Students with Disabilities: -204.4 Low Income: -120.5 Foster Youth: -186.9 *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: -103.5 African American / Black: -140.0 Hispanic / Latino: -117.1 English Learner: -203.3 RFEP: -103.2 Standard English Learner: -104.4 Students with Disabilities: -193.3 Low Income: -113.6 Foster Youth: -164.3 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: -70.0 African American / Black: -107.0 Hispanic / Latino: -70.0 English Learner: -140.0 RFEP: -70.0 Standard English Learner: -70.0 Students with Disabilities: -150.0 Low Income: -70.0 Foster Youth: -120.0	All Students: +7.2 African American / Black: +6.0 Hispanic / Latino: +6.6 English Learner: +21.1 RFEP: +11.4 Standard English Learner: +8.4 Students with Disabilities: +11.1 Low Income: +6.9 Foster Youth: +22.6
1.11	Percent Met/Exceed Standard on California Science Test - Grade 5	**2022-23** All Students: 24.8% African American / Black: 14.2% Hispanic / Latino: 18.3%	**2023-24** All Students: 27.4% African American / Black: 17.0% Hispanic / Latino: 20.7%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 35.4% African American / Black: 26.3% Hispanic / Latino: 30.5%	All Students: +2.6% African American / Black: +2.8% Hispanic / Latino: +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 0.8% RFEP: 25.8% Standard English Learner: 22.4% Students with Disabilities: 6.5% Low Income: 18.1% Foster Youth: 8.2% *Source: LAUSD Open Data Dashboard*	English Learner: 2.3% RFEP: 28.7% Standard English Learner: 25.3% Students with Disabilities: 7.8% Low Income: 21.0% Foster Youth: 11.2% *Source: LAUSD Open Data Dashboard*		English Learner: 13.8% RFEP: 36.4% Standard English Learner: 35.9% Students with Disabilities: 19.3% Low Income: 30.4% Foster Youth: 24.7%	English Learner: +1.5% RFEP: +2.9% Standard English Learner: +2.9% Students with Disabilities: +1.3% Low Income: +2.9% Foster Youth: +3.0%
1.12	Percent Met/Exceed Standard on California Science Test - Grade 8	**2022-23** All Students: 21.0% African American / Black: 11.5% Hispanic / Latino: 15.3% English Learner: 0.3% RFEP: 16.1% Standard English Learner: 19.7% Students with Disabilities: 4.9% Low Income: 15.7% Foster Youth: 8.9%	**2023-24** All Students: 23.0% African American / Black: 12.4% Hispanic / Latino: 17.0% English Learner: 0.7% RFEP: 18.9% Standard English Learner: 21.4% Students with Disabilities: 5.9% Low Income: 17.7% Foster Youth: 8.4%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 27.4% African American / Black: 20.2% Hispanic / Latino: 23.2% English Learner: 6.3% RFEP: 25.7% Standard English Learner: 29.0% Students with Disabilities: 10.8% Low Income: 23.8% Foster Youth: 14.8%	All Students: +2.0% African American / Black: +0.9% Hispanic / Latino: +1.7% English Learner: +0.4% RFEP: +2.8% Standard English Learner: +1.7% Students with Disabilities: +1.0% Low Income: +2.0% Foster Youth: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
1.13	Percent Met/Exceed Standard on California Science Test - Grade 11	**2022-23** All Students: 21.6% African American / Black: 13.4% Hispanic / Latino: 17.7% English Learner: 0.2% RFEP: 18.3% Standard English Learner: 21.2% Students with Disabilities: 4.7% Low Income: 18.5% Foster Youth: 7.1% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 22.4% African American / Black: 15.1% Hispanic / Latino: 18.4% English Learner: 1.2% RFEP: 19.9% Standard English Learner: 23.0% Students with Disabilities: 6.0% Low Income: 19.1% Foster Youth: 8.9% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 25.9% African American / Black: 17.9% Hispanic / Latino: 24.3% English Learner: 7.5% RFEP: 26.7% Standard English Learner: 29.7% Students with Disabilities: 10.1% Low Income: 25.4% Foster Youth: 15.7%	All Students: +0.8% African American / Black: +1.7% Hispanic / Latino: +0.7% English Learner: +1.0% RFEP: +1.6% Standard English Learner: +1.8% Students with Disabilities: +1.3% Low Income: +0.6% Foster Youth: +1.8%
1.14	Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	**2022-23** All Students with Disabilities: 61.6% African American / Black: 55.4% Hispanic / Latino: 61.5%	**2023-24** All Students with Disabilities: 63.9% African American / Black: 57.1% Hispanic / Latino: 63.9%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students with Disabilities: 80.0% African American / Black: 80.0% Hispanic / Latino: 80.0%	All Students with Disabilities: +2.3% African American / Black: +1.7% Hispanic / Latino: +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 53.8% RFEP: 63.1% Standard English Learner: 63.2% Low Income: 60.4% Foster Youth: 60.4% *Source: LAUSD Open Data Dashboard*	English Learner: 60.6% RFEP: 60.7% Standard English Learner: 65.4% Low Income: 63.0% Foster Youth: 60.4% *Source: LAUSD Open Data Dashboard*		English Learner: 80.0% RFEP: 80.0% Standard English Learner: 80.0% Low Income: 80.0% Foster Youth: 80.0%	English Learner: +6.8% RFEP: -2.4% Standard English Learner: +2.2% Low Income: +2.6% Foster Youth: +0.0%
1.15	Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines	**2022-23** All Students with Disabilities: 65.5% African American / Black: 66.9% Hispanic / Latino: 65.5% English Learner: 64.5% RFEP: 54.1% Standard English Learner: 66.2% Low Income: 65.6% Foster Youth: 63.6% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students with Disabilities: 78.6% African American / Black: 76.6% Hispanic / Latino: 77.5% English Learner: 73.5% RFEP: 69.4% Standard English Learner: 74.9% Low Income: 77.7% Foster Youth: 72.1% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students with Disabilities: 100% African American / Black: 100% Hispanic / Latino: 100% English Learner: 100% RFEP: 100% Standard English Learner: 100% Low Income: 100% Foster Youth: 100%	All Students with Disabilities: +13.1% African American / Black: +9.7% Hispanic / Latino: +12.0% English Learner: +9.0% RFEP: +15.3% Standard English Learner: +8.7% Low Income: +12.1% Foster Youth: +8.5%
1.16	Percent of Students with Disabilities Who	**2022-23**	**2023-24**	**2024-25**	**2025-26**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	All Students with Disabilities: 72.6% African American / Black: 66.3% Hispanic / Latino: 74.2% English Learner: 71.0% RFEP: 77.5% Standard English Learner: 72.4% Low Income: 73.4% Foster Youth: 70.4% *Source: LAUSD Open Data Dashboard*	All Students with Disabilities: 74.7% African American / Black: 68.7% Hispanic / Latino: 76.1% English Learner: 70.5% RFEP: 79.3% Standard English Learner: 74.6% Low Income: 75.1% Foster Youth: 69.6% *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students with Disabilities: 100% African American / Black: 100% Hispanic / Latino: 100% English Learner: 100% RFEP: 100% Standard English Learner: 100% Low Income: 100% Foster Youth: 100%	All Students with Disabilities: +2.1% African American / Black: +2.4% Hispanic / Latino: +1.9% English Learner: -0.5% RFEP: +1.8% Standard English Learner: +2.2% Low Income: +1.7% Foster Youth: -0.8%
1.17	AP Pass Rate *(Percent of Advanced Placement Exams with a Score of 3 or Higher)*	**2022-23** All Students: 40.9% African American / Black: 28.0% Hispanic / Latino: 33.2% English Learner: 47.2% RFEP: 33.9% Standard English Learner: 34.9%	**2023-24** All Students: 46.3% African American / Black: 34.0% Hispanic / Latino: 38.1% English Learner: 53.5% RFEP: 38.7% Standard English Learner: 40.3%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 87.3% African American / Black: 73.0% Hispanic / Latino: 84.2% English Learner: 71.74% RFEP: 84.0% Standard English Learner: 82.5%	All Students: +5.4% African American / Black: +6.0% Hispanic / Latino: +4.9% English Learner: +6.3% RFEP: +4.8% Standard English Learner: +5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 23.3% Low Income: 34.9% Foster Youth: 16.7% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 26.5% Low Income: 40.3% Foster Youth: 20.2% *Source: LAUSD Open Data Dashboard*		Students with Disabilities: 77.9% Low Income: 83.8% Foster Youth: 72.1%	Students with Disabilities: +3.2% Low Income: +5.4% Foster Youth: +3.5%
1.18	A-G Completion Rate *(Aligned to Board Goals)*	**2022-23** All Students: 53.0% African American / Black: 45.5% Hispanic / Latino: 50.6% English Learner: 31.3% RFEP: 58.4% Standard English Learner: 52.3% Students with Disabilities: 27.9% Low Income: 51.1% Foster Youth: 23.3% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 56.4% African American / Black: 50.4% Hispanic / Latino: 54.3% English Learner: 34.4% RFEP: 60.3% Standard English Learner: 56.2% Students with Disabilities: 29.4% Low Income: 55.0% Foster Youth: 31.4% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 70.0% African American / Black: 65.4% Hispanic / Latino: 69.3% English Learner: 49.4% RFEP: 73.9% Standard English Learner: 70.0% Students with Disabilities: 44.4% Low Income: 70.0% Foster Youth: 46.4%	All Students: +3.4% African American / Black: +4.9% Hispanic / Latino: +3.7% English Learner: +3.1% RFEP: +1.9% Standard English Learner: +3.9% Students with Disabilities: +1.5% Low Income: +3.9% Foster Youth: +8.1%
1.19	CTE Completion Rate	**2022-23** All Students: 19.7%	**2023-24** All Students: 19.7%	**2024-25** *This information will be provided when completing the LCAP*	**2025-26** All Students: 27.0%	All Students: +0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American / Black: 16.5% Hispanic / Latino: 20.7% English Learner: 10.3% RFEP: 24.5% Standard English Learner: 19.8% Students with Disabilities: 15.1% Low Income: 20.1% Foster Youth: 7.1% *Source: LAUSD Open Data Dashboard*	African American / Black: 16.4% Hispanic / Latino: 20.8% English Learner: 12.0% RFEP: 23.5% Standard English Learner: 19.7% Students with Disabilities: 15.1% Low Income: 20.2% Foster Youth: 12.4% *Source: LAUSD Open Data Dashboard*	*for 2026-27, per the LCAP template.*	African American / Black: 24.0% Hispanic / Latino: 27.0% English Learner: 21.0% RFEP: 30.0% Standard English Learner: 27.0% Students with Disabilities: 24.0% Low Income: 27.0% Foster Youth: 23.0%	African American / Black: -0.1% Hispanic / Latino: +0.1% English Learner: +1.7% RFEP: -1.0% Standard English Learner: -0.1% Students with Disabilities: +0.0% Low Income: +0.1% Foster Youth: +5.3%
1.20	A-G and CTE Completion Rate	**2022-23** All Students: 13.8% African American / Black: 10.2% Hispanic / Latino: 14.3% English Learner: 6.2% RFEP: 17.5% Standard English Learner: 13.5%	**2023-24** All Students: 14.1% African American / Black: 11.4% Hispanic / Latino: 14.7% English Learner: 7.4% RFEP: 17.2% Standard English Learner: 13.8%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 26% African American / Black: 24% Hispanic / Latino: 26% English Learner: 23% RFEP: 26% Standard English Learner: 26%	All Students: +0.3% African American / Black: +1.2% Hispanic / Latino: +0.4% English Learner: +1.2% RFEP: -0.3% Standard English Learner: +0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 8.1% Low Income: 13.9% Foster Youth: 4.0% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 7.8% Low Income: 14.3% Foster Youth: 8.0% *Source: LAUSD Open Data Dashboard*		Students with Disabilities: 24% Low Income: 26% Foster Youth: 23%	Students with Disabilities: -0.3% Low Income: +0.4% Foster Youth: +4.0%
1.21	Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts	**2022-23** All Students: 20.8% African American / Black: 13.5% Hispanic / Latino: 17.5% English Learner: 0.0% RFEP: 17.9% Standard English Learner: 20.8% Students with Disabilities: 2.8% Low Income: 18.0% Foster Youth: 7.5% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 21.9% African American / Black: 14.1% Hispanic / Latino: 18.3% English Learner: 0.1% RFEP: 19.8% Standard English Learner: 22.7% Students with Disabilities: 3.7% Low Income: 18.9% Foster Youth: 3.8% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 30% African American / Black: 20% Hispanic / Latino: 27% English Learner: 8% RFEP: 28% Standard English Learner: 29% Students with Disabilities: 9% Low Income: 27% Foster Youth: 18%	All Students: +1.1% African American / Black: +0.6% Hispanic / Latino: +0.8% English Learner: +0.1% RFEP: +1.9% Standard English Learner: +1.9% Students with Disabilities: +0.9% Low Income: +0.9% Foster Youth: -3.7%
1.22	Percent of 11th Grade Students Prepared for College via the Early	**2022-23** All Students: 7.3%	**2023-24** All Students: 7.5%	**2024-25** *This information will be provided when completing the LCAP*	**2025-26** All Students: 16%	All Students: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment Program (EAP) - Mathematics	African American / Black: 3.2% Hispanic / Latino: 4.7% English Learner: 0.1% RFEP: 5.4% Standard English Learner: 6.0% Students with Disabilities: 1.0% Low Income: 5.4% Foster Youth: 0.0% *Source: LAUSD Open Data Dashboard*	African American / Black: 3.8% Hispanic / Latino: 4.7% English Learner: 0.4% RFEP: 5.7% Standard English Learner: 6.3% Students with Disabilities: 1.0% Low Income: 5.6% Foster Youth: 2.8% *Source: LAUSD Open Data Dashboard*	*for 2026-27, per the LCAP template.*	African American / Black: 10% Hispanic / Latino: 13% English Learner: 8% RFEP: 14% Standard English Learner: 14% Students with Disabilities: 8% Low Income: 14% Foster Youth: 11%	African American / Black: +0.6% Hispanic / Latino: +0.0% English Learner: +0.3% RFEP: +0.3% Standard English Learner: +0.3% Students with Disabilities: +0.0% Low Income: +0.2% Foster Youth: +2.8%
1.23	Middle School Dropout Rate	**2022-23** All Students: 1.8% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 1.5% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 0.2%	All Students: -0.3%
1.24	High School Dropout Rate	**2022-23** All Students: 9.7% African American / Black: 10.5% Hispanic / Latino: 10.0%	**2023-24** All Students: 7.4% African American / Black: 9.4% Hispanic / Latino: 7.4%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 5.0% African American / Black: 5.0% Hispanic / Latino: 5.0%	All Students: -2.3% African American / Black: -1.1% Hispanic / Latino: -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 27.0% RFEP: 4.7% Standard English Learner: 7.3% Students with Disabilities: 11.3% Low Income: 9.7% Foster Youth: 22.0% *Source: LAUSD Open Data Dashboard*	English Learner: 18.8% RFEP: 4.4% Standard English Learner: 6.6% Students with Disabilities: 12.1% Low Income: 7.3% Foster Youth: 22.5% *Source: LAUSD Open Data Dashboard*		English Learner: 12.0% RFEP: 3.0% Standard English Learner: 4.0% Students with Disabilities: 5.0% Low Income: 5.0% Foster Youth: 12.0%	English Learner: -8.2% RFEP: -0.3% Standard English Learner: -0.7% Students with Disabilities: +0.8% Low Income: -2.4% Foster Youth: +0.5%
1.25	Four-Year Cohort Graduation Rate	**2022-23** All Students: 84.0% African American / Black: 82.4% Hispanic / Latino: 83.5% English Learner: 62.4% RFEP: 90.2% Standard English Learner: 86.6% Students with Disabilities: 70.5% Low Income: 83.7% Foster Youth: 66.7%	**2023-24** All Students: 87.0% African American / Black: 84.2% Hispanic / Latino: 86.7% English Learner: 71.0% RFEP: 90.9% Standard English Learner: 88.1% Students with Disabilities: 71.0% Low Income: 86.9% Foster Youth: 68.9%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 93.0% African American / Black: 93.0% Hispanic / Latino: 93.0% English Learner: 81.0% RFEP: 95.0% Standard English Learner: 94.0% Students with Disabilities: 81.0% Low Income: 93.0% Foster Youth: 79.9%	All Students: +3.0% African American / Black: +1.8% Hispanic / Latino: +3.2% English Learner: +8.6% RFEP: +0.7% Standard English Learner: +1.5% Students with Disabilities: +0.5% Low Income: +3.2% Foster Youth: +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
1.26	Five-Year Cohort Graduation Rate	**2022-23** All Students: 87.7% African American / Black: 88.0% Hispanic / Latino: 87.4% English Learner: 65.7% Students with Disabilities: 74.8% Low Income: 87.7% Foster Youth: 73.3% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 85.9% African American / Black: 84.6% Hispanic / Latino: 85.5% English Learner: 65.3% Students with Disabilities: 73.9% Low Income: 85.7% Foster Youth: 69.8% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 96.0% African American / Black: 96.0% Hispanic / Latino: 96.0% English Learner: 85.3% Students with Disabilities: 93.9% Low Income: 96.0% Foster Youth: 89.8%	 All Students: -1.8% African American / Black: -3.4% Hispanic / Latino: -1.9% English Learner: -0.4% Students with Disabilities: -0.9% Low Income: -2.0% Foster Youth: -3.5%
1.27	Implementation of Academic Standards: Purchase of Curriculum and Ongoing Professional Development for State Academic Standards *(as aligned to Local Indicator on CA School Dashboard)*	**2023-24** Health Education: Full Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	**2024-25** Health Education: Full Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** Health Education: Full Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	 Health Education: No change Physical Education: No change Visual and Performing Arts: No change World Language Standards: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Local Indicator Priority 2 Self-Assessment	*Source: Local Indicator Priority 2 Self-Assessment*			
1.28	Access to a Broad Course of Study: % of Students with Access to a Broad Course of Study as measured by Elementary Progress Report Card, Student Information System (Secondary), A-G Course Progress Dashboard, and English Learner Progress Dashboard *(as aligned to Local Indicator on CA School Dashboard)*	**2023-24** Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100% *Source: Local Indicator Priority 7 Self - Assessment*	**2024-25** Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100% *Source: Local Indicator Priority 7 Self - Assessment*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100%	Elementary Course Access: No change Secondary Course Access: No change A-G Course Access: No change English Learner Course Access: No change

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1, Action 1: Curriculum

In 2024-25, the District's Division of Instruction (DOI) provided professional development to teachers and instructional staff to effectively use the adopted evidence-based, standards-aligned curriculum to improve students' academic success.

- Successes:
    - All elementary schools, over 500, are implementing the recently adopted elementary literacy curriculum, Core Knowledge Language Arts (CKLA), which is centered on the Science of Reading and the Structured Literacy Approach.
    - Over 3,000 teachers completed initial training of the elementary literacy curriculum, including 391 teachers who participated in weekday trainings with substitute coverage provided.
    - Developed and instituted professional development training during summer 2024, along with mandatory and optional Bank Time Tuesday sessions.
    - Facilitated and led 12 elementary literacy trainings for instructional staff over winter break in December 2024.
    - Increased the number of Region-based instructional coaches to support teachers in lesson planning, direction instruction, and differentiated instruction including the use of small groups.
    - Collaboration between instructional coaches and Region Coordinators to ensure schools with the most significant instructional needs received appropriate assistance.
    - Increased number of teachers who complete required series of implementation trainings
        - English Language Arts (ELA):
            - Increased: Over 11,000 teachers completed ELA professional development training, compared to 8,700 participants in 2023-24.
                - Literacy Summer Professional Development: 8,386 elementary teachers attended literacy and writing training.
                - (CKLA) Year 1 Professional Development: 2,143 teachers completed initial Year 1 CKLA training.
                - (CKLA) Administrator PD: 366 school site administrators completed training.
                - Ambassadors PD: 485 elementary teachers attended the September 2024 Ambassador training and 502 attended the October 2024 Ambassador training. Monthly trainings averaged 420 participants.
                - Professional development survey results: 96.2% of participants reported confidence in their ability to implement the practices and strategies learned in the training.
        - Mathematics:
            - Increased: 6,853 teachers attended the Math Summer 2024 Professional Development series
            - Eureka Math and Illustrative Math curriculum professional development for new teachers:

    - 280 sessions were provided for the new teachers to deepen their understanding of the curriculum to improve student numeracy skills.
    - Professional development survey results: 94.5% of participants reported confidence in their ability to implement the practices and strategies learned in the training.
- Challenges:
    - Obtaining sufficient funding in fulfilling the demand for increased professional development training was an obstacle.
    - While the number of elementary literacy curriculum coaches to support implementation has increased, there is a challenge to meet the demand for support.
    - Teacher professional development training via virtual setting limits engagement and participation.

Despite the challenges, professional development training to support teachers in the implementation and use of adopted curricula to support students' academic success was successfully implemented in 2024-25 as planned.

Goal 1, Action 2: School Staffing and Operations

In 2024-25, the District's Human Resources Division, in partnership with the Division of Instruction (DOI), ensured students receive high-quality instruction by recruiting, hiring, and training highly-qualified school-based instructional and operations staff. Additionally, the Human Resources Division continued to conduct a thorough teacher evaluation process, which includes classroom observations, conferences, goal setting, reflection, and ongoing coaching based on effective teaching practices outlined in the District's Teaching and Learning Framework (TLF).

- Successes:
    - Expanded the District's teacher pipeline programs, Career Ladder and District Intern, to support the growth of high-quality teacher candidates.
    - Hired 1,461 classroom teachers and 193 certificated related services and support services employees, e.g., nurses, therapists, counselors, to ensure classrooms and schools are fully staffed. The District has fully staffed 99.7% of appropriately credentialed classroom positions, as of March 2025.
    - Targeted recruitment at university career fairs and non-education specific career fairs to improve access to a large pool of candidates. Human Resources held consistent in-person and virtual office hours at local university education programs to boost recruitment.
    - Continued nationwide recruitment efforts including recruitment at Historically Black Colleges and Universities.
    - Maintained partnerships with local university partners to expand teacher residency programs.
    - Assigned resident substitute teachers to Priority schools to serve as the primary and consistent substitute teacher to ensure consistent instruction.
    - Human Resources provided Priority schools with weekly webinar sessions focused on addressing recruitment, hiring, and staffing.
    - Progress Monitoring Measure: Use of the Informal Observation Tool on the My Professional Growth System to observe classroom instruction in 100% of schools

        - 2024-25: 98% of K-12 schools (776 of 788) recorded informal observations on the MyGPS platform, as of March 2025. A total of 69,112 classroom teacher observations have been conducted or are in-progress.
    - Progress Monitoring Measure: Increased teacher participation in the formal evaluation cycle
        - 2024-25: On track to exceed the goal of 35.5% teacher participation. As of March 2025, 40% of 23,000 K-12 teachers (9,153) have been rostered for evaluation and 31% (7,054) have completed Initial Planning Conference on the digital human resources platform MyPGS.
    - Progress Monitoring Measure: Improved final evaluation ratings for teachers who participated in the formal evaluation cycle
        - 2023-24: 16% of teachers Exceeded Standard Performance; 82% of teachers Met Standard Performance, and 2% were Below Standard Performance, maintaining similar final evaluation ratings in 2022-23: 15% of teachers Exceeded Standard Performance; 83% of teachers Met Standard Performance, and 2% were Below Standard Performance. For 2024-25, final evaluation ratings for teachers who participated in the formal evaluation cycle will be identified by summer 2025.
    - Progress Monitoring Measure: Identification of teachers who received Below Standard Evaluations to determine required supports, resources, and/or interventions to support the growth and development of these teachers
        - 2023-24: 1.9% of teachers (176) were rated Below Standard Performance. Of those, 62 remain in Los Angeles Unified in 2024-25 and continue to receive support from school site administration as part of the Educator Development and Support Cycle, including growth planning and the use of formal and informal observations to improve performance. The District's Peer Assistance and Review (PAR) program provides peer mentoring and targeted teacher professional development in areas including lesson planning, classroom management, and instructional strategies to teachers who receive Below Standard Evaluations. For 2024-25, identification of teachers who received Below Standard Evaluations will be completed in summer 2025.
    - Progress Monitoring Measure: Observation ratings in the teacher evaluation cycle to determine professional development needs, opportunities for growth, and areas of strength
        - 2023-24: Average observation of practice ratings of unified focus elements were highest for Standard-Based Projects, Activities, and Assignments (2.79 of 3) with other elements rates lower- Feedback to Students (2.66 of 3) and Discussion Techniques and Student Participation (2.62 of 3). Final evaluations for 2024-25 will be available in summer 2025. Observation ratings provide constructive feedback to assist teachers on continuing to increase instructional practices by assessing teacher effectiveness.
    - Progress Monitoring Measure: Reduced number of unfilled teaching positions
        - Decreased number of unfilled teaching positions: 99.7% of teacher positions are staffed, as of March 2025, up from 99.4% in 2023-24
- Challenges:
    - A persistent challenge across California and nationwide is the teacher shortage in certain subject areas, including science, special education, and the arts.

Despite the challenge, the recruitment, hiring, and onboarding of school-based instructional and operations staff was successfully implemented in 2024-25 to ensure effective student instruction as planned.

Goal 1, Action 3: Central District Supports for Instruction

In 2024-25, the District's Division of Instruction (DOI) provided professional development, instructional resources, and support to schools as well as District and Region offices. The DOI focused on improving instruction across all content subjects using evidence-based practices to achieve better outcomes for all students. Collaboration among District departments and schools was increased to support students and reduce equity gaps, particularly for targeted student populations of English Learners, students from low income families, and students in foster care.

- Successes:
  - Developed and coordinated content-specific professional development training for instructional staff across the District in the Core Curriculum: English Language Arts (ELA), mathematics, science, social studies, physical education, English Language Development (ELD), and the arts.
  - Increased instructional resources to support Tier 1 (universal, whole class instruction) and Tier 2 (targeted instruction or intervention for students who need additional support) classroom instruction, including use of a digital platform, Schoology, to share best teacher practices and a forum for teacher collaboration. Additionally, Districtwide weekly and monthly instructional newsletters were introduced to share instructional practices and updates on District initiatives.
  - Planned 2025-26 professional development training through needs analysis from teachers and school administration, in addition to Region leadership. Student outcome data from DIBELS and i-Ready assessments was also used to inform next year's training.
  - Collaborated with teachers across the District to develop professional development videos demonstrating effective Tier 1 and Tier 2 instruction, modeling best instructional practices in actual classroom settings.
  - Established a book study in partnership with the Literacy Leadership Cadre- a group of teachers, instructional coaches, and intervention teachers to study the structured literacy approach to reading and writing.
- Challenges:
  - Increased professional development training was limited due to available funding.

Despite the challenge, support for instruction at school sites and at Region offices was successfully implemented Districtwide in 2024-25 as planned.

Goal 1, Action 4: Options Program

In 2024-25, the Educational Options office provided high school students with credit recovery opportunities to graduate and access post-secondary opportunities. The Educational Options office oversees specialized education programs such as continuation high schools and virtual academies to meet the needs of students who may benefit from an alternative learning environment. Additionally, the office provided teachers with professional development training to support high-needs students.

- Successes:
  - Use of i-Ready assessments to evaluate student skills in literacy and math to identify each student's strengths and areas for

improvement as well as guide instruction.
    - Implemented credit recovery options for students within and outside the school day, including weekends.
    - Increased number of Options schools using tutoring services for students and an online learning platform, Edgenuity, to personalize learning across content areas.
    - Participation in the District's Data DIG meetings has increased the capacity of principals to develop school actions plans, use student performance data to inform instructional decisions, and focus on addressing equity gaps for targeted student populations- English Learners, students from low income families, and students in foster care.
    - Mission Continuation High School was the first District continuation high school to join the District's Academic Decathlon, a team-based competition for high school students in 10 events, including science, economics, and speech.
    - Progress Monitoring Measure: Increased percentage of schools participating in District sponsored tutoring programs.
        - Note: In fall 2024, the progress monitoring measure was revised from measuring the percentage of students to the percentage of schools.
        - Baseline: 75% increase of Options schools (14) participating in a District-sponsored tutoring program, as of March 2025, up from eight schools in 2023-24. Additionally, 20 Options schools are providing Saturday and after-school locally designed tutoring/credit recovery opportunities, up from 13 in 2023-24.
- Challenges:
    - Small Options schools face a challenge in providing Tier 1 (universal, whole classroom) instruction for students across several content areas as teachers are assigned several courses within each class period to accommodate student credit recovery needs.

Despite the challenge, Options schools providing credit recovery opportunities for students to matriculate and graduate from their home high schools was successfully implemented in 2024-25 as planned.

<u>Goal 1, Action 5: Instructional Technology Initiative</u>
In 2024-25, the Instructional Technology Initiative (ITI) department within the Division of Instruction led the establishment and implementation of Digital Citizenship instruction across the District and supported school staff in integrating technology to engage students in learning.

- Successes:
    - Continued implementation of mandatory Digital Citizenship instruction for all grades UTK-12 students.
        - Developed a comprehensive Digital Citizenship course curriculum to support and increase digital student literacy.
        - Developed a Digital Citizenship Toolkit to assist school principals and teachers with instructions on instructing Digital Citizenship lessons
    - Participating schools received an Instructional Technology Facilitator to grow computer science programs, teach digital citizenship, support teacher training, and increase student participation in computer science, esports clubs, and other related activities.
    - Provided after school office hours to support the implementation of Digital Citizenship and Computer Science education.
    - Provided continued access to targeted schools serving high percentages of low-income students

        - There were 10 District schools that received direct staff support funded by Targeted Student Population (TSP) funds- LCFF supplemental and concentration grant. These funds helped close equity gaps for low-income students. Each of the 10 schools had a full-time Instructional Technology Facilitator, serving a total of 7,166 students from low-income students- approximately 90.3% of the schools' total enrollment.
- Challenges:
    - None identified

The Instructional Technology Initiative was successfully implemented in 2024-25 as planned.

Note: A current list of participating Instructional Technology Initiative schools receiving a full-time Instructional Technology Facilitator supported with LCFF funds is included in Appendix B.

<u>Goal 1, Action 6: Base-Funded Arts Education</u>
In 2024-25, the District's Arts Education Branch (AEB) used LCFF base funds to provide access to standards-based arts curriculum to all students across the District.

- Successes:
    - Development of quarterly reports by the Arts Community Network (ACN) outlining the arts initiatives and programs at schools. The ACN is a network of 83 arts partners that connects teachers, organizations, and community partners to better support arts education and access for students.
    - Instituted monthly meetings with the ACN partners, an average of 30 participants per month.
    - Added 44 new arts partners, as of January 2025, in the ACN for a total of 83 partners to increase arts education services for schools during the school day and after school hours.
    - Progress Monitoring Measure: Improved engagement with arts partners
        - Completed six monthly meetings with arts partners in the Arts Community Network (ACN) between October 2024 and March 2025 to share resources and improve arts instruction across the District.
        - 36 ACN partners have provided arts instruction to 311 schools and 50,198 students, as of January 2025.
        - Increased the number of arts partners to 44, as of January 2025, up from 39 in 2023-24.
- Challenges:
    - Increase participation for monthly meeting attendance for all ACN partners to share resources and best instructional practices across the District.

Despite the challenge, the AEB successfully implemented the base-funded arts education program for students in 2024-25 as planned.

<u>Goal 1, Action 7: Supplemental Arts Education</u>
In 2024-25, the District's Arts Education Branch (AEB) continued to offer supplemental arts instruction to elementary schools, which included

programs in dance, theater, visual arts and orchestra with an emphasis on supporting targeted student populations of English Learners, students from low-income families, and students in foster care.

- Successes:
  - Hired 88 elementary itinerant arts teachers to expand the supplemental arts program at participating schools such as the orchestra programs.
  - Continued to partner with the District's Human Resources Division as well as local colleges and universities to increase the number of elementary itinerant arts teachers.
  - Progress Monitoring Measure: Expanded access and additional programming (based on the Student Equity Needs Index (SENI))
    - Hired 44 new elementary itinerant arts teachers, increased staffing to 304 teachers. Increased the number of elementary itinerant arts teachers by 37% in 2024-25, up from 2023-24, to expand access and arts education to high-needs schools.
- Challenges:
  - A nationwide teacher shortage continued to make it difficult to hire full-time credentialed arts teachers despite recruitment efforts. There are 135 vacant positions in the elementary arts program, as of March 2025.

Despite the challenge, the AEB successfully implemented supplemental arts education in 2024-25 as planned.

<u>Goal 1, Action 8: Base-funded Afterschool Programs</u>
In 2024-25, the District's Beyond the Bell (BTB) program continued offering base-funded afterschool educational activities, such as Academic Decathlon and Marching Band, for all students.

- Successes:
  - Academic Decathlon:
    - Progress Monitoring Measure: Increased number of schools and students participating in Pentathlon and Decathlon
      - Number of participating schools:
        - Increased: 47 Decathlon high schools in 2024-25, up from 45 high schools in 2023-24.
        - Decreased: 20 Pentathlon middle schools in 2024-25, down from 22 middle schools in 2023-24.
      - Number of participating students:
        - Increased: 722 participating high school students in Decathlon in 2024-25, up from 699 students in 2023-24.
        - Increased: 471 participating middle school students in Pentathlon in 2024-25, up from 455 students in 2023-24.
  - Marching Band:
    - Progress Monitoring Measure: All District Honor Marching Band: Increased school participation rates and student participation rates
      - Increased: 53 high schools represented in 2024-25, up from 50 high schools in 2023-24.

        - Increased: 350 participating students in 2024-25, up from 332 students in 2023-24.
    - For the first time, a continuation high school, Mission Continuation High School, took part in the Academic Decathlon.
- Challenges:
    - Academic Decathlon: Recruiting new schools to participate as staff members are not able to take on extra duties outside of regular school hours.
    - Marching Band: Growth of the marching band led to a uniform shortage due to increased participation resulting in some schools not being represented each year.

Despite the challenges, the base-funded afterschool programs were successfully implemented in 2024-25 as planned.

Goal 1, Action 9: Supplemental Afterschool Programs

In 2024-25, the District's Beyond the Bell (BTB) program continued offering Youth Services, a supplemental afterschool program providing academic help, recreational activities, and enrichment for students in grades 2-8 at all elementary and middle schools.

- Successes:
    - Targeted recruitment has improved program staffing levels to better serve participating students, particularly English Learners, students from low income families, and students in foster care.
    - Progress Monitoring Measure: Serving an average of 11,487 students per day, as of March 2025, an increase of 407 students since October 2024.
    - Progress Monitoring Measure: Staffing for Youth Services program
        - Increased: 611 Youth Services staff members, as of March 2025, up from 331 in the same time last year.
        - Increased staffing percentage: 95% of staffing positions are filled (591 of 621), as of March 2025, up from 92% of staffing positions filled (331 of 359) in the same time last year.
- Challenges:
    - Program staffing has improved at schools in Regions North, South, and East, but staffing in Region West continues to be a challenge.

Despite the challenge, supplemental afterschool programs were successfully implemented in 2024-25 as planned.

Goal 1, Action 10: Gifted and Talented Education (GATE) Programs

In 2024-25, the Advanced Learning Options (ALO) department in the Office of Special Education and Specialized Programs continued to provide guidance and support to ensure the District's Gifted and Talented Education (GATE) policy is followed and effectively implemented.

- Successes:
    - Implementation of the Targeted Identification Program (TIP) using a data-driven process to identify and support students who are underrepresented in GATE programs, including diverse and multilingual learners. TIP provides direct support to schools

with gifted referral and identification in multiple categories, including professional development on equitable, asset-based practices to increase GATE participation.
    - Facilitated Districtwide GATE professional development and support for educators on meeting the academic and social-emotional needs of gifted/talented learners.
    - Progress Monitoring Measure: Increase the Districtwide percentage of students identified for gifted/talented programs to 14.2% by June 2025.
        - Increased: 16.7% of K-12 students are identified as gifted/talented, as of February 2025, up from 15.1% of K-12 students during the same time last year.
- Challenges:
    - Growing demand for assessment and evaluation in the seven gifted/talented identification categories (Intellectual Ability, High Achievement Ability, Specific Academic Ability, Visual Arts Ability, Performing Arts Ability, Creative Ability, and Leadership Ability), with limited staff capacity.
    - With the increase of gifted/talented referrals, there is an increased demand for GATE professional development, as well as testing support from designated GATE psychologists, specifically for the highest-need schools.

Despite the challenges, the Advanced Learning Options department successfully implemented the GATE program in 2024-25 as planned.

<u>Goal 1, Action 11: Differentiated Local Supports for Students</u>
In 2024-25, the District focused support and resources using LCFF supplemental funds on high-needs schools to improve student performance and well-being to close achievement gaps for all students, particularly for English Learners, students from low income families, and students in foster care. *Note: For the list of schools, please see Appendix B: Goal 1, Action 11: Differentiated Local Supports for Students*.

- Successes:
    - Additional funding was provided to identified schools to support high-needs students attain grade level mastery in English Language Arts (ELA) and mathematics.
    - Developed and facilitated professional development training for instructional staff using the District's Teaching and Learning Framework.
    - Monitored student attendance to provide interventions, when necessary, and decrease chronic absenteeism.
    - Created instructional leadership teams to improve teaching and learning and the use of student interventions.
    - Provided training to Resource Teachers for supporting specific learning needs of students with disabilities.
    - Region leadership teams provided support to schools in the use of instruction resources.
    - Continued use of the Plan-Do-Study-Act (PDSA) model to improve student instruction by reviewing student performance data and guiding interventions.
    - Developed opportunities across schools and Regions for collaboration in the sharing and evaluation of best teaching and operational practices.
- Challenges:

- None identified

The District successfully implemented differentiated local supports for students in identified schools in 2024-25 as planned.

Goal 1, Action 12: School-Level Supports for Individualized Learning
In 2024-25, the District's Division of Instruction (DOI) provided targeted and differentiated student instruction for students at grade levels within literacy and mathematics.

- Successes:
  - Elementary Schools:
    - Full implementation of the English Language Arts (ELA) and mathematics digital assessment platform, i-Ready, to guide and provide individualized student instruction to ensure students are working to grade level proficiency.
    - Provided teachers with support, including the use of classroom instructional aides, in using a tiered approach to student instruction, particularly for targeted student populations of English Learners, students from low income families, and students in foster care: Tier 1- universal support for all students in a whole classroom environment; Tier 2- targeted small group instruction and progress tracking for students needing extra assistance; and Tier 3- intensive support for individual students, including modeling, scaffolded practice and regular mastery assessments.
    - School administration, including the use of assistant principals, to plan and implement Tier 2 and Tier 3 support programs for students, which included coaching teachers on instructional best practices.
    - Provided individual students who are below grade level in literacy and/or mathematics with support by addressing barriers to learning through additional targeted counseling, implementation of learning strategies, and social-emotional support.
    - Facilitated and led professional development for 1,300 educators on the District's structured literacy program, University of Florida Literacy Institute (UFLI), to implement strategies for students who may struggle with early literacy. Of teachers attending the UFLI Foundations Training, 99% stated confidence in their ability to implement the practices and strategies.
      - UFLI Foundations:
        - UFLI 2.0 Professional Development attended by over 1,300 educators.
        - 99% of participants that attended UFLI Foundations Training report confidence in their ability.
    - Boost Reading Professional Development provided to teachers, administrators, and out of classroom personnel to implement the individualized literacy platform.
      - Boost Reading: Personalized literacy instruction for grades K-2 Districtwide student usage is 67%
      - Boost Reading Training Sessions:
        - Personalized Boost usage for grades K-2 Districtwide student usage goal is 75% by end of the year and current usage rate is 67.20%; on track to meet end of year goal.
    - i-Ready Personalized Instruction (PI) usage in Literacy:
      - 70% of K-5 Students are passing 70-100% of their personalized learning lessons

            - 22% of K-5 students are passing 50-69% of their personalized learning lessons
            - 8% of K-5 students are only passing 0-49% of their personalized learning lessons
        - Implemented two new digital learning tools, Amira and My Reading Academy, to increase student literacy in grades K-3. Evidence-based lessons focus on phonics, vocabulary, fluency, and comprehension.
        - Supported schools in implementing targeted student interventions in literacy and math, leveraging the K-8 i-Ready Personalized Learning (PL) service with 94% of students engaged and completing content lessons on the digital platform.
    - Middle Schools:
        - Provided teachers with support in using a tiered approach to student instruction, particularly for targeted student populations of English Learners, students from low income families, and students in foster care: Tier 1- universal support for all students in a whole classroom environment; Tier 2- targeted small group instruction and progress tracking for students needing extra assistance; and Tier 3- intensive support for individual students, including modeling, scaffolded practice and regular mastery assessments.
        - Full implementation of the English Language Arts (ELA) and mathematics digital assessment platform, i-Ready, to guide and provide individualized student instruction to ensure students are working to grade level proficiency.
        - Supported schools in implementing targeted student interventions in literacy and math, leveraging the K-8 i-Ready Personalized Learning (PL) service with 94% of students engaged and completing content lessons on the digital platform.
    - High Schools:
        - Full implementation of the English Language Arts (ELA) and mathematics digital assessment platform, i-Ready, to guide and provide individualized student instruction to ensure students are working to grade level proficiency.
        - Provided teachers with support in using a tiered approach to student instruction, particularly for targeted student populations of English Learners, students from low income families, and students in foster care: Tier 1- universal support for all students in a whole classroom environment; Tier 2- targeted small group instruction and progress tracking for students needing extra assistance; and Tier 3- intensive support for individual students, including modeling, scaffolded practice and regular mastery assessments.
- Challenges:
    - Need for ongoing and expanded professional development training for teachers on use of the i-Ready assessment.

Despite the challenge, the action provides students with increased opportunities to be at or above grade level proficiency in literacy and mathematics in 2024-25 as planned.

<u>Goal 1, Action 13: Early Education and Universal Transitional Kindergarten</u>
In 2024-25, the District's Early Childhood Education Division (ECED) expanded and offered the Universal Transitional Kindergarten (UTK) program to children who will turn five after September 2 in elementary schools. UTK is a voluntary 180 program providing early education to students, particularly students from targeted student populations- English Learners, students from low income families, and students in foster care.

- Successes:
    - Increased recruitment of the UTK program has increased the number of enrolled students.
    - Facilitated and led professional development training to support teachers in instructing students in early numeracy through counting collections and mathematical reasoning as well as language and literacy training in developing students' phonological awareness and literacy skills.
    - Progress Monitoring Measure: Universal Transitional Kindergarten access through increased number of sites, prioritizing elementary schools with high percentages of students on Free and Reduced Meal Programs (80%+) and/or high SENI rankings
        - Increased: 521 elementary schools offering UTK in 2024-25, up from 488 elementary schools in 2023-24. Over 62% of schools offering UTK (321 of 521) have greater than 80% of students participating in the Free and Reduced Meal Program.
- Challenges:
    - None identified

UTK was expanded and successfully implemented in 2024-25 as planned.

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

In 2024-25, the District's Division of Instruction (DOI) continued implementing the Literacy and Numeracy Interventionist Program, established in August 2023, to increase the foundational literacy and numeracy skills of students, in particular English Learners, students from low income families, and students in foster care.

- Successes:
    - Centrally funded interventionists and instructional aides were allocated to 329 high-needs schools based on student performance data and input from Region leadership to support students performing below grade level standards.
    - Facilitated and led monthly meetings for over 800 interventionists in areas such as providing high-quality Tier 1 universal instruction to students and strategies for targeted and personalized literacy and numeracy instruction.
- Challenges:
    - Continuing to improve progress tracking and achievement data systems for interventionist teachers as students enter and exit intervention cycles to increase grade level proficiency throughout the school year.

Despite the challenge, the Division of Instruction successfully implemented the Literacy and Numeracy Interventionist Program in 2024-25 as planned.

Goal 1, Action 15: Secondary Literacy Support and Interventions

In 2024-25, the District's Division of Instruction (DOI) continued to implement secondary literacy supports and interventions to help students transitioning into secondary grades who had not met grade-level literacy standards, while also offering support to teachers and staff to

address the learning needs of students, especially English Learners.

- Successes:
  - Expanded the deployment of fully funded interventionists from 13 to 41 middle schools. Expansion enabled increased service to students, including direct instruction for emergent readers, while also launching coaching cycles earlier in the year to strengthen the implementation of Corrective Reading.
  - Progress Monitoring Measure: Increased number of lessons created for Secondary English Language Arts (ELA) lesson bank
    - 31 grades 6-12 ELA model lessons were developed with a focus on media literacy instruction and social studies and added to the lesson bank. The lessons were selected from 1,106 teacher-created lessons.
- Challenges:
  - Filled 33 of 41 interventionist positions with highly qualified candidates, leaving eight unfilled positions.

Despite the challenge, secondary literacy support and interventions were successfully implemented in 2024-25 as planned.

<u>Goal 1, Action 16: Summer School Credit Recovery</u>
For summer 2024, the District's Beyond the Bell (BTB) program implemented a summer school credit recovery program for grades 9-12 to help students recover credits and stay on track for graduation. The courses were offered both in-person and online.

- Successes:
  - 83% of participating students passed their summer school courses with a grade of C or better.
  - Students were able to enroll in up to four courses during the summer term.
  - Progress Monitoring Measure: Increased participation rates
    - Decreased: Student participation in summer term 2024 decreased 1.9% compared to 2023; 40,401 participating students in summer term 2024, down from 41,168 in summer term 2023.
      - Summer Term 2024: 20,419 students participated in in-person courses, with 19,982 additional students participating in virtual courses.
      - Summer Term 2023: 22,140 students participated in in-person courses, with 19,028 additional students participating in virtual courses.
- Challenges:
  - 17% of students earned a D grade in their summer course, impacting their ability to qualify for admission to a University of California (UC) or California State University (CSU).
  - Early intervention for students who are not completing summer coursework due to the shortened summer schedule.

Despite the challenges, the summer school credit recovery program was successfully implemented with a high percentage of students passing their summer courses with a final grade of C or better in summer 2024 as planned.

Goal 1, Action 17: Standard English Learner Supports

In 2024-25, the Access, Equity and Acceleration (AEA) unit in the Multilingual Multicultural Education Department provided underserved students, African American students and Standard English Learners (SEL), with access to high-quality instruction to improve matriculation to college and careers as well as facilitated and led professional development training for teachers and administrators at the 78 Academic English Mastery Program (AEMP) schools and 28 participating UCLA-LAUSD Collaborative schools.

- Successes:
  - Facilitated and led professional development at AEMP schools for instructional staff to increase the use of culturally and linguistically responsive pedagogy (CLRP) for SEL students to improve English language development and learning outcomes.
  - Use of the District's Whole Child 2.0 platform to analyze student data from participating schools to monitor student progress towards A-G course completion in order to attend a University of California (UC) or California State University (CSU).
  - Increased the number of students at participating AEMP schools scoring At or Above Benchmark on the literacy assessment by 7.92% in 2023-24 from 2022-23.
  - UCLA-LAUSD Collaborative schools completed and submitted an action plan to support and increase goals related to student college readiness.
  - Progress Monitoring Measure: Improved outcomes on AEMP Culturally and Linguistically Responsive (CLR) professional development surveys and analysis to evaluate implementation and effectiveness
    - Increased: 80% of participants Strongly Agreed with the alignment of professional development to objectives, appropriate strategies, connections to job roles, and answering participants' questions in the fall 2024 survey, up from 79% in fall 2023.
- Challenges:
  - Cost of the LAS Links assessment impacts broader implementation of the AEMP program.
  - High staff turnover at participating school sites implementing the UCLA-LAUSD Collaborative impacts program success.

Despite the challenges, the academic programs to support African American students and Standard English Learners (SEL) were successfully implemented in 2024-25 as planned.

Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness

In 2024-25, the District’s Student Support and Attendance Services (SSAS) branch in the Division of School Operations provided students in foster care, students experiencing homelessness, and/or involved in the Juvenile Justice System with specialized services through the use of counselors, psychiatric social workers (PSWs), and pupil services and attendance (PSA) counselors, among additional resources and services.

- Successes:
  - SSS counselors supported over 17,500 students identified as experiencing homelessness and approximately 10,000 students in foster care.
  - Over 450 students in foster care and experiencing homelessness participated in the Pathways to College tours, as of January

2025. A total of 15 college tours have been completed this year. The college tours provide exposure to students regarding post-secondary options and connect them with former students who are attending college.
    - Progress Monitoring Measure: Student Support Programs counselors have conducted and increased the number of best interest determination meetings (BIDs) provided to support school stability and students' school of origin rights for students in living in out-of-home foster care- 92% BID completion for students in out-of-home foster care, and 8% left the District.
        - Increased: 705 BIDs meetings in 2023-24, up from 586 in 2022-23. As of January 2025, there are 299 completed BIDs meetings in 2024-25.
    - Expanded the Red Sand Project to increase awareness of commercial sexual exploitation of children and human trafficking, in particular for students in special populations, including students experiencing homelessness. School participation increased 56% in the second year of project implementation.
    - Progress Monitoring Measure: Increased number of District students properly identified as homeless under the McKinney-Vento Act definition
        - Increased: 17,104 students identified as homeless, in 2023-24, up from 13,646 in 2022-23. As of January 2025, there are 15,779 students identified as homeless, compared to 12,044 during the same period in 2023-24.
- Challenges:
    - The Specialized Student Services Program has four vacancies, as of March 2025, an improvement from prior years. No anticipated vacancies for 2025-26.

Despite the challenge in temporary staff vacancies, the Specialized Student Services (SSS) programs for students in foster care and students experiencing homelessness were successfully implemented in 2024-25 as planned.

<u>Goal 1, Action 19: Special Education: Base Program</u>
In 2024-25, the District's Division of Special Education served over 65,000 students with disabilities by continuing to provide tailored programs to help students succeed academically in alignment with each student's Individualized Education Program (IEP).

- Successes:
    - Completed 114,166 Individualized Education Programs (IEPs) and 86% assigned assessments (104,599) in 2023-24. Assessment completion was dependent on parent consent and student availability.
    - As of March 2025, 91% of all IEP services have been delivered with a rate of 70% or higher.
    - Progress Monitoring Measure: Percentage of Individualized Education Programs (IEPs) held on time
        - Baseline: 84.4% of IEPs held on time, as of March 2025. Final 2024-25 percentage of IEPs held on time will be available in summer 2025.
    - Progress Monitoring Measure: Percentage of assessments completed on time on IEPs held with an assessment plan
        - Baseline: 59.4% of individual assessments were completed on or before the IEP due date, as of March 2025. There were 25.1% of assessments completed after the due date, with 12.7% of assessments not completed, and 2.8% of assessments cancelled due to valid cancellation codes such as a no show to an assessment.
- Challenges:

- Increase in assessments and services provided to students.
- Increased participation in professional development offerings such as service and compliance data monitoring.

Despite the challenges, the Division of Special Education successfully implemented the base program for students with disabilities in 2024-25 as planned.

Goal 1, Action 20: Special Education: Extended School Year

In 2024-25, the District's Division of Special Education provided an optional Extended School Year (ESY) program during summer for students with disabilities, offering support and services beyond the traditional school year based on the input made by each student's Individualized Education Program (IEP) team.

- Successes:
  - Increased number of participating students to over 9,000 enrolled in summer ESY, up from 7,232 in summer 2023.
  - Students attending and completing ESY were able to maintain their i-Ready achievement levels, as evidenced from end-of-year (EOY) i-Ready data in June 2024 to beginning-of-year (BOY) data, in most cases, which supports the main focus of ESY to prevent regression of student literacy and math skills.
- Challenges:
  - None identified

The Division of Special Education successfully implemented the Extended School Year (ESY) program as planned.

Goal 1, Action 21: Special Education: Intensive Diagnostic Education Centers (IDEC)

In 2024-25, the District's Division of Special Education provided targeted reading intervention to over 700 students with specific learning disabilities within 26 IDEC locations at select elementary schools as well as professional development training for instructional staff to better support student literacy.

- Successes:
  - Participating students made 52% progress on their annual stretch growth, a measure to identify students who are making more than or beyond the usual progress in learning over the course of a year as evidenced by the i-Ready assessment, and 136% progress towards annual typical growth, the expected amount of academic progress a student is projected to make over the course of a year.
  - Facilitated and led professional development training for Special Day Program teachers to improve literacy instruction and positively impact student word level reading.
  - Developed and presented training on the use of the University of Florida's Literacy Institute's Foundations curriculum, a District wide evidence-based Tier II literacy intervention program, to improve student literacy.
  - Established a partnership with the UC Irvine School of Education to inform a word level reading development framework used

to identify student reading development and assist with instruction planning and an additional partnership with the National Center for Intensive Intervention to support the implementation of the IDEC Data-Based Individualization Process, an approach to differentiate student instruction based on individual student need.

- Challenges:
    - Integrating IDEC literacy instruction services within the traditional school day.

Despite the challenge, evidence-based literacy intervention was successfully implemented in IDEC locations in 2024-25 as planned.

Goal 1, Action 22: Special Education: Inclusion Services

In 2024-25, the District's Division of Special Education implemented the District's plan to increase the inclusion of students with disabilities in general education classrooms.

- Successes:
    - Instituted a micro-credential program for general education teachers to enhance their ability to effectively support students with disabilities in the general education environment.
    - Developed a professional development series, in partnership with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), for a select group of elementary principals aimed to strengthen their capacity to foster inclusive practices at their school sites.
    - Continuing to partner with the Supporting Innovative Practices (SIP), a state technical support group, to implement inclusive practices for students with disabilities.
- Challenges:
    - Expanding the number of model schools to allow for increased visibility of inclusion practices and collaboration between schools.

Despite the challenge, the Division of Special Education successfully implemented inclusion services in 2024-25 as planned.

Goal 1, Action 23: Special Education: Special Day Program

In 2024-25, the District's Division of Special Education provided a Special Day Program for students with disabilities who require more specialized instruction than what is provided through general education. The District's Special Day Program serves 38% of students with disabilities (24,711 in total. Of the students, 17,722 are on the core curriculum and 6,989 are on a modified core curriculum).

- Successes:
    - Facilitated and led progressional development training for 827 instructional staff and administrators on subjects including curriculum, student engagement, and implementing modifications to the core instruction curriculum.
    - Developed and added to the Division of Special Education Resource Guide featured Classroom Look-Fors for both core and modified core curriculum classrooms, outlining instructional coaching expectations in Special Day Program settings, as well as

resources to meet the instructional needs of students with disabilities.
    - Established instructional leadership meetings with Resource Specialist Program teachers and Special Day Program teachers to review student performance data in English Language Arts and math and provide next steps in instruction.
    - Continued professional development for Special Day Program teachers on core curriculum, focusing on UFLI's Foundations, and introduced new training on Amplify's CKLA for multigrade classrooms.
    - Progress Monitoring Measure: Increased participation in credit recovery and general education summer programs
        - Increased: 5.38% increase in students with disabilities enrolled in summer credit recovery in 2024, up from 3,978 in summer 2023.
- Challenges:
    - Increased need for additional professional development opportunities for Special Day Program teachers.

Despite the challenge, the Special Day Program was successfully implemented in 2024-25 as planned.

<u>Goal 1, Action 24: Special Education: Transition Services</u>
In 2024-25, the District's Office of Transition Services within the Division of Special Education offered transition services for students with disabilities ages 14 and up, including English Learners and foster youth, helping them prepare for postsecondary education, employment, and independent living.

- Successes:
    - Utilized senior, grade 12, advisories and family engagement to close the postsecondary opportunity gap for students with disabilities through a focus on self-advocacy and access to accommodations, among other topics.
    - Progress Monitoring Measure: 12 Grade Student Advisories: Number of senior (12th grade) student advisories/progress towards four senior advisories per student per year.
        - Baseline: 3,430 seniors with disabilities completed advisories, for a total of 9,506 advisories conducted.
            - Students who received four or more senior advisories: 28.9%
            - Students who received three senior advisories: 26.9%
            - Students who received two senior advisories: 27.7%
            - Students who received on senior advisory: 12.2%
            - Students who have not received a senior advisory: 4.3%
        - 95.7% of senior students with disabilities completed at least one advisory session.
    - Progress Monitoring Measure: 12th Grade Family Engagement Plan: each transition teacher will create and implement a family engagement plan. This plan is intended to allow transition teachers to plan, implement and evaluate strategies for effective family engagement to support our efforts in closing the opportunity gap for students with disabilities. Plans could include parent trainings, parent meetings, sharing of resources, and other practices intended to engage families. Transition teachers will report the number of parents who have participated in trainings.
        - Baseline: 100% of transition teachers created and implemented Family Engagement Plans, reaching a total of 10,003 parents of students with disabilities in grades 9-12.
- Challenges:

    - Temporary challenge aligning teacher-reported senior advisory data with data on seniors with disabilities planning to graduate or leave the District at the end of the school year.

Despite the challenge, the Office of Transition Services successfully implemented services for students with disabilities ages 14+ in 2024-25 as planned.

Goal 1, Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs

In 2024-25, the District's Division of Instruction (DOI) continued the AP Equitable Access Policy in all high schools affording students' ability to complete AP courses even with scheduling or requirement issues. District high schools offer AP courses in over 34 subjects such as science, language, math, and art. Additionally, the eight schools offering International Baccalaureate (IB) programs provided students with college prep learning through the use of oral and written assessments.

- Advanced Placement
    - Successes:
        - Fully funded AP exam fees for all students to ensure financial barriers do not limit participation in the program.
        - Planned and prepared for the 2025-26 expansion of AP course offerings, including the development of a summer training plan and recruitment of students.
        - Implemented AP Summer Training, AP Readiness, and AP Coordinator training in both fall 2024 and fall 2025.
        - Expanded AP course access across the District; AP African American Studies is now offered at 35 schools, while AP Seminar, as a grade 10 course, is being implemented at 28 schools. AP Precalculus, a new course as of 2023-24, is available for students at 49 schools.
        - Progress Monitoring Measure: Increased Advanced Placement (AP) Student Enrollment
            - Increased: 26.8% were enrolled in at least one AP course, as of March 2025, up from 26.1% in 2023-24.
        - Progress Monitoring Measure: Increased AP Readiness student participation
            - Increased: 1.04% increase in student attendance (1,950) in fall 2024, up from 1,939 in fall 2023.
    - Challenges:
        - None identified.

- International Baccalaureate
    - Successes:
        - Funding and providing professional development training for Diploma Programme (DP) coordinators.
        - Fully funded IB exam fees for all students, ensuring financial limitations do not prevent participation in the IB college and career-aligned program.
        - Continued to implement classroom observations to ensure instructional staff are supported and have opportunities for collaboration to improve instructional practices and aligned with the goals of the IB program.
    - Challenges:
        - Student enrollment has increased in the IB Diploma Programme over the past few years, however gaps in academic

readiness of students continues to impact student preparedness for the rigor and challenge of DP courses. Continued efforts will be evaluated to build alignment across feed schools to strengthen early academic supports and ensure equitable outcomes for students.

Despite the challenges, the District's action to increase student access to Advanced Placement and International Baccalaureate programs was successfully implemented in 2024-25 as planned.

Goal 1, Action 26: Districtwide A-G Interventions

In 2024-25, the District's A-G Intervention and Support department continued to provide research-based resources and support students to meet the requirements of the A-G sequence of courses with a grade of C or better, which are necessary for student admission to the University of California (UC) and California State University (CSU) systems.

- Successes:
  - Tracked student progress towards meeting the A-G course requirements across the District, including data for English Learners, foster youth, and students from low income families, and provided Region administration with names of students who are not on-track for meeting A-G requirements.
  - Provided virtual self-pace and synchronous in-person training for educators implementing student intervention programs to support A-G course completion; Just-in-Time Interventions, Academic Course Extension (ACE), and Performance Assessment Student Support (PASS). Trainings are also under redesign for 2025-26 to improve the effectiveness of the interventions.
  - Implementation of Winter Academy 2024 gave students the opportunity to complete ACE intervention programs to boost their skills in courses and improve or replace course grades.
  - New PASS intervention materials added for World History to help students pass the course with a grade of C or better.
  - All PASS math courses were redesigned with new materials and additional resources for students and teachers.
- Challenges:
  - Changes to the A-G course completion benchmark system, determining which students were on or off track to A-G course completion, led to a high number of grade 9-11 students in need of interventions to meet A-G course requirements.
  - Delay in communication with Region offices due to A-G administrative coordinators no longer reporting to the Director of A-G Intervention and Support.

Despite the challenges, Districtwide A-G interventions and supports were successfully implemented in 2024-25 as planned.

Goal 1, Action 27: Diploma Program

In 2024-25, the Student Support and Attendance Services (SSAS) branch within the Division of School Operations implemented the A-G Diploma Program for identified students in the 20 selected schools to receive support and interventions to improve course passage, school attendance, and school management.

- Successes:
    - Targeted support, including case management, tutoring, and incentives for regular school attendance were provided by A-G Diploma Program PSA counselors to identified students and their families to improve outcomes.
- Challenges:
    - The high school Diploma Program has one staffing vacancy, which has improved over prior years.

Despite the challenge, the Diploma Program was successfully implemented in 2024-25 as planned.

Goal 1, Action 28: College Access Program

In 2024-25, the District's A-G Intervention and Support department provided middle and high school counselors with opportunities to professionally develop and increase job-related skills as well as meet updated state standards to better prepare students for college and career opportunities.

- Successes:
    - 10% increase in Los Angeles Unified students enrolling in college in the fall after high school graduation; 70% in 2023-24, up from 60% in 2019-20.
    - Increased rate of submitted financial aid applications for Los Angeles Unified students; 69.8% in 2024-25, as of March 2025, exceeding the national rate of 36.9% and the California state-wide rate of 48.0%.
    - Monitored student progress towards meeting the A-G Requirements, including disaggregated data for traditionally underrepresented student groups (i.e., English Learners, low-income students, and foster youth) and provided Region leadership with lists of students who are not "on-track" for meeting A-G Requirements.
    - Developed and implemented strategies to support undocumented students and mixed status families with college and financial aid application through collaboration with the California Student Aid Commission, the National College Attainment Network, Unite LA, and Southern California College Access Network.
    - Publication and distribution of Junior and Senior Journals, College Advisement Handbook, and Financial Aid Success Toolkit (FAST) to support students in college search, college application, and financial aid applications.
    - Implemented and operated college advisement locations or Hubs to support students and families with completing college and financial aid applications, understanding the college admission and financial aid process, as well as completing transition activities from high school to college; over 5,500 students have accessed services at the Hubs, as of March 2025.
- Challenges:
    - Residency concerns of undocumented students and mixed status families may impact college and financial aid applications and college enrollment for the 2025-26 school year.
    - Reduction in staff at the Federal Student Aid office, part of the U.S. Department of Education, may reduce support for students and families experiencing difficulties completing the Free Applications for Federal Student Aid (FAFSA), making college access more difficult.

Despite the challenge, the College Access program was successfully implemented in 2024-25 as planned.

Goal 1, Action 29: Career Technical Education

In 2024-25, the CTE-Linked Learning department in the Division of instruction provided CTE pathway students with career-ready skills through industry-specific training, certifications, and exams and continued to provide training sessions for teachers to support students in earning Work-Ready Badges.

- Successes:
  - Facilitated and led monthly professional development sessions for 285 CTE teachers to develop teacher capacity in topics including syllabus creation, instructional unit planning, assessments, and classroom management.
  - Progress Monitoring Measure: Increased number of students earning a Work Ready Badge
    - Increased: 517 students earned Work Ready Badges in Career Technical Education (CTE) pathways in 2023-24, compared to 516 students in 2022-23.
  - Additional training was provided to teachers on work-based learning, student engagement, and the promotion of CTE pathways to students in the District.
  - The number of schools offering CTE programs has grown to 133 schools.
- Challenges:
  - The traditional six-period schedule limits high school students' ability to add and complete CTE courses during their four year schedule.
  - Increasing the participation of CTE teachers in monthly Saturday professional development meetings.

Despite the challenges, the CTE-Linked Learning department successfully implemented CTE pathways course opportunities for students in 2024-25 as planned.

Goal 1, Action 30: Linked Learning

In 2024-25, the CTE-Linked Learning department in the Division of instruction implemented 70 Linked Learning Pathways in District schools preparing students through work-based learning experiences in being ready for both college and careers.

- Successes:
  - Implemented a summer bridge program in summer 2024 to incoming grades 6 and 9 students to Linked Learning education in 41 District schools.
  - Instituted a Linked Learning micro-credential program to teachers and staff to gain an in-depth understanding of Linked Learning education with opportunities to apply their learning through collaboration with the District's Human Resources Division.
  - Facilitated and led professional development training for teachers on the incorporation of project-based learning within instruction and the use of portfolios to assess student learning, among other topics.
  - Updated the District's student information system to allow for the input and tracking of student work-based learning data.

    - Collaborated with the San Bernardino Unified School District to develop elementary standards for Linked Learning pathways in the effort to achieve pathway certification. The LAUSD District schools - Euclid, Laurel, and Arroyo Seco - offer elementary grade level Linked Learning pathways.
    - Progress Monitoring Measure: Increased number of Linked Learning silver and gold certified pathways in Los Angeles Unified
        - Increased: One school, Sylmar Charter High, received a gold certification for its Biotech Linked Learning pathway in November 2024, while three additional schools will receive gold certification in spring 2025 (RFK Los Angeles High School of the Arts, Bernstein STEM Academy of Hollywood, and Southeast Dreams Magnet). Nine additional Linked Learning pathways are expected to receive silver certification by June 2025 (Fremont STEAM Magnet, Roosevelt Academy of Music and Digital Production, Metropolitan Continuation, Gardena Global Business Management, Gardena Creative Arts Academy, Gardena Engineering Robotics Magnet, University Pathways Public Service, RFK School of Visual Arts and Humanities, and Roybal Film and Television Magnet).
- Challenges:
    - Additional supports necessary to provide project-based learning in high schools offering Linked Learning pathways

Despite the challenge, the Linked Learning initiative was successfully implemented to provide students with career-focused skills in 2024-25 as planned.

<u>Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools</u>
In 2024-25, District elementary schools used Student Equity Needs Index (SENI) funding to improve academic outcomes for students, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
    - Hired paraprofessionals such as instructional aides to assist with classroom instruction and provide targeted academic interventions for individual students or small groups, increasing time to learn.
    - Focused on developing literacy skills, including reading, writing, and comprehension, both in the classroom and by incorporating technology to extend learning outside of the classroom.
    - Worked on enhancing numeracy skills, such as counting, number recognition, addition, subtraction, and other math concepts, through hands-on learning activities.
    - Used regular formative and summative assessments to track student progress and develop instructional lesson plans.
    - Purchased supplemental instructional materials to provide teachers the flexibility to offer additional supports to students who are gaining subject matter proficiency as well as those students who are performing at or above grade level.
- Challenges:
    - Hiring and retaining highly qualified instructional staff to support students remains a challenge both in Los Angeles and across the country.

Despite the challenge, elementary schools used SENI funds to improve academic supports for English Learners, students from low-income

families, and students in foster care, and continue efforts to close equity gaps.

Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools
In 2024-25, District middle schools used Student Equity Needs Index (SENI) funding to improve academic outcomes for students, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
  - Hired instructional staff, such as paraprofessionals, to provide targeted academic interventions including Tier 2 small group instruction for students needed assistance in specific subjects.
  - Used regular formative and summative assessments to track student progress and develop instructional lesson plans.
  - Implemented tutoring during and afterschool to improve student performance in content areas, particularly mathematics and English Language Arts.
  - Implemented instructional coaching and professional development to strengthen teachers' ability to support students with high needs.
  - Incorporated technology into teaching methods to engage students in their learning and offer opportunities for independent learning outside the classroom.
- Challenges:
  - Hiring and retaining highly qualified instructional staff to support students remains a challenge both in Los Angeles and across the country.

Despite the challenge, middle schools used SENI funds to improve academic supports for English Learners, students from low-income families, and students in foster care, and continue efforts to close equity gaps.

Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools
In 2024-25, District high schools used Student Equity Needs Index (SENI) funding to improve academic outcomes for students, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
  - High school counseling services helped implement and track students' Individualized Graduation Plans, ensuring they met graduation requirements and completed A-G courses for eligibility to attend four-year universities.
  - Paraprofessionals such as instructional aides worked alongside classroom teachers to provide additional small-group instruction for students needing extra academic support to gain subject matter proficiency.
  - Used regular formative and summative assessments to track student progress and develop instructional lesson plans.
  - Provided before, during, and afterschool tutoring programs to help students struggling in specific course subjects and ensure

the students stay on-track to graduate.
    - School teams planned and executed school-level programs to meet the academic needs of English Learners, students in foster care, and students from low-income families.
    - Implemented programs to prepare students for higher education and career opportunities, including career exploration and financial aid workshops.
- Challenges:
    - Hiring and retaining highly qualified instructional staff to support students remains a challenge both in Los Angeles and across the country.

Despite the challenge, high schools used SENI funds to improve academic supports for English Learners, students from low-income families, and students in foster care, and continue efforts to close equity gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 1: Curriculum
Goal 1, Action 2: School Staffing and Operations
Goal 1, Action 3: Central District Supports for Instruction
Goal 1, Action 4: Options Program
Goal 1, Action 5: Instructional Technology Initiative
Goal 1, Action 6: Base-Funded Arts Education
No material differences were observed for the actions.

Goal 1, Action 7: Supplemental Arts Education
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is due to unfilled positions and ongoing challenges in hiring arts educators. The Arts Education Branch continues to make efforts to recruit and hire additional arts educators.

Goal 1, Action 8: Base-funded Afterschool Programs
Goal 1, Action 9: Supplemental Afterschool Programs
Goal 1, Action 10: Gifted and Talented Education (GATE) Programs
Goal 1, Action 11: Differentiated Local Supports for Students
No material differences were observed for the actions.

Goal 1, Action 12: School-Level Supports for Individualized Learning
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is primarily due to a combination of unfilled positions and an overestimation of budgeted expenditures for implementation.

Goal 1, Action 13: Early Education and Universal Transitional Kindergarten
No material difference was observed for the action.

Goal 1, Action 14: Literacy and Numeracy Interventionist Program
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on the District utilizing remaining one-time funds by directing them toward eligible expenditures, ensuring the funds are spent prior to expiration.

Goal 1, Action 15: Secondary Literacy Support and Interventions
Goal 1, Action 16: Summer School Credit Recovery
No material differences were observed for the actions.

Goal 1, Action 17: Standard English Learner Supports
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on the District utilizing remaining ESSER funds for expenditures to maximize use of the one-time funds.

Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness
Goal 1, Action 19: Special Education: Base Program
Goal 1, Action 20: Special Education: Extended School Year
Goal 1, Action 21: Special Education: Intensive Diagnostic Education Centers (IDEC)
Goal 1, Action 22: Special Education: Inclusion Services
Goal 1, Action 23: Special Education: Special Day Program
Goal 1, Action 24: Special Education: Transition Services
No material differences were observed for the actions.

Goal 1, Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs

The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is due to increased costs associated with funding college readiness exams due to an increased number of students and the increased costs of purchasing supplementary subject-matter materials.

Goal 1, Action 26: Districtwide A-G Interventions
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is due to an overestimation of planned expenditures. Actual expenditures were lower than anticipated with added funds being reallocated to the four Regions to provide Region-level student services.

Goal 1, Action 27: Diploma Program
No material difference was observed for the action.

Goal 1, Action 28: College Access Program
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on the District reallocating all funds to support another program in alignment with student needs. The result is zero actual expenditures for the year in the goal action.

Goal 1, Action 29: Career Technical Education
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on lower-than-anticipated costs associated with the Regional Occupation Centers and Programs.

Goal 1, Action 30: Linked Learning
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on the original budget and does not reflect the revised and increased budget at the beginning of the school year to meet student need. The estimated actual expenditures are aligned with the updated budget and do not reflect a material difference.

Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools
Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools
Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools
No material differences were observed for the actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1, Action 1: Curriculum
Goal 1, Action 2: School Staffing and Operations
Goal 1, Action 3: Central District Supports for Instruction

- The District considers the actions effective in improving academic achievement in early literacy, math, and reading. Student groups across all grade levels made progress from the Beginning-of-Year (BOY) to Middle-of-Year (MOY) on DIBELS and i-Ready assessments. Smarter Balanced Assessment results in ELA and math show increased student group performance, particularly for English Learners, students from low-income families, and Students with Disabilities. However, RFEP and Foster Youth student groups showed declines in specific grade levels and metrics. Further effectiveness will be assessed in 2025-26.
    - Improved DIBELS / i-Ready Data
        - DIBELS Grades K-2: 2024-25
            - Overall: Improved from Beginning-of-Year (BOY) to Middle-of-Year (MOY) in 2024-25
                - Students At or Above Benchmark improved from 50.5% to 57.7%.
            - English Learners: Improved from Beginning-of-Year (BOY) to Middle-of-Year (MOY) in 2024-25
                - Students At or Above Benchmark improved from 27.5% to 37.0%.
            - Low Income: Improved from Beginning-of-Year (BOY) to Middle-of-Year (MOY) in 2024-25
                - Students At or Above Benchmark improved from 44.7% to 53.2%.
            - Foster Youth: Improved from Beginning-of-Year (BOY) to Middle-of-Year (MOY) in 2024-25
                - Students At or Above Benchmark improved from 27.7% to 38.2%.
        - i-Ready Math Grades 3-5: 2024-25
            - Progress towards expected growth of 50% or more on the Annual Typical Growth was met. Middle-of-Year (MOY) data indicates the median percent towards Typical Growth in math was 54% for grade 3, 52% for grade 4, and 56% for grade. Overall average of 54%, 4% above expected Typical Growth. Similar to 2023-24 Middle-of-Year (MOY) data- 54% for grade 3, 50% for grade 4, and 57% for grade 5. Overall average of 54%, 4% above expected Typical Growth.
    - Improved outcomes on DIBELS (TK-2 Reading)
        - Increase of Students in the Proficient and Above Bands:
            - 2024-25: Increased- 57.7% on the Middle-of-Year (MOY) DIBELS assessment, up from 50.5% on the Beginning-of-Year (BOY) DIBELS assessment.
        - Decrease of Students in the Well Below Basic and Below Basic Bands
            - 2024-25: Decreased- 49.6% on the Middle-of-Year (MOY) DIBELS assessment, down from 42.3% on the Beginning-of-Year (BOY) DIBELS assessment.
    - Improved outcomes on i-Ready (Grades 3-12 Reading; Grades TK-12 Math)
        - Grades 3-12 i-Ready Reading scores:
            - Improved:

        - Middle-of-Year (MOY) Assessment 2024-25: 30.2% mid or above grade level; 21.9% of students at one grade level below; 11.3% of students two grade levels below; 36.6% of students three grade levels below.
        - Beginning-of-Year (BOY) Assessment 2024-25: 23.3% mid or above grade level; 21.1% of students at one grade level below; 12.7% of students two grade levels below; 42.9% of students three grade levels below.
    - Grades TK-12 i-Ready Math scores:
        - Improved:
            - Middle-of-Year (MOY) Assessment 2024-25: 26.5% mid or above grade level; 32.9% of students at one grade level below; 12.2% of students two grade levels below; 28.4% of students three grade levels below.
            - Beginning-of-Year (BOY) Assessment 2024-25: 15.8% mid or above grade level; 33.6% of students at one grade level below; 16.5% of students two grade levels below; 34.1% of students three grade levels below.
- Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
    - All Students- Increased: +1.4%; 70.4% in 2023-24, up from 69.0% in 2022-23.
    - African American / Black- Increased: +4.2%; 64.9% in 2023-24, up from 60.7%.
    - Hispanic / Latino- Increased: +1.1%; 67.2% in 2023-24, up from 66.1% in 2022-23.
    - English Learner- Increased: +3.3%; 59.6% in 2023-24, up from 56.3% in 2022-23.
    - RFEP- Increased: 0.1%; 100% in 2023-24, up from 99.9% in 2022-23.
    - Standard English Learner- Increased: +2.2%; 71.3% in 2023-24, up from 69.1% in 2022-23.
    - Students with Disabilities- Increased: +0.4%; 44.6% in 2023-24, up from 44.2% in 2022-23.
    - Low-Income- Increased: +2.4%; 72.1% in 2023-24, up from 69.7% in 2022-23.
    - Foster Youth- Increased: +5.3%; 61.9% in 2023-24, up from 56.6% in 2022-23.
- Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
    - All Students- Increased: +0.2%; 70.1% in 2023-24, up from 69.9% in 2022-23.
    - African American / Black- Increased: +0.3%; 61.8% in 2023-24, up from 61.5%.
    - Hispanic / Latino- Increased: +0.7%; 66.6% in 2023-24, up from 65.9% in 2022-23.
    - English Learner- Increased: +0.8%; 51.1% in 2023-24, up from 50.3% in 2022-23.
    - RFEP- Decreased: -1.2%; 96.4% in 2023-24, down from 97.6% in 2022-23.
    - Standard English Learner- Increased: +0.9%; 70.5% in 2023-24, up from 69.6% in 2022-23.
    - Students with Disabilities- Increased: +1.4%; 44.8% in 2023-24, up from 43.4% in 2022-23.
    - Low-Income- Increased: +1.4%; 68.5% in 2023-24, up from 67.1% in 2022-23.
    - Foster Youth- Decreased: -6.3%; 50.5% in 2023-24, down from 56.8% in 2022-23.
- Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
    - All Students- Increased: +0.9%; 67.0% in 2023-24, up from 66.1% in 2022-23.
    - African American / Black- Decreased: -1.7%; 55.7% in 2023-24, down from 57.4% in 2022-23.
    - Hispanic / Latino- Increased: +1.2%; 63.1% in 2023-24, up from 61.9% in 2022-23.
    - English Learner- Increased: +3.7%; 46.6% in 2023-24, up from 42.9% in 2022-23.
    - RFEP- Decreased: -2.5%; 94.0% in 2023-24, down from 96.5% in 2022-23.
    - Standard English Learner- Increased: +1.1%; 67.2% in 2023-24, up from 66.1% in 2022-23.
    - Students with Disabilities- Increased: +5.5%; 38.1% in 2023-24, 32.6% in 2022-23.

        - Low-Income- Increased: +2.0%; 64.7% in 2023-24, up from 62.7% in 2022-23.
        - Foster Youth- Decreased: -2.9%; 50.2% in 2023-24, down from 53.1% in 2022-23.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
        - African American / Black- Increased: +13.6 points; -47.4 DFS in 2023-24, up from 61.0 in 2022-23.
        - Hispanic / Latino- Increased: +3.6 points; -40.3 DFS in 2023-24, up from 43.9 in 2022-23.
        - English Learner- Increased: +11.0 points; -90.3 DFS in 2023-24, up from -101.3 in 2022-23.
        - RFEP- Decreased: -6.4 points; 18.8 DFS in 2023-24, down from 25.2 in 2022-23.
        - Standard English Learner- Increased: +5.6 points; -27.1 DFS in 2023-24, up from -32.7 in 2022-23.
        - Students with Disabilities- Increased: +5.2 points; -96.7 DFS in 2023-24, up from -101.9 in 2022-23.
        - Low-Income- Increased: +6.1 points; -39.7 DFS in 2023-24, up from -45.8 in 2022-23.
        - Foster Youth- Increased: +2.5 points; -71.5 DFS in 2023-24, up from -74.0 in 2022-23.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
        - African American / Black- Increased: +5.5 points; -53.5 DFS in 2023-24, up from -59.0 in 2022-23.
        - Hispanic / Latino- Increased: +4.6 points; -39.0 DFS in 2023-24, up from -43.6 in 2022-23.
        - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 in 2022-23.
        - RFEP- Decreased: -5.5 points; 2.8 DFS in 2023-24, down from 8.3 in 2022-23.
        - Standard English Learner- Increased: +5.5 points; -26.7 DFS in 2023-24, up from -32.2 in 2022-23.
        - Students with Disabilities- Increased: +2.7 points; -104.8 in 2023-24, up from -107.5 in 2022-23.
        - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
        - Foster Youth- Increased: +4.6 points; -72.9 DFS in 2023-24, up from -77.5 in 2022-23.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
        - African American / Black- Increased: +4.2 points; -63.1 DFS in 2023-24, up from -67.3 in 2022-23.
        - Hispanic / Latino- Increased: +4.7 points; -45.2 DFS in 2023-24, up from -49.9 in 2022-23.
        - English Learner- Increased: +15.4 points; -143.9 DFS in 2023-24, up from -159.3 in 2022-23.
        - RFEP- Increased: +5.9 points; -24.8 DFS in 2023-24, up from -30.7 in 2022-23.
        - Standard English Learner- Increased: +4.5 points; -30.7 DFS in 2023-24, up from -35.2 in 2022-23.
        - Students with Disabilities- Increased: +6.0 points; -123.3 in 2023-24, up from -129.3 in 2022-23.
        - Low-Income- Increased: +6.2 points; -44.2 DFS in 2023-24, up from -50.4 in 2022-23.
        - Foster Youth- Increased: +2.6 points; -88.6 DFS in 2023-24, up from -91.2 in 2022-23.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
        - African American / Black- Decreased: -0.3 points; -46.8 DFS in 2023-24, down from -46.5 in 2022-23.
        - Hispanic / Latino- Increased: +0.1 points; -21.9 DFS in 2023-24, up from -22.0 in 2022-23.
        - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
        - RFEP- Increased: +7.7 points; -4.9 DFS in 2023-24, up from -12.6 in 2022-23.

        - Standard English Learner- Increased: +5.4 points; -3.5 DFS in 2023-24, up from -8.9 in 2022-23.
        - Students with Disabilities- Increased: +8.6 points; -109.5 in 2023-24, up from -118.1 in 2022-23.
        - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.0 in 2022-23.
        - Foster Youth- Increased: +3.1 points; -85.9 DFS in 2023-24, up from -89.0 in 2022-23.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
        - African American / Black- Increased: +8.6 points; -64.1 DFS in 2023-24, up from 72.7 in 2022-23.
        - Hispanic / Latino- Increased: +7.1 points; -45.2 DFS in 2023-24, up from -52.3 in 2022-23.
        - English Learner- Increased: +18.4 points; -85.3 DFS in 2023-24, up from -103.7 in 2022-23.
        - RFEP- Decreased: -0.1 points; -10.6 DFS in 2023-24, down from -10.5 in 2022-23.
        - Standard English Learner- Increased: +7.6 points; -36.1 DFs in 2023-24, up from -43.7 in 2022-23.
        - Students with Disabilities- Increased: +6.8 points; -102.1 DFS in 2023-24, up from -108.9 in 2022-23.
        - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Foster Youth- Increased: +6.3 points; -77.3 DFS in 2023-24, up from -83.6 in 2022-23.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +8.2 points; -71.9 DFS in 2023-24, up from -80.1 in 2022-23.
        - African American / Black- Increased: +7.6 points; -113.9 DFS in 2023-24, up from -121.5 in 2022-23.
        - Hispanic / Latino- Increased: +6.9 points; -90.9 DFS in 2023-24, up from -97.8 in 2022-23.
        - English Learner- Increased: +15.1 points; -172.9 DFS in 2023-24, up from -188.0 in 2022-23.
        - RFEP- Increased: +9.8 points; -68.1 DFS in 2023-24, up from -77.9 in 2022-23.
        - Standard English Learner- Increased: +7.1 points; -77.7 DFS in 2023-24, up from -84.8 in 2022-23.
        - Students with Disabilities- Increased: +7.5 points; -165.9 DFS in 2023-24, up from -173.4 in 2022-23.
        - Low-Income- Increased: +8.9 points; -87.9 DFS in 2023-24, up from -96.8 in 2022-23.
        - Foster Youth- Increased: +3.8 points; -140.1 DFS in 2023-24, up from -143.9 in 2022-23.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.
        - African American / Black- Increased: +6.0 points; -140.0 DFS in 2023-24, up from -146.0 in 2022-23.
        - Hispanic / Latino- Increased: +6.6 points; -117.1 DFS in 2023-24, up from -123.7 in 2022-23.
        - English Learner- Increased: +21.1 points; -203.3 DFS in 2023-24, up from -224.4 in 2022-23.
        - RFEP- Increased: +11.4 points; -103.2 DFS in 2023-24, up from -114.6 in 2022-23.
        - Standard English Learner- Increased: +8.4 points; -104.4 DFS in 2023-24, up from -112.8 in 2022-23.
        - Students with Disabilities- Increased: +11.1 points; -193.3 DFS in 2023-24, up from -204.4 in 2022-23.
        - Low-Income- Increased: +6.9 points; -113.6 DFS in 2023-24, up from -120.5 in 2022-23.
        - Foster Youth- Increased: +22.6 points; -164.3 DFS in 2023-24, up from -186.9 in 2022-23.
    - Metric 1.18- A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - African American / Black- Increased: +4.9%; 50.4% in 2023-24, up from 45.5% in 2022-23.
        - Hispanic / Latino- Increased: +3.7%; 54.3% in 2023-24, up from 50.6% in 2022-23.

        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - RFEP- Increased: +1.9%; 60.3% in 2023-24, up from 58.4% in 2022-23.
        - Standard English Learner- Increased: +3.9%; 56.2% in 2023-24, up from 52.3% in 2022-23.
        - Students with Disabilities- Increased: +1.5%; 29.4% in 2023-24, up from 27.9% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - African American / Black- Increased: +1.8%; 84.2% in 2023-24, up from 82.4% in 2022-23.
        - Hispanic / Latino- Increased: +3.2%; 86.7% in 2023-24, up from 83.5% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - RFEP- Increased: +0.7%; 90.9% in 2023-24, up from 90.2% in 2022-23.
        - Standard English Learner- Increased: +1.5%; 88.1% in 2023-24, up from 86.6% in 2022-23.
        - Students with Disabilities- Increased: +0.5%; 71.0% in 2023-24, up from 70.5% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.
    - Metric 1.27: Implementation of Academic Standards: Purchase of Curriculum and Ongoing Professional Development for State Academic Standards
        - Health Education: Full Implementation
        - Physical Education: Full Implementation
        - Visual and Performing Arts: Full Implementation
        - World Language Standards: Full Implementation
    - Metric 1.28: Access to a Broad Course of Study: % of Students with Access to a Broad Course of Study as measured by Elementary Progress Report Card, Student Information System (Secondary), A-G Course Progress Dashboard, and English Learner Progress Dashboard
        - Elementary Course Access- Maintained: 100% in 2023-24, compared to 100% in 2022-23.
        - Secondary Course Access- Maintained: 100% in 2023-24, compared to 100% in 2022-23.
        - A-G Course Access- Maintained: 100% in 2023-24, compared to 100% in 2022-23.
        - English Learner Course Access- Maintained: 100% in 2023-24, compared to 100% in 2022-23.
    - Metric: 5.01- Percent of Teachers Are Appropriately Credentialed for the Student They are Assigned to Teach:
        - Maintained: 90% in 2023-24, compared to 90% in 2022-23.
    - Metric: 5.03- Percent of Classroom Teachers (Early Education through Grade 12) Who Have Final Educator Development and Support: Teacher (EDST) Performance Evaluation by the End of the Year:
        - Increased: 37.5% in 2023-24, up from 36.0% in 2022-23.

<u>Goal 1, Action 4: Options Program</u>
<u>Goal 1, Action 16: Summer School Credit Recovery</u>

- The District considers the actions effective in increasing academic achievement, graduation rates, and college and career readiness. All student groups demonstrated growth in graduation and A-G completion rates, with most student groups experiencing a decrease in the high school dropout rate, except for Students with Disabilities and Foster Youth. In addition, students increased reading and math proficiency by Middle-of-Year (MOY) i-Ready assessments compared to Beginning-of-Year (BOY) in 2024-25. There was a slight decline in summer credit recovery pass rates. Further effectiveness will be assessed in 2025-26.
    - Options Program: Increased percentage of students improving one or more performance levels by end-of-year District formative assessments in math and reading
        - i-Ready Reading assessment:
            - 2024-25: Baseline: Percentage of students performing Mid or Above Grade Level or Early On Grade Level increased to 10% on the Middle-of-Year (MOY) assessment, up from 3.5% on the Beginning-of-Year (BOY) assessment. Additionally, the percentage of students performing 3+ grade levels below grade level decreased to 71% on the MOY assessment, down from 76% on the BOY assessment.
        - i-Ready Math assessment:
            - 2024-25 Baseline: Percentage of students performing Mid or Above Grade Level or Early On Grade Level increased to 8% on the MOY assessment, up from 6% on the BOY assessment. Additionally, the percentage of students performing 3+ grade levels below grade level decreased to 81% on the MOY assessment, down from 87% on the BOY assessment.
    - Options Program: Increased one-year graduation rate of enrolled 12th graders
        - Baseline: 41% increase of enrolled 12th grade students (1,840) met the one-year graduation rate in 2023-24, up from 1,300 students in 2022-23.
    - Options Program: Increase four/five-year graduation rates
        - Increased: 6% increase in graduation rate to 55% in 2023-24, from 49% in 2022-23.
    - Summer School Credit Recovery: Increased number of students who successfully pass their summer term courses with a final grade of C or better
        - Decreased: 83% of students passed their summer term 2024 courses with a final grade of C or better, down from 87% of students in summer term 2023.
    - Metric 1.18: A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - African American / Black- Increased: +4.9%; 50.4% in 2023-24, up from 45.5% in 2022-23.
        - Hispanic / Latino- Increased: +3.7%; 54.3% in 2023-24, up from 50.6% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - RFEP- Increased: +1.9%; 60.3% in 2023-24, up from 58.4% in 2022-23.
        - Standard English Learner- Increased: +3.9%; 56.2% in 2023-24, up from 52.3% in 2022-23.
        - Students with Disabilities- Increased: +1.5%; 29.4% in 2023-24, up from 27.9% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.
    - Metric 1.24: High School Dropout Rate
        - All Students- Decreased: -2.3%; 7.4% in 2023-24, down from 9.7% in 2022-23.

        - African American / Black- Decreased: -1.1%; 9.4% in 2023-24, down from 10.5% in 2022-23.
        - Hispanic / Latino- Decreased: -2.6%; 7.4% in 2023-24, down from 10.0% in 2022-23.
        - English Learner- Decreased: -8.2%; 18.8% in 2023-24, down from 27.0% in 2022-23.
        - RFEP- Decreased: -0.3%; 4.4% in 2023-24, down from 4.7% in 2022-23.
        - Standard English Learner- Decreased: -0.7%; 6.6% in 2023-24, down from 7.3% in 2022-23.
        - Students with Disabilities- Increased: +0.8%; 12.1% in 2023-24, up from 11.3% in 2022-23.
        - Low Income- Decreased: -2.4%; 7.3% in 2023-24, down from 9.7% in 2022-23.
        - Foster Youth- Increased: +0.5%; 22.5% in 2023-24, up from 22.0% in 2022-23.
    - Metric 1.25: Four-Year Cohort Graduation Rate
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - African American / Black- Increased: +1.8%; 84.2% in 2023-24, up from 82.4% in 2022-23.
        - Hispanic / Latino- Increased: +3.2%; 86.7% in 2023-24, up from 83.5% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - RFEP- Increased: +0.7%; 90.9% in 2023-24, up from 90.2% in 2022-23.
        - Standard English Learner- Increased: +1.5%; 88.1% in 2023-24, up from 86.6% in 2022-23.
        - Students with Disabilities- Increased: +0.5%; 71.0% in 2023-24, up from 70.5% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.

<u>Goal 1, Action 5: Instructional Technology Initiative</u>
<u>Goal 1, Action 7: Supplemental Arts Education</u>
<u>Goal 1, Action 9: Supplemental Afterschool Programs</u>
<u>Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness</u>

- The District considers the actions effective in improving achievement of targeted student populations (English Learners, students from low-income families, and students in foster care) in ELA and math proficiency, graduation rate, and attendance. All students, including targeted student populations, demonstrated consistent gains in Distance from Standard (DFS) across all grade spans in ELA and math. In addition, graduation rates increased for all student groups. Excellent attendance improved and chronic absenteeism decreased for all student groups, except for Foster Youth in middle school (grades 6-8). Further effectiveness will be assessed in 2025-26.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
        - English Learner- Increased: +11.0 points; -90.3 DFS in 2023-24, up from -101.3 in 2022-23.
        - Low-Income- Increased: +6.1 points; -39.7 DFS in 2023-24, up from -45.8 in 2022-23.
        - Foster Youth- Increased: +2.5 points; -71.5 DFS in 2023-24, up from -74.0 in 2022-23.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
        - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 in 2022-23.

        - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
        - Foster Youth- Increased: +4.6 points; -72.9 DFS in 2023-24, up from -77.5 in 2022-23.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
        - English Learner- Increased: +15.4 points; -143.9 DFS in 2023-24, up from -159.3 in 2022-23.
        - Low-Income- Increased: +6.2 points; -44.2 DFS in 2023-24, up from -50.4 in 2022-23.
        - Foster Youth- Increased: +2.6 points; -88.6 DFS in 2023-24, up from -91.2 in 2022-23.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
        - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
        - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.0 in 2022-23.
        - Foster Youth- Increased: +3.1 points; -85.9 DFS in 2023-24, up from -89.0 in 2022-23.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
        - English Learner- Increased: +18.4 points; -85.3 DFS in 2023-24, up from -103.7 in 2022-23.
        - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Foster Youth- Increased: +6.3 points; -77.3 DFS in 2023-24, up from -83.6 in 2022-23.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +8.2 points; -71.9 DFS in 2023-24, up from -80.1 in 2022-23.
        - English Learner- Increased: +15.1 points; -172.9 DFS in 2023-24, up from -188.0 in 2022-23.
        - Low-Income- Increased: +8.9 points; -87.9 DFS in 2023-24, up from -96.8 in 2022-23.
        - Foster Youth- Increased: +3.8 points; -140.1 DFS in 2023-24, up from -143.9 in 2022-23.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.
        - English Learner- Increased: +21.1 points; -203.3 DFS in 2023-24, up from -224.4 in 2022-23.
        - Low-Income- Increased: +6.9 points; -113.6 DFS in 2023-24, up from -120.5 in 2022-23.
        - Foster Youth- Increased: +22.6 points; -164.3 DFS in 2023-24, up from -186.9 in 2022-23.
    - Metric 1.25: Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +9.3%; 44.8% in 2023-24, up from 35.5% in 2022-23.
        - English Learner- Increased: +9.1%; 41.8% in 2023-24, up from 32.7% in 2022-23.
        - Low-Income- Increased: +8.6%; 42.4% in 2023-24, up from 33.8% in 2022-23.
        - Foster Youth- Increased: +5.9%; 40.5% in 2023-24, up from 34.6% in 2022-23.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:

        - All Students- Decreased: -8.0%; 28.4% in 2023-24, down from 36.4% in 2022-23.
        - English Learner- Decreased: -7.9%; 29.5% in 2023-24, down from 37.4% in 2022-23.
        - Low-Income- Decreased: -8.0%; 31.3% in 2023-24, down from 39.3% in 2022-23.
        - Foster Youth- Decreased: -1.1%; 32.3% in 2023-24; down from 33.3% in 2022-23.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8:
        - All Students- Decreased: -3.9%; 28.5% in 2023-24, down from 32.4% in 2022-23.
        - English Learner- Decreased: -5.1%; 34.3% in 2023-24, down from 38.7% in 2022-23.
        - Low-Income- Decreased: -3.8%; 30.9% in 2023-24, down from 34.7% in 2022-23.
        - Foster Youth- Increased: +1.8%; 40.7% in 2023-24, up from 38.9% in 2022-23.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -2.1%; 37.3% in 2023-24, down from 39.4% in 2022-23.
        - English Learner- Decreased: -2.7%; 48.3% in 2023-24, down from 51.0% in 2022-23.
        - Low-Income- Decreased: -1.8%; 39.2% in 2023-24, down from 41.0% in 2022-23.
        - Foster Youth- Decreased: -1.9% 47.9% in 2023-24, down from 49.8% in 2022-23.
    - Attendance Rate 2024-25: Students in Foster Care
        - As of January 2025, there is a 89.4% attendance rate for students in foster care.
    - Attendance Rate 2024-25: Students from Low-Income Families
        - As of January 2025, there is a 92.9% attendance rate for students from low income families

<u>Goal 1, Action 6: Base-Funded Arts Education</u>

- The District considers the action effective in providing arts education opportunities for elementary students to improve school connectedness, academic achievement, and attendance. Based on the results of the identified metrics, most student groups increased in ELA and math performance, except for the RFEP student group. All student groups demonstrated reductions in chronic absenteeism, while increases in school connectedness were observed for most student groups, except English Learners and students in foster care. Further effectiveness will be assessed in 2025-26.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
        - African American / Black- Increased: +5.5 points; -53.5 DFS in 2023-24, up from -59.0 in 2022-23.
        - Hispanic / Latino- Increased: +4.6 points; -39.0 DFS in 2023-24, up from -43.6 in 2022-23.
        - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 in 2022-23.
        - RFEP- Decreased: -5.5 points; 2.8 DFS in 2023-24, down from 8.3 in 2022-23.
        - Standard English Learner- Increased: +5.5 points; -26.7 DFS in 2023-24, up from -32.2 in 2022-23.
        - Students with Disabilities- Increased: +2.7 points; -104.8 in 2023-24, up from -107.5 in 2022-23.
        - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
        - Foster Youth- Increased: +4.6 points; -72.9 DFS in 2023-24, up from -77.5 in 2022-23.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.

        - African American / Black- Increased: +8.6 points; -64.1 DFS in 2023-24, up from 72.7 in 2022-23.
        - Hispanic / Latino- Increased: +7.1 points; -45.2 DFS in 2023-24, up from -52.3 in 2022-23.
        - English Learner- Increased: +18.4 points; -85.3 DFS in 2023-24, up from -103.7 in 2022-23.
        - RFEP- Decreased: -0.1 points; -10.6 DFS in 2023-24, down from -10.5 in 2022-23.
        - Standard English Learner- Increased: +7.6 points; -36.1 DFs in 2023-24, up from -43.7 in 2022-23.
        - Students with Disabilities- Increased: +6.8 points; -102.1 DFS in 2023-24, up from -108.9 in 2022-23.
        - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Foster Youth- Increased: +6.3 points; -77.3 DFS in 2023-24, up from -83.6 in 2022-23.
    - Metric 2.03: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -8.0%; 28.4% in 2023-24, down from 36.4% in 2022-23.
        - African American / Black- Decreased: -7.5%; 40.9% in 2023-24, down from 48.4% in 2022-23.
        - Hispanic / Latino- Decreased: -8.6%; 29.8% in 2023-24, down from 38.4% in 2022-23.
        - English Learner- Decreased: -7.9%; 29.5% in 2023-24, down from 37.4% in 2022-23.
        - RFEP- Decreased: -4.9%; 16.0% in 2023-24, down from 20.9% in 2022-23.
        - Standard English Learner- Decreased: -9.5%; 34.5% in 2023-24, down from 44.0% in 2022-23.
        - Students with Disabilities- Decreased: -8.7%; 36.6% in 2023-24, down from 45.3% in 2022-23.
        - Low-Income- Decreased: -8.0%; 31.3% in 2023-24, down from 39.3% in 2022-23.
        - Foster Youth- Decreased: -1.1%; 32.3% in 2023-24; down from 33.3% in 2022-23.
    - Metric 2.12: Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
        - African American / Black- Increased: +0.1%; 55.9% in 2024-25, up from 55.8% in 2023-24.
        - English Learner- Decreased: -0.9%; 62.5% in 2024-25, down from 63.4% in 2023-24.
        - RFEP- Increased: +1.1%; 55.7% in 2024-25, up from 54.6% in 2023-24.
        - Standard English Learner- Increased: +0.7%; 60.8% in 2023-24, up from 60.1% in 2022-23.
        - Students with Disabilities- Increased: +0.1%; 59.0% in 2024-25, up from 58.9% in 2023-24.
        - Low-Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.
    - Metric 1.27: Implementation of Academic Standards: Purchase of Curriculum and Ongoing Professional Development for State Academic Standards
        - Visual and Performing Arts: Full Implementation

<u>Goal 1, Action 8: Base-Funded Afterschool Programs</u>

- The District considers the action effective in providing structured, afterschool programs for students beyond the school day, reinforcing academic skills and improving student attendance and school connectedness. Data reflects increased academic performance in ELA and math on the Smarter Balanced Assessment for most student groups, as well as improved attendance, and student connectedness, particularly among English Learners, students from low-income families, and students in foster care. However, English Learners and Foster Youth showed a decline in school connectedness from prior year. Further effectiveness will be assessed

in 2025-26.

- Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
  - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
  - African American / Black- Decreased: -0.3 points; -46.8 DFS in 2023-24, down from -46.5 in 2022-23.
  - Hispanic / Latino- Increased: +0.1 points; -21.9 DFS in 2023-24, up from -22.0 in 2022-23.
  - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
  - RFEP- Increased: +7.7 points; -4.9 DFS in 2023-24, up from -12.6 in 2022-23.
  - Standard English Learner- Increased: +5.4 points; -3.5 DFS in 2023-24, up from -8.9 in 2022-23.
  - Students with Disabilities- Increased: +8.6 points; -109.5 in 2023-24, up from -118.1 in 2022-23.
  - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.0 in 2022-23.
  - Foster Youth- Increased: +3.1 points; -85.9 DFS in 2023-24, up from -89.0 in 2022-23.
- Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
  - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.
  - African American / Black- Increased: +6.0 points; -140.0 DFS in 2023-24, up from -146.0 in 2022-23.
  - Hispanic / Latino- Increased: +6.6 points; -117.1 DFS in 2023-24, up from -123.7 in 2022-23.
  - English Learner- Increased: +21.1 points; -203.3 DFS in 2023-24, up from -224.4 in 2022-23.
  - RFEP- Increased: +11.4 points; -103.2 DFS in 2023-24, up from -114.6 in 2022-23.
  - Standard English Learner- Increased: +8.4 points; -104.4 DFS in 2023-24, up from -112.8 in 2022-23.
  - Students with Disabilities- Increased: +11.1 points; -193.3 DFS in 2023-24, up from -204.4 in 2022-23.
  - Low-Income- Increased: +6.9 points; -113.6 DFS in 2023-24, up from -120.5 in 2022-23.
  - Foster Youth- Increased: +22.6 points; -164.3 DFS in 2023-24, up from -186.9 in 2022-23.
- Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
  - All Students- Decreased: -2.1%; 37.3% in 2023-24, down from 39.4% in 2022-23.
  - African American / Black- Decreased: -1.1%; 46.2% in 2022-23, down from 47.3% in 2022-23.
  - English Learner- Decreased: -2.7%; 48.3% in 2023-24, down from 51.0% in 2022-23.
  - RFEP- Decreased: -2.5%; 33.8% in 2023-24, down from 36.3% in 2022-23.
  - Standard English Learner- Decreased: -2.2%; 40.2% in 2023-24, down from 42.4% in 2022-23
  - Students with Disabilities- Decreased: -4.2%; 44.7% in 2023-24, down from 48.9% in 2022-23.
  - Low-Income- Decreased: -1.8%; 39.2% in 2023-24, down from 41.0% in 2022-23.
  - Foster Youth- Decreased: -1.9% 47.9% in 2023-24, down from 49.8% in 2022-23.
- Metric 2.12: Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
  - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
  - African American / Black- Increased: +0.1%; 55.9% in 2024-25, up from 55.8% in 2023-24.
  - English Learner- Decreased: -0.9%; 62.5% in 2024-25, down from 63.4% in 2023-24.
  - RFEP- Increased: +1.1%; 55.7% in 2024-25, up from 54.6% in 2023-24.
  - Standard English Learner- Increased: +0.7%; 60.8% in 2023-24, up from 60.1% in 2022-23.
  - Students with Disabilities- Increased: +0.1%; 59.0% in 2024-25, up from 58.9% in 2023-24.
  - Low-Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.

        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.

Goal 1, Action 10: Gifted and Talented Education (GATE) Programs

- The District considers the action to promote and increase the GATE program as positively impacting student achievement and engagement and motivation. All student groups reported gains across the three metrics- Advanced Placement (AP) pass rate, A-G Completion, and four-year cohort graduation rate - particularly for English Learners, students from low-income families, and students in foster care. Further effectiveness will be assessed in 2025-26.
    - Metric 1.17: Advanced Placement (AP) Pass Rate (Percent of AP Exams with a Score of 3 or higher)
        - All Students- Increased: +5.4%; 46.3% in 2023-24, up from 40.9% in 2022-23.
        - African American / Black- Increased: +6.0%; 34.0% in 2023-24, up from 28.0% in 2022-23.
        - Hispanic / Latino- Increased: +4.9%; 38.1% in 2023-24, up from 33.2% in 2022-23.
        - English Learner - Increased: +6.3%; 53.5% in 2023-24, up from 47.2% in 2022-23.
        - RFEP- Increased: +4.8%; 38.7% in 2023-24, up from 33.9% in 2022-23.
        - Standard English Learner- Increased: +5.4%; 40.3% in 2023-24, up from 34.9% in 2022-23
        - Students with Disabilities- Increased: +3.2%; 26.5% in 2023-24, up from 23.3% in 2022-23.
        - Low-Income- Increased: +5.4%; 40.3% in 2023-24, up from 34.9% in 2022-23.
        - Foster Youth- Increased: +3.5%; 20.2% in 2023-24, up from 16.7% in 2022-23.
    - Metric 1.18- A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - African American / Black- Increased: +4.9%; 50.4% in 2023-24, up from 45.5% in 2022-23.
        - Hispanic / Latino- Increased: +3.7%; 54.3% in 2023-24, up from 50.6% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - RFEP- Increased: +1.9%; 60.3% in 2023-24, up from 58.4% in 2022-23.
        - Standard English Learner- Increased: +3.9%; 56.2% in 2023-24, up from 52.3% in 2022-23.
        - Students with Disabilities- Increased: +1.5%; 29.4% in 2023-24, up from 27.9% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.
    - Metric 1.25- Four-Year Cohort Graduation Rate
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - African American / Black- Increased: +1.8%; 84.2% in 2023-24, up from 82.4% in 2022-23.
        - Hispanic / Latino- Increased: +3.2%; 86.7% in 2023-24, up from 83.5% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - RFEP- Increased: +0.7%; 90.9% in 2023-24, up from 90.2% in 2022-23.
        - Standard English Learner- Increased: +1.5%; 88.1% in 2023-24, up from 86.6% in 2022-23.
        - Students with Disabilities- Increased: +0.5%; 71.0% in 2023-24, up from 70.5% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.

Goal 1, Action 11: Differentiated Local Supports for Students

- The District considers the action effective in supporting the academic achievement of students from low-income families attending high-needs schools, Tier 2 and Tier 3 schools. The data from the identified metrics demonstrated increased achievement for students from low income families across all three District goals- Postsecondary Success, Literacy, and Numeracy. Students from low-income families showed an increase in A-G completion rate, and made improvements in Distance from Standard (DFS) on Smarter Balanced Assessments (grades 3-8, 11) in ELA and math. Further effectiveness will be assessed in 2025-26.
    - District Goal 1: Postsecondary Success
        - Metric 1.18- A-G Completion Rate
            - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
            - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
    - District Goal 2: Literacy
        - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
            - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
            - Low-Income- Increased: +6.1 points; -39.7 DFS in 2023-24, up from -45.8 in 2022-23.
        - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
            - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
            - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
        - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
            - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
            - Low-Income- Increased: +6.2 points; -44.2 DFS in 2023-24, up from -50.4 in 2022-23.
        - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
            - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
            - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.0 in 2022-23.
    - District Goal 3: Numeracy
        - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
            - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
            - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
            - All Students- Increased: +8.2 points; -71.9 DFS in 2023-24, up from -80.1 in 2022-23.
            - Low-Income- Increased: +8.9 points; -87.9 DFS in 2023-24, up from -96.8 in 2022-23.
        - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
            - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.
            - Low-Income- Increased: +6.9 points; -113.6 DFS in 2023-24, up from -120.5 in 2022-23.

Goal 1, Action 12: School-Level Supports for Individualized Learning Interventions

- The District considers the action effective in providing school-level supports to improve academic outcomes through individualized student learning interventions to targeted student populations (English Learners, students from low-income families, and students in foster care). Data highlights increased literacy rates, higher graduation and A-G completion rates, and improved student engagement than prior year. Academic performance improved across most measures, including student grades, DIBELS early literacy assessments, and Smarter Balanced Assessments in ELA and Math, especially for English Learners and Low-Income students. However, Foster Youth showed a slight decline in academic outcomes. All student groups demonstrated increases in graduation and A-G completion rates, indicating success in college and career readiness efforts. Within the School Experience Survey, there is an area for growth for Foster Youth, whose perceptions of school connectedness and school safety are lower than those of other student groups. Further effectiveness will be assessed in 2025-26.
    - Increased number of secondary students receiving C or better grades on report cards
        - Overall: Increased- 59.2%, as of March 2025, compared to 53.0% in March 2024.
        - English Learners: Increased- 38.9%, as of March 2025, compared to 21.3% in March 2024.
        - Low Income: Increased- 55.7%, as of March 2025, compared to 50.7% in March 2024.
        - Foster Youth: Increased- 36.1%, as of March 2025, compared to 29.6% in March 2024.
    - Improved School Experience Survey results for students and teachers
        - Students agreeing that “In my classes, my teachers tell me how I can make work better” (2024-25)
            - Elementary School (Overall): 87.3% compared to 86.4% in 2023-24.
                - English Learners: 86.2% compared to 85.5% in 2023-24.
                - Foster Youth: 86.2% compared to 83.3% in 2023-24.
                - Low Income: 87.3% compared to 86.5% in 2023-24.
            - Middle School (Overall): 72.9% compared to 70.5% in 2023-24.
                - English Learners: 75.5% compared to 73.1% in 2023-24.
                - Foster Youth: 69.9% compared to 67.2% in 2023-24.
                - Low Income: 73.2% compared to 70.8% in 2023-24.
            - High School (Overall): 69.7% compared to 69.7% in 2023-24.
                - English Learners: 75.5% compared to 74.5% in 2023-24.
                - Foster Youth: 66.8% compared to 69.4% in 2023-24.
                - Low Income: 69.9% compared to 69.9% in 2023-24.
        - Students agreeing that “Teachers go out of their way to help students” (2024-25)
            - Elementary School (Overall): 77.4% compared to 78.1% in 2023-24.
                - English Learners: 80.2% compared to 81.4% in 2023-24.
                - Foster Youth: 76.8% compared to 77.8% in 2023-24.
                - Low Income: 77.8% compared to 78.7% in 2023-24.
            - Middle School (Overall): 59.8% compared to 58.5% in 2023-24.
                - English Learners: 67.9% compared to 66.8% in 2023-24.
                - Foster Youth: 55.2% compared to 53.8% in 2023-24.
                - Low Income: 60.2% compared to 59.2% in 2023-24.
            - High School (Overall): 61.0% compared to 61.6% in 2023-24.

            - English Learners: 69.3% compared to 70.2% in 2023-24.
            - Foster Youth: 58.7% compared to 61.4% in 2023-24.
            - Low Income: 61.3% compared to 62.1% in 2023-24.
        - Students agreeing that “My teachers make learning fun” (2024-25)
            - Elementary School (Overall): 66.2% compared to 65.9% in 2023-24.
                - English Learners: 68.6% compared to 68.6% in 2023-24.
                - Foster Youth: 69.1% compared to 67.4% in 2023-24.
                - Low Income: 66.0% compared to 65.7% in 2023-24.
            - Middle School (Overall): 41.3% compared to 35.9% in 2023-24.
                - English Learners: 45.5% compared to 42.6% in 2023-24.
                - Foster Youth: 32.6% compared to 35.0% in 2023-24.
                - Low Income: 40.5% compared to 35.4% in 2023-24.
            - High School (Overall): 45.5% compared to 41.5% in 2023-24.
                - English Learners: 52.3% compared to 48.5% in 2023-24.
                - Foster Youth: 40.9% compared to 40.3% in 2023-24.
                - Low Income: 45.1% compared to 41.3% in 2023-24.
    - Improved outcomes on DIBELS (TK-2 Reading)
        - Increase of Students in the Proficient and Above Bands:
            - 2024-25: Increased- 57.7% on the Middle-of-Year (MOY) DIBELS assessment, up from 50.5% on the Beginning-of-Year (BOY) DIBELS assessment.
            - 2023-24: 58.7% on the Middle-of-Year (MOY) DIBELS assessment.
        - Decrease of Students in the Well Below Basic and Below Basic Bands
            - 2024-25: Decreased- 49.6% on the Middle-of-Year (MOY) DIBELS assessment, down from 42.3% on the Beginning-of-Year (BOY) DIBELS assessment.
            - 2023-24: 41.4% on the Middle of Year (MOY) DIBELS assessment.
    - Improved outcomes on i-Ready (Grades 3-12 Reading; Grades TK-12 Math)
        - Grades 3-12 i-Ready Reading scores:
            - Improved:
                - Middle-of-Year (MOY) Assessment 2024-25: 30.2% mid or above grade level; 21.9% of students at one grade level below; 11.3% of students two grade levels below; 36.6% of students three grade levels below.
                - Beginning-of-Year (BOY) Assessment 2024-25: 23.3% mid or above grade level; 21.1% of students at one grade level below; 12.7% of students two grade levels below; 42.9% of students three grade levels below.
        - Grades TK-12 i-Ready Math scores:
            - Improved:
                - Middle-of-Year (MOY) Assessment 2024-25: 26.5% mid or above grade level; 32.9% of students at one grade level below; 12.2% of students two grade levels below; 28.4% of students three grade levels below.
                - Beginning-of-Year (BOY) Assessment 2024-25: 15.8% mid or above grade level; 33.6% of students at one grade level below; 16.5% of students two grade levels below; 34.1% of students three grade levels below.

- Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
  - All Students- Increased: +1.4%; 70.4% in 2023-24, up from 69.0% in 2022-23.
  - English Learner- Increased: +3.3%; 59.6% in 2023-24, up from 56.3% in 2022-23.
  - Low-Income- Increased: +2.4%; 72.1% in 2023-24, up from 69.7% in 2022-23.
  - Foster Youth- Increased: +5.3%; 61.9% in 2023-24, up from 56.6% in 2022-23.
- Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
  - All Students- Increased: +0.2%; 70.1% in 2023-24, up from 69.9% in 2022-23.
  - English Learner- Increased: +0.8%; 51.1% in 2023-24, up from 50.3% in 2022-23.
  - Low-Income- Increased: +1.4%; 68.5% in 2023-24, up from 69.0% in 2022-23.
  - Foster Youth- Decreased: -6.3%; 50.5% in 2023-24, down from 56.8% in 2022-23.
- Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
  - All Students- Increased: +0.9%; 67.0% in 2023-24, up from 66.1% in 2022-23.
  - English Learner- Increased: +3.7%; 46.6% in 2023-24, up from 42.9% in 2022-23.
  - Low-Income- Increased: +2.0%; 64.7% in 2023-24, up from 62.7% in 2022-23.
  - Foster Youth- Decreased: -2.9%; 50.2% in 2023-24, down from 53.1% in 2022-23.
- Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
  - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
  - English Learner- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
  - Low-Income- Increased: +11.0 points; -39.7 DFS in 2023-24, up from -45.8 in 2022-23.
  - Foster Youth- Increased: +2.5 points; -71.5 DFS in 2023-24, up from -74.0 in 2022-23.
- Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
  - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
  - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 in 2022-23.
  - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
  - Foster Youth- Increased: +4.6 points; -72.9 DFS in 2023-24, up from -77.5 in 2022-23.
- Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
  - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
  - English Learner- Increased: +15.4 points; -143.9 DFS in 2023-24, up from -159.3 in 2022-23.
  - Low-Income- Increased: +6.2 points; -44.2 DFS in 2023-24, up from -50.4 in 2022-23.
  - Foster Youth- Increased: +2.6 points; -88.6 DFS in 2023-24, up from -91.2 in 2022-23.
- Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
  - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
  - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
  - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.0 in 2022-23.
  - Foster Youth- Increased: +3.1 points; -85.9 DFS in 2023-24, up from -89.0 in 2022-23.
- Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
  - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
  - English Learner- Increased: +18.4 points; -85.3 DFS in 2023-24, up from -103.7 in 2022-23.

        - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Foster Youth- Increased: +6.3 points; -77.3 DFS in 2023-24, up from -83.6 in 2022-23.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +8.2 points; -71.9 DFS in 2023-24, up from -80.1 in 2022-23.
        - English Learner- Increased: +15.1 points; -172.9 DFS in 2023-24, up from -188.0 in 2022-23.
        - Low-Income- Increased: +8.9 points; -87.9 DFS in 2023-24, up from -96.8 in 2022-23.
        - Foster Youth- Increased: +3.8 points; -140.1 DFS in 2023-24, up from -143.9 in 2022-23.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.
        - English Learner- Increased: +21.1 points; -203.3 DFS in 2023-24, up from -224.4 in 2022-23.
        - Low-Income- Increased: +6.9 points; -113.6 DFS in 2023-24, up from -120.5 in 2022-23.
        - Foster Youth- Increased: +22.6 points; -164.3 DFS in 2023-24, up from -186.9 in 2022-23.
    - Metric 1.18- A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.
    - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - All Students- Increased: +0.8%; 64.3% in 2024-25, up from 63.5% in 2023-24.
        - English Learner- Increased: +0.4%; 67.1% in 2024-25, up from 66.7% in 2023-24.
        - Low Income- Increased: +0.8%; 63.3% in 2024-25, up from 62.5% in 2023-24.
        - Foster Youth- Decreased: -1.4%; 65.0% in 2024-25, down from 66.4% in 2023-24.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
        - English Learner- Decreased: -0.9%; 62.5% in 2024-25, down from 63.4% in 2023-24.
        - Low-Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.

<u>Goal 1, Action 13: Early Education and Universal Transitional Kindergarten (UTK)</u>

- The District considers the action effective in reducing opportunity gaps for students, primarily students from low-income families, through the implementation of early childhood education and UTK. The metrics highlight improvement in early literacy, especially for low-income students, as evidenced by DIBELS performance in grades K-2. Further effectiveness will be assessed in 2025-26.

    - Metric 1.01: DIBELS- Percent of Students Meeting Early Literacy Benchmarks in Kindergarten:
        - All Students- Increased: +1.4%; 70.4% in 2023-24, up from 69.0% in 2022-23.
        - Low-Income- Increased: +2.4%; 72.1% in 2023-24, up from 69.7% in 2022-23.
    - Metric 1.02: DIBELS- Percent of Students Meeting Early Literacy Benchmarks in Grade 1:
        - All Students- Increased: +0.25; 70.1% in 2023-24, up from 69.9% in 2022-23.
        - Low-Income- Increased: +1.4%; 68.5% in 2023-24, up from 67.1% in 2022-23.
    - Metric 1.03: DIBELS- Percent of Students Meeting Early Literacy Benchmarks in Grade 2:
        - All Students- Increased: +0.9%; 67.0% in 2023-24, up from 66.1% in 2022-23.
        - Low-Income- Increased: +2.0%; 64.7% in 2023-24, up from 62.7% in 2022-23.
- Improved outcomes for UTK classrooms three times a year for progress reports and parent conferences
    - 2024-25: By December 2024, the following student progress was determined:
        - 46.6% of students met kindergarten readiness standards in Language and Literacy.
        - 37.3% of students met kindergarten readiness standards in Mathematics.
        - 43.2% of students met kindergarten readiness standards in Social Emotional Learning.
    - 2023-24: By the end of 2023-24, the following student progress was determined:
        - 44% of students met kindergarten readiness standards in Language and Literacy.
        - 44% of students met kindergarten readiness standards in Mathematics.
        - 70% of students met kindergarten readiness standards in Social Emotional Learning.
    - As students complete the 2024-25 school year, based on results from December 2024, the expectation is that outcomes will improve as measured by kindergarten readiness standards in Language and Literacy, Mathematics, and Social Emotional Learning.

<u>Goal 1, Action 14: Literacy and Numeracy Interventionist Program</u>

- The District considers the action effective in supporting elementary students, particularly English Learners, students from low-income families, and foster youth who are below grade level proficiency in literacy and math. The metric data highlights, for students in intervention only, increased proficiency in literacy and reading skills as evidenced by DIBELS and i-Ready assessment as well as math proficiency as demonstrated by improvement in i-Ready scores. The identified student groups showed increased performance in early literacy except for Foster Youth as evidenced by DIBELS assessments (grades K-2). All identified student groups showed increases in ELA and math proficiency on Smarter Balanced Assessments (grades 3-5). Further effectiveness will be assessed in 2025-26.
    - Literacy: Improved outcomes on DIBELS benchmark growth and progress monitoring data for K-2 (Students in Intervention Only)
        - Overall: Improved 18.7%- 63.5% of K-2 students in intervention scored Well Below Basic on the Middle-of-Year (MOY) DIBELS assessment, down from 82.2% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - English Learner: Improved 18.8%- 67.7% of K-2 students in intervention scored Well Below Basic on the Middle-of-Year (MOY) DIBELS assessment, down from 86.8% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - Low Income: Improved 19%- 64.0% of K-2 students in intervention scored Well Below Basic on the Middle-of-Year

(MOY) DIBELS assessment, down from 83.1% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - Foster Youth: Improved 19.8%- 69.5% of K-2 students in intervention scored Well Below Basic on the Middle-of-Year (MOY) DIBELS assessment, down from 89.3% on the Beginning-of-Year (BOY) assessment in 2024-25.
    - Literacy: i-Ready Reading Diagnostic for grades 3-12 students as applicable (Students in Intervention Only)
        - Overall: Improved 17.7%- 42.3% of grades 3-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 60.0% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - English Learner: Improved 19.2%- 52.9% of grades 3-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 72.1% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - Low Income: Improved 18.7%- 43.3% of grades 3-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 62.0% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - Foster Youth: Improved 13.5%- 51.0% of grades 3-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 64.5% on the Beginning-of-Year (BOY) assessment in 2024-25.
    - Math: Improved outcomes on i-Ready mathematics diagnostic and progress monitoring data within the platform (Students in Intervention Only)
        - Overall: Improved 13.8%- 14.2% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 28.0% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - English Learner: Improved 16.7%- 15.9% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 32.6% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - Low Income: Improved 14.1%- 14.2% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 28.3% on the Beginning-of-Year (BOY) assessment in 2024-25.
        - Foster Youth: Improved 10.4%- 16.6% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 26.5% on the Beginning-of-Year (BOY) assessment in 2024-25.
    - Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
        - All Students- Increased: +1.4%; 70.4% in 2023-24, up from 69.0% in 2022-23.
        - English Learner- Increased: +3.3%; 59.6% in 2023-24, up from 56.3% in 2022-23.
        - Low-Income- Increased: +2.4%; 72.1% in 2023-24, up from 69.7% in 2022-23.
        - Foster Youth- Increased: +5.3%; 61.9% in 2023-24, up from 56.6% in 2022-23.
    - Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
        - All Students- Increased: +0.2%; 70.1% in 2023-24, up from 69.9% in 2022-23.
        - English Learner- Increased: +0.8%; 51.1% in 2023-24, up from 50.3% in 2022-23.

        - Low-Income- Increased: +1.4%; 68.5% in 2023-24, up from 69.0% in 2022-23.
        - Foster Youth- Decreased: -6.3%; 50.5% in 2023-24, down from 56.8% in 2022-23.
    - Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
        - All Students- Increased: +0.9%; 67.0% in 2023-24, up from 66.1% in 2022-23.
        - English Learner- Increased: +3.7%; 46.6% in 2023-24, up from 42.9% in 2022-23.
        - Low-Income- Increased: +2.0%; 64.7% in 2023-24, up from 62.7% in 2022-23.
        - Foster Youth- Decreased: -2.9%; 50.2% in 2023-24, down from 53.1% in 2022-23.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
        - English Learner- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
        - Low-Income- Increased: +11.0 points; -39.7 DFS in 2023-24, up from -45.8 in 2022-23.
        - Foster Youth- Increased: +2.5 points; -71.5 DFS in 2023-24, up from -74.0 in 2022-23.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
        - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 in 2022-23.
        - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
        - Foster Youth- Increased: +4.6 points; -72.9 DFS in 2023-24, up from -77.5 in 2022-23.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
        - English Learner- Increased: +18.4 points; -85.3 DFS in 2023-24, up from -103.7 in 2022-23.
        - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Foster Youth- Increased: +6.3 points; -77.3 DFS in 2023-24, up from -83.6 in 2022-23.

<u>Goal 1, Action 15: Secondary Literacy Supports and Interventions</u>

- The District considers the action effective in providing secondary literacy supports and interventions towards increasing reading skills of English Learners, students from low-income families, and students in foster care. The metric data shows that students in the Tier III ELA intervention program benefitted from supports as demonstrated with increased ELA scores on i-Ready assessments. The identified student groups increased in ELA proficiency as demonstrated on Smarter Balanced Assessment results (grades 6-8, 11). Further effectiveness will be assessed in 2025-26.
    - Improved outcomes on i-Ready: Student reading skills growth in Tier III ELA intervention program
        - i-Ready baseline data: Comparing reading skills growth for grades 6-12 students participating in the Tier III English Language Arts (ELA) intervention program from the Beginning-of-Year (BOY) i-Ready assessment to the Middle-of-Year (MOY) i-Ready assessment in 2024-25.
            - Overall: Improved
                - Middle-of-Year (MOY) Assessment 2024-25: 18.1% mid or above grade level; 18.7% of students at one grade level below; 11.5% of students two grade levels below; 51.6% of students three grade levels below.
                - Beginning-of-Year (BOY) Assessment 2024-25: 12.1% mid or above grade level; 16.5% of students at one

grade level below; 11.7% of students two grade levels below; 60.0% of students three grade levels below.
- English Learners: Improved
  - Middle-of-Year (MOY) Assessment 2024-25: 4.2% mid or above grade level; 10.1% of students at one grade level below; 11.1% of students two grade levels below; 74.6% of students three grade levels below.
  - Beginning-of-Year (BOY) Assessment 2024-25: 1.1% mid or above grade level; 5.7% of students at one grade level below; 9.3% of students two grade levels below; 84.0% of students three grade levels below.
- Low-Income: Improved
  - Middle-of-Year (MOY) Assessment 2024-25: 17.9% mid or above grade level; 18.9% of students at one grade level below; 11.7% of students two grade levels below; 51.5% of students three grade levels below.
  - Beginning-of-Year (BOY) Assessment 2024-25: 11.7% mid or above grade level; 16.4% of students at one grade level below; 11.7% of students two grade levels below; 60.2% of students three grade levels below.
- Foster Youth: Improved
  - Middle-of-Year (MOY) Assessment 2024-25: 12.4% mid or above grade level; 14.4% of students at one grade level below; 13.2% of students two grade levels below; 60.0% of students three grade levels below.
  - Beginning-of-Year (BOY) Assessment 2024-25: 7.1% mid or above grade level; 11.2% of students at one grade level below; 11.1% of students two grade levels below; 71.0% of students three grade levels below.

- Metric 1.06- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts (ELA) - Grades 6-8
  - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
  - English Learner- Increased: +15.4 points; -143.9 DFS in 2023-24, up from -159.3 in 2022-23.
  - Low-Income- Increased: +6.2 points; -44.2 DFS in 2023-24, up from -50.4 in 2022-23.
  - Foster Youth- Increased: +2.6 points; -88.6 DFS in 2023-24, up from -91.2 in 2022-23.
- Metric 1.07- Smarter Balanced Results: Distance from Standard (DFS) Met in ELA - Grade 11
  - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
  - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
  - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.7 in 2022-23.
  - Foster Youth- Increased: +3.1 points; -85.9 DFS in 2023-24, up from -89.0 in 2022-23.
- Metric 1.21- Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - ELA
  - All Students- Increased: +1.1%; 21.9% in 2023-24, up from 20.8% in 2022-23.
  - English Learner- Increased: +0.1%; 0.1% in 2023-24, up from 0.0% in 2022-23.
  - Low-Income- Increased: +0.9%; 18.9% in 2023-24, up from 18.0% in 2022-23.
  - Foster Youth- Decreased: -3.7%; 3.8% in 2023-24, down from 7.5% in 2022-23.

<u>Goal 1, Action 17: Standard English Learner Supports</u>

- The District considers the action effective in developing college and career readiness for Standard English Learners (SEL) and African American / Black students. The metric data highlights increased performance for SEL and African American / Black students in graduation and A-G completion rates, as well as a decreased high school dropout rate from prior year. Further effectiveness will be assessed in 2025-26.

- Academic English Mastery Program (AEMP)
  - Improved LAS Links beginning-of-year (BOY) and middle-of-year (MOY) assessment data
    - Overall percentage of students scoring At or Above Proficient was 16% on the BOY in fall 2024, compared to 23% scoring At or Above Proficient on MOY in winter 2025.
  - Improved DIBELS and Smarter Balanced Assessment (SBA) English Language Arts (ELA) scores
    - DIBELS:
      - Increased: The percentage of students scoring at benchmark and above on the Beginning-of-Year (BOY) assessment increased 7.92% in 2024-25, from 43.4% in BOY to 51.3% in MOY.
    - Smarter Balanced Assessment (SBA) ELA scores
      - Increased: 30% of SEL students who Met or Exceeded standards in 2023-24, up from 27% in 2022-23.
- UCLA-LAUSD Collaborative: partnership between the District, UCLA, and the College Board aims to boost the college readiness of African American Standard English Learner (SEL) students by offering workshops on A-G requirements, college fairs, AP course participation, exam preparation, and other resources.
  - Increased number of students on track for A-G Completion with a “C” or better
    - Increased: 40.4% of African American students attending UCLA-LAUSD Collaborative schools are on track to meet A-G requirements in 2024-25, as of March 2025, compared to 46% in 2023-24. Expected improvement by June 2025.
- Metric 1.18: A-G Completion Rate
  - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
  - African American / Black- Increased: +4.9%; 50.4% in 2023-24, up from 45.5% in 2022-23.
  - Standard English Learner- Increased: +3.9%; 56.2% in 2023-24, up from 52.3% in 2022-23.
- Metric 1.24: High School Dropout Rate
  - All Students- Decreased: -2.3%; 7.4% in 2023-24, down from 9.7% in 2022-23.
  - African American / Black- Decreased: -1.1%; 9.4% in 2023-24, down from 10.5% in 2022-23.
  - Standard English Learner- Decreased: -0.7%; 6.6% in 2023-24, down from 7.3% in 2022-23.
- Metric 1.25: Four-Year Cohort Graduation Rate
  - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
  - African American / Black- Increased: +1.8%; 84.2% in 2023-24, up from 82.4% in 2022-23.
  - Standard English Learner- Increased: +1.5%; 88.1% in 2023-24, up from 86.6% in 2022-23.

<u>Goal 1, Action 19: Special Education: Base Program</u>
<u>Goal 1, Action 24: Special Education Transition Services</u>

- The District considers the action effective in increasing academic achievement and college and career readiness of students with disabilities. Students with disabilities demonstrated growth in early literacy (grades K-2), increased proficiency in ELA and math proficiency on Smarter Balanced Assessments (grades 3-8, 11), as well as growth in graduation rate and A-G completion. Further effectiveness will be assessed in 2025-26.
  - Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten

        - All Students- Increased: +1.4%; 70.4% in 2023-24, up from 69.0% in 2022-23.
        - Students with Disabilities- Increased: +0.4%; 44.6% in 2023-24, up from 44.2% in 2022-23.
    - Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
        - All Students- Increased: +0.2%; 70.1% in 2023-24, up from 69.9% in 2022-23.
        - Students with Disabilities- Increased: +1.4%; 44.8% in 2023-24, up from 43.4% in 2022-23.
    - Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
        - All Students- Increased: +0.9%; 67.0% in 2023-24, up from 66.1% in 2022-23.
        - Students with Disabilities- Increased: +5.5%; 38.1% in 2023-24, 32.6% in 2022-23.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
        - Students with Disabilities- Increased: +5.2 points; -96.7 DFS in 2023-24, up from -101.9 in 2022-23.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
        - Students with Disabilities- Increased: +2.7 points; -104.8 in 2023-24, up from -107.5 in 2022-23.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
        - Students with Disabilities- Increased: +6.0 points; -123.3 in 2023-24, up from -129.3 in 2022-23.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
        - Students with Disabilities- Increased: +8.6 points; -109.5 in 2023-24, up from -118.1 in 2022-23.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
        - Students with Disabilities- Increased: +6.8 points; -102.1 DFS in 2023-24, up from -108.9 in 2022-23.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +8.2 points; -71.9 DFS in 2023-24, up from -80.1 in 2022-23.
        - Students with Disabilities- Increased: +7.5 points; -165.9 DFS in 2023-24, up from -173.4 in 2022-23.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.
        - Students with Disabilities- Increased: +11.1 points; -193.3 DFS in 2023-24, up from -204.4 in 2022-23.
    - Metric 1.16: Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs
        - All Students with Disabilities- Increased: +2.1%; 74.7% in 2023-24, up from 72.6% in 2022-23.
    - Metric 1.18: A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - Students with Disabilities- Increased: +1.5%; 29.4% in 2023-24, up from 27.9% in 2022-23.
    - Metric 1.25: Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - Students with Disabilities- Increased: +0.5%; 71.0% in 2023-24, up from 70.5% in 2022-23.

Goal 1, Action 20: Special Education: Extended School Year (ESY)

- The District considers the action partially effective in mitigating the learning loss of students with disabilities by providing continued academic engagement over summer 2024. Based on the results of the i-Ready assessments in Reading and Math in fall 2024, there was effectiveness in minimizing regression for students who had participated in ESY services. Further effectiveness will be assessed in 2025-26 with the ability to compare two years of data.
    - Compare i-Ready end-of-year (EOY) scores to beginning-of-year (BOY) scores for students who participated in ESY. This will allow us to determine if regression was minimized.
        - i-Ready Reading:
            - Baseline: 0.8% of participating ESY students (20/2,535) scored proficient and above on the Beginning-of-Year (BOY) fall 2024 assessment, compared to 2.5% of students (63/2,535) proficient and above on the End-of-Year (EOY) spring 2024 assessment.
        - i-Ready Math:
            - Baseline: 0.8% of participating ESY students (31/4,078) scored proficient and above on the Beginning-of-Year (BOY) fall 2024 assessment, compared to 6.5% of students (267/4,078) proficient and above on the End-of-Year (EOY) spring 2024 assessment.

Goal 1, Action 21: Special Education: Intensive Diagnostic Education Centers (IDEC)

- The District considers the action effective in increasing literacy skills of students with disabilities who have severe dyslexia or other text impairments. Increased proficiency on literacy assessments, as evidenced in the below metrics, indicate the instructional supports are effective. Further effectiveness will be assessed in 2025-26 with the ability to compare two years of data.
    - Improved Benchmark assessment data (WIAT and/or Woodcock-Johnson)
        - Baseline: From fall 2023 to spring 2024, IDEC students grew an average of 12.5 standard score points on the Wechsler Individual Achievement Test (WIAT)/Woodcock-Johnson IV Tests of Achievement (WJIV) pseudoword decoding measures and 7.25 standard score points on word identification measures.
    - Improved i-Ready scores
        - Baseline: From fall 2024, to winter 2025, IDEC students grew by an average of 29 scaled score points on the i-Ready Reading Diagnostic, a score that reflects 52% progress towards annual Stretch Growth and 135% progress toward annual Typical Growth.

Goal 1, Action 22: Special Education: Inclusion Services

- The District considers the action partially effective by increasing inclusion education services and improving academic performance for Students with Disabilities. Students with Disabilities increased their participation in general education and demonstrated increased proficiency in ELA on the Smarter Balanced Assessment, but math proficiency declined. On i-Ready assessments, students with disabilities showed growth in ELA and math. Further effectiveness will be assessed in 2025-26.

- Metric 1.14: Percent of Students with Disabilities Who are in the General Education Program at Least 80% of the School Day:
  - Students with Disabilities- Increased: 2.3%; 63.9% in 2023-24, up from 61.6% in 2022-23.
- Increased percent of students with disabilities who are in the general education program at least 80% of the school day
  - Increased: 65.2% of students with disabilities are being served in the general education program for at least 80% or more of the school day, as of March 2025, up from 64.3% during the same period in 2023-24.
- Decreased percent of students with disabilities who are in the general education program 40% or less of the school day
  - Decreased: 23% of students with disabilities served in general education classrooms 40% or less of the school day, as of March 2025, down from 29.5% during the same period in 2023-24.
- Improved ELA and Math SBA scores for students with disabilities included in general education for 80% or more of the day
  - English Language Arts (ELA) Smarter Balanced Assessment (SBA):
    - Increased: 18.9% of students with disabilities who spent 80% or more of the day in general education met or exceeded standards, in spring 2024, up from 16.5% in spring 2023.
  - Mathematics Smarter Balanced Assessment (SBA):
    - Decreased: 15.0% of students with disabilities who spent 80% or more of the day in general education met or exceeded standards, in spring 2024, down from 15.3% in spring 2023.
- Improved growth in i-Ready diagnostic assessments from BOY to EOY for students with disabilities included in general education for 80% or more of the day
  - i-Ready English Language Arts (ELA):
    - Increased: 13.0% of students with disabilities who spent 80% or more of the day in general education scored proficient and above, on the Middle-of-Year (MOY) assessment, up from 8.7% on the Beginning-of-Year (BOY) assessment in fall 2024.
  - i-Ready Mathematics:
    - Increased: 12.7% of students with disabilities who spent 80% or more of the day in general education scored proficient and above, on the Middle-of-Year (MOY) assessment, up from 6.0% on the Beginning-of-Year (BOY) assessment in fall 2024.

<u>Goal 1, Action 23: Special Education: Special Day Program</u>

- The District considers the action effective in supporting Students with Disabilities in a Special Day Program by increasing inclusive education in a general education classroom setting and improving ELA and math proficiency as evidenced on formative assessments, i-Ready, in mid-year 2024-25. Further effectiveness will be assessed in 2025-26.
  - Increased time spent in general education classes
    - Increased the percentage of students served in general education classes, 0-40% of the time from 26% in June 2024, to 28.5% in March 2025. This progress monitoring measure was instituted beginning with 2024-25.
  - I-Ready scores from beginning-of-year (BOY) assessments to middle-of-year (MOY) assessments and middle-of-year (MOY) assessments to end-of-year (EOY) assessments
    - English Language Arts: Increased- 1.6% of students in the Special Day Program scored proficient and above in i-Ready Reading in fall 2024, up from 1.3% in fall 2023. The percentage of students scoring proficient and above in fall 2024

grew to 2.6% in January 2025 on the MOY assessment.
        - Math: Increased- 1.35% of students in Special Day Program scored proficient and above in i-Ready Math in fall 2024, up from 1.2% in fall 2023. The percentage of students scoring proficient and above in fall 2024 grew to 3.1% in January 2025 on the MOY assessment.

Goal 1, Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs

- The District considers the action effective in increasing achievement of English Learners, students from low-income families, and students in foster care in AP course pass rates, A-G completion, and IB Diploma achievement. All identified student groups demonstrated improvement in the metrics from prior year. Further effectiveness will be assessed in 2025-26.
    - Metric 1.17: Advanced Placement (AP) Pass Rate (Percent of AP Exams with a Score of 3 or higher)
        - All Students- Increased: +5.4%; 46.3% in 2023-24, up from 40.9% in 2022-23.
        - English Learner - Increased: +6.3%; 53.5% in 2023-24, up from 47.2% in 2022-23.
        - Low-Income- Increased: +5.4%; 40.3% in 2023-24, up from 34.9% in 2022-23.
        - Foster Youth- Increased: +3.5%; 20.2% in 2023-24, up from 16.7% in 2022-23.
    - Metric 1.18: A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.
    - Metric: Increased percentage of Diploma Programme students receiving an IB Diploma
        - Increased: 62% of students enrolled in the Diploma Programme received IB Diplomas in 2023-24, up from 49% in 2022-23. IB schools registered 866 IB exams, with 1,074 exams expected in 2025.

Goal 1, Action 26: Districtwide A-G Interventions
Goal 1, Action 27: Diploma Program
Goal 1, Action 28: College Access Program

- The District considers the actions partially effective in supporting students, particularly English Learners, students from low-income families, and students in foster care, with increased academic progress and college and career readiness as evidenced in identified metrics including A-G completion rate, graduation rate, FAFSA/CADAA submissions, and reduced high school drop-out rates. However, as of February 2025, fewer students in the identified student groups are on-track to complete A-G courses with a grade of “C” or better compared to the same period in 2024. Further effectiveness will be assessed in 2025-26.
    - Metric 1.18- A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.

- Metric 1.21: Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts
  - All Students- Increased: +1.1%; 21.9% in 2023-24, up from 20.8% in 2022-23.
  - English Learner- Increased: +0.1%; 0.1% in 2023-24, up from 0.0% in 2022-23.
  - Low-Income- Increased: +0.9%; 18.9% in 2023-24, up from 18.0% in 2022-23.
  - Foster Youth - Decreased: -3.7%; 3.8% in 2023-24, down from 7.5% in 2022-23.
- Metric 1.22- Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics
  - All Students- Increased: +0.2%; 7.5% in 2023-24, up from 7.3% in 2022-23.
  - English Learner- Increased: +0.3%; 0.4% in 2023-24, up from 0.1% in 2022-23.
  - Low-Income- Increased: +0.2%; 5.6% in 2023-24, up from 5.4% in 2022-23.
  - Foster Youth - Increased: +2.8%; 2.8% in 2023-24, up from 0.0% in 2022-23.
- Metric 1.24- High School Dropout Rate
  - All Students- Decreased: -2.3%; 7.4% in 2023-24, down from 9.7% in 2022-23.
  - English Learner- Decreased: -8.2%; 18.8% in 2023-24, down from 27.0% in 2022-23.
  - Low Income- Decreased: -2.4%; 7.3% in 2023-24, down from 9.7% in 2022-23.
  - Foster Youth- Increased: +0.5%; 22.5% in 2023-24, up from 22.0% in 2022-23.
- Metric 1.25- Four-Year Cohort Graduation Rate:
  - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
  - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
  - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
  - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.
- Increasing percentage of students on track for passing A-G courses with a “C” or better: 2024-25
  - All Students: 45.2% of students are on track for passing A-G courses with a “C” grade or better, as of February 2025, compared to 47.6% in the same period in 2024.
  - English Learner: 16.8% of students are on track for passing A-G courses with a “C” grade or better, as of February 2025, compared to 18.0% in the same period in 2024.
  - Low Income: 42.9% of students are on track for passing A-G courses with a “C” grade or better, as of February 2025, compared to 44.8% in the same period in 2024.
  - Foster Youth: 21.8% of students are on track for passing A-G courses with a “C” grade or better, as of February 2025, compared to 24.9% in the same period in 2024.
- Reduced D’s and F’s for middle school students in English Language Arts (ELA) and Math
  - English Language Arts (ELA):
    - All Students- Decreased: 14,320 grades of D or F in fall 2024, down from 15,333 in fall 2023.
  - Math:
    - All Students- Decreased: 18,636 grades of D or F in fall 2024, down from 20,642 in fall 2023.
- Middle School: 2024-25
  - Decreased percentage of fails (fail marks in 2 or more courses) for identified students when comparing prior year semester to current year semester;

- All Students: Decreased- 37.6% of identified students failed two or more courses, as of Fall Semester 2024, down from 53.7% in 2023-24.
- English Learner: 40.4% of identified students failed two or more courses, as of Fall Semester 2024, compared to 2% in Fall Semester 2023.
- Low Income: 37.6% of identified students failed two or more courses, as of Fall Semester 2024, compared to 17% in Fall Semester 2023.
- Foster Youth: 52.3% of identified students failed two or more courses, as of Fall Semester 2024, compared to 3% in Fall Semester 2023.
- Homeless: 40.5% of identified students failed two or more courses, as of Fall Semester 2024, compared to 12% in Fall Semester 2023.

○ High School: 2024-25

■ Increased percentage of identified students who do not fall further behind (maintain or decrease number of courses off track)

- All Students: Increased- 37.0% of identified students did not fall further behind, as of Fall Semester 2024, up from 36.2% in Fall Semester 2023.
- English Learner: 43.5% of identified students did not fall further behind, as of Fall Semester 2024, compared to 28.8% in Fall Semester 2023.
- Low Income: 37.1% of identified students did not fall further behind, as of Fall Semester 2024, compared to 36.8% in Fall Semester 2023.
- Foster Youth: 29.0% of identified students did not fall further behind, as of Fall Semester 2024, compared to 34.4% in Fall Semester 2023.
- Homeless: 38.4% of identified students did not fall further behind, as of Fall Semester 2024, compared to 32.2% in Fall Semester 2023.

■ Increased percentage of students whose course passage moves them from tier 3 (5+ classes behind) to tier 2 (3-4 classes behind) or on-track

- All Students: Decreased- 5.4% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2024, compared to 14.6% in Fall Semester 2023.
- English Learner: 3.1% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2024, compared to 9.8% in Fall Semester 2023.
- Low Income: 5.2% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2024, compared to 14.6% in Fall Semester 2023.
- Foster Youth: 2.2% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2024, compared to 10.9% in Fall Semester 2023.
- Homeless: 3.6% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2024, compared to 12.7% in Fall Semester 2023.

■ Increased percentage of senior students completing the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA)

- Increased: 81.7% of senior students completed the FAFSA or CADAA, as of April 2025, up from 41.8% in the

same period in 2023-24.

Goal 1, Action 29: Career Technical Education

- The District considers the action partially effective in equipping high school students with practical skills in career fields and increasing the graduation rate and CTE completion rate. Most student groups either maintained or improved their CTE completion rates compared to the prior year; however, African American / Black and RFEP students saw declines. All student groups showed an increase in their four-year graduation rates. Further effectiveness will be assessed in 2025-26.
    - Metric 1.19- CTE Completion Rate:
        - All Students- Maintained: +0.0%; 19.7% in 2023-24, compared to 19.7% in 2022-23.
        - African American / Black- Decreased: -0.1%; 16.4% in 2023-24, down from 16.5% in 2022-23.
        - Hispanic / Latino- Increased: +0.1%; 20.8% in 2023-24, up from 20.7% in 2022-23.
        - English Learner- Increased: +1.7%; 12.3% in 2023-24, up from 10.3% in 2022-23.
        - RFEP- Decreased: -1.0%; 23.5% in 2023-24, down from 24.5% in 2022-23.
        - Standard English Learner -0.1%: 19.7% in 2023-24, down from 19.8% in 2022-23.
        - Students with Disabilities- Maintained: +0.0%; 15.1% in 2023-24, compared to 15.1% in 2022-23.
        - Low Income- Increased: +0.1%; 20.2% in 2023-24, up from 20.1% in 2022-23.
        - Foster Youth- Increased: +5.3%; 12.4% in 2023-24, up from 7.1% in 2022-23.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - African American / Black- Increased: +1.8%; 84.2% in 2023-24, up from 82.4% in 2022-23.
        - Hispanic / Latino- Increased: +3.2%; 86.7% in 2023-24, up from 83.5% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - RFEP- Increased: +0.7%; 90.9% in 2023-24, up from 90.2% in 2022-23.
        - Standard English Learner- Increased: +1.5%; 88.1% in 2023-24, up from 86.6% in 2022-23.
        - Students with Disabilities- Increased: +0.5%; 71.0% in 2023-24, up from 70.5% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.
    - Increased number of Pathway Completers' graduation rate compared to non-Pathway Completers
        - Increased: 99.6% of students who completed a CTE Pathway graduated in 2023-24, while 83.8% of students who did not complete a CTE Pathway graduated. This is an improvement compared to 2022-23, when 98.8% of CTE Pathway Completers and 78.2% of non-Pathway Completers graduated.

Goal 1, Action 30: Linked Learning

- The District considers the action effective in promoting academic progress and college and career readiness primarily for English Learners, students from low-income families, and foster youth by implementing work-based learning and career technical education curriculum. The identified metrics demonstrate improvement for all targeted student populations from prior year. Further effectiveness

will be assessed in 2025-26.

- Metric 1.19- CTE Completion Rate:
  - All Students- Maintained: +0.0%; 19.7% in 2023-24, compared to 19.7% in 2022-23.
  - English Learner- Increased: +1.7%; 12.3% in 2023-24, up from 10.3% in 2022-23.
  - Low Income- Increased: +0.1%; 20.2% in 2023-24, up from 20.1% in 2022-23.
  - Foster Youth- Increased: +5.3%; 12.4% in 2023-24, up from 7.1% in 2022-23.
- Metric 1.20- A-G and CTE Completion Rate:
  - All Students- Increased: +0.3%; 8.0% in 2023-24, up from 4.0% in 2022-23.
  - English Learner- Increased: +1.2%; 7.4% in 2023-24, up from 6.2% in 2022-23.
  - Low-Income- Increased: +0.4%; 14.3% in 2023-24, up from 13.9% in 2022-23.
  - Foster Youth- Increased: +4.0%; 8.0% in 2023-24, up from 4.0% in 2022-23.
- Metric 1.25- Four-Year Cohort Graduation Rate:
  - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
  - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
  - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
  - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.
- Increased percentage of Linked Learning students graduating A-G ready compared to non-Linked Learning students
  - Increased: 63.2% of Linked Learning students graduated A-G ready, compared to 56.8% of non-Linked Learning students graduating A-G ready in 2023-24. This is an improvement from 2022-23, when 57.8% of Linked Learning students and 57.1% of non-Linked Learning students graduated A-G ready.

<u>Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools</u>
<u>Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools</u>
<u>Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools</u>

- The District considers the actions effective in providing students, particularly English Learners, students from low-income families, and students in foster care, with academic supports for increased achievement based on the results of the following metrics:
  - Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten:
    - All Students- Increased: +1.4%; 70.4% in 2023-24, up from 69.0% in 2022-23.
    - English Learner- Increased: +3.3%; 59.6% in 2023-24, up from 56.3% in 2022-23.
    - Low-Income- Increased: +2.4%; 72.1% in 2023-24, up from 69.7% in 2022-23.
    - Foster Youth- Increased: +5.3%; 61.9% in 2023-24, up from 56.6% in 2022-23.
  - Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1:
    - All Students- Increased: +0.2%; 70.1% in 2023-24, up from 69.9% in 2022-23.
    - English Learner- Increased: +0.8%; 51.1% in 2023-24, up from 50.3% in 2022-23.
    - Low-Income- Increased: +1.4%; 68.5% in 2023-24, up from 67.1% in 2022-23.
    - Foster Youth- Decreased: -6.3%; 50.5% in 2023-24, down from 56.8% in 2022-23.
  - Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2:

        - All Students- Increased: +0.9%; 67.0% in 2023-24, up from 66.1% in 2022-23.
        - English Learner- Increased: +3.7%; 46.6% in 2023-24, up from 42.9% in 2022-23.
        - Low-Income- Increased: +2.0%; 64.7% in 2023-24, up from 62.7% in 2022-23.
        - Foster Youth- Decreased: -2.9%; 50.2% in 2023-24, down from 53.1% in 2022-23.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3:
        - All Students- Increased: +3.5 points; -24.9 DFS in 2023-24, up from -28.4 in 2022-23.
        - English Learner- Increased: +11.0 points; -90.3 DFS in 2023-24, up from -101.3 in 2022-23.
        - Low-Income- Increased: +6.1 points; -39.7 DFS in 2023-24, up from -45.8 in 2022-23.
        - Foster Youth- Increased: +2.5 points; -71.5 DFS in 2023-24, up from -74.0 in 2022-23.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5:
        - All Students- Increased: +4.1 points; -23.5 DFS in 2023-24, up from -27.6 in 2022-23.
        - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 in 2022-23.
        - Students with Disabilities- Increased: +2.7 points; -104.8 in 2023-24, up from -107.5 in 2022-23.
        - Low-Income- Increased: +6.0 points; -39.0 DFS in 2023-24, up from -45.0 in 2022-23.
        - Foster Youth- Increased: +4.6 points; -72.9 DFS in 2023-24, up from -77.5 in 2022-23.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8:
        - All Students- Increased: +5.0 points; -29.6 DFS in 2023-24, up from -34.6 in 2022-23.
        - English Learner- Increased: +15.4 points; -143.9 DFS in 2023-24, up from -159.3 in 2022-23.
        - Students with Disabilities- Increased: +6.0 points; -123.3 in 2023-24, up from -129.3 in 2022-23.
        - Low-Income- Increased: +6.2 points; -44.2 DFS in 2023-24, up from -50.4 in 2022-23.
        - Foster Youth- Increased: +2.6 points; -88.6 DFS in 2023-24, up from -91.2 in 2022-23.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11:
        - All Students- Increased: +0.6 points; -11.3 DFS in 2023-24, up from -11.9 in 2022-23.
        - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
        - Low-Income- Increased: +0.3 points; -20.4 DFS in 2023-24, up from -20.0 in 2022-23.
        - Foster Youth- Increased: +3.1 points; -85.9 DFS in 2023-24, up from -89.0 in 2022-23.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5:
        - All Students- Increased: +6.9 points; -30.5 DFS in 2023-24, up from -37.4 in 2022-23.
        - English Learner- Increased: +18.4 points; -85.3 DFS in 2023-24, up from -103.7 in 2022-23.
        - Low-Income- Increased: +9.1 points; -43.8 DFS in 2023-24, up from -52.9 in 2022-23.
        - Foster Youth- Increased: +6.3 points; -77.3 DFS in 2023-24, up from -83.6 in 2022-23.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8:
        - All Students- Increased: +8.2 points; -71.9 DFS in 2023-24, up from -80.1 in 2022-23.
        - English Learner- Increased: +15.1 points; -172.9 DFS in 2023-24, up from -188.0 in 2022-23.
        - Low-Income- Increased: +8.9 points; -87.9 DFS in 2023-24, up from -96.8 in 2022-23.
        - Foster Youth- Increased: +3.8 points; -140.1 DFS in 2023-24, up from -143.9 in 2022-23.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11:
        - All Students- Increased: +7.2 points; -103.5 DFS in 2023-24, up from -110.7 in 2022-23.

        - English Learner- Increased: +21.1 points; -203.3 DFS in 2023-24, up from -224.4 in 2022-23.
        - Low-Income- Increased: +6.9 points; -113.6 DFS in 2023-24, up from -120.5 in 2022-23.
        - Foster Youth- Increased: +22.6 points; -164.3 DFS in 2023-24, up from -186.9 in 2022-23.
    - Metric 1.18- A-G Completion Rate
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
        - Low Income- Increased: +3.9%; 55.0% in 2023-24, up from 51.1% in 2022-23.
        - Foster Youth- Increased: +8.1%; 31.5% in 2023-24, up from 23.3% in 2022-23.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87.0% in 2023-24, up from 84.0% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
        - Low Income- Increased: +3.2%; 86.9% in 2023-24, up from 83.7% in 2022-23.
        - Foster Youth- Increased: +2.2%; 68.9% in 2023-24, up from 66.7% in 2022-23.

- Additional measures of effectiveness of the SENI investments in Goal 1, Actions 31-33 by grade span and by need (SENI Quintiles) are listed below:

<u>Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools</u>
In 2024-25, the District tracked the impact of SENI investments aimed at enhancing access to programs and supports for targeted student populations in elementary schools towards Academic Excellence using the progress monitoring measures in the below tables.

- The District considers student performance data as an indicator of the effectiveness of actions, as shown by the metrics for SENI elementary schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 26 out of 30 total metric results, including Early Literacy Benchmarks (DIBELS) scores and Smarter Balanced Assessment (SBA) results, showing improvement through the SENI initiatives for elementary schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Early Literacy Benchmarks (DIBELS) - Kindergarten	49.2%	60.2%	61.8%
Early Literacy Benchmarks (DIBELS) - Grade 1	53.5%	58.9%	60.0%
Early Literacy Benchmarks (DIBELS) - Grade 2	47.3%	54.2%	56.1%
SBA ELA - Distance from Standard Met (Grades 3-5)	-71.5	-69.7	-61.2

SBA Math - Distance from Standard Met (Grades 3-5)	-83.7	-73.8	-63.9
English Learner Reclassification Rate (Elementary Schools)	10.4%	17.9%	20.8%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Early Literacy Benchmarks (DIBELS) - Kindergarten	54.6%	66.0%	66.3%
Early Literacy Benchmarks (DIBELS) - Grade 1	57.4%	64.4%	64.4%
Early Literacy Benchmarks (DIBELS) - Grade 2	54.5%	58.6%	61.5%
SBA ELA - Distance from Standard Met (Grades 3-5)	-56.5	-54.1	-49.9
SBA Math - Distance from Standard Met (Grades 3-5)	-70.1	-60.7	-54.7
English Learner Reclassification Rate (Elementary Schools)	11.8%	17.9%	20.8%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Early Literacy Benchmarks (DIBELS) - Kindergarten	59.5%	67.9%	69.8%
Early Literacy Benchmarks (DIBELS) - Grade 1	63.3%	66.9%	68.7%
Early Literacy Benchmarks (DIBELS) - Grade 2	60.2%	64.2%	64.3%
SBA ELA - Distance from Standard Met (Grades 3-5)	-37.4	-37.2	-39.4
SBA Math - Distance from Standard Met (Grades 3-5)	-54.7	-47.9	-43.4
English Learner Reclassification Rate (Elementary Schools)	12.3%	18.6%	21.1%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Early Literacy Benchmarks (DIBELS) - Kindergarten	65.5%	70.9%	71.7%
Early Literacy Benchmarks (DIBELS) - Grade 1	70.6%	75.2%	72.5%
Early Literacy Benchmarks (DIBELS) - Grade 2	67.2%	70.3%	68.5%
SBA ELA - Distance from Standard Met (Grades 3-5)	-17.3	-20.6	-15.4
SBA Math - Distance from Standard Met (Grades 3-5)	-36.0	-31.4	-25.9
English Learner Reclassification Rate (Elementary Schools)	13.7%	20.9%	23.0%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Early Literacy Benchmarks (DIBELS) - Kindergarten	77.7%	80.2%	82.2%
Early Literacy Benchmarks (DIBELS) - Grade 1	85.1%	83.9%	84.2%
Early Literacy Benchmarks (DIBELS) - Grade 2	83.1%	82.4%	83.3%
SBA ELA - Distance from Standard Met (Grades 3-5)	44.4	42.13	43.1
SBA Math - Distance from Standard Met (Grades 3-5)	25.0	26.5	32.6
English Learner Reclassification Rate (Elementary Schools)	21.9%	25.2%	29.3%

Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools
In 2024-25, the District tracked the impact of SENI investments aimed at enhancing access to programs and supports for targeted student populations in middle schools towards Academic Excellence using the progress monitoring measures in the below tables.

- The District considers student performance data as an indicator of the effectiveness of actions, as shown by the metrics for SENI middle schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 10 out of 15 total metric results, including Smarter Balanced Assessment (SBA) results, showing improvement through the SENI initiatives for middle schools. For each of the SENI quintiles in the below tables, the English Learner Reclassification Rate for middle schools in

2023-24 was lower than the rates observed in 2022-23. Note: The reclassification rate in 2023-24 was affected by the shift to a new basic skills requirement, the i-Ready Reading Diagnostic, for grades 3-12. As a result, fewer English Learner (EL) students were able to meet the higher proficiency scores needed for reclassification under the new assessment. SBA results in ELA and Math showed improvement in 2023-24 compared to 2022-23.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
SBA ELA - Distance from Standard Met (Grades 6-8)	-83.2	-90.0	-85.9
SBA Math - Distance from Standard Met (Grades 6-8)	-142.1	-141.8	-133.6
English Learner Reclassification Rate (Middle Schools)	25.1%	34.7%	17.7%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
SBA ELA - Distance from Standard Met (Grades 6-8)	-57.3	-63.8	-62.3
SBA Math - Distance from Standard Met (Grades 6-8)	-113.8	-112.9	-106.3
English Learner Reclassification Rate (Middle Schools)	30.3%	36.2%	22.9%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
SBA ELA - Distance from Standard Met (Grades 6-8)	-45.5	-54.9	-49.1
SBA Math - Distance from Standard Met (Grades 6-8)	-100.4	-99.3	-92.5
English Learner Reclassification Rate (Middle Schools)	31.5%	39.2%	25.5%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
SBA ELA - Distance from Standard Met (Grades 6-8)	-31.8	-40.3	-31.8
SBA Math - Distance from Standard Met (Grades 6-8)	-81.9	-81.6	-74.5
English Learner Reclassification Rate (Middle Schools)	30.1%	34.2%	26.0%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
SBA ELA - Distance from Standard Met (Grades 6-8)	27.3	23.7	28.8
SBA Math - Distance from Standard Met (Grades 6-8)	-19.4	-17.1	-6.7
English Learner Reclassification Rate (Middle Schools)	38.3%	46.3%	25.7%

Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools
In 2024-25, the District tracked the impact of SENI investments aimed at enhancing access to programs and supports for targeted student populations in high schools towards Academic Excellence using the progress monitoring measures in the below tables.

- The District considers student performance data as an indicator of the effectiveness of actions, as shown by the metrics for SENI high schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 33 out of 40 total metric results, including Smarter Balanced Assessment (SBA) results and CTE Completion Rates, showing improvement through the SENI initiatives for high schools. For each of the SENI quintiles in the below tables, the English Learner Reclassification Rate for high schools in 2023-24 was lower than the rates observed in 2022-23. Note: The reclassification rate in 2023-24 was affected by the shift to a new basic skills requirement, the i-Ready Reading Diagnostic, for grades 3-12. As a result, fewer English Learner (EL) students were able to meet the higher proficiency scores needed for reclassification under the new assessment.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Four-Year Cohort Graduation Rate	82.8%	83.4%	87.3%
Four-Year Cohort Dropout Rate	13.1%	13.0%	8.6%
A-G Completion Rate	47.0%	52.4%	52.4%
CTE Completion Rate	18.9%	21.1%	26.6%
AP Exams with a Score of 3 or Higher	19.2%	19.6%	25.4%
SBA ELA - Distance from Standard Met (Grade 11)	-66.2	-56.3	-53.7
SBA Math - Distance from Standard Met (Grade 11)	-167.5	-156.1	-148.4
English Learner Reclassification Rate	13.6%	17.1%	8.6%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Four-Year Cohort Graduation Rate	84.8%	87.0%	92.5%
Four-Year Cohort Dropout Rate	11.0%	9.4%	4.7%
A-G Completion Rate	46.5%	51.4%	60.9%
CTE Completion Rate	21.8%	26.6%	20.9%
AP Exams with a Score of 3 or Higher	26.2%	27.5%	31.1%
SBA ELA - Distance from Standard Met (Grade 11)	-45.8	-36.5	-34.1

SBA Math - Distance from Standard Met (Grade 11)	-139.0	-134.6	-122.1
English Learner Reclassification Rate	11.6%	17.3%	9.5%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Four-Year Cohort Graduation Rate	92.0%	90.9%	92.8%
Four-Year Cohort Dropout Rate	4.7%	5.6%	4.2%
A-G Completion Rate	54.7%	56.8%	60.0%
CTE Completion Rate	23.9%	25.9%	31.5%
AP Exams with a Score of 3 or Higher	29.9%	30.1%	35.6%
SBA ELA - Distance from Standard Met (Grade 11)	-16.9	-21.0	-17.1
SBA Math - Distance from Standard Met (Grade 11)	-120.6	-123.9	-111.6
English Learner Reclassification Rate	15.6%	20.7%	11.1%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Four-Year Cohort Graduation Rate	93.3%	92.3%	95.1%
Four-Year Cohort Dropout Rate	4.5%	5.0%	2.9%
A-G Completion Rate	59.1%	60.8%	64.8%

CTE Completion Rate	21.2%	23.4%	24.1%
AP Exams with a Score of 3 or Higher	40.0%	38.0%	50.0%
SBA ELA - Distance from Standard Met (Grade 11)	-5.1	14.0	14.8
SBA Math - Distance from Standard Met (Grade 11)	-99.4	-89.6	-82.0
English Learner Reclassification Rate	22.5%	24.8%	11.1%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Four-Year Cohort Graduation Rate	94.7%	94.1%	96.0%
Four-Year Cohort Dropout Rate	3.3%	3.9%	2.1%
A-G Completion Rate	64.5%	68.7%	72.4%
CTE Completion Rate	15.8%	17.0%	12.6%
AP Exams with a Score of 3 or Higher	59.8%	57.7%	59.2%
SBA ELA - Distance from Standard Met (Grade 11)	40.6	36.9	45.8
SBA Math - Distance from Standard Met (Grade 11)	-54.7	-57.3	-43.5
English Learner Reclassification Rate	16.1%	24.6%	17.0%

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District's 2025-26 LCAP Goal 1: Academic Excellence will continue to align with Pillar 1: Academic Excellence in the District's Board adopted 2022-26 Strategic Plan. As stated in the 2024-25 LCAP, the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carry over, for the purposes of transparency as has been the established practice in the District.

Metrics: Targets for Year 3 Outcome

The following metric targets for student groups were adjusted as a result of forecasting with 2024 student performance data.

- Metric 1.18: A-G Completion Rate:
  - All Students: target was modified to 70.0% from 73.0%.
  - African American / Black: target was modified to 65.4% from 73.2%.
  - Hispanic / Latino: target was modified to 69.3% from 73.1%.
  - English Learner: target was modified to 49.4% from 55.7%.
  - RFEP: target was modified to 73.9% from 73.0%.
  - Standard English Learner: target was modified to 70.0% from 73.0%.
  - Low Income: target was modified to 70.0% from 73.0%.
  - Students with Disabilities: target was modified to 44.4% from 59.2%.
  - Foster Youth: target was modified to 46.4% from 67.5%.
- Metric 1.25: Four-Year Cohort Graduation Rate:
  - All Students: target was modified to 93.0% from 95.0%.
  - African American / Black: target was modified to 93.0% from 95.0%.
  - Hispanic / Latino: target was modified to 93.0% from 95.0%.
  - English Learner: target was modified to 81.0% from 83.2%.
  - Standard English Learner: target was modified to 94.0% from 95.0%.
  - Low Income: target was modified to 93.0% from 95.0%.
  - Students with Disabilities: target was modified to 81.0% from 95.0%.
- Metric 1.26: Five-Year Cohort Graduation Rate:
  - English Learner: target was modified to 85.3% from 86.2%.
  - Students with Disabilities: target was modified to 93.9% from 96.0%.
  - Foster Youth: target was modified to 89.8% from 82.6%.

Goal 1, Action 4: Options Program

- This action has been modified by adding the following progress monitoring measure:
  - Increase the average number of classes students gain from beginning of each semester to the end of each semester
- This action has been modified by revising the following progress monitoring measure:
  - "Increased percentage of students participating in District sponsored tutoring programs" to "Increased percentage of schools participating in District sponsored tutoring programs"

Goal 1, Action 5: Instructional Technology Initiative

- The action has been modified by removing the following progress monitoring measures:
    - Increased number of schools that attain Digital Citizenship Certified School.
    - Increased number of educators that attain Digital Citizenship Certified Educator.
    - Increased number of elementary schools that provide 20 hours of computer science instruction in Pre-Kindergarten to 5th grade.
    - Increased number of middle schools that provide at least one rigorous and relevant computer science course in grades 6-8.
    - Increased number of high schools that provide a computer science pathway in grade 9-12.
    - Increased number of educators that participate in the Computer Science Cohort.
    - Provide student devices to each school based on enrollment.

<u>Goal 1, Action 6: Base-Funded Arts Education</u>

- This action has been modified by removing the following progress monitoring measure:
    - Increased professional development offerings

<u>Goal 1, Action 10: Gifted and Talented Education (GATE) Programs</u>

- This action has been modified by revising the following progress monitoring measure:
    - “Increase the Districtwide percentage of students identified for gifted and talented programs to 14.2% by June 2025” to “Increase the Districtwide percentage of students identified for gifted and talented programs to 14.8% by June 2026.”
- This action has been modified by removing the following progress monitoring measure:
    - Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services

<u>Goal 1, Action 13: Early Education and Universal Transitional Kindergarten</u>

- This action has been modified by revising the following progress monitoring measure:
    - “Improved outcomes for UTK classrooms based on the UTK Progress Report which is administered within a child’s first 60 days of enrollment and again at 6 months following enrollment” to “Improved outcomes for UTK classrooms based on the UTK Progress Report which is administered three times a year for progress reports and parent conferences. Three times a year following the same reporting periods as the elementary school”

<u>Goal 1, Action 14: Literacy and Numeracy Interventionist Program</u>

- This action has been modified to reflect the removal of the following progress monitoring measures:
    - Increased usage of Amplify Reading
    - Growth on the trajectory of mathematics developmental level and stages using Math Recovery

<u>Goal 1, Action 15: Secondary Literacy Supports and Interventions</u>

- This action has been modified to reflect the amendment of the following progress monitoring measure:
    - “Improved outcomes on Reading Inventory: Student reading skills growth in Tier III ELA intervention program” to ““Improved outcomes on i-Ready: Student reading skills growth in Tier III ELA intervention program”
- This action has been modified to reflect the removal of the following progress monitoring measure:

- Improved outcomes on teacher implementation survey and observation data on implementation of station rotation model for differentiated instruction

Goal 1, Action 17: Standard English Learner Supports

- This action has been modified to reflect the addition of the following progress monitoring measures for the UCLA-LAUSD Collaborative:
  - Increased number of AA students at UCLA-LAUSD Collaborative schools meeting UC A-G requirements.
    - Measure 1: Increase the percent of AA students attending a UCLA-LAUSD Collaborative school that meet or are on track to meet UC A-G requirements by 3% from 46% to 49%.
  - Increased number of AA students at UCLA-LAUSD Collaborative schools enrolled in at least one AP course.
    - Measure 2: Increase the percent of AA students attending a UCLA-LAUSD Collaborative school that are enrolled in at least one AP course by 3% from 18% to 21%
- This action has been modified to reflect the removal of the following progress monitoring measures for the UCLA-LAUSD Collaborative:
  - Increased number of qualifying scores on AP exams
  - Increased number of students on track for A-G Completion with a “C” or better

Goal 1, Action 19: Special Education: Base Program

- This action has been modified to reflect the amendment of the following progress monitoring measure:
  - “Percentage of assessments completed on time on IEPs held with an assessment plan” to “Percentage of services delivered with at least 70% service delivery.”

Goal 1, Action 20: Special Education: Extended School Year

- This action has been removed from the 2025-26 LCAP as the Extended School Year program will be funded with Expanded Learning Opportunities Program (ELO-P) funding beginning in 2025-26.

Goal 1, Action 22: Special Education: Inclusion Services

- This action has been modified to reflect the amendment of the following progress monitoring measure:
  - “Decreased percent of students with disabilities who are in the general education program 40% or more of the school day” to “Decreased percent of students with disabilities who are in the general education program 40% or less of the school day.”

Goal 1, Action 24: Special Education Transition Services

- This action has been modified to reflect the amendment of the following progress monitoring measure to define 12 grade students:
  - “12th Grade Student Advisories: Number of senior (12th grade) student advisories/progress towards 4 senior advisories per student per year” to “12th Grade Student Advisories: Number of senior (defined as 12th grade students with a disability in their final year of education) student advisories/progress towards 4 senior advisories per student per year”
- This action has been modified to reflect the amendment of the following progress monitoring measure to add a new goal of minimum engagements per family per year:

- “Family Engagement Plan: each transition teacher will create and implement a family engagement plan. This plan is intended to allow transition teachers to plan, implement and evaluate strategies for effective family engagement to support our efforts in closing the opportunity gap for students with disabilities. Plans could include parent trainings, parent meetings, sharing of resources, and other practices intended to engage families. Transition teachers will report the number of families who have participated in trainings. Based on data collected on family engagement during the 2024-25 school year, a goal will be set of a minimum of two engagements per family per year.”

Goal 1, Action 25: Increased Access to Advanced Placement (AP) and College Readiness Exams

- This action has been renamed from “Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs” to “Increased Access to Advanced Placement (AP) and College Readiness Exams.”
- This action has been divided into two separate actions to reflect two distinct initiatives and a change in funding structure.
- This action has been modified to reflect the removal of the following progress monitoring measure:
  - Increased use of “MyAP” classroom and increased access to College Board tools and resources by leveraging usage data from the College Board
- This action has been modified to reflect the amendment of the following progress monitoring measure:
  - “Increased percentage of Diploma Programme students receiving an IB Diploma” to “Increased percentage of Diploma Programme enrolled students and students receiving an IB Diploma”

Goal 1, Action 26: Increased Access to International Baccalaureate (IB) Programs

- This is a new action to the LCAP for 2025-26 to emphasize the District’s efforts to expand access to International Baccalaureate (IB) Programs using LCFF base funding.

Goal 1, Action 28: College Access Program

- This action has been removed from the 2025-26 LCAP.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Curriculum	(*Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* By implementing evidence-based curriculum and by providing professional development to highly qualified teachers and support staff in the use of this curriculum, Los Angeles	$58,101,470	N

Action #	Title	Description	Total Funds	Contributing
		Unified will support student achievement in state content standards. Los Angeles Unified has recently implemented new standards aligned curriculum as follows: ● 2019-2020: History/Social-Studies for elementary and middle school ● 2020-2021: Newly adopted California elementary and middle school science standards ● 2020-2021: Elementary and middle school mathematics. The District will continue to adopt highly rated, standards-aligned curriculum by content area as follows: ● English Language Arts (ELA): The District will continue to provide educators support to understand and apply the current research in the science of reading and developing reading and comprehension skills across grade levels. We will utilize highly rated, standards-aligned curricula to support the acquisition of literacy skills in all grade levels aligned to the California State content standards and implement high leverage instructional practices aligned to data. ○ Grades TK - 5/6 Elementary English Language Arts materials were adopted in 2022 for implementation in 2023-24. ● Math: In addition to providing support for our newly adopted mathematics curriculum, the district will provide professional development in best practices and evidence based instruction to build conceptual development, support increasing mathematical fluency and engage in Math Practices as outlined in the California Content Standards. Los Angeles Unified will provide opportunities for all students to engage in sense making and meaningful problem solving to develop open, inquiring, and demanding minds with the confidence to approach novel situations with adaptability, insight, and creativity. ● Health: Grades K-5/6 and Grades 6-7 Health textbooks were adopted in 2021 for implementation during the 2022-23 school year. ● World Languages: Grades 6-12 World Languages textbooks were adopted in 2021 for implementation during the 2022-23 school year. ● Arts: Grades 9-12 Arts textbooks (e.g., Advanced Placement (AP) Art History) were adopted in 2022 for implementation during the 2023-24 school year. Professional development on the related CA Content Standards, the newly adopted textbook series, and accompanying high leverage instructional practices aligned to data		

Action #	Title	Description	Total Funds	Contributing
		(e.g., assessments, work samples, observations) will be provided to support initial implementation and subsequent years to deepen the instructional practice and outcomes. The District will monitor the effectiveness of Curriculum adoption and professional development using the following progress monitoring measures: ● Increased number of teachers who complete required series of implementation trainings ● Improved school leader implementation survey results ● Improved i-Ready/DIBELS and Smarter Balanced Assessment (SBA) Growth Data As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.02	School Staffing & Operations	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* In order to support student achievement in the California Content Standards, Los Angeles Unified is focused on the consistent implementation of high-quality instruction through base-funded instructional staff including teachers assistants and instructional aides. The District will monitor the effectiveness of instruction using the following progress monitoring measures: ● Improved DIBELS/i-Ready Data ● Use of the Informal Observation Tool on the My Professional Growth System to observe classroom instruction in 100% of schools ● Increased teacher participation in the formal evaluation cycle ● Improved final evaluation ratings for teachers who participated in the formal evaluation cycle ● Identification of teachers who received Below Standard Evaluations to determine required supports, resources, and/or interventions to support the growth and development of these teachers ● Observation ratings in the teacher evaluation cycle to determine professional development needs, opportunities for growth, and areas of strength	$2,535,977,192	N

Action #	Title	Description	Total Funds	Contributing
		● Reduced number of unfilled teaching positions As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.03	Central District Supports for Instruction	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* The Chief Academic Officer, along with other Division of Instruction heads, implement and provide direction to ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students. The District's Division of Instruction provides additional data analysis and support to Regions, Communities of Schools, and school sites in order to identify intervention strategies and approaches proven to accelerate learning for English Learners, students in foster care, and low-income students. This support and oversight is critical to ensuring the fidelity of implementation of District programs and services, as well as accountability for student progress throughout the District. The Division of Instruction supports services and programs that address the specific needs of high need students in order to increase access to standards-based instruction and support, decrease the achievement gap, and ensure that all students are academically proficient in order to graduate college and career ready. By providing coordinated support and services for our students, the District provides students with opportunities to which they might not otherwise have access. In addition, the Division of Instruction also advises and supports staff in ensuring that these opportunities are differentiated for the needs of English Learners, students in foster care, and low-income students. Through these coordinated services for our students, the District ensures that students get the services they need and a well-rounded educational experience that includes strategies and supports specific to the identified needs of English Learners, students in foster care, and low-income students. The District will monitor the effectiveness of these District-level supports for instruction using the following progress monitoring measures:	$51,463,161	N

Action #	Title	Description	Total Funds	Contributing
		• Improved outcomes on DIBELS (TK-2 Reading) • Improved outcomes on i-Ready (Grades 3-12 Reading; Grades TK-12 Math) As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.04	Options Program	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* Los Angeles Unified will ensure that all students in the Educational Options Schools will receive high-quality instruction to improve student outcomes and graduation rates. Continuation, Community Day, and Alternative Education School principals, teachers, and staff will: 1) deliver standards-based instruction and educational experiences designed for students who have not been successful in traditional school settings; 2) build opportunities for students to accelerate learning and recover credits, both within and outside the school day; and 3) analyze and utilize assessment data to guide instructional planning and intervention. In order to support the implementation of these actions, the District will provide high-quality and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership. The District will monitor the effectiveness of the Educational Options Program using the following progress monitoring measures: • Increased percentage of students improving one or more performance levels by end-of-year District formative assessments in math and reading • Increased percentage of students participating in District sponsored tutoring programs • Increase the average number of classes students gain from beginning of each semester to the end of each semester • Increased one-year graduation rate of enrolled 12th graders • Increased four/five-year graduation rates As new data becomes available moving forward, these progress monitoring measures are subject to change.	$108,781,378	N

Action #	Title	Description	Total Funds	Contributing
1.05	Instructional Technology Initiative	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* While the experience of distance learning and the District's investment in devices for every student has greatly reduced the digital divide in terms of access to technology, a gap still exists for low-income students around digital participation and digital citizenship. Low-income students are spending more time in front of screens, yet continue to be underrepresented in pathways towards computer science careers. Even as the District transitioned back to in-person instruction from hybrid learning during the pandemic, the integration of technology continues to be an essential need for low-income students to close equity gaps. Through the Instructional Technology Initiative, Instructional Technology Facilitators will therefore continue to provide direct support to schools, including on-site professional development, coaching, co-teaching, and small group instruction of students in the area of technology integration. Content areas include Digital Citizenship, Computer Science Education, and the ISTE Standards. Schools submit an application to be included in this program and are selected by their respective Region Superintendents based on their applications as well as on their enrollment of English Learners, students in foster care, and low-income students. Beginning in 2022-23, the Digital Citizenship Certification is required for participating schools with the certification being valid for two years. The District will monitor the effectiveness of the Instructional Technology Initiative (ITI) using the following progress monitoring measures: ● Provide continued access to targeted schools serving high percentages of low-income students ● One lesson in Digital Citizenship (K-12 students) As new data becomes available moving forward, these progress monitoring measures are subject to change. Low-income students will experience the greatest benefits from the improved instruction in digital citizenship and computer science education due to their previous lack of access. In addition, we recognize that all students will benefit from this program and therefore these supports are provided schoolwide in participating schools. For the list of schools participating in this initiative, please see: https://achieve.lausd.net/Page/16015.	$28,246,594	Y

Action #	Title	Description	Total Funds	Contributing
1.06	Base-Funded Arts Education	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* As part of the District's strategy to provide enriching experiences and achieve Academic Excellence, the Administrator of Arts Education Branch, the Arts Coordinators, office staff, as well as the central elementary orchestra office staff who maintain and loan orchestra instruments to elementary schools for student use will continue to support initiatives and implement programs that will aid students in becoming meaningful and engaged citizens in the 21st century by giving them access to arts curriculum. The Arts Education Branch will continue to directly provide the delivery of arts education services to all elementary schools throughout the District through the itinerant arts program, as well as support the delivery of direct arts education services to all middle and senior high schools. In addition, the Arts Education Branch will also provide professional development in arts integration to teachers to meet the learning modalities of all students outlined in Gardner's Theory of Multiple Intelligences to include musical, interpersonal, intrapersonal, and spatial-visual. ● Dance Programs: ○ Dance provides support for cognitive development. Through the dance creation process, students encounter problems and investigate solutions. This compels students to communicate solutions through the language of movement, which demand cognitive processes and skills. The developing brain needs sufficient activation of the motor-cerebral-vestibular system for successful movement and growth. Without this, students face challenges with learning, including attentional deficits, reading and emotional problems, weak memory skills, slow reflex skills, lack of discipline, and impaired or delayed writing skills. ● Music Programs: ○ Music has a direct impact on sensory and perceptual motor systems that aid in the development of spatial and logical reasoning, memory, language, listening skills, and fine motor skills. Music plays a critical role in activating and synchronizing neural firing patterns that coordinate and connect multiple places in the brain. Music training induces functional and structural	$0	N

Action #	Title	Description	Total Funds	Contributing
		changes in the auditory system, motor, and visual-spatial regions of the brain. Students with well-developed auditory systems have increased capacity for auditory attention and pattern recognition. ● Theatre Programs: ○ Theatre provides students the opportunity to imagine and physically express themselves in character and story. Embodying the traits of a character and putting themselves in place of another, students are able to reflect, observe and examine themselves and others around them within the context of an imagined world. Abstract thinking and active engagement lends to and develops predictive, reflective, critical thinking and metacognitive processes. Theatre develops comprehension skills of recognition and recall of details, sequencing of events, and generalizing the main idea. ● Visual/Media Arts Programs: ○ Visual and Media Arts teaches students to look close, to see clearly and to perceive differently. It allows students to see beyond what is expected, to observe and to perceive accurately. Visual and media arts involve strategic use of visual deconstruction, comparison, synthesis, analogical transfer and repetitive cycles of construction, evaluation and revision. It engages students in comparing and contrasting, making connections between form and content of works of art, allowing the student's brain to detect patterns, contrast and movement. It enhances the students' generalized knowledge about the world. Numerous studies and research show students who participate in arts instruction become meaningful, well-rounded contributors to society. Creativity and innovation are fostered through creative practices inherent in arts education, such as flexible thinking, creative problem-solving, inquisitiveness, perseverance, problem identification, research, interpretation, communication and accuracy. Artistically literate students find joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation in the arts. Students exposed to the arts will be better prepared to navigate through the 21st century workforce, creating and developing well-rounded citizens, while enhancing student, parent and community engagement.		

Action #	Title	Description	Total Funds	Contributing
		Note: For 2025-26, Base-Funded Arts Education will be funded out of one-time monies at a similar level as the prior year instead of LCFF and therefore do not appear in the LCAP Action Tables, which only include LCFF funding. The one-time funding source is the Arts, Music, and Instruction Materials Discretionary Funding Block Grant. The decision reflects the District's efforts to maximize one-time funds. In 2026-27, it is the District's intention to revert Base-Funded Arts Education back to LCFF. The goal action will continue to remain in the LCAP to provide our educational partners with transparency and progress monitoring for this program. The District will monitor the effectiveness of base-funded Arts Education programs using the following progress monitoring measures: ● Improved engagement with arts partners As new data becomes available moving forward, these progress monitoring measures are subject to change. For more information, see: https://www.cde.ca.gov/ci/vp/cf/. The Arts Education Framework serves as a critical guide to all arts education offered through the District. It is utilized to create coursework and also formulates instructional pacing plans to meet the arts education needs of all learners.		
1.07	Supplemental Arts Education	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* Past Districtwide data on Arts Education indicated that English Learners, foster youth, and low-income students had less access to enriched arts education programs beyond the minimum state requirements. In addition to the Arts Education programming funded with Base funds in the previous action, all schools will continue to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements.	$1,498,227	Y

Action #	Title	Description	Total Funds	Contributing
		In 2022-23, the Arts Education team started to use the Student Equity Needs Index (SENI) to determine equity in arts allocations and to target funds to higher-need schools. Schools with higher percentages of English Learners, foster youth, and low-income students receive more funds. The investments in supplemental arts instruction and arts instructional materials are an effective use of funds to provide greater access for English Learners, foster youth, and low-income students to a broader variety of arts disciplines above and beyond the basic arts curriculum requirements. Targeted Student Population (TSP) funding is used to support and maintain arts programming at schools with targeted student groups as well as expand school level arts programs, where applicable. The District will monitor the effectiveness of Supplemental Arts Education programs using the following progress monitoring measures: ● Expanded access and additional programming As new data becomes available moving forward, these progress monitoring measures are subject to change. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.		
1.08	Base-funded Afterschool Programs	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* In order to increase student engagement to drive improvement in student attendance, Los Angeles Unified's Beyond the Bell (BTB) staff will implement the following programs: ● Provision of supplies and equipment to students in the afterschool programs to support the physical, mental, and social-emotional development of each child. ● Boys & Girls Clubs of the Los Angeles Harbor will support a College-Bound High	$1,536,224	N

Action #	Title	Description	Total Funds	Contributing
		School Liaison program through the execution of academic monitoring, support, and counseling. ● Through the Academic Decathlon Program, online testing and training subscriptions as well as electronic study guides will be provided to participating schools to facilitate a hybrid instructional model, and expand access to a larger number of Los Angeles Unified students and schools. Beyond the Bell staff will support eligible schools as they move on through the Regional, State, and National competitions. ● Finally, the Music and Entertainment Education Coordinator will also provide supplies, uniforms, and equipment to high school students performing in the Los Angeles Unified All City Marching Band as they prepare for future performances. Through these programs, students will be motivated to attend school by making connections to the goals of their respective school and Los Angeles Unified. The District will monitor the effectiveness of base-funded afterschool programs using the following progress monitoring measures: ● Academic Decathlon: Increased number of schools and students participating in Pentathlon and Decathlon ● All District Honor Marching Band: Increased school participation rates and student participation rates As new data becomes available moving forward, these progress monitoring measures are subject to change. *Note: Beyond the Bell provides additional student services and programs supported with state Expanded Learning Opportunities Program (ELOP) funding and additional state and federal funds, which do not appear in this LCAP.*		
1.09	Supplemental Afterschool Programs	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* Low-income students often face limited access to high-quality after school programming. In order to address this need, Beyond the Bell (BTB) will expand accessibility of these programs above the levels described in Goal 1, Action 8 so that these students will have the opportunity to sample and engage in an array of diverse after school activities	$7,833,101	Y

Action #	Title	Description	Total Funds	Contributing
		throughout their experience in BTB programming. These funds will support schools serving English learners, low-income students, and students in foster care with more staffing and resources for their afterschool programs. These programs will be designed with an intention to connect students to interest based pathways that can support their learning experiences in elementary and middle school and beyond. Trained coaches will utilize the supplies and equipment provided to design and implement high quality learning experiences for students within the realms of arts, physical fitness, team sports, dance, and academic enrichment. Site staff will also be trained, coached, and assisted throughout the course of programming. The District will monitor the effectiveness of supplemental afterschool programs using the following progress monitoring measures: ● Increased student attendance / participation ● Staffing for Youth Services program As new data becomes available moving forward, these progress monitoring measures are subject to change. Research demonstrates that afterschool and summer school programs have positive impacts on academics, social and emotional skills and competencies, and overall well-being to help students re-engage in learning and become strong, resilient, and hopeful. Low-income students will experience the greatest benefits to their attendance and engagement based on their existing needs and limited access to high quality afterschool programming. In addition, we recognize that increased access to afterschool programs would also benefit all students, and therefore these supports are implemented Districtwide. *Note: Beyond the Bell provides additional student services and programs supported with state Expanded Learning Opportunities Program (ELOP) funding and additional state and federal funds, which do not appear in this LCAP.*		
1.10	Gifted and Talented	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* For the upcoming 2024-25 school year, Gifted/Talented Programs, Advanced Learning	$6,551,713	N

Action #	Title	Description	Total Funds	Contributing
	Education (GATE) Programs	Options, will continue to refine and expand existing high-leverage actions to ensure equitable access to District Gifted and Talented Education (GATE) identification/verification, services/support, and program options. Gifted/Talented Programs, Advanced Learning Options (ALO), a department in the Office of the Chief of Special Education, Equity and Specialized Programs, will continue to provide guidance, services and support to ensure adherence to and effective implementation of the District's Gifted and Talented Education (GATE) policy and explicitly address the needs of underrepresented gifted and talented students including Black, Latinx, English Learner, low income, and foster youth, in accordance with the District's 2022-2026 Strategic Plan. ALO will continue to share responsibility and accountability with Regions and school site teachers, coordinators and administrators to address the needs of our targeted student populations, eliminate barriers, and increase services and support by using evidence-based data to guide and improve practice. As a result of these programs and services, gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds will be identified/verified and be provided high-quality differentiated opportunities for learning that meet their unique abilities, talents, and social-emotional needs, in order to ensure that students are college and career ready. For more information, see lausd.org/gate. The District will monitor the effectiveness of Gifted and Talented Education (GATE) programs using the following progress monitoring measures: ● Increase the Districtwide percentage of students identified for gifted and talented programs to 14.8% by June 2026. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.11	Differentiated Local Supports for Students	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to close equity gaps and ensure that low-income students thrive academically,	$14,804,712	Y

Action #	Title	Description	Total Funds	Contributing
		District and Region leaders will collaborate to build school staff capacity to deliver data-driven academic supports and interventions to Tier 2 and 3 schools, which have been identified based on demonstrated performance gaps in key outcome areas, including SBA English Language Arts and Math achievement, DIBELS scores, and A-G on-track rates. Please refer to Appendix B for the list of identified schools. Based on the most recent data available for the District's core goals, Los Angeles Unified observed the following academic needs at these schools: ● Goal 1: Postsecondary Success ○ 54.4% of all students at identified schools in a graduating 9th-12th cohort demonstrated college and career readiness with a "C" or better on UC/CSU A-G approved courses in 2023-24. ○ 54.5% of low-income students at identified schools in a graduating 9th-12th cohort demonstrated college and career readiness with a "C" or better on UC/CSU A-G approved courses in 2023-24. ● District Goal 2: Literacy ○ Third-grade students overall at identified schools were -59.7 points below standard on SBA ELA assessments in 2023-24. ○ Third-grade low-income students at identified schools were -60.5 points below standard on SBA ELA assessments in 2023-24. ● District Goal 3: Numeracy ○ Grades 3-5 ■ Students in Grades 3-5 overall at identified schools were -63.8 points below standard on SBA Math assessments in 2023-24. ■ Low-income students in Grades 3-5 at identified schools were -64.2 points below standard on SBA Math assessments in 2023-24. ○ Grades 6-8 ■ Students in Grades 6-8 overall at identified schools were -117.8 points below standard on SBA Math assessments in 2023-24. ■ Low-income students in Grades 6-8 at identified schools were -118.1 points below standard on SBA Math assessments in 2023-24. School improvement research points to sustainable practices for implementing a solid curriculum through responsive pedagogy, enrichment and intervention, master scheduling, educator growth and development, and progress monitoring guided by		

Action #	Title	Description	Total Funds	Contributing
		instructional data cycles of improvement (i.e., Plan, Do, Study, Act cycles). Thus, the support provided to Tier 2 and 3 Schools will be centered around implementing sustainable practices and continuous improvement cycles, leveraging: ● Strategic and Priority Staffing to ensure that both certificated and classified vacancies are filled at these schools ● Instructional Interventionists and Coaches ● Ongoing Professional Development for both school leaders and educators within Professional Learning Community settings ● Systems that Support Instructional Progress, including formative assessments, instructional data cycles of improvement, instructional leadership teams, professional learning communities, common curriculum and pacing plans, and systems for observations and feedback ● Enrichment Programs and Resources (STEAM Labs, Dual Enrollment Courses, Cultural Arts Passport) ● Frequent Progress Monitoring, including School Impact Reviews to identify strengths and areas for growth in instructional programs Tier 2 and 3 schools have a higher enrollment of low-income students compared to other District schools and are often more challenging to staff and have teachers who have fewer years of experience. Los Angeles Unified aims to remove such barriers to learning in critical areas through strategic and priority staffing, allocating experienced instructional interventionists and coaches, providing ongoing professional development, and executing systems that support instructional progress. Additionally, the data collected from school visits, classroom observations, and formative assessments are used to evaluate existing school systems and programs at Tier 2 and 3 schools, immediately identify and enact corrective courses of action, and ensure the equitable delivery of high-quality instruction and student support. This information also guides the delivery of professional development to support the effective implementation of curricula and school interventions, such as small groups, tutoring, and expanding the instruction to support students. The District will monitor the effectiveness of these tiered Region supports for schools using the following progress monitoring measures: ● Tier 2 and 3 school progress (for all students and for low-income students) towards District Goal 1: Postsecondary Success (the percentage of students in a graduating 9th-12th cohort demonstrating college and career readiness with a “C” or better on UC/CSU A-G approved courses will increase to 70% by June 2026).		

Action #	Title	Description	Total Funds	Contributing
		• Tier 2 and 3 school progress (for all students and for low-income students) towards District Goal 2: Literacy (third-grade students will move on average 30 points closer to proficiency on SBA ELA assessments by 2026). • Tier 2 and 3 school progress (for all students and for low-income students) towards District Goal 3: Numeracy (students in grades 3-5 and 6-8 will move on average 40 points closer to proficiency on SBA Math assessments by 2026). As new data becomes available moving forward, these progress monitoring measures are subject to change. Low-income students will experience the greatest benefit to their progress towards these District Goals owing to their needs for these targeted learning interventions. In addition, we recognize that these interventions would also benefit all students, and therefore this increase in staffing is implemented school-wide at Tier 2 and 3 schools.		
1.12	School-Level Supports for Individualized Learning	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* Los Angeles Unified continues to serve over 557,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. Throughout the partner engagement process beginning in 2020-21, during the prior LCAP cycle, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs, this input demonstrates a connection to the educational partner feedback received that led to the development of the 2024-25 LCAP. This was further supported in our engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District provides additional site-level staffing (including assistant principals to support teacher growth and instruction, library aides to assist students with research, counseling staff to provide additional services to high-needs student groups, and instructional aides to increase early literacy	$819,610,704	Y

Action #	Title	Description	Total Funds	Contributing
		development) dedicated to support student instruction. This additional staffing is above and beyond the base-funded instructional staffing to support improved targeted instruction and intervention and intensive supports including individualized instruction. (Note that schools may also invest their discretionary SENI funds in order to deliver more intensive supports to these students as well). Through this additional staffing, our teachers will focus their implementation of Tier 2 and 3 instructional supports within the following multi-tiered system: ● Tier 1: Universal Supports: high-quality first instruction as aligned to principles of Universal Design for Learning. ● Tier 2: Targeted Instruction and Intervention: targeted small-group instruction and focused progress monitoring for students who demonstrate need for a more targeted level of support. ● Tier 3: Intensive Supports: intensive instruction to individual or very small student groups (1-3 students), including modeling, scaffolded practice, and regular mastery assessments, as well as more frequent progress monitoring. The District will monitor the effectiveness of these individualized learning supports as delivered by our additional site-level staffing using the following progress monitoring measures: ● Increased number of secondary students receiving C or better grades on report cards ● Improved School Experience Survey results for students and teachers ● Improved outcomes on DIBELS (TK-2 Reading) ● Improved outcomes on i-Ready (Grades 3-12 Reading; Grades TK-12 Math) As new data becomes available moving forward, these progress monitoring measures are subject to change. Low-income students, English Learners, and students in foster care will experience the greatest benefit to their achievement in the state content standards owing to their needs for these personalized learning interventions. In addition, we recognize that this program would also benefit all students, and therefore this increase in staffing is implemented		

Action #	Title	Description	Total Funds	Contributing
		Districtwide.		
1.13	Early Education and Universal Transitional Kindergarten	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education is relevant because children in these vulnerable populations need equitable access to high quality early education programs. In order to address these needs, the Early Childhood Education Division (ECED) will implement the following supports: ● ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. UTK classes serve students who turn five between September 2, 2023 and September 1, 2024. ● In 2022-23, Expanded Transitional Kindergarten transitioned to UTK in 316 elementary schools and added an additional 171 elementary schools in 2023-24 to 488 elementary schools- full implementation. While full implementation of UTK occurs statewide in 2025-26, Los Angeles Unified understands the equity need for an accelerated timeline in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. The District is continuing the action as it continues to implement the programs prior to the required statewide implementation. The District is providing funding above state mandated levels to focus on actions which include a focus on development of early literacy and numeracy skills to provide an early education foundation for high-needs student groups as well as social skills and emotional development. ● For 2025-26, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day	$137,825,298	Y

Action #	Title	Description	Total Funds	Contributing
		UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school. The District will monitor the effectiveness of these Early Education programs using the following progress monitoring measures: ● Universal Transitional Kindergarten access through an increased number of sites, prioritizing elementary schools with high percentages of students on Free and Reduced Meal Programs (80%+) and/or high SENI rankings. ● Improved outcomes for UTK classrooms based on the UTK Progress Report which is administered three times a year for progress reports and parent conferences. Three times a year following the same reporting periods as the elementary school. As new data becomes available moving forward, these progress monitoring measures are subject to change. High quality early education has been shown to increase academic proficiency and graduation rates. As a result, the expansion of Universal Transitional Kindergarten (UTK) programs and increased support for children facing trauma all support Eliminating Opportunity Gaps. Research from multiple studies has shown that quality early education programs lead to positive outcomes for students who participate in them. In a recent study by the School Effectiveness and Inequity Initiative (SEII), researchers from the University of Chicago, MIT, and UC Berkeley looked at the long-term effects of preschool. Their findings indicate that universal pre-k in Boston boosted high school graduation, SAT test-taking, and college enrollment. Preschool also led to an improvement in behavioral outcomes by reducing suspensions and rates of juvenile incarceration. Effects were larger for boys, but findings were consistent across different racial and socioeconomic groups. Research from the Perry Preschool Project study and the work by James Heckman on early childhood investments also supports positive outcomes for children. The design of these programs specifically addresses the social emotional and cognitive needs for low-income students and those experiencing trauma. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided school-wide in participating schools. *Note: The District offers preschool programs for children ages 2 through 4 at Early Education Centers, which are supported with separate state funding than UTK.*		

Action #	Title	Description	Total Funds	Contributing
		For more information on these programs, including which school sites host these programs, please see: https://achieve.lausd.net/Page/15507.		
1.14	Literacy and Numeracy Interventionist Program	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* Far too many students, especially English Learners, students in foster care, and low-income students, are not reaching grade-level proficiency targets in literacy and numeracy. These outcomes are due to inconsistent implementation of highly effective Tier I instruction and Tier II support that is specifically calibrated and adjusted to support each learner's progress within the District's multi-tiered systems of support. In order to address these needs, Los Angeles Unified's Central/Region Administrators and Instructional Support Staff, in collaboration with site principals, coordinators, interventionists, and teachers, will implement targeted elementary literacy and mathematics interventions. Reading is the foundation for all content learning to occur after third grade; however, post pandemic data shows that students in grades 4th and above also need intervention to address unfinished learning. With the Literacy and Numeracy Interventionist Program in place, students will receive the necessary support to accelerate their learning and reach proficiency as measured by DIBELS in grades K-2 and the i-Ready reading diagnostic in grade 3rd through 12th grade for literacy. Proficiency in mathematics will be measured with the i-Ready Math Diagnostic for students in grades K-12. By implementing the strategies outlined, we will see an increase in our student proficiency in reading and mathematics. Targeted instruction to meet the needs of our most vulnerable and challenged students will result in increased academic achievement. ● **Literacy Interventions**: ○ Targeted direct instruction in Reading: The program supports educators in conducting deep data analysis of individual student data to identify and address specific skills and concepts using a Multi-tiered system of supports, including Tier II acceleration/intervention support. Current research in the Science of Reading supports our cycle of instruction focused on foundational literacy skills. ○ Professional Development on the Science of Reading and Research	$856,123	Y

Action #	Title	Description	Total Funds	Contributing
		Guided Literacy: Program supports educators developing a deep knowledge of the science of teaching reading to ensure students reach proficiency. Teachers learn to effectively implement an evidence based, systematic, and cumulative process for teaching reading. ○ Instructional Materials: Hands-on materials to allow students to engage in a multi-sensory, multi-modal approach to learning. Students will use the materials to reinforce their learning. ● **Math Interventions** ○ Targeted direct instruction in building fluency: Program supports educators in gathering progress monitoring data to support students' movement along developmental stages and address key concepts for the grade, using a Multi-tiered system of support to promote fluency in early numeracy and mathematics. ○ Professional Development on Early Numeracy and Building Math Fluency: Program supports educators developing a deep knowledge of mathematics content and instructional practice to ensure students reach proficiency. Teachers learn to effectively implement instructional strategies to support early numeracy development and fluency. ○ Instructional Materials: Hands-on materials to allow students to engage in a multi-sensory, multi-modal approach to learning. Students will use the materials to reinforce their learning. Through this initiative, schools have been identified using TK-3 students' performance data in literacy and math, with an emphasis on providing these supports to schools with the highest need. Using an equitable distribution of Interventionists for schools that did not have the support due to staffing challenges, schools with high percentages of students scoring in the well-below benchmark and below-benchmark bands based on Dynamic Indicators of Early Literacy Skills (DIBELS) data will continue to be targeted for highly-structured Tier II small group acceleration of learning. These schools will be provided specialized reading teachers and instructional aides to provide this focused instructional support to students in daily consistent doses. These schools will receive leadership coaching support and engage in improvement cycles. All District schools will		

Action #	Title	Description	Total Funds	Contributing
		also receive additional professional development and supplemental materials for teaching literacy based on the science of reading. The Literacy and Numeracy Interventionist Program will also identify and support TK - 8th grade students in developing strong numeracy and number sense. In math, schools have been identified using Districtwide common formative assessment data. These assessments include priority standards from the major work of each grade level as identified in the CA Mathematics Framework. Schools with a high percentage of students scoring in the Not Met and Nearly Met ranges on these common formative assessments will receive highly-trained math teachers and instructional aides to support Tier II number sense/numeracy instruction and practice. These schools will receive leadership coaching support and engage in improvement cycles. All District schools will receive supplemental math fluency materials based on problem-based learning and CGI practices and professional development to enhance math fluency lessons during Tier I instruction. The District will monitor the effectiveness of the Literacy and Numeracy Interventionist Program using the following progress monitoring measures: ● Literacy: ○ Improved outcomes on DIBELS benchmark growth and progress monitoring data for K-2 ○ i-Ready Reading Diagnostic for grade 3-12 students as applicable ● Mathematics: ○ Improved outcomes on i-Ready Mathematics diagnostic and progress monitoring data within the platform As new data becomes available moving forward, these progress monitoring measures are subject to change. The Literacy and Numeracy Interventionist Program will fulfill the goal of creating readers and strengthening foundational math skills of all our students by 3rd grade and intervention supports for students in grades 4-12, focusing on those most at risk: our low-income students, students in foster care, and English Learners. These students will experience the greatest benefits to their academic progress due to the initiative's focus on providing targeted instruction for struggling learners, providing Professional Development based on the science of reading and evidence-based math instruction, and engaging in cycles of improvement at all levels of our system. In addition, we recognize		

Action #	Title	Description	Total Funds	Contributing
		that all students will benefit from this program, and therefore these supports are provided to all students at participating schools. *Note: The Interventionist Program is primarily supported with non-LCFF funds.*		
1.15	Secondary Literacy Supports and Interventions	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* The following activities are essential components of the comprehensive plan to improve literacy outcomes and eliminate opportunity gaps in middle and senior high Title 1 schools across the District: ● Ongoing professional development and coaching for Middle School Interventionists ● Keys to content writing lessons and modules for Secondary ELA teachers ● Secondary Literacy Intervention Workshop Series ● Secondary Literacy Intervention Symposium This plan targets the District's most critical literacy needs. According to the 2023-24 Smarter Balanced Assessment (SBA) results, 43.06% of District students met or exceeded standards in English Language Arts, reflecting a 1.89% increase from the previous year. Additionally, the percentage of students below standard decreased by 4.09%; however, 24.33% of students remain below standard, underscoring the need for continued intervention. District-wide literacy data reflects a need for foundational literacy intervention support in 6th through 12th grade. Based on the i-Ready Reading assessments at Beginning of Year (BOY) 2024, 37% of the secondary students in grades 6-12 performed at 3 or more grade level below. That is 119,934 secondary students are significantly below grade level below. Of those students, 25,987 students performed at or below 3rd grade level in Phonics and were not able to decode and read any text fluently. The following activities are essential components of the comprehensive plan to improve literacy outcomes and eliminate opportunity gaps in middle and senior high Title 1 schools across the District. The Division of Instruction, in collaboration with school site teachers, coordinators, and administrators, will continue to establish, support, and communicate an equity-based framework that includes: ● Ongoing professional development and coaching for Middle School	$9,949,560	Y

Action #	Title	Description	Total Funds	Contributing
		Interventionists ● Keys to content writing lessons and modules for Secondary ELA teachers ● Secondary Literacy Intervention Workshop Series ● Secondary Literacy Intervention Symposium In alignment with this policy, the Division of Instruction, in collaboration with school site teachers, coordinators, and administrators, will continue to establish, support, and communicate an equity-based framework that includes: ● Middle School Literacy Interventionists provide direct services to students in multiple content areas in high-need elementary and in literacy in high needs middle schools. The Interventionist will participate in the implementation of a Multi-tiered System of Support (MTSS) that includes intervention via re-teaching and professional development on the implementation of effective strategies and Tier 1 and Tier 2 interventions in the classroom. ● Professional development and coaching on Corrective Reading are essential for Middle School Interventionists who serve Title 1 middle schools with the highest literacy needs. Corrective Reading, a research-based program rooted in the Science of Reading, targets foundational literacy skills and comprehension deficits to support students who are not adequately reading in secondary classrooms. This program, approved as part of the District's Secondary Intervention Bench, is designed to accelerate student growth and close literacy achievement gaps. Interventionists equipped with Corrective Reading strategies will help ensure targeted, effective support for struggling readers. ● The Secondary Writing Cadre will offer professional learning opportunities for teachers to implement high impact writing strategies and materials, improving writing outcomes for all students. According to the most recent SBA results, only 43.06% of students met or exceeded ELA standards, while 24.33% remain below standard. Data reveals that writing remains a critical area for growth across grade levels. The cadre will deepen participants' knowledge of effective writing instruction, enhancing their pedagogy while building capacity to support writing instruction at the school and District levels. This approach ensures that writing instruction is consistent, research-based, and impactful.		

Action #	Title	Description	Total Funds	Contributing
		• The Secondary Literacy Intervention Symposium will provide opportunities for all teachers and support staff to provide effective literacy interventions to struggling students This includes intervention courses such as Academic Literacy and Literacy for Success (grades 6-8) and Strategic Literacy (grades 9-10) Middle school interventionists, English language Arts teachers, Middle School College Career Coaches, Intervention Prevention coordinators, Title 1 Coordinators, and Administrators who are supporting intervention. These sessions will equip participants with research-based strategies to improve literacy outcomes for struggling students in secondary ELA classrooms. Participants will learn best practices and methodologies to provide targeted intervention, addressing both foundational and advanced literacy needs. The District will monitor the effectiveness of these secondary literacy interventions using the following progress monitoring measures: • Improved outcomes on i-Ready: Student reading skills growth in Tier III ELA intervention program • Increased number of lessons created for Secondary ELA lesson bank As new data becomes available moving forward, these progress monitoring measures are subject to change. As a result of these efforts, we expect to see higher levels of performance on the state content standards to increase for targeted groups and higher rates of English Learner reclassification. English Learners, low-income students, and students in foster care will experience the greatest benefit to their secondary academic progress from differentiated supports based on their existing needs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all secondary students.		
1.16	Summer School Credit Recovery	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* Los Angeles Unified's highly qualified teachers will continue to be hired for the summer school session to deliver instruction focused on student mastery of content standards and proficiency in courses that were previously failed. As a result, students will successfully recover credits needed to meet high school graduation requirements,	$2,000,000	N

Action #	Title	Description	Total Funds	Contributing
		improving graduation rates for the District. The District will monitor the effectiveness of the Summer School Credit Recovery program using the following progress monitoring measures: ● Increased number of students who successfully pass their summer term courses with a final grade of C or better ● Increased participation rates As new data becomes available moving forward, these progress monitoring measures are subject to change. *Note: Summer school is also funded using federal Title 1 funds, which do not appear in this LCAP.*		
1.17	Standard English Learner Supports	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to support improved Smarter Balanced proficiency rates for our Standard English Learners, the Los Angeles Unified School District's Access, Equity, and Acceleration (AEA) Unit works to ensure culturally relevant, sustaining, and high-quality instruction to recognize these students' strengths, abilities, and potential. The AEA team will continue to provide professional development through the Academic English Mastery Program for teachers to learn and deliver culturally responsive academic support. In addition, through the UCLA-Los Angeles Unified Collaborative, Los Angeles Unified, UCLA, and College Board will support participating school staff in providing college and career education and support (such as college fairs, A-G requirement workshops, and college application support) and resiliency supports (such as Restorative Practices implementation for improving student-teacher relationships, mentoring programs to increase school engagement of Standard English Learners, and creating opportunities to recognize and celebrate the successes of Standard English Learners). The Access, Equity, and Acceleration Unit believes that strategic and explicit Culturally and Linguistically Responsive professional development, resources, staff, parent, and community supports will be effective in improving academic outcomes including: improved Smarter Balanced proficiency rates, increased academic language	$2,151,398	N

Action #	Title	Description	Total Funds	Contributing
		proficiency, increased access to the CORE curriculum, improved social emotional wellness, increased college and career supports, increased graduation rates, increased enrollment in rigorous courses, increased qualifying Advanced Placement (AP) results, and celebrated successes of Standard English Learners. The District will monitor the effectiveness of the supports for Standard English Learners using the following progress monitoring measures: ● Academic English Mastery Program (AEMP) ○ Improved LAS Links beginning- and middle-of-year assessment data ○ Increased DIBELS and SBA ELA scores ○ Improved outcomes on AEMP CLR professional development surveys and analysis to evaluate implementation and effectiveness ● UCLA-LAUSD Collaborative ○ Increased number of AA students at UCLA-LAUSD Collaborative schools meeting UC A-G requirements. ■ Measure 1: Increase the percent of AA students attending a UCLA-LAUSD Collaborative school that meet or are on track to meet UC A-G requirements by 3% from 46% to 49%. ○ Increased number of AA students at UCLA-LAUSD Collaborative schools enrolled in at least one AP course. ■ Measure 2: Increase the percent of AA students attending a UCLA-LAUSD Collaborative school that are enrolled in at least one AP course by 3% from 18% to 21% As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.18	Specialized Student Services (SSS) Programs for Students in Foster Care and	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* The Specialized Student Service program goals are to: ● Increase attendance rates and school engagement. ● Increase academic achievement and graduation rates. ● Increase school stability.	$47,466,573	Y

Action #	Title	Description	Total Funds	Contributing
	Experiencing Homelessness	SSS counselors provide services to over 10,000+ students in foster care and 17,000+ students experiencing homelessness annually, a 42% increase in the number of students experiencing homelessness from last year. Supports for these students include: ● Educational case management and advocacy for educational rights services ● Collaboration with school staff, caregivers, and county personnel (Department of Children and Family Services (DCFS), Probation, agency staff) to promote school stability ● Provide educational supports and linkages to address academic and attendance barriers SSS counselors provide case management and coordination of care for: ● Students with an open case in dependency court and under the supervision of the Department of Children and Family Services (DCFS) case (foster) ● Students with an open case in delinquency court and an educational transition plan (foster) ● Students experiencing homelessness who are chronically absent and/or off track to graduate high school (tier 2 or 3) Some additional coordinated supports for students in special populations from the Student Support Programs department include: ● Transportation assistance for students in out-of-home foster care or experiencing homelessness ● Collaborative services to provide access to basic needs ● College campus tours and postsecondary supports for secondary students in foster care, experiencing homelessness, or juvenile justice involved ● Leadership Empowerment Councils for students in foster care (secondary) ● Graduation celebration events and scholarships Specialized Student Services (SSS) counselors are assigned to all LAUSD schools in order to support identified students in special populations. Allocations of staff time is dependent upon the number of students in special populations (foster, homeless, juvenile justice involved). SSS counselors received specialized training to support students in foster care and experiencing homelessness: ● School Stability: School of Origin and the Best Interest of Determination process ● Legal Review of Educational Rights for Students in Special Populations		

Action #	Title	Description	Total Funds	Contributing

		• Legal Review of Family Educational Rights and Privacy Act (FERPA)
		• Department of Children and Family Services (DCFS) 101 and Independent Living Program (ILP)
		• American Recuse Plan: Supporting students experiencing homelessness
		• Social emotional learning resources
		
		The District will monitor the effectiveness of Specialized Student Services (SSS) Programs using the following progress monitoring measures:
		
		• Supports for Students in Foster Care
		  ○ Increased number of best interest determination meetings (BIDs) provided to support school stability for students in foster care
		  ○ Increased attendance rates
		  ○ Increased numbers of students on-track to graduate
		• Supports for Students Experiencing Homelessness
		  ○ Increased number of District students properly identified as homeless under the McKinney-Vento Act definition
		  ○ Increased attendance rates
		  ○ Increased numbers of students on-track to graduate
		
		As new data become available, these progress monitoring measures are subject to change.
		
		For more information (including the list of schools), see the Specialized Student Services webpage: https://www.lausd.org/Page/16356.		

1.19	Special Education: Base Program	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order for all students to achieve proficiency in state content standards, Los Angeles Unified Special Education staff will continue to deliver high quality supports and services for students with disabilities as designated in their individualized education plans (IEPs). This staffing includes teachers, school site administrators, related service providers (including all direct behavior support providers), support administrator/teachers. and classified staff. Collectively, staff ensures that students with disabilities are meeting their individualized	$1,092,406,891	N

Action #	Title	Description	Total Funds	Contributing
		targeted goals and that the District is systemically striving to meet State Performance Plan Indicators (SPPI). In addition, a portion of our base program (15%) is set aside to reduce the over identification of Black students with disabilities identified with an Emotional Disability (ED) eligibility and reduce the suspension rates of Black students with disabilities. To reduce these areas, in collaboration with the Division of Instruction (DOI), the Division of Special Education has created professional development that addresses implicit bias, building a strong sustainable academic/social emotional Multi-Tiered System of Support (MTSS). *Note: LCFF funds may also be used to meet the requirements set by the Office of Civil Rights resolution agreement. The District also receives separate special education state funding outlined in the District's Special Education Local Plan Area (SELPA) plan.* The District will monitor the effectiveness of the Special Education base program using the following progress monitoring measures: ● Percentage of IEPs held on time ● Seventy-five percent of services delivered with at least 90% service delivery As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.20	Special Education: Intensive Diagnostic Education Centers (IDEC)	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In addition to the Special Education staffing and supports described in Goal 1, Action 19, Special Education teachers, assistants, psychologists, specialists, and coordinators will also provide additional supports to students with disabilities on the core curriculum who have severe dyslexia or other text impairments and received at least two years of special education services through the Intensive Diagnostic Education Centers (IDEC) program. Intensive Diagnostic Education Centers (IDEC) will continue to provide intensive literacy intervention in the area of word recognition for up to two hours daily to small groups of students using multi-sensory, evidence-based resources and strategies, in order to support improved Smarter Balanced Assessment English Language Arts	$4,227,157	N

Action #	Title	Description	Total Funds	Contributing
		proficiency rates. The District will monitor the effectiveness of the Intensive Diagnostic Education Centers using the following progress monitoring measures: ● Improved Benchmark assessment data (WIAT and/or Woodcock-Johnson) ● Improved i-Ready scores As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.21	Special Education: Inclusive Practices	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In an effort to increase the amount of time students with disabilities spend in general education, the Division of Special Education will support general education/special education staff in facilitating research based practices. In collaboration with the Division of Instruction, the Division of Special Education will support these sites in creating professional development, monitoring progress through data dialogues and instructional rounds, and communicating with parents on the effectiveness of the programs. In addition to increasing students with disabilities' time in general education, the expectation is that these programs will also increase academic (Math and English Language Arts) and Social Emotional Learning outcomes. The District will monitor the effectiveness of increasing inclusive practices using the following progress monitoring measures: ● Increased percent of students with disabilities who are in the general education program at least 80% of the school day ● Decreased percent of students with disabilities who are in the general education program 40% or less of the school day ● Increased ELA and Math SBA scores for students with disabilities included in general education for 80% or more of the day ● Increased rate of progress in i-Ready from BOY to EOY for students with disabilities included in general education for 80% or more of the day. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$39,820,944	N

Action #	Title	Description	Total Funds	Contributing
1.22	Special Education: Special Day Program	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to support the unique needs of students with disabilities, Los Angeles Unified offers Special Day Programs (SDP) for students in both the Core Curriculum and Modified Core Curriculum. A special day class/program is defined as a class/program for students with disabilities taught by a Special Education teacher. In both scenarios, students spend the majority of the day (over 50% on the instructional day) in a special education setting, in alignment with the students' IEP. Students in Modified Curriculum Special Day Programs focus on grade level standards through a modified curriculum, also building daily life skills, and social emotional growth. Students in Core Curriculum Special Day Programs are taught grade level standards with accommodations. As with all students and as appropriate, our goal is to serve and support students in their Least Restrictive Environment. The District will monitor the effectiveness of the Special Day Program using the following progress monitoring measures: ● Increased time spent in general education classes ● i-Ready scores from beginning-of-year (BOY) assessments to middle-of-year (MOY) assessments and middle-of-year (MOY) assessments to end-of-year (EOY) assessments ● Increased participation in credit recovery and general education summer programs As new data becomes available moving forward, these progress monitoring measures are subject to change.	$238,728,496	N

Action #	Title	Description	Total Funds	Contributing
1.23	Special Education Transition Services	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In Los Angeles Unified, there are 19,118 students with disabilities ages 14 and above (Fall 2024-25 CALPADS). As the District continues the work to prepare these students for successful post-secondary life, an opportunity gap has been identified to address in the area of postsecondary education. Students with disabilities are underrepresented in postsecondary education when compared to their non-disabled peers. In 2024, 49.8% of LAUSD students with disabilities enrolled in college during the first fall semester immediately after high school. In comparison, 71.4% of non-disabled LAUSD students enrolled in college during the first fall semester immediately after high school (National Clearinghouse, 2024). Working with students with disabilities to prepare them for postsecondary success is crucial for improved outcomes. Data supports the effectiveness of advisories and support. Research shows that a majority of college students with disabilities do not inform their college of their disability, limiting their access to academic supports and accommodations, highlighting the importance of proactive support and guidance in high school to ensure a smooth transition to postsecondary education (National Center for Education Statistics, 2022). Further, students with disabilities who are well-informed about their rights and responsibilities are better equipped to succeed in postsecondary education, emphasizing the role of counseling and advisories in empowering students with disabilities (US Department of Education, 2011). Family engagement in a student's education has a significant impact on their academic achievement. Research indicates that involving parents in a child's education and school community positively affects students' outcomes (Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J., 2016). Effective family engagement involves sharing data with families to connect them to student learning, provide support strategies for learning at home, and foster a partnership between parents and educators. Regardless of the socio-economic status, racial and ethnic background, or education attainment levels, students with involved families are more likely to: earn higher grades and test scores, pass their classes, and earn credits, attend school regularly and be on time, graduate and go on to postsecondary education.	$11,021,944	N

Action #	Title	Description	Total Funds	Contributing
		The District Office of Transition Services, as implemented by transition teachers (itinerant staff assigned to support every comprehensive high school and alternative high school model in Los Angeles Unified), is focused on transition planning in the areas of education/training, employment, and independent living and provides students with the critical skills needed to succeed in life after high school. Within the scope of the identified opportunity gap, Transition Services will address the needs of students with disabilities through senior advisories and family engagement efforts. The District will monitor the effectiveness of these special education transition services using the following progress monitoring measures: ● 12th Grade Student Advisories: Number of seniors (defined as 12th grade students with a disability in their final year of education) student advisories/progress towards 4 senior advisories per student per year. ● Family Engagement Plan: each transition teacher will create and implement a family engagement plan. This plan is intended to allow transition teachers to plan, implement and evaluate strategies for effective family engagement to support our efforts in closing the opportunity gap for students with disabilities. Plans could include parent trainings, parent meetings, sharing of resources, and other practices intended to engage families. Transition teachers will report the number of families who have participated in trainings. Based on data collected on family engagement during the 2024-25 school year, a goal will be set of a minimum of two engagements per family per year. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.24	Increased Access to Advanced Placement (AP) and College Readiness Exams	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* English Learners, students in foster care, and low-income students in Los Angeles Unified have faced significant challenges to their successful enrollment and achievement in Advancement Placement (AP) courses, including inadequate academic preparation for the rigors of AP, insufficient number of AP course offerings and/or seats, educator bias (implicit or explicit), assessment and grading practices, lack of outreach to students and	$5,416,803	Y

Action #	Title	Description	Total Funds	Contributing
		communication to parents/families, and financial barriers that prevent students from taking AP exams. In response to this need, Los Angeles Unified's AP Policy encourages open access: any student interested and motivated to enroll in an AP course should be enrolled in an AP course. Since establishing the District's equitable access AP policy, the District—despite a steady decline in high school enrollment—has substantially increased the number of students, including English learners, low-income students, and students in foster care, taking AP exams and achieving AP Exam success without decreasing the overall percentage of its AP Exam success percentage rate. ● From 2014-2015 to 2019-2020, the number of AP exams with a score of 3 or higher increased by 17%. ● From 2014-2015 to 2019-2020, almost all the student groups saw a double-digit increase in % of students achieving a qualifying score of 3 or above. ● Student participation increased from 24.4% in 2022-23 to 24.8% in 2023-2024. ● For more information on this program's successes, please refer to Los Angeles Unified's Open Data Dashboard under College & Career Readiness and College Persistence: https://my.lausd.net/opendata/dashboard#. In alignment with this policy, the Division of Instruction, in collaboration with school site teachers, coordinators, and administrators, will continue to establish, support, and communicate an equity-based framework that includes: 1. Staff Supports ● Professional development that supports course participation and the exam success of diverse learners ● Designation of site AP coordinator 2. Student Supports ● AP Exam Fee Reimbursement Program to remove financial barriers that may prevent economically disadvantaged students from taking AP examinations ● AP Readiness Saturday program in partnership with UCLA that provides students with supplemental instructional support to ensure AP course and exam success ● Course pipeline—creating and supporting a pathway to success		

Action #	Title	Description	Total Funds	Contributing
		● Data analysis, including PSAT, SAT, AP Potential to increase access and provide targeted support 3. Parent and Family Supports and Engagement ● School site sessions that inform parents of benefits of AP and resources and support available to students and parents/families ● Districtwide parent meetings, conferences, etc. that address AP and other programs that support access The programs are intentionally designed to address the specific needs of the target groups: ● UCLA AP Readiness focus on addressing academic preparation and support for AP ● Districtwide PSAT 8/9, PSAT/NMSQT (10) and SAT School Day (11th grade) assessment programs which provide data to identify students likely to have success in AP and to inform Regions and school sites what steps to take to close the opportunity gap for English Learners, low-income students, and students in foster care ● Ongoing course-/discipline-/program-specific professional development that focuses on changing educator mindset by identifying research-based strategies that support academic success of English Learners, low-income students, and students in foster care, particularly those who do not have adequate academic preparation and identifying assessment and grading practices that support their success ● Communication and outreach efforts that inform English Learners, low-income students and students in foster care, as well as their parents and families, of AP opportunities and benefits (School site and districtwide) ● District AP Exam Fee Waiver Program which is designed intentionally to remove economic barriers for English Learners, low-income students and students in foster care ● Pre-AP and UCLA AP Readiness focus on addressing academic preparation and support for AP The Division of Instruction will continue to provide guidance, service and support to ensure adherence to select District programs, including AP, so that our English learners, students designated as low-income, and students in foster care have equitable access		

Action #	Title	Description	Total Funds	Contributing
		and academic success. The Division of Instruction will continue to share responsibility and accountability with Regions and school site teachers, coordinators, and administrators to address the needs of our targeted student populations, eliminate barriers, and increase service and support by using evidence-based data to guide and improve practice. The District will monitor the effectiveness of these programs using the following progress monitoring measures: ● Increased AP student enrollment ● Increased AP Readiness student participation As new data becomes available moving forward, these progress monitoring measures are subject to change. This program is specifically designed to address the precise barriers described above that English learners, students in foster care, and low-income students face, and these students will experience the most significant benefit to their AP enrollment, participation, and exam pass rate. In addition, we recognize that this program would also benefit all students; therefore, this support is provided Districtwide.		
1.25	Increased Access to International Baccalaureate (IB) Programs	(*Aligned to Strategic Plan Priority 1D: College and Career Readiness)* The District is committed to expanding access to rigorous, globally-focused academic and career pathways through the development and support of the International Baccalaureate (IB) Diploma Programme (DP) and Career-related Programme (CP). To advance college and career readiness for all students, the Division of Instruction, in collaboration with school site teachers, coordinators, and administrators, will continue to implement an equity-based framework that includes: Staff Supports ● Provide ongoing professional development to strengthen IB DP and CP course participation and assessment success among diverse learners. ● Allocate funds to support a 1.0 FTE IB Instructional Coordinator and site-based DP/CP coordinators to ensure program sustainability and instructional excellence.	$2,809,782	N

Action #	Title	Description	Total Funds	Contributing
		• Offer targeted academic preparation, including UCLA AP Readiness sessions and career pathway supports aligned to IB CP requirements. Student Supports • Maintain the District IB Exam and CP Assessment Fee Reimbursement Program to eliminate financial barriers for economically disadvantaged students, including English Learners, foster youth, and low-income students. • Expand student access to career-related coursework, including dual enrollment, industry certifications, and internships aligned to CP frameworks. Parent and Family Engagement • Host school-site and districtwide parent education sessions highlighting the benefits of IB DP and CP participation, college and career pathway options, and available student and family supports. Equity and Access Commitment • Deliver professional development, administrator support, and targeted outreach focused on increasing DP and CP access for historically underserved student populations. • Communicate IB DP and CP opportunities proactively to English Learners, foster youth, and low-income students, ensuring families are informed and engaged. The Division of Instruction will continue to guide and support IB DP and CP implementation, ensuring fidelity to IB standards while eliminating barriers to participation. Through shared responsibility and collaboration with Regions and school sites, the District will use evidence-based practices and ongoing progress monitoring to drive continuous improvement. Progress Monitoring Measures • Increased percentage of students enrolled in the IB Diploma Programme (DP) and Career-related Programme (CP). • Increased percentage of students earning the full IB Diploma or IB CP Certificate. As additional data becomes available, progress measures will be refined to ensure		

Action #	Title	Description	Total Funds	Contributing
		alignment with District goals and student outcomes.		
1.26	Districtwide A-G Interventions	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* English Learners, low-income students, and foster youth in Los Angeles Unified often exhibit lower attendance and academic achievement rates than other students, creating barriers to postsecondary readiness. Accordingly, A-G Intervention and Support staff will continue to deliver research-based and data-based practices to support students' grade level proficiency and to provide opportunities to complete A-G coursework, which are the courses necessary for high school graduation and enrollment in a UC or CSU campus, especially for traditionally underrepresented students (e.g., ELs, low-income students, and foster youth): Content and resources are outlined below: ● Performance Assessment Student Support (PASS) Program ○ PASS is a modular, self-paced and mastery-based approach to high school credit recovery, allowing for students to demonstrate proficiency of grade-level standards in ELA, mathematics, and Social Studies. A grade of C or better is earned upon successful demonstration of grade-level proficiency, or beyond. ● Just in Time Intervention program ○ Middle and high school ELA and Math Just in Time intervention resources provide intensive materials for implementation during the students' class of enrollment whenever she/he experiences challenges meeting specific standards or learning targets. This resource can also be offered outside the school day, as part of the school's intervention program. ● Academic Course Extension (ACE) ○ ACE for grades 9-12 students is an opportunity to raise an existing low end of course grade through additional time and deliberate practice. ACE is by agreement with the students' teacher of record. ● Training for instructional proficiency programs ○ The A-G team provides virtual self-paced training for educators planning to implement PASS, ACE and Just in Time programs. All trainings can be accessed in MyPLN with the courses housed in Schoology. Educators can earn their training rate for completion. Payroll is processed through the A-G	$10,273,605	Y

Action #	Title	Description	Total Funds	Contributing
		Intervention and Support office. ● Summer Bridge resources for incoming 6th and 9th graders ○ The A-G Team has created Summer Bridge resources, including suites of guided mini-lessons on study skills, time management, motivation and self-exploration. ● The A-G office supports monitoring of student data, focusing on students on or off-track for graduation and for grades of C or better (eligible for CSU/UC admissions). Data reports are shared with Region leadership after each mark reporting period, with attention to Tier 1, 2 and 3 bands indicating students with instances of D and/or F grades. The instructional programs above address barriers facing English Learners, low-income students, and foster youth by providing a personalized, flexible approach to meeting specific learning needs. Barriers to learning can occur as a result of many factors. Resources can be targeted in response to students' challenges with meeting one or more grade level standard/learning targets, supporting growth mindset and building self-efficacy. ● Program design is modular, allowing for students to focus on standards and learning targets that they struggle with the most. Experiencing early, incremental success is critical in this program, especially for students whose self-efficacy has been impacted by prior experiences with course failure. With flexible pacing, students can spend more time on certain modules, building up their ability through small tasks and engaging in additional practice and review before moving on to the next section. They are able to spend less time on modules where they can demonstrate proficiency and confidence in learning. ● Flexible program delivery means that we are meeting the needs of student populations who often have competing obligations outside of school or have challenges maintaining consistent attendance. Programs can be delivered in person, virtually or in a hybrid model and scheduled before or after the school day, on Saturdays, during intercession, etc. If students begin a course close to the end of a semester or year, and do not have time to complete it, they can resume in the next academic session with no "incomplete" having been entered into the transcript. ● These programs are also aligned to English Language Development (ELD) standards. The ELA programs include engaging, culturally relevant materials and		

Action #	Title	Description	Total Funds	Contributing
		a resource bank of student-facing support aligned to each module for additional practice and review. Teacher-facing supports provide strategies for small and whole group instruction consistent with grade-level language acquisition. Having a choice of culminating assignments, students can elect the mode of expression that is most relevant to them. Mathematics programs are constructed with real-world, authentic learning at the core. All math programs include links to external practice sites and opportunities for mastery-based engagement. The District will monitor the effectiveness of these graduation readiness supports using the following progress monitoring measures: ● Increased percentage of students on track for passing A-G courses with a “C” or better ● Reduced D's and F's for middle school students in ELA and Math As new data becomes available moving forward, these progress monitoring measures are subject to change. These programs are specifically designed to address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their A-G completion rates. For example, English Learners have academic needs supported by the addition of ELD standards. The PASS and intervention programs are designed in alignment with these standards. In addition, English Learners may be scheduled into an additional language support class depending upon their designated language level leading to a full schedule of academic classes. Students in foster care and low-income students benefit from the social-emotional supports built into our programs. Flexibility in program delivery is essential to meet the needs of students who have competing responsibilities outside of school. Recognizing that these Graduation Readiness interventions would also benefit all students, these supports are therefore available across the district to Grades 6-12.		
1.27	Diploma Program	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* The A-G Diploma Program goals are to: ● Increase student attendance and engagement ● Increase graduation rates and decrease dropout rates	$3,153,084	Y

Action #	Title	Description	Total Funds	Contributing
		• Increase A-G course completions to promote college and career readiness A-G Diploma Program PSA counselors provide services to approximately 1,700 students in middle school and 17,000 in high school who: • Are off-track to graduate (tier 2/tier 3) in high school • Failed two or more classes in the prior school year (middle school) The A-G Diploma Program provides universal, targeted, and intensive support to identified students to address obstacles to academic achievement, regular school attendance, and behavior: • **Universal Interventions** include activities such as school-wide planning, recognition events, staff development meetings, parent presentations, student presentations, and mass communications. • **Targeted Interventions** include activities such as parent/student informational presentations, staff trainings, student counseling groups, collaborative consultation, and targeted communication and/or outreach for identified student groups. • **Intensive Interventions** include activities such as crisis intervention, student/parent contacts, home visits, alternative education referrals, dropout recovery, and individual record assessment and referrals. A-G Diploma Program Pupil Services and Attendance (PSA) counselors also support student success by collaborating with school counselors, Student Support and Attendance Services (SSAS) staff, and other school staff to provide coordinated support for students off-track to graduate. The A-G Diploma Program PSA counselors address obstacles for students in special populations (English learners, foster, and low-income) as it relates to academic achievement, high school graduation, and postsecondary access starting in middle school and extending throughout high school. In addition, students may have other systemic issues affecting their academic success such as access to basic need services, housing instability, school mobility, and trauma. A-G Diploma Program counselors receive specialized training in: • Updated graduation policy including graduation exemptions and partial credits for		

Action #	Title	Description	Total Funds	Contributing
		students in special populations ● MiSiS Focus and Elevate reports to identify students off track to graduate ● New Free Application for Federal Student Aid (FAFSA) updates and procedures ● Educational rights for students in special populations ● Credit recovery supports and options ● Social emotional learning resources The District will monitor the effectiveness of the Diploma Program's targeted school-level progress monitoring supports using the following progress monitoring measures: ● Middle School: ○ Decreased percentage of fails (fail marks in 2 or more courses) for identified students when comparing prior year semester to current year semester ● High School: ○ Increased percentage of identified students who do not fall further behind (maintain or decrease number of courses off track) ○ Increased percentage of students whose course passage moves them from tier 3 (5+ classes behind) to tier 2 (3-4 classes behind) or on-track As new data become available, these progress monitoring measures are subject to change. These programs are specifically designed to address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their graduation and college and career readiness rates. In addition, we recognize that these programs would also benefit all students, and therefore these supports are provided on a school-wide basis at the targeted sites. For more information (including the list of schools), see the A-G Diploma Program webpage: https://achieve.lausd.net/Page/12897.		
1.28	Career Technical Education	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)*	$22,001,639	N

Action #	Title	Description	Total Funds	Contributing
		Research shows that Career Technical Education (CTE) significantly increases not only the high school graduation rate, but also results in a higher percentage of students going to college and persisting through graduation. Students of Regional Occupational Centers and Programs were typically from lower achieving and lower socioeconomic status than peers, but were just as likely to enroll in postsecondary education and eventually earn higher wages. In order to support Career Readiness for all students, the District will continue to provide and expand Career Technical Education (CTE) Pathways: ● Principals will collaborate with Human Resources to recruit and hire CTE teachers and to support qualifying classified staff, substitutes and single-subject teachers to receive a designated subject credential to teach CTE classes. ● CTE teachers will provide students with industry specific skills and work readiness skills. They will have an opportunity to have a continuum of work experiences such as hearing from professional guest speakers, visiting work sites, job shadowing, and internships. ● The CTE Administrator and Coordinator will provide support to all CTE teachers and their classes through professional development and externships for CTE teachers. The District will monitor the effectiveness of Career Technical Education programs using the following progress monitoring measures: ● Increased number of students earning a Work Ready Badge ● Increased number of Pathway Completers ● Increased number of Pathway Completers' graduation rate compared to non-Pathway Completers As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.29	Linked Learning	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* Research shows that close to half of English Learners do not access college, and do not graduate career ready. Evidence indicates that this is often due to structures in	$ 2,917,093	Y

Action #	Title	Description	Total Funds	Contributing
		scheduling, and access to a wide range of curricular options, leaving our highest risk student populations out of the classes that will prepare them for life after high school. Often English Learners, students in foster care and low-income students in Los Angeles Unified are enrolled in academic support classes, instead of Career Technical Education (CTE) coursework. The Linked Learning approach in Los Angeles Unified ensures that schools are reviewing their student enrollment data to ensure that English Learners, students in foster care, and low-income have access to the Linked Learning curriculum, including CTE. Student engagement in school is a key lever of success. Foster youth and English Learners who are connected to school and have meaningful, supportive experience are more likely to leave high school college and career ready. In Los Angeles Unified, there is a need for more students in foster care to complete high school college prepared. Connecting learning to the world outside of school, not only ensures more foster youth complete high school with the coursework necessary to apply to college, it also ensures students in foster care graduate career ready through the completion of a CTE pathway and industry certification. In addition, research indicates that the use of project-based learning with English Learners increases self direction outside of the classroom as well as student achievement outcomes, particularly as they relate to reading. Creating more engaging classrooms where students are asked to collaborate with peers and present their learning on a regular basis, as key practices of the Linked Learning approach, gives English Learners more practice to build skills necessary for reclassification. The Linked Learning program braids 4-core components: academic rigor, Career Technical Education, Work-based Learning (WBL), and comprehensive student supports, with an intentional focus on ensuring English Learners, foster youth, and low-income students have access to all components. The Linked Learning Pathways team reviews student groups to ensure students have access to A-G courses, a Career Technical Pathway, embedded work-based learning opportunities and individualized support through intentional scheduling practices and student cohorting with Linked Learning identified teachers. These conditions support our schools in ensuring that each specific student group has access to an integrated curriculum which ties core content class outcomes to the world beyond school, increasing student engagement and decreasing chronic absenteeism.		

Action #	Title	Description	Total Funds	Contributing
		Eligibility to become a Linked Learning site is available to all Los Angeles Unified schools, following a year-long application process, including twenty-four hours of onboarding. Through the implementation of this program: ● Coaches and a Director provide onboarding and professional development in the areas of project-based learning (PBL), performance assessment, and defense of learning, including annual reflection and revision of curricular units. ● Work-based learning coordinators connect classrooms to industry professionals and build capacity at the sites to manage industry partnerships connected to classroom instruction. They assist teachers and other school staff in providing work readiness instruction leading to completion of a work readiness badge. ● Linked Learning program staff adopt technical tools to support increased engagement and college and career readiness through student portfolios and performance assessment (Portfolium, Defined Learning). ● School leaders, teachers, and Linked Learning staff attend conferences and contract with leading PBL experts and resources to ensure the Linked Learning practices adopted by Los Angeles Unified are the most research driven and effective. ● Schools receive support in the development of their master schedule, increasing identification of pathway students in the student information system for improved progress monitoring, and increasing externship opportunities for teachers to support student work-based learning experiences. The District will monitor the effectiveness of Linked Learning programs using the following progress monitoring measures: ● Increased number of Linked Learning silver and gold certified pathways in Los Angeles Unified ● Increased percentage of Linked Learning students graduating A-G ready compared to non-Linked Learning students As new data becomes available moving forward, these progress monitoring measures are subject to change. By implementing the core academic components with comprehensive student supports,		

Action #	Title	Description	Total Funds	Contributing
		students leave high school having built strong relationships with peers, mentors, and staff. Through this supportive network, English Learner, foster, and low-income youth experience successful post-secondary transitions. This outcome will be measured through the number of students in each student group graduating with college credits and the number of students progressing to 2-4 year colleges as reported by the senior exit survey. In addition, we recognize that this program would also benefit all students, and therefore these supports are provided schoolwide at participating schools. For more information on Linked Learning, including the list of Linked Learning Pathways offered in Los Angeles Unified by industry sector, please see: https://achieve.lausd.net/linked.		
1.30	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	*(Aligned to Strategic Plan Pillar 1: Academic Excellence)* English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level. In order to support proficiency and academic achievement at campuses with the highest concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address academic metrics at each grade span. In 2023-24, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Early Literacy Benchmarks (DIBELS) - Kindergarten: 61.8% ○ Early Literacy Benchmarks (DIBELS) - Grade 1: 60.0% ○ Early Literacy Benchmarks (DIBELS) - Grade 2: 56.1%	$288,925,561	Y

Action #	Title	Description	Total Funds	Contributing
		○ SBA ELA - Distance from Standard Met (Grades 3-5): -61.2 points below standard ○ SBA Math - Distance from Standard Met (Grades 3-5): -63.9 points below standard ○ English Learner reclassification rate: 20.8% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Early Literacy Benchmarks (DIBELS) - Kindergarten: 66.3% ○ Early Literacy Benchmarks (DIBELS) - Grade 1: 64.4% ○ Early Literacy Benchmarks (DIBELS) - Grade 2: 61.5% ○ SBA ELA - Distance from Standard Met (Grades 3-5): -49.9 points below standard ○ SBA Math - Distance from Standard Met (Grades 3-5): -54.7 points below standard ○ English Learner reclassification rate: 20.8% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by elementary schools to address the academic needs of their students. Within the Academic Excellence Program Code, elementary schools will invest their funds in additional staffing and supports to implement the District's programs for improved academic outcomes so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their academic proficiency needs. Elementary schools invested 62.6% of their total SENI funds in programs and strategies towards Academic Excellence: ● Deliver improved culturally responsive and differentiated instruction ● Increase data-driven instructional planning for personalized learning ● Provide differentiated and ongoing professional development and coaching to support effective teaching and learning for the targeted student groups ● Implement high-impact intervention and instructional programs to accelerate student learning and close equity gaps for target student groups during and beyond the school day, such as afterschool interventions and tutoring		

Action #	Title	Description	Total Funds	Contributing
		Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local proficiency needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for elementary schools towards Academic Excellence disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Academic Excellence. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in academic proficiency for their school's English Learners, low-income students, and students in foster care.		

Action #	Title	Description	Total Funds	Contributing
1.31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	*(Aligned to Strategic Plan Pillar 1: Academic Excellence)* English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level. In order to support proficiency and academic achievement at campuses with the highest concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address academic metrics at each grade span. In 2023-24, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grades 6-8): -85.9 points below standard ○ SBA Math - Distance from Standard Met (Grades 6-8): -133.6 points below standard ○ English Learner reclassification rate: 17.7% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grades 6-8): -62.3 points below standard ○ SBA Math - Distance from Standard Met (Grades 6-8): -106.3 points below standard ○ English Learner reclassification rate: 22.9% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by middle schools to address the academic needs of their students.	$85,195,204	Y

Action #	Title	Description	Total Funds	Contributing
		Within the Academic Excellence Program Code, middle schools will invest their funds in additional staffing and supports to implement the District's programs for improved academic outcomes so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their academic proficiency needs. Middle schools invested 54.6% of their total SENI funds in programs and strategies towards Academic Excellence: ● Deliver improved culturally responsive and differentiated instruction ● Provide differentiated and ongoing professional development and coaching to support effective teaching and learning for the targeted student groups ● Increase data-driven instructional planning for personalized learning ● Expand classroom observation and educator feedback to improve practice Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local proficiency needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop these 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for middle schools towards Academic Excellence disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard		

Action #	Title	Description	Total Funds	Contributing
		(https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Academic Excellence. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in academic proficiency for their school's English Learners, low-income students, and students in foster care.		
1.32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	*(Aligned to Strategic Plan Pillar 1: Academic Excellence)* English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level. In order to support proficiency and academic achievement at campuses with the highest concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address academic metrics at each grade span. In 2023-24, high and highest-need high schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grade 11): -53.7 points below standard ○ SBA Math - Distance from Standard Met (Grade 11): -148.4 points below standard	$162,097,623	Y

Action #	Title	Description	Total Funds	Contributing
		○ English Learner reclassification rate: 8.6% ○ A-G Completion Rate: 52.4% ○ CTE Completion Rate: 26.6% ○ Four-Year Cohort Graduation Rate: 87.3% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grade 11): -34.1 points below standard ○ SBA Math - Distance from Standard Met (Grade 11): -122.1 points below standard ○ English Learner reclassification rate: 9.5% ○ A-G Completion Rate: 60.9% ○ CTE Completion Rate: 20.9% ○ Four-Year Cohort Graduation Rate: 92.5% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by high schools to address the academic needs of their students. Within the Academic Excellence Program Code, high schools will invest their funds in additional staffing and supports to implement the District's programs for improved academic outcomes so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their academic proficiency needs. High schools invested 56.2% of their total SENI funds in programs and strategies towards Academic Excellence: ● Deliver improved culturally responsive and differentiated instruction ● Provide differentiated and ongoing professional development and coaching to support effective teaching and learning for the targeted student groups ● Expand classroom observation and educator feedback to improve practice ● Increased technology and digital resources to elevate teaching and learning Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their		

Action #	Title	Description	Total Funds	Contributing
		implementation of District policies and programs to serve the local proficiency needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for high schools towards Academic Excellence disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Academic Excellence. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in academic proficiency for their school's English Learners, low-income students, and students in foster care.		

Goal

Goal #	Description	Type of Goal
2	Joy and Wellness: To help our students succeed, Los Angeles Unified works to ensure students are in environments where they feel secure, valued, and are enthusiastic about learning.	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)

State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal represents our commitment to serving the whole child – attending to the social, emotional, and physical health and wellness of our students so they are prepared and energized to focus on learning, growing, and building meaningful connections at school. This goal represents our commitment to fostering a safe, inclusive, and supportive school culture on every campus and minimizing disruptions or barriers to learning. Our approach to safety is comprehensive and we are committed to creating environments that offer physical, emotional, and environmental safety. By promoting these conditions, we believe our campuses and classrooms will shine as exciting and exemplary learning spaces for students to realize their potential.

The goal's concentration on safe and healthy school climates highlights feedback from our educational partners that a strong correlation to being motivated to learn and attend school is for students and staff to experience a supportive and safe environment for both learning and working. The metrics and progress monitoring measures in Goal 2: Joy and Wellness allow the District to track student and staff experience of school, student attendance, and desired learning behaviors, among additional measures, to determine actions to ensure students are academically successful, on track to graduate, and able maintain strong interpersonal relationships for future success.

During the previous LCAP cycle from 2021 to 2024, Los Angeles Unified experienced challenges and continues to face challenges with student attendance as a result of the COVID-19 pandemic. Since students returned to campus in 2021-22, the District has seen student attendance improve and chronic absenteeism decline due to efforts of school and District staff, parents and families, and additional educational partners over the last two years.

Students who were chronically absent for 9% or more of the school year, per the District's calculation method, decreased from 2021-22 to 2023-24 (most recent available data).

- The percent of students in grades K-5 who were absent for 9% or more of the school year decreased from 47.0% in 2021-22 to 28.4% in 2023-24.
- The percent of students in grades 6-8 who were absent for 9% or more of the school year decreased from 40.1% in 2021-22 to 28.5%

in 2023-24.
- The percent of high school students, grades 9-12, who were absent for 9% or more of the school year decreased from 46.0% in 2021-22 to 37.3% in 2023-24.

In addition, the percent of students with excellent attendance, 96% or higher, increased from 31.2% in 2021-22 to 44.8% in 2023-24. We understand regular student attendance is strongly correlated with academic success and positive student outcomes. As a result, the District continues its focus on increasing student attendance and ensuring students are in school with the necessary supports for success.

As stated in the 2024-25 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.01	Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)	**2022-23** All Students: 35.5% African American / Black: 28.6% Hispanic / Latino: 33.9% English Learner: 32.7% RFEP: 43.7% Standard English Learner: 28.8% Students with Disabilities: 27.6% Low Income: 33.8% Foster Youth: 34.6% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 44.8% African American / Black: 35.6% Hispanic / Latino: 43.2% English Learner: 41.8% RFEP: 51.7% Standard English Learner: 38.5% Students with Disabilities: 36.6% Low Income: 42.4% Foster Youth: 40.5% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 67.5% African American / Black: 60.6% Hispanic / Latino: 65.9% English Learner: 64.7% RFEP: 75.7% Standard English Learner: 60.8% Students with Disabilities: 59.6% Low Income: 65.8% Foster Youth: 66.6%	All Students: +9.3% African American / Black: +7.0% Hispanic / Latino: +9.3% English Learner: +9.1% RFEP: +8.0% Standard English Learner: +9.7% Students with Disabilities: +9.0% Low Income: +8.6% Foster Youth: +5.9%
2.01.1	Student Attendance: Annual	**2023-24** All Students: 91.5% African American / Black: 88.7% Hispanic / Latino:	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** *This information will be provided when completing the LCAP for 2027-28, per the LCAP template.*	*Targets to Be Determined*	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91.3% English Learner: 91.0% RFEP: 92.1% Standard English Learner: 91.2% Students with Disabilities: 89.6% Low Income: 91.0% Foster Youth: 86.9% *Source: LAUSD Open Data Dashboard*				
2.02	Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8	**2022-23** All Students: 30.0% African American / Black: 42.0% Hispanic / Latino: 31.6% English Learner: 32.3% RFEP: 20.3% Standard English Learner: 36.9% Students with Disabilities: 38.2%	**2023-24** All Students: 21.9% African American / Black: 34.4% Hispanic / Latino: 22.7% English Learner: 23.5% RFEP: 15.4% Standard English Learner: 27.0% Students with Disabilities: 29.4%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 8.7% African American / Black: 11.7% Hispanic / Latino: 9.4% English Learner: 9.8% RFEP: 6.2% Standard English Learner: 10.6% Students with Disabilities: 10.6%	All Students: -8.1% African American / Black: -7.6% Hispanic / Latino: -8.9% English Learner: -8.8% RFEP: -4.9% Standard English Learner: -9.9% Students with Disabilities: -8.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 33.0% Foster Youth: 29.5% *Source: LAUSD Open Data Dashboard*	Low Income: 24.2% Foster Youth: 26.9% *Source: LAUSD Open Data Dashboard*		Low Income: 9.6% Foster Youth: 9.2%	Low Income: -8.8% Foster Youth: -2.6%
2.03	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	**2022-23** All Students: 36.4% African American / Black: 48.4% Hispanic / Latino: 38.4% English Learner: 37.4% RFEP: 20.9% Standard English Learner: 44.0% Students with Disabilities: 45.3% Low Income: 39.3% Foster Youth: 33.3% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 28.4% African American / Black: 40.9% Hispanic / Latino: 29.8% English Learner: 29.5% RFEP: 16.0% Standard English Learner: 34.5% Students with Disabilities: 36.6% Low Income: 31.3% Foster Youth: 32.2% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 4.9% African American / Black: 6.5% Hispanic / Latino: 5.1% English Learner: 5.0% RFEP: 2.8% Standard English Learner: 5.9% Students with Disabilities: 6.0% Low Income: 5.2% Foster Youth: 4.4%	All Students: -8.0% African American / Black: -7.5% Hispanic / Latino: -8.6% English Learner: -7.9% RFEP: -4.9% Standard English Learner: -9.5% Students with Disabilities: -8.7% Low Income: -8.0% Foster Youth: -1.1%
2.04	Chronic Absenteeism Rate	**2022-23**	**2023-24**	**2024-25**	**2025-26**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(District Calculation: 91% or Lower) - Grades 6-8	All Students: 32.4% African American / Black: 44.0% Hispanic / Latino: 33.8% English Learner: 39.4% RFEP: 26.4% Standard English Learner: 38.7% Students with Disabilities: 43.0% Low Income: 34.7% Foster Youth: 38.9% *Source: LAUSD Open Data Dashboard*	All Students: 28.5% African American / Black: 40.5% Hispanic / Latino: 29.4% English Learner: 34.3% RFEP: 22.6% Standard English Learner: 34.3% Students with Disabilities: 38.7% Low Income: 30.9% Foster Youth: 40.7% *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 9.6% African American / Black: 13.8% Hispanic / Latino: 10.1% English Learner: 12.1% RFEP: 7.5% Standard English Learner: 11.9% Students with Disabilities: 13.4% Low Income: 10.4% Foster Youth: 11.9%	All Students: -3.9% African American / Black: -3.5% Hispanic / Latino: -4.4% English Learner: -5.1% RFEP: -3.8% Standard English Learner: -4.4% Students with Disabilities: -4.3% Low Income: -3.8% Foster Youth: +1.8%
2.05	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	**2022-23** All Students: 39.4% African American / Black: 47.3% Hispanic / Latino: 40.5% English Learner: 51.0%	**2023-24** All Students: 37.3% African American / Black: 46.2% Hispanic / Latino: 38.1% English Learner: 48.3%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 19.5% African American / Black: 23.8% Hispanic / Latino: 20.1% English Learner: 25.8%	All Students: -2.1% African American / Black: -1.1% Hispanic / Latino: -2.4% English Learner: -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 36.3% Standard English Learner: 42.4% Students with Disabilities: 48.9% Low Income: 41.0% Foster Youth: 49.8% *Source: LAUSD Open Data Dashboard*	RFEP: 33.8% Standard English Learner: 40.2% Students with Disabilities: 44.7% Low Income: 39.2% Foster Youth: 47.9% *Source: LAUSD Open Data Dashboard*		RFEP: 17.8% Standard English Learner: 21.2% Students with Disabilities: 24.7% Low Income: 20.4% Foster Youth: 25.2%	RFEP: -2.5% Standard English Learner: -2.2% Students with Disabilities: -4.2% Low Income: -1.8% Foster Youth: -1.9%
2.06	Single Student Suspension Rate	**2022-23** All Students: 0.39% African American / Black: 1.0% Hispanic / Latino: 0.35% English Learner: 0.30% RFEP: 0.41% Student English Learner: 0.46% Students with Disabilities: 0.74% Low Income: 0.43% Foster Youth: 1.26%	**2023-24** All Students: 0.41% African American / Black: 1.13% Hispanic / Latino: 0.38% English Learner: 0.33% RFEP: 0.44% Student English Learner: 0.50% Students with Disabilities: 0.76% Low Income: 0.48% Foster Youth: 1.68%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 0.34% African American / Black: 0.95% Hispanic / Latino: 0.30% English Learner: 0.25% RFEP: 0.36% Standard English Learner: 0.41% Students with Disabilities: 0.69% Low Income: 0.38%	All Students: +0.02% African American / Black: +0.13% Hispanic / Latino: +0.03% English Learner: +0.03% RFEP: +0.03% Student English Learner: +0.04% Students with Disabilities: +0.02% Low Income: +0.05% Foster Youth: +0.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*		Foster Youth: 1.21%	
2.07	Instructional Days Lost to Suspension	**2022-23** All Students: 3,850 African American / Black: 745 Hispanic / Latino: 2,563 English Learner: 592 RFEP: 1,050 Standard English Learner: 1,807 Students with Disabilities: 1,048 Low Income: 3,421 Foster Youth: 98 *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 4,051 African American / Black: 812 Hispanic / Latino: 2,733 English Learner: 678 RFEP: 1,015 Standard English Learner: 2,024 Students with Disabilities: 1,234 Low Income: 3,311 Foster Youth: 93 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 3,405 African American / Black: 659 Hispanic / Latino: 2,267 English Learner: 524 RFEP: 929 Standard English Learner: 1,598 Students with Disabilities: 927 Low Income: 3,026 Foster Youth: 87	All Students: +201 African American / Black: +67 Hispanic / Latino: +170 English Learner: +86 RFEP: -35 Standard English Learner: +217 Students with Disabilities: +186 Low Income: -110 Foster Youth: -5
2.08	Expulsion Rate	**2022-23** All Students: 0.02% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 0.02% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 0.01%	All Students: +0.0%
2.09	Percent of Students Reporting on the	**2023-24**	**2024-25**	**2025-26**	**2026-27**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Experience Survey: *"I feel safe in this school."*	All Students: 63.5% African American / Black: 58.0% Hispanic / Latino: 63.1% English Learner: 66.7% RFEP: 60.6% Standard English Learner: 64.6% Students with Disabilities: 63.9% Low Income: 62.5% Foster Youth: 66.4% *Source: LAUSD Open Data Dashboard*	All Students: 64.3% African American / Black: 58.8% Hispanic / Latino: 63.8% English Learner: 67.1% RFEP: 61.6% Standard English Learner: 65.3% Students with Disabilities: 64.4% Low Income: 63.3% Foster Youth: 65.0% *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 72.3% African American / Black: 66.9% Hispanic / Latino: 72.1% English Learner: 75.3% RFEP: 69.9% Standard English Learner: 72.0% Students with Disabilities: 72.1% Low Income: 71.4% Foster Youth: 73.0%	All Students: +0.8% African American / Black: +0.8% Hispanic / Latino: +0.7% English Learner: +0.4% RFEP: +1.0% Standard English Learner: +0.7% Students with Disabilities: +0.5% Low Income: +0.8% Foster Youth: -1.4%
2.10	Percent of Parents Reporting on the School Experience Survey: *"My child is safe on school grounds."*	**2023-24** All Parents: 84.9% *Source: LAUSD Open Data Dashboard*	**2024-25** All Parents: 86.9% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Parents: 91.0%	All Parents: +2.0%
2.11	Percent of Staff Reporting on the School Experience Survey: *"I feel safe on*	**2023-24** All Staff: 94.1% *Source: LAUSD Open Data Dashboard*	**2024-25** All Staff: 94.6% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for*	**2026-27** All Staff: 94.0%	All Staff: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school grounds during the day"			*2026-27, per the LCAP template.*		
2.12	Percent of Students Reporting on the School Experience Survey: *"I feel like I am part of this school."*	**2023-24** All Students: 58.5% African American / Black: 55.8% Hispanic / Latino: 57.7% English Learner: 63.4% RFEP: 54.6% Standard English Learner: 60.1% Students with Disabilities: 58.9% Low Income: 57.5% Foster Youth: 56.8% *Source: LAUSD Open Data Dashboard*	**2024-25** All Students: 59.3% African American / Black: 55.9% Hispanic / Latino: 58.3% English Learner: 62.5% RFEP: 55.7% Standard English Learner: 60.8% Students with Disabilities: 59.0% Low Income: 58.2% Foster Youth: 54.2% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Students: 66.6% African American / Black: 63.1% Hispanic / Latino: 66.0% English Learner: 71.4% RFEP: 63.1% Standard English Learner: 66.2% Students with Disabilities: 66.1% Low Income: 65.6% Foster Youth: 64.6%	All Students: +0.8% African American / Black: +0.1% Hispanic / Latino: +0.6% English Learner: -0.9% RFEP: +1.1% Standard English Learner: +0.7% Students with Disabilities: +0.1% Low Income: +0.7% Foster Youth: -2.6%

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2, Action 1: Safe School Facilities

In 2024-25, the District's Office of Environmental Health and Safety (OEHS) completed environmental, safety, and emergency readiness assessments to ensure a safe learning and working environment for students, families, and staff.

- Successes:
  - Progress Monitoring Measure: Percentage of schools with completed environmental health, safety, and emergency readiness assessments
    - Increased: 85% of schools (732 of 857) with completed environmental, safety, and emergency readiness assessments, as of March 2025, compared to 49% of schools (420 of 857) during the same period in 2023-24. By June 2025, 95% of all school assessments are anticipated to be complete.
  - There has been an increased number of schools earning Environmental Excellence Awards as awareness of this program increases.
- Challenges:
  - Due to the impact of the Los Angeles wildfires in January 2025, a number of school site assessments were rescheduled or cancelled due to fire damage.
  - Staffing vacancies.

Despite the challenges, the OEHS provided services to ensure compliance with health and safety standards in 2024-25 as planned.

Goal 2, Action 2: School Police

In 2024-25, the Los Angeles School Police Department (LASPD) performed daily patrol deployments to ensure safety and security for students and staff, responded to safety threats, conducted criminal investigations to support School Climate Advocates, and implemented measures to reduce property crimes in District schools.

- Successes:
  - Progress Monitoring Measure: Supervisory oversight of daily patrol-based deployments to support safety and security for students and staff Districtwide
    - Increased: 76 patrol units were deployed daily, on average as of March 2025, up from 60 in 2023-24. The LASPD exceeded its goal of fielding 60 patrol units daily on average by 27%.
  - Progress Monitoring Measure: Monitor calls for service in response to a criminal investigation or safety issue in support of the

newly created School Climate Advocates to track ongoing effectiveness and identify areas for improvement
        - Baseline 2024-25: Met goal of an average response time of 7 minutes, as of March 2025.
    - Progress Monitoring Measure: Track the frequency of communication with the Region offices, school site administrators, and other school safety collaborative members to ensure a safe school environment for students, staff, and the school community as a whole
        - Baseline 2024-25: LASPD attended 98% of safety collaborative meetings Districtwide, as of March 2025, exceeding the intended goal of 90%.
    - Responded to 55,707 calls for service to schools during the first half of the 2024-25 school year, an increase from 39,214 during the same period in 2023-24. The calls for service were performed Monday-Friday during school hours.
- Challenges:
    - None identified

The LASPD successfully implemented the action to establish safe and secure school learning environments in 2024-25 as planned.

Goal 2, Action 3: Base-Funded School Climate Support Staff

In 2024-25, the District's Division of School Operations continued to provide base-funded campus aides to foster safe and positive learning environments at school sites.

- Successes:
    - Professional development training to 1,581 campus aides in areas of safety and security and positive behavior and restorative practices to enable students to resolve conflicts. Training was
    - Implemented campus aide training to reinforce the Districtwide phone-free policy instituted in February 2025, aimed at promoting student mental health and academic engagement.
    - Campus aides contributed to maintaining safe school environments by engaging positively with students and building trusting relationships.
    - All schools presented Creating Welcoming Environments in Fall 2024 to students, parents, and staff outlining behavior and safety expectations to develop respectful, responsible, and inclusive school communities.
    - All school principals completed training on bullying intervention and prevention practice, among other trainings.
- Challenges:
    - Fully staffing campus aide positions despite ongoing efforts to promote, recruit, and fill all campus aide positions.

Despite the challenge of not fully staffing base-funded campus aide positions at schools, the Division of School Operations successfully carried out the action in 2024-25 as planned.

Goal 2, Action 4: Supplemental School Climate Support Staff

In 2024-25, the District's Division of School Operations continued to provide supplemental campus aides to foster safe and positive learning

environments at school sites.

- Successes:
  - Facilitated professional development training on topics of cultural competencies, de-escalation strategies such as active listening, and student conflict resolution to support diverse student populations including students designated as English Learners, foster youth, and students from low-income families.
  - Provided quarterly training throughout the year to accommodate different employee schedules and maximize employee participation.
- Challenges:
  - Ensuring all supplemental campus aide positions are filled as employees transition or promote to other positions.

Despite the challenge of not fully staffing supplemental campus aide positions at schools, the Division of School Operations successfully implemented the action in 2024-25 as planned.

Goal 2, Action 5: Student Health Services

In 2024-25, the District's Nursing Services within the Medical Services Division implemented a base-funded comprehensive student health services program to maintain high student health standards, while focusing on immunization compliance and providing state-required screenings such as vision and hearing, along with additional health services.

- Successes:
  - Completion of training by school nurses at school sites to update office staff on state school immunization requirements.
  - Distribution of weekly immunization data to all principals and Region Administrators of Operations to inform actions to increase the Districtwide student immunization rate.
  - Progress Monitoring Measure: Increased percentage of students compliant for all childhood vaccinations required for school admission (Note: Los Angeles Unified students in grades UTK-12, including at our 51 District Affiliated Charter schools, as of March 2025).
    - Increased: 97.2% vaccination compliance in 2024-25, up from 96.0% in 2023-24.
- Challenges:
  - Ensuring 100% of students have completed all required vaccinations at the time of enrollment.

Despite the challenge, the District's Nursing Services successfully implemented base-funded student health services in 2024-25 as planned.

Goal 2, Action 6: Supplemental Student Health Services

In 2024-25, the District's Nursing Service within the Medical Services Division provided supplemental health services to students with high needs, particularly those from low-income families.

- Successes:
  - Progress Monitoring Measure: Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need
    - 12.3% increase of health care professionals from August 2024 to March 2025 to provide necessary services for Low Income students; increased to 921 health care professionals (741 registered school nurses and 180 licensed vocational nurses (LVNs)) in 2024-25, up from 820 health care professionals (640 registered school nurses and 180 LVNs).
  - Weekly meetings with the Human Resources Division to review and evaluate the recruitment strategies for school nurses.
- Challenges:
  - Replacing school nurses who resigned and relocated out of the Los Angeles area due to the impact of losing their homes in the January 2025 Los Angeles wildfires.

Despite the challenge of recent school nurse resignations, the District's Nursing Services continued to offer supplemental student health services in 2024-25 as planned.

<u>Goal 2, Action 7: Student Athletics Programs</u>

In 2024-25, the District's Interscholastic Athletics Division (IAD) oversaw and coordinated sports programs for middle and high school students, including organizing competitions between schools, aimed at boosting student attendance, engagement, and promoting healthy lifestyles.

- Successes:
  - Ensured compliance of the District's student athletic programs with the California Interscholastic Federation (CIF), the governing body overseeing high school sports in California.
  - Student participation in athletic programs have increased since the pandemic, including in newly founded sports such as beach volleyball and stunt cheer.
  - Progress Monitoring Measure: Increased number of students participating in athletics
    - Increased: 32,313 students participating in student athletics in 2023-24, up from 31,658 in 2022-23. The number of schools offering beach volleyball has grown to 18, while 14 now have stunt cheer teams. Additionally, in the second year of girls flag football, 58 schools are now offering it, making it the sixth most popular sport.
  - Progress Monitoring Measure: Increasing opportunities for academic interventions
    - In 2024-25, additional tutoring programs were made available to all 90 high schools with athletics, expanding on the support provided in 2023-24.
  - Progress Monitoring Measure: Increased academic certificates to students receiving above 3.0 and 3.5 GPA
    - On average, high school scholar athletes continue to have higher GPAs than the average high school student not participating in sports. There are 90 high schools offering athletics with 51 receiving academic certificates in 2024-25, as of February 2025, with allocation of certificates for the spring 2025 season sports to occur after season completion. In 2024-25, 59 schools received academic certificates for students receiving above a 3.0 and 3.5 GPA.
  - Progress Monitoring Measure: Increased partnerships with third parties to provide additional academic and attendance

recognitions
    - Increased: In 2024-25, a fourth major external partnership was added with the Mookie Betts 50/50 Foundation, joining the three existing partnerships with Cedars Sinai, the Los Angeles Rams, and West Coast Sports Medicine. Partnerships with Cedars Sinai and the West Coast Sport Foundation help to provide athletic trainers on 10 of our campuses and assist with student health and safety. The Mookie Betts 50/50 Foundation is focused on providing student scholarships and resources, while the Los Angeles Rams recognize students and athletic teams with high GPAs or most improved GPAs.
- Challenges:
    - None identified

The District's IAD successfully implemented student sports programs in 2024-25 as planned.

Goal 2, Action 8: Community Schools Initiative

In 2024-25, the District's Community Schools Initiative utilized LCFF funding to support student wellness centers, work-based learning experiences for high school students, college-readiness programs, and additional resources and services aimed at improving students' preparation for college and careers.

- Successes:
    - 54 community schools in Cohorts 1-4 collectively engaged in a Plan-Do-Study-Act (PDSA) cycle to identify the root causes of non-student attendance and review the effectiveness of employed strategies to improve student attendance.
    - Eight Cohort 5 schools are in a planning phase- gathering data and evaluating strategies to increase student attendance. In 2025-26, the Cohort 5 schools will engage in a Plan-Do-Study-Act (PDSA) cycle on improving student attendance.
- Challenges:
    - None identified

The Community Schools Initiative was successfully implemented in 2024-25 as planned.

Goal 2, Action 9: Mental Health and Student Supports

In 2024-25, the District's Student Mental Health and Wellness Services office within the Medical Services Division continued to implement a range of in-person and remote services and programs including crisis counseling and support to students and families across the District. Mental health needs of students and families remain high given the recent Los Angeles wildfires, impact due to recent executive orders, and immigration enforcement actions in Los Angeles, particularly for students from low-income families.

- Successes:
    - Increased hours of the Student and Family Wellness Hotline to better serve student and family mental health needs.
    - Increased outreach by mental health staff including Psychiatric Social Workers (PSWs) to meet the increased mental health

needs as a result of recent events including the Los Angeles wildfires in January 2025.
    - Expanded the number of parent and family workshops by collaborating with the District's Office of Student, Family and Community Engagement and participating in the Family Academy meetings.
    - Instituted the Rooted in Resilience training across the four District Regions, a series of professional development programs to increase teacher and staff capacity to support the mental health needs of students.
    - Launched 33 H.O.P.E. (Health, Optimism, Perseverance, and Empowerment) groups at school site health clinics.
    - Progress Monitoring Measure: Increased the number of students receiving intensive mental health support
        - 2024-25- as of March 2025:
            - Overall: 41,901
            - English Learners: 7,038
            - Low Income: 34,170
            - Foster Youth: 898
        - 2023-24- as of March 2024:
            - Overall: 45,311
            - English Learners: 8,888
            - Low Income: 39,120
            - Foster Youth: 1,188
    - Progress Monitoring Measure: Increased number of interventions (including individual, group, classroom, and school-wide interventions)
        - Increased: 227,861 interventions, as of March 2025, up from 226,802 during the same period in 2023-24. For 2023-24, there were 311,676 interventions completed.
    - Progress Monitoring Measure: Increased number of mental health trainings for staff, parents, and school community
        - Projected Decrease: 2,586 mental health trainings for staff, parents, and school community, as of March 2025, compared to 4,905 in 2023-24. Note: Because of the January 2025 Los Angeles Wildfires, School Mental Health and Wellness Services had to redirect their resources to offer personalized mental health support to those affected, instead of focusing on delivering mental health trainings.
    - Progress Monitoring Measure: Increased number of mental health consultations for staff and parents
        - Increased: 37,778 total mental health consultations for staff and parents, as of March 2025, compared to 22,217 during the same period in 2023-24.
- Challenges:
    - Increased need for student and family mental health supports due to trauma and stress related to January 2025 Los Angeles wildfires.
    - In-person attendance at Family Academy workshops has decreased since January 2025, with an average of 200 attendees per workshop before January and 43 average attendees post-January.
    - Retention of mental health staff is challenged by competition from other school districts in meeting the mental health needs of their students and families.

Despite the challenges, the Student Mental Health and Wellness Services office successfully implemented mental health supports in 2024-25

as planned.

Goal 2, Action 10: Positive Behavior Interventions and Restorative Practices
In 2024-25, the District's Student Support and Attendance Services (SSAS) branch within the Division of School Operations continued to implement Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), with Systems of Support Advisers creating resources, modeling strategies, and providing professional development for school staff across the District.

- Successes:
  - Systems of Support Advisors provided 1,048 professional development trainings on PBIS/RP, as of March 2025.
  - 100% of schools completed the Tier 1 of the Tiered Fidelity Inventory in fall 2024 and identified action plan goals and targets. The Tiered Fidelity Inventory is used by the District to assess the implementation of multi-tiered systems of support (MTSS) in schools. Tier 1 evaluates and provides universal supports for all students, including school-wide behavior expectations.
  - Maintained the PBIS/RP Schoology group, with approximately 25,000 District staff members, providing users with ready-to-use resources including community building circle lesson plans. Increased the number of District staff members using the PBIS/RP Schoology group from 22,000 members in 2023-24.
- Challenges:
  - A delayed hiring process for Systems of Support Advisers impacted the expansion of PBIS/RP services.

Despite the challenge, the SSAS successfully implemented PBIS/RP for students across the District in 2024-25 as planned.

Goal 2, Action 11: Attendance Interventions
In 2024-25, the District's Pupil Services and Attendance department within Student Support and Attendance Services (SSAS) continued Districtwide implementation of the iAttend initiative, a Districtwide intervention program to reduce chronic absenteeism and improve student attendance, particularly for English Learners, students in foster care, and students from low-income families.

- Successes:
  - Continued implementation of the Districtwide iAttend initiative to reduce chronic absenteeism and improve student attendance. Actions include home visits and providing resources for families to support increased student attendance.
  - Implementation of communication campaigns utilizing digital tools such as Blackboard Connect to send automated calls and messages to families about their child's attendance.
  - Continued use of School Attendance Review Team (SART) meetings to collaborate with families to develop attendance improvement strategies and connect families to resources.
  - Use of attendance incentives through events and acknowledgements highlighting positive student attendance and attendance expectations.
- Challenges:
  - Impact of the Los Angeles wildfires in January 2025 on Districtwide chronic absenteeism and student attendance rates.

Despite the challenge, the Pupil Services and Attendance department successfully implemented the iAttend initiative to improve student attendance in 2024-25 as planned.

Goal 2, Action 12: School Enrollment Placement and Assessment (S.E.P.A.) Centers

In 2024-25, the Medical Services Division through the School Enrollment Placement and Assessment (S.E.P.A.) centers ensured International Newcomer students from around the world, including refugees and unaccompanied minors placed with sponsors, are enrolled in school and are provided access to medical care and health services as well as language and academic support services.

- Successes:
  - Continued support for International Newcomers at the two S.E.P.A. centers; San Fernando Valley S.E.P.A. at Panorama and Los Angeles S.E.P.A. at Plasencia. Focus of the centers is on immediate student enrollment, insurance enrollment, comprehensive physical exams with vaccines and referrals for vision, dental, and medical conditions.
  - Delivered vaccinations to 3,441 students, as of February 2025; an increase from 3,251 during the same period in 2023-24.
  - Informing families on their educational rights to increase their access to resources and advocacy for their child's needs.
  - Providing an increased number of Russian-speaking students and their families with language translation and interpretation services.
  - Increased resources for newly arrived students and families such as clothing/shoes donations and shelter referrals provided by the Health Start Navigators, certified enrollment counselors that deliver case management and referral services within Healthy Start programs.
  - Progress Monitoring Measure: Increased number of Newcomer students and families served by the centers
    - Increased: 3,441 students and families served by the centers, as of February 2025, up from 3,251 during the same period in 2023-24. Of the 3,441 students, 100% were from low-income families and 98% were English Learners.
  - Progress Monitoring Measure: Increased number of students and families served by the centers who successfully enroll in school
    - Decreased: 909 students served by the centers successfully enrolled in school, as of February 2025, down from 1,265 during the same period in 2023-24. The S.E.P.A. Los Angeles location enrolled 473 students, while S.E.P.A. Panorama enrolled 436 students.
  - Progress Monitoring Measure: Increased percentage of students compliant with all vaccinations served by the center
    - Increased: 3,441 students received required vaccinations, as of February 2025, up from 3,251 students during the same period in 2023-24.
- Challenges:
  - Increased need for Russian language translation and interpretation services due to the influx of Russian-speaking families leaving their country due to the war in Ukraine and enrolling their children in District schools.
  - Immigration enforcement since January 2025 has impacted students and families in accessing services.

Despite the challenges, the District's S.E.P.A. program successfully supported our immigrant children and their families throughout the District

in 2024-25 as planned.

Goal 2, Action 13: FamilySource System

In 2024-25, District's Pupil Services and Attendance department within Student Support and Attendance Services (SSAS) continued to implement the FamilySource Partnership Program, a collaboration between the District and the City of Los Angeles Community Investment Department for Families Department, to provide students and their families with academic and child welfare services including economic assistance.

- Successes:
  - Expanded the number of FamilySource centers to 19 locations in 2024-25, up from 16 in 2023-24.
  - Increased the number of Pupil Services and Attendance (PSA) counselors to meet the needs of the additional FamilySource centers.
  - Connected 2,364 students and their families to educational, socio-emotional, and attendance supportive services, as of March 2025.
  - Increased number of students provided child welfare and attendance supports through the FamilySource Program
    - Overall: Increased- 2,406 student assessments were completed, as of December 2024, up from 1,961 in the same period in fall 2023. Final numbers will be available in summer 2025. Of the 2,406 student assessments completed, as of December 2024:
      - English Learner: 23% (548 assessments)
      - Low Income: 70% (1,690 assessments)
      - Foster Youth: 2% (50 assessments)
    - End-of-Year 2023-24: 3,205 students assessments were completed. Of the completed student assessments,
      - English Learner: 23% (777 assessments)
      - Low Income: 78% (2,511 assessments)
      - Foster Youth: 2% (78 assessments)
- Challenges:
  - None identified

The FamilySource Systems was successfully implemented in 2024-25 as planned.

Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools

In 2024-25, District elementary schools used Student Equity Needs Index (SENI) funding to improve school climate and safety and increase student attendance, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
  - Schools implemented attendance monitoring systems and boosted family outreach to improve attendance, especially for students with high chronic absenteeism in targeted student populations; English Learner, students from low-income families, and students in foster care.
  - Funding flexibility provided schools with the ability to customize strategies based on student and family needs assessments, ensuring students in targeted student populations received mental health services, wellness support, and additional resources.
  - Campus aides were employed to help maintain safe and positive school environments by supporting positive student behavior through conflict resolution and mediation.
  - Increased communication with families helped maintain a strong school-to-home connection, offering resources and support through Pupil Services and Attendance (PSA) counselors to improve student attendance.
  - Teachers and staff received professional training to better support students' social-emotional needs.
  - The use of nursing services was expanded, making healthcare resources more accessible for students and families to help improve attendance.
- Challenges:
  - Hiring and retaining specialized staff, such as counselors and social workers, has proved to be a challenge for a number of schools.

Despite the challenge, elementary schools used SENI funds to improve support for targeted student populations of English Learners, low-income students, and foster youth, and continue efforts to close equity gaps.

<u>Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools</u>
In 2024-25, District middle schools used Student Equity Needs Index (SENI) funding to improve school climate and safety and increase student attendance, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
  - Additional nursing staff were used to improve healthcare access and promote student and family wellness, ultimately aiming to boost student attendance.
  - Attendance interventions were implemented to meet the needs of English Learners, low-income students, and foster youth, while also communicating school attendance policies.
  - School leadership introduced early attendance intervention strategies and provided targeted resources for students who were chronically absent or at risk of truancy.
  - Campus aides helped create safe and positive school environments, supporting students' positive behavior through conflict resolution and mediation.
  - Increased communication with families helped maintain a strong school-to-home connection, offering resources and support through Pupil Services and Attendance (PSA) counselors to improve student attendance.

    - The funding gave schools the flexibility to identify and address the specific needs of students, considering factors like socioeconomic status and English proficiency, while providing services designed to improve academic performance and encourage positive school behavior.
    - Mental health and social-emotional learning services were expanded at schools through the hiring of psychologists and Psychiatric Social Workers (PSWs).
- Challenges:
    - Hiring and retaining specialized staff, such as counselors and social workers, has proved to be a challenge for a number of schools.

Despite the challenge, middle schools used SENI funds to improve support for targeted student populations of English Learners, low-income students, and foster youth, and continue efforts to close equity gaps.

Goal 2, Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools

In 2024-25, District high schools used Student Equity Needs Index (SENI) funding to improve school climate and safety and increase student attendance, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
    - School leaders implemented early intervention strategies and provided resources for students with chronic absenteeism or those at risk of truancy.
    - Attendance interventions were put in place to support English Learners, low-income students, and foster youth, while ensuring that school attendance policies were clearly communicated.
    - Campus aides contributed to fostering safe and positive school environments by supporting positive student behavior through conflict resolution and mediation.
    - Additional nursing staff were hired to improve healthcare access and enhance the wellness of students and families, with the goal of increasing student attendance.
    - The funding gave schools the ability to address students' unique needs, such as socioeconomic status and English proficiency, while offering services designed to improve academic outcomes and promote positive behavior.
    - Mental health and social-emotional learning programs were expanded by hiring psychologists and Psychiatric Social Workers (PSWs) to better support students.
    - Improved communication with families strengthened the school-to-home connection, offering resources and support through Pupil Services and Attendance (PSA) counselors to boost student attendance.
- Challenges:
    - Hiring and retaining specialized staff, such as counselors and social workers, has proved to be a challenge for a number of schools.

Despite the challenge, high schools used SENI funds to improve support for targeted student populations of English Learners, low-income

students, and foster youth, and continue efforts to close equity gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, Action 1: Safe School Facilities
Goal 2, Action 2: School Police
Goal 2, Action 3: Base-Funded School Climate Support Staff
Goal 2, Action 4: Supplemental School Climate Support Staff
No material differences were observed for the actions.

Goal 2, Action 5: Student Health Services
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is a result of the District shifting expenditures into the Learning Recovery Emergency Block Grant (LREBG) to maximize use of the one-time funds in meeting student needs.

Goal 2, Action 6: Supplemental Student Health Services
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on challenges in recruitment and hiring of nurses resulting in lower-than-anticipated actual expenditures.

Goal 2, Action 7: Student Athletics Programs
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is primarily based on actual spending exceeding original planned expenditures for student athletic uniforms.

Goal 2, Action 8: Community Schools Initiative
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on the District utilizing one-time funds, LREBG, to meet student need.

Goal 2, Action 9: Mental Health and Student Supports

Goal 2, Action 10: Positive Behavior Interventions and Restorative Practices
Goal 2, Action 11: Attendance Interventions
Goal 2, Action 12: School Enrollment Placement and Assessment (S.E.P.A.) Centers
Goal 2, Action 13: FamilySource System
Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools
Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools
Goal 2, Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools
No material differences were observed for the actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2, Action 1: Safe School Facilities

- The District considers the action effective in maintaining safe school facilities based on the metric results. Further effectiveness will be assessed in 2025-26.
    - Metric 4.01- Percent of Facilities in Good Repair
        - 2023-24: 100% of Facilities in Good Repair or Better, compared to 100% in 2022-23.
- Further effectiveness will be assessed in 2025-26.

Goal 2, Action 2: School Police

- The District considers the action effective in increasing student, parent, and staff perceptions of safe and secure student learning environments. Nearly all student groups reported increased feelings of safety, with the exception of Foster Youth, which signals a need for additional analysis and continued targeted intervention. Parents and staff reported increased confidence in campus safety. Further effectiveness will be assessed in 2025-26.
    - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - All Students- Increased: +0.8%; 64.3% in 2024-25, up from 63.5% in 2023-24.
        - African American / Black- Increased: +0.8%; 58.8% in 2024-25, up from 58.0% in 2023-24.
        - Hispanic / Latino- Increased: +0.7%; 63.8% in 2024-25, up from 63.1% in 2023-24.
        - English Learner- Increased: +0.4%; 67.1% in 2024-25, up from 66.7% in 2023-24.
        - RFEP- Increased: +1.0%; 61.6% in 2024-25, up from 60.6% in 2023-24.
        - Standard English Learner- Increased: +0.7%; 65.3% in 2024-25, up from 64.6% in 2023-24.
        - Students with Disabilities- Increased: +0.5%; 64.4% in 2024-25, up from 63.9% in 2023-24.
        - Low Income- Increased: +0.8%; 63.3% in 2024-25, up from 62.5% in 2023-24.
        - Foster Youth- Decreased: -1.4%; 65.0% in 2024-25, down from 66.4% in 2023-24.
    - Metric 2.10- Percent of Parents Reporting on the School Experience Survey: “My child is safe on school grounds.”
        - All Parents- Increased: +2.0%; 86.9% in 2024-25, up from 84.9% in 2023-24.
    - Metric 2.11- Percent of Staff Reporting on the School Experience Survey: “I feel safe on school grounds during the day.”

        - All Staff- Increased: +0.5%; 94.6% in 2024-25, up from 94.1% in 2023-24.

Goal 2, Action 3: Base-Funded School Climate Support Staff

- The District considers the action partially effective in improving school climate, with increases for most student groups. Foster Youth reported declines in their perception of school safety and connectedness, and English Learners reported a decrease in school connectedness in 2024-25 compared to the prior year. The District will conduct further analysis and continued implementation of targeted interventions to strengthen student feelings of school safety and connectedness. Further effectiveness will be assessed in 2025-26.
    - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - All Students- Increased: +0.8%; 64.3% in 2024-25, up from 63.5% in 2023-24.
        - African American / Black- Increased: +0.8%; 58.8% in 2024-25, up from 58.0% in 2023-24.
        - Hispanic / Latino- Increased: +0.7%; 63.8% in 2024-25, up from 63.1% in 2023-24.
        - English Learner- Increased: +0.4%; 67.1% in 2024-25, up from 66.7% in 2023-24.
        - RFEP- Increased: +1.0%; 61.6% in 2024-25, up from 60.6% in 2023-24.
        - Standard English Learner- Increased: +0.7%; 65.3% in 2024-25, up from 64.6% in 2023-24.
        - Students with Disabilities- Increased: +0.5%; 64.4% in 2024-25, up from 63.9% in 2023-24.
        - Low Income- Increased: +0.8%; 63.3% in 2024-25, up from 62.5% in 2023-24.
        - Foster Youth- Decreased: -1.4%; 65.0% in 2024-25, down from 66.4% in 2023-24.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
        - African American / Black- Increased: +0.1%; 55.9% in 2024-25, up from 55.8% in 2023-24.
        - Hispanic / Latino- Increased: +0.6%; 58.3% in 2024-25, up from 57.7% in 2023-24.
        - English Learner- Decreased: -0.9%; 62.5% in 2024-25, down from 63.4% in 2023-24.
        - RFEP- Increased: +1.1%; 55.7% in 2024-25, up from 54.6% in 2023-24.
        - Standard English Learner- Increased: +0.7%; 60.8% in 2024-25, up from 60.1% in 2023-24.
        - Students with Disabilities- Increased: +0.1%; 59.0% in 2024-25, up from 58.9% in 2023-24.
        - Low-Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.
    - Overall 2024-25 School Experience Survey results for “There is at least one adult at my school who supports me”
        - Elementary School: 77.1% compared to 77.1% in 2023-24.
        - Middle School: 64.9% compared to 61.6% in 2023-24.
        - High School: 65.6% compared to 65.0% in 2023-24.

Goal 2, Action 4: Supplemental School Climate Support Staff

- The District considers the action partially effective in developing welcoming learning environments for students, particularly English Learners, students from low-income families, and students in foster care, based on the results of the identified School Experience

Survey metrics. Low-income students reported consistent improvement in their sense of school safety, school connectedness, and adult support. Foster Youth showed declines in their perception of school safety and school connectedness, notably in middle and high school, while English Learners reported decreases in school connectedness and sense of adult support in elementary and high school. Further effectiveness will be assessed in 2025-26.

- Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
  - All Students- Increased: +0.8%; 64.3% in 2024-25, up from 63.5% in 2023-24.
  - English Learner- Increased: +0.4%; 67.1% in 2024-25, up from 66.7% in 2023-24.
  - Low Income- Increased: +0.8%; 63.3% in 2024-25, up from 62.5% in 2023-24.
  - Foster Youth- Decreased: -1.4%; 65.0% in 2024-25, down from 66.4% in 2023-24.
- Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
  - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
  - English Learner- Increased: -0.9%; 62.5% in 2024-25, up from 63.4% in 2023-24.
  - Low Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
  - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.
- 2024-25 School Experience Survey results for “Adults at this school treat all students with respect”
  - English Learners:
    - Elementary School: 75.6% compared to 75.9% in 2023-24.
    - Middle School: 63.7% compared to 64.6% in 2023-24.
    - High School: 68.6% compared to 70.7% in 2023-24.
  - Low-Income Students:
    - Elementary School: 72.0% compared to 72.3% in 2023-24.
    - Middle School: 55.5% compared to 55.4% in 2023-24.
    - High School: 57.2% compared to 59.0% in 2023-24.
  - Students in Foster Care:
    - Elementary School: 75.8% compared to 69.1% in 2023-24.
    - Middle School: 48.6% compared to 51.9% in 2023-24.
    - High School: 55.3% compared to 55.6% in 2023-24.
- 2024-25 School Experience Survey results for “There is an adult at my school whom I trust and can talk to no matter what is bothering me”
  - English Learners:
    - Elementary School: 69.5% compared to 70.8% in 2023-24.
    - Middle School: 55.1% compared to 52.8% in 2023-24.
    - High School: 55.0% compared to 56.0% in 2023-24.
  - Low-Income Students:
    - Elementary School: 70.3% compared to 70.3% in 2023-24.
    - Middle School: 54.8% compared to 52.0% in 2023-24.
    - High School: 56.8% compared to 56.4% in 2023-24.
  - Students in Foster Care:

        - Elementary School: 70.4% compared to 68.0% in 2023-24.
        - Middle School: 53.0% compared to 51.5% in 2023-24.
        - High School: 56.4% compared to 60.0% in 2023-24.
    - 2024-25 School Experience Survey results for “There is at least one adult at my school who supports me”
        - English Learners:
            - Elementary School: 72.6% compared to 73.3% in 2023-24.
            - Middle School: 60.7% compared to 58.8% in 2023-24.
            - High School: 62.3% compared to 62.3% in 2023-24.
        - Low-Income Students:
            - Elementary School: 76.1% compared to 76.1% in 2023-24.
            - Middle School: 63.5% compared to 60.2% in 2023-24.
            - High School: 64.9% compared to 64.0% in 2023-24.
        - Students in Foster Care:
            - Elementary School: 74.5% compared to 74.1% in 2023-24.
            - Middle School: 59.5% compared to 56.6% in 2023-24.
            - High School: 66.1% compared to 67.2% in 2023-24.

Goal 2, Action 5: Student Health Services

- The District considers the action effective in improving student health services to increase excellent student attendance based on the results of the identified metric. All student groups saw increases in excellent attendance, including English Learners, students from low-income families, and students in foster care. Further effectiveness will be assessed in 2025-26.
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +9.3%; 44.8% in 2023-24, up from 35.5% in 2022-23.
        - African American / Black- Increased: +7.0%; 35.6% in 2023-24, up from 28.6% in 2022-23.
        - Hispanic / Latino- Increased: +9.3%; 43.2% in 2023-24, up from 33.9% in 2022-23.
        - English Learner- Increased: +9.1%; 41.8% in 2023-24, up from 32.7% in 2022-23.
        - RFEP- Increased: +8.0%; 51.7% in 2023-24, up from 43.7% in 2022-23.
        - Standard English Learner- Increased: +9.7%; 38.5% in 2023-24, up from 28.8% in 2022-23.
        - Students with Disabilities- Increased: +9.0%; 36.6% in 2023-24, up from 27.6% in 2022-23.
        - Low Income- Increased: +8.6%; 42.4% in 2023-24, up from 33.8% in 2022-23.
        - Foster Youth- Increased: +5.9%; 40.5% in 2023-24, up from 34.6% in 2022-23.

Goal 2, Action 6: Supplemental Student Health Services
Goal 2, Action 9: Mental Health and Student Supports
Goal 2, Action 11: Attendance Interventions
Goal 2, Action 12: School Enrollment Placement and Assessment (S.E.P.A.) Centers

Goal 2, Action 13: FamilySource System

- The District considers the actions effective in improving student attendance and reducing chronic absenteeism for English Learners, students from low-income families, and students in foster care, as reflected in the metric outcomes. All identified student groups showed increases in student attendance and decreases in chronic absenteeism, with the exception of Foster Youth in grades 6-8 in 2023-24 and in mid-year data as of January 2025. Further effectiveness will be assessed in 2025-26.
    - Increased percentage of students achieving 96% or greater attendance: 2024-25
        - All Students: Increased- 53.0% of students achieved 96% or greater attendance, as of January 2025, up from 52.6% during the same period in 2023-24.
        - English Learner: Increased- 52.2%, as of January 2025, up from 50.2% during the same period in 2023-24.
        - Low Income: Increased- 51.0%, as of January 2025, up from 50.4% during the same period in 2023-24.
        - Foster Youth: Decreased- 38.7%, as of January 2025, down from 43.0% during the same period in 2023-24.
    - Decreased percentage of students who are chronically absent (i.e., below 91% attendance): 2024-25
        - All Students: Decreased- 26.5% of students were chronically absent, as of January 2025, down from 28.2% during the same period in 2023-24.
        - English Learner: Decreased- 27.5%, as of January 2025, down from 31.0% during the same period in 2023-24.
        - Low Income: Decreased- 28.4%, as of January 2025, down from 31.1% during the same period in 2023-24.
        - Foster Youth: Increased- 42.0%, as of January 2025, up from 38.5% during the same period in 2023-24.
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +9.3%; 44.8% in 2023-24, up from 35.5% in 2022-23.
        - English Learner- Increased: +9.1%; 41.8% in 2023-24, up from 32.7% in 2022-23.
        - Low-Income- Increased: +8.6%; 42.4% in 2023-24, up from 33.8% in 2022-23.
        - Foster Youth- Increased: +5.9%; 40.5% in 2023-24, up from 34.6% in 2022-23.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -8.0%; 28.4% in 2023-24, down from 36.4% in 2022-23.
        - English Learner- Decreased: -7.9%; 29.5% in 2023-24, down from 37.4% in 2022-23.
        - Low-Income- Decreased: -8.0%; 31.3% in 2023-24, down from 39.3% in 2022-23.
        - Foster Youth- Decreased: -1.1%; 32.3% in 2023-24; down from 33.3% in 2022-23.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8:
        - All Students- Decreased: -3.9%; 28.5% in 2023-24, down from 32.4% in 2022-23.
        - English Learner- Decreased: -5.1%; 34.3% in 2023-24, down from 38.7% in 2022-23.
        - Low-Income- Decreased: -3.8%; 30.9% in 2023-24, down from 34.7% in 2022-23.
        - Foster Youth- Increased: +1.8%; 40.7% in 2023-24, up from 38.9% in 2022-23.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -2.1%; 37.3% in 2023-24, down from 39.4% in 2022-23.
        - English Learner- Decreased: -2.7%; 48.3% in 2023-24, down from 51.0% in 2022-23.
        - Low-Income- Decreased: -1.8%; 39.2% in 2023-24, down from 41.0% in 2022-23.
        - Foster Youth- Decreased: -1.9% 47.9% in 2023-24, down from 49.8% in 2022-23.

Goal 2, Action 7: Student Athletics Programs

- The District considers the action mostly effective in implementing interscholastic sports programs for secondary students to increase student engagement and student-to-school connectedness based on results of the identified metrics. All student groups reported a decrease in chronic absenteeism from the prior year and student groups showed improved student perception of safety, except for English Learners and Foster Youth. Further effectiveness will be assessed in 2025-26.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -2.1%; 37.3% in 2023-24, down from 39.4% in 2022-23.
        - African American / Black: Decreased: -1.1%; 46.2% in 2023-24, down from 47.3% in 2022-23.
        - Hispanic / Latino: Decreased: -2.4%; 38.1% in 2023-24, down from 40.5% in 2022-23.
        - English Learner- Decreased: -2.7%; 48.3% in 2023-24, down from 51.0% in 2022-23.
        - RFEP: Decreased: -2.5%; 33.8% in 2023-24, down from 36.3% in 2022-23.
        - Standard English Learner: Decreased: -2.2%; 40.2% in 2023-24, down from 42.4% in 2022-23.
        - Students with Disabilities: Decreased: -4.2%; 44.7% in 2023-24, down from 48.9% in 2022-23.
        - Low-Income- Decreased: -1.8%; 39.2% in 2023-24, down from 41.0% in 2022-23.
        - Foster Youth- Decreased: -1.9% 47.9% in 2023-24, down from 49.8% in 2022-23.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
        - African American / Black- Increased: +0.1%; 55.9% in 2024-25, up from 55.8% in 2023-24.
        - Hispanic / Latino- Increased: +0.6%; 58.3% in 2024-25, up from 57.7% in 2023-24.
        - English Learner- Decreased: -0.9%; 62.5% in 2024-25, down from 63.4% in 2023-24.
        - RFEP- Increased: +1.1%; 55.7% in 2024-25, up from 54.6% in 2023-24.
        - Standard English Learner- Increased: +0.7%; 60.8% in 2024-25, up from 60.1% in 2023-24.
        - Students with Disabilities- Increased: +0.1%; 59.0% in 2024-25, up from 58.9% in 2023-24.
        - Low-Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.

Goal 2, Action 8: Community Schools Initiative

In 2024-25, the District’s Community Schools Initiative was mostly effective in supporting students in the community schools model towards Whole-Child Well Being based on results of the identified metrics. In Math and ELA, students reported increases in proficiency, while students showed increased excellent attendance and decreased chronic absenteeism from the prior year. Parent satisfaction increased in most areas, with a need for improvement in parent perception of students’ extracurricular opportunities. Further effectiveness will be assessed in 2025-26.

- Students in grades 3-12 will demonstrate higher improvement in Math and English Language Arts (ELA) i-Ready assessments from Beginning of Year (BOY) to End of Year (EOY) composite scores as compared to the District as a whole
    - Baseline:
        - Grades 3-12: i-Ready Math Performance Levels- 2024-25:

- Students Mid or Above Grade Level increased to 7% on the Middle of Year (MOY) i-Ready Math assessment, up from 3% on the Beginning of Year (BOY) i-Ready Math assessment.
- Students Early On Grade Level increased to 12% on the Middle of Year (MOY) i-Ready Math assessment, up from 8% on the Beginning of Year (BOY) i-Ready Math assessment.
- Students One Grade Level Below increased to 28% on the Middle of Year (MOY) i-Ready Math assessment, up from 18% on the Beginning of Year (BOY) i-Ready Math assessment.
- Students Two Grade Levels Below decreased to 13% on the Middle of Year (MOY) i-Ready Math assessment, down from 14% on the Beginning of Year (BOY) i-Ready Math assessment.
- Students Three or More Grade Levels Below decreased to 40% on the Middle of Year (MOY) i-Ready Math assessment, up from 58% on the Beginning of Year (BOY) i-Ready Math assessment.

■ Grades 3-12: i-Ready ELA Performance Levels- 2024-25:

- Students Mid or Above Grade Level increased to 9% on the Middle of Year (MOY) i-Ready ELA assessment, up from 5% on the Beginning of Year (BOY) i-Ready ELA assessment.
- Students Early On Grade Level increased to 13% on the Middle of Year (MOY) i-Ready ELA assessment, up from 10% on the Beginning of Year (BOY) i-Ready ELA assessment.
- Students One Grade Level Below increased to 24% on the Middle of Year (MOY) i-Ready ELA assessment, up from 19% on the Beginning of Year (BOY) i-Ready ELA assessment.
- Students Two Grade Levels Below maintained at 12% on the Middle of Year (MOY) i-Ready ELA assessment, compared to 12% on the Beginning of Year (BOY) i-Ready ELA assessment.
- Students Three or More Grade Levels Below decreased to 42% on the Middle of Year (MOY) i-Ready ELA assessment, up from 54% on the Beginning of Year (BOY) i-Ready ELA assessment.

- Students in grades K-2 will demonstrate greater rates of improvement from Beginning of Year (BOY) to End of Year (EOY) in English Language Arts DIBELS composite scores as compared to the District as a whole
  - Baseline:
    - Grades K-2: DIBELS Performance Levels- 2024-25:
      - Students Above Benchmark increased to 25% on the Middle of Year (MOY) DIBELS assessment, up from 21% on the Beginning of Year (BOY) DIBELS assessment.
      - Students At Benchmark increased to 27% on the Middle of Year (MOY) DIBELS assessment, up from 23% on the Beginning of Year (BOY) DIBELS assessment.
      - Students Below Benchmark decreased to 15% on the Middle of Year (MOY) DIBELS assessment, down from 17% on the Beginning of Year (BOY) DIBELS assessment.
      - Students Well Below Benchmark decreased to 34% on the Middle of Year (MOY) DIBELS assessment, down from 39% on the Beginning of Year (BOY) DIBELS assessment.
- Attendance rates at participating Community Schools will increase by 6 percentage points annually
  - Increased: 7% increase in Excellent Attendance (students with a 96% or higher average daily attendance) to 42% through March 2025, up from 35% in 2023-24.
- Chronic absenteeism rates at participating Community Schools will decrease by 5 percentage points annually
  - Decreased: 3% reduction in chronic absenteeism, dropping to 33% through March 2025, down from 36% in 2023-24.

- School Experience Survey aggregate results of participating Community Schools will increase by at least 3 percentage points annually on designated questions
    - 2024-25 School Experience Survey results for “This school offers extra activities for my child’s personal growth”:
        - Increased: 87.9% of parent respondents at participating Community Schools agreed or strongly agreed, compared to 86.4% in 2023-24.
    - 2024-25 School Experience Survey results for “This school provides high quality instruction to my child”:
        - Increased: 89.0% of parent respondents at participating Community Schools agreed or strongly agreed, compared to 87.2% in 2023-24.
    - 2024-25 School Experience Survey results for “There are lots of chances for students at my school to get involved in sports, clubs, or other school activities outside of class”:
        - Decreased: 72.2% of parent respondents at participating Community Schools agreed or strongly agreed, compared to 72.8% in 2023-24.

Goal 2, Action 10: Positive Behavior Interventions and Restorative Practices

- The District considers the action partially effective in developing strong social-emotional skills of students, particularly English Learners, students from low-income families, and students in foster care, to increase student connectedness to schools and decrease student suspensions. Mid-year 2024-25 data shows declines in suspensions and lost instructional days suggesting decreases by year-end. The increase in office discipline referrals in 2024-25 from prior year reflects increased use of alternatives to suspension. Although the single student suspension rate increased for the identified student groups, the instructional days lost to suspension decreased for students from low-income families and students in foster care. In addition, there was an increase in perception of school connectedness for all students and students from low-income families compared to a decline for English Learners and Foster Youth. Further effectiveness will be assessed in 2025-26.
    - Decreased out of school single student suspension: 2024-25
        - Decreased: 583 single student suspensions, as of January 2025, down from 805 during the same period in 2023-24. Of the 583 single student suspensions: 116 were English Learners; 59 were Foster Youth; and 565 were Low Income students. For 2023-24, there were 1,859 single student suspensions. The final 2024-25 numbers will be available in summer 2025.
    - Decreased instructional days lost to out of school suspensions: 2024-25
        - Decreased: 1,352 instructional days lost to out of school suspension, as of January 2025, down from 1,650 during the same period in 2023-24. Of the 1,352 instructional days: 281 days were for English Learners; 170 days were for Foster Youth; and 1,746 days were for Low Income students. For 2023-24, there were 4,051 instructional days lost to out of school suspensions. The final 2024-25 numbers will be available in summer 2025.
    - Decreased number of Office Discipline Referrals (ODR): 2024-25
        - Increased: 12,822 referrals, as of January 2025, up from 9,702 during the same period in 2023-24. Of the 12,822 referrals: 2,176 were for English Learners; 535 were for Foster Youth; and 11,651 were for Low Income students. For 2023-24, there were 23,226 Office Discipline Referrals. The final 2024-25 numbers will be available in summer 2025.
    - Metric 2.06- Single Student Suspension Rate

        - All Students- Increased: +0.02%; 0.41% in 2023-24, up from 0.39% in 2022-23.
        - English Learner- Increased: +0.03%; 0.33% in 2023-24, up from 0.30% in 2022-23.
        - Low-Income- Increased: +0.05%; 0.48% in 2023-24, up from 0.43% in 2022-23.
        - Foster Youth- Increased: +0.42%; 1.68% in 2023-24, up from 1.26% in 2022-23.
    - Metric 2.07- Instructional Days Lost to Suspension
        - All Students- Increased: +201 days; 4,051 days in 2023-24, up from 3,850 in 2022-23.
        - English Learner- Increased: +86 days; 678 days in 2023-24, up from 592 in 2022-23.
        - Low Income- Decreased: -110 days; 3,311 days in 2023-24, down from 3,421 in 2022-23.
        - Foster Youth- Decreased: -5 days; 93 days in 2023-24, down from 98 in 2022-23.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
        - English Learner- Decreased: -0.9%; 62.5% in 2024-25, down from 63.4% in 2023-24.
        - Low-Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.

<u>Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools</u>
<u>Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools</u>
<u>Goal 2, Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools</u>

- The District considers the actions effective in providing students, particularly English Learners, students from low-income families, and students in foster care, with safe, healthy and engaging school learning environments based on the results of the following metrics:
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +9.3%; 44.8% in 2023-24, up from 35.5% in 2022-23.
        - English Learner- Increased: +9.1%; 41.8% in 2023-24, up from 32.7% in 2022-23.
        - Low-Income- Increased: +8.6%; 42.4% in 2023-24, up from 33.8% in 2022-23.
        - Foster Youth- Increased: +5.9%; 40.5% in 2023-24, up from 34.6% in 2022-23.
    - Metric 2.02- Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8
        - All Students- Decreased: -8.1%; 21.9% in 2023-24, down from 30.0% in 2022-23.
        - English Learner- Decreased: -8.8%; 23.5% in 2023-24, down from 32.3% in 2022-23.
        - Low-Income- Decreased: -8.8%; 24.2% in 2023-24, down from 33.0% in 2022-23.
        - Foster Youth- Decreased: -2.6%; 26.9% in 2023-24, down from 29.5% in 2022-23.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -8.0%; 28.4% in 2023-24, down from 36.4% in 2022-23.
        - English Learner- Decreased: -7.9%; 29.5% in 2023-24, down from 37.4% in 2022-23.
        - Low-Income- Decreased: -8.0%; 31.3% in 2023-24, down from 39.3% in 2022-23.
        - Foster Youth- Decreased: -1.1%; 32.3% in 2023-24; down from 33.3% in 2022-23.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8:
        - All Students- Decreased: -3.9%; 28.5% in 2023-24, down from 32.4% in 2022-23.

        - English Learner- Decreased: -5.1%; 34.3% in 2023-24, down from 38.7% in 2022-23.
        - Low-Income- Decreased: -3.8%; 30.9% in 2023-24, down from 34.7% in 2022-23.
        - Foster Youth- Increased: +1.8%; 40.7% in 2023-24, up from 38.9% in 2022-23.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -2.1%; 37.3% in 2023-24, down from 39.4% in 2022-23.
        - English Learner- Decreased: -2.7%; 48.3% in 2023-24, down from 51.0% in 2022-23.
        - Low-Income- Decreased: -1.8%; 39.2% in 2023-24, down from 41.0% in 2022-23.
        - Foster Youth- Decreased: -1.9% 47.9% in 2023-24, down from 49.8% in 2022-23.
    - Metric 2.06- Single Student Suspension Rate
        - All Students- Increased: +0.02%; 0.41% in 2023-24, up from 0.39% in 2022-23.
        - English Learner- Increased: +0.03%; 0.33% in 2023-24, up from 0.30% in 2022-23.
        - Low-Income- Increased: +0.05%; 0.48% in 2023-24, up from 0.43% in 2022-23.
        - Foster Youth- Increased: +0.42%; 1.68% in 2023-24, up from 1.26% in 2022-23.
    - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - All Students- Increased: +0.8%; 64.3% in 2024-25, up from 63.5% in 2023-24.
        - English Learner- Increased: +0.4%; 67.1% in 2024-25, up from 66.7% in 2023-24.
        - Low Income- Increased: +0.8%; 63.3% in 2024-25, up from 62.5% in 2023-24.
        - Foster Youth- Decreased: -1.4%; 65.0% in 2024-25, down from 66.4% in 2023-24.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: +0.8%; 59.3% in 2024-25, up from 58.5% in 2023-24.
        - English Learner- Increased: -0.9%; 62.5% in 2024-25, up from 63.4% in 2023-24.
        - Low Income- Increased: +0.7%; 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth- Decreased: -2.6%; 54.2% in 2024-25, down from 56.8% in 2023-24.
- Further effectiveness will be assessed in 2025-26.

- Additional measures of effectiveness of the SENI investments in Goal 2, Actions 14-16 by grade span and by need (SENI Quintiles) are listed below:

<u>Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools</u>
In 2024-25, the District tracked the impact of SENI investments aimed at enhancing access to programs and supports for targeted student populations in elementary schools towards Joy and Wellness using the progress monitoring measures in the below tables.

- The District considers student performance data as an indicator of the effectiveness of actions, as shown by the metrics for SENI elementary schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 10 out of 25 total metric results, including the rate of Students with Excellent Attendance, showing improvement through the SENI initiatives for elementary schools. The data points to student perceptions of safety and school connectedness as areas for growth. For each of the SENI quintiles in the below tables, the Single Student Suspension Rate for elementary schools in 2023-24 remained steady and did not increase compared to 2022-23.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Elementary	22.0%	30.5%	40.9%
Chronic Absenteeism Rate (91% or Lower) - Elementary	55.2%	41.1%	33.8%
Single Student Suspension Rate - Elementary	0.2%	0.2%	0.2%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	79.0%	73.5%	69.1%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	73.3%	70.1%	66.7%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Elementary	23.9%	31.7%	44.2%
Chronic Absenteeism Rate (91% or Lower) - Elementary	51.6%	39.2%	30.0%
Single Student Suspension Rate - Elementary	0.1%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	80.4%	77.7%	73.0%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	75.0%	71.9%	70.5%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Elementary	24.8%	31.0%	43.9%

Chronic Absenteeism Rate (91% or Lower) - Elementary	50.4%	38.6%	29.2%
Single Student Suspension Rate - Elementary	0.1%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	81.9%	78.2%	75.5%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	75.8%	73.7%	71.4%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Elementary	29.8%	31.7%	44.5%
Chronic Absenteeism Rate (91% or Lower) - Elementary	44.2%	36.5%	28.2%
Single Student Suspension Rate - Elementary	0.1%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	83.3%	81.2%	77.3%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	77.0%	75.6%	72.9%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Elementary	43.9%	40.3%	53.5%
Chronic Absenteeism Rate (91% or Lower) - Elementary	27.4%	25.4%	19.4%
Single Student Suspension Rate - Elementary	0.1%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	86.1%	84.8%	82.5%

School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	78.0%	78.2%	76.0%

Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools

In 2024-25, the District tracked the impact of SENI investments aimed at enhancing access to programs and supports for targeted student populations in middle schools towards Joy and Wellness using the progress monitoring measures in the below tables.

- The District considers student performance data as an indicator of the effectiveness of actions, as shown by the metrics for SENI elementary schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 12 out of 25 total metric results, including the rate of Students with Excellent Attendance, showing improvement through the SENI initiatives for middle schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Middle	30.2%	35.1%	41.8%
Chronic Absenteeism Rate (91% or Lower) - Middle	48.4%	40.3%	36.2%
Single Student Suspension Rate - Middle	0.7%	0.9%	1.2%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	62.5%	54.1%	49.8%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	56.4%	49.0%	46.0%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Middle	34.6%	37.4%	45.3%
Chronic Absenteeism Rate (91% or Lower) - Middle	41.9%	35.8%	31.5%
Single Student Suspension Rate - Middle	0.7%	1.0%	1.1%

School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	69.3%	59.8%	51.5%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	60.2%	54.5%	47.7%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Middle	34.9%	40.3%	48.1%
Chronic Absenteeism Rate (91% or Lower) - Middle	41.2%	33.1%	28.8%
Single Student Suspension Rate - Middle	0.5%	1.0%	2.0%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	68.6%	59.6%	53.7%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	60.8%	55.2%	49.8%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Middle	37.7%	40.4%	48.3%
Chronic Absenteeism Rate (91% or Lower) - Middle	37.9%	31.3%	27.6%
Single Student Suspension Rate - Middle	0.9%	0.8%	0.5%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	69.8%	62.3%	57.9%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	62.6%	56.1%	52.7%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - Middle	45.7%	46.7%	55.0%
Chronic Absenteeism Rate (91% or Lower) - Middle	29.1%	24.0%	21.5%
Single Student Suspension Rate - Middle	0.7%	1.0%	0.9%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	74.0%	66.2%	61.0%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	63.5%	58.7%	54.6%

Goal 2, Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools

In 2024-25, the District tracked the impact of SENI investments aimed at enhancing access to programs and supports for targeted student populations in high schools towards Joy and Wellness using the progress monitoring measures in the below tables.

- The District considers student performance data as an indicator of the effectiveness of actions, as shown by the metrics for SENI high schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 11 out of 25 total metric results, including the rate of Students with Excellent Attendance, showing improvement through the SENI initiatives for middle schools. For each of the SENI quintiles in the below tables, the Single Student Suspension Rate for high schools remained below 1.0% in 2023-24.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - High	27.1%	31.9%	34.6%
Chronic Absenteeism Rate (91% or Lower) - High	52.5%	45.2%	44.5%
Single Student Suspension Rate - High	0.3%	0.6%	0.5%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	63.7%	56.9%	54.9%

School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	57.2%	53.6%	51.8%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - High	31.0%	36.1%	38.1%
Chronic Absenteeism Rate (91% or Lower) - High	48.2%	38.9%	39.3%
Single Student Suspension Rate - High	0.4%	0.8%	0.4%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	68.5%	63.9%	59.6%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	60.0%	58.4%	53.8%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - High	31.4%	47.6%	42.8%
Chronic Absenteeism Rate (91% or Lower) - High	44.8%	38.5%	34.8%
Single Student Suspension Rate - High	0.3%	0.4%	0.3%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	68.6%	64.0%	58.3%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	59.4%	58.1%	53.7%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - High	36.4%	40.0%	48.5%
Chronic Absenteeism Rate (91% or Lower) - High	39.1%	31.7%	27.6%
Single Student Suspension Rate - High	0.2%	0.3%	0.6%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Students with Excellent Attendance (96% or Higher) - High	44.0%	45.0%	50.3%
Chronic Absenteeism Rate (91% or Lower) - High	31.3%	27.3%	25.9%
Single Student Suspension Rate - High	0.4%	0.5%	0.5%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	69.0%	66.2%	63.2%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	59.3%	58.2%	56.4%

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District's LCAP Goal 2: Joy and Wellness will continue to align with Pillar 2: Joy and Wellness in the District's Board adopted 2022-26 Strategic Plan. As stated in the 2024-25 LCAP, the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carry over, for the purposes of transparency as has been the established practice in the District.

Metric:

- Added a new Student Attendance metric- 2.01.1

Goal 2, Action 7: Student Athletics Programs

- This action has been removed from the 2025-26 LCAP as the Student Athletics programs will be funded with Expanded Learning Opportunities Program (ELO-P) funding beginning in 2025-26.

Goal 2, Action 8: Community Schools Initiative

- This action has been modified to monitor the effectiveness of the Community Schools Initiative using the following progress monitoring measures:
    - Students in grades 3-12 will demonstrate higher improvement in Math and ELA i-Ready assessments from Beginning of Year (BOY) to End of Year (EOY) composite scores as compared to the LAUSD as a whole

- Students in grades 3-12 will demonstrate greater rates of improvement from Beginning of Year (BOY) to End of Year (EOY) in ELA DIBELS composite scores as compared to the LAUSD as a whole
- Attendance rates at participating Community Schools will increase by 6 percentage points annually
- Chronic absenteeism rates at participating Community Schools will decrease by 5 percentage points annually
- School Experience Survey aggregate results of participating Community Schools will increase by at least 3 percentage points annually on designated questions

Goal 2, Action 13: FamilySource System

- This action has been modified by removing the following progress monitoring measures:
  - Increased number of students who successfully complete diversion program
  - Increased number of students provided with educational advocacy and child welfare and attendance supports

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Safe School Facilities	*(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)* In order to design and sustain welcoming, safe, and environmentally friendly learning environments in all schools in Los Angeles Unified, the Office of Environmental Health and Safety will continue to complete regular environmental health, safety, and emergency readiness assessments at schools. The District will monitor the effectiveness of these policies using the following progress monitoring measure: ● Percentage of schools with completed environmental health, safety, and emergency readiness assessments. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$25,423,736	N

Action #	Title	Description	Total Funds	Contributing
2.02	School Police	*(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)* In order to support the number of students reporting that they feel safe at school on the School Experience Survey, the Los Angeles School Police Department (LASPD) will continue to partner with all Los Angeles Unified administrators and staff to provide a safe and secure campus to facilitate instruction and for students to feel safe, so they may learn and thrive in a safe school climate. The new model includes the redeployment of school police officers to an “off-campus” safety support function and assignment of non-police School Climate Advocates at all secondary schools, which appear under the Black Student Achievement Plan action in Goal 7, Action 4. The Los Angeles School Police Department features an operational structure based on emerging safety trends, imminent safety concerns/threats, and post-incident needs of individual sites. The District will monitor the effectiveness of school police using the following progress monitoring measures: ● Supervisory oversight of daily patrol-based deployments to support safety and security for students and staff District wide. ● Monitor calls for service in response to a criminal investigation or safety issue in support of the newly created School Climate Advocates to track ongoing effectiveness and identify areas for improvement ● Track the frequency of communication with the Region offices, school site administrators, and other school safety collaborative members to ensure a safe school environment for students, staff, and the school community as a whole As new data becomes available moving forward, these progress monitoring measures are subject to change. *Note: The LCAP reflects the LCFF-funded portion of the School Police budget and all base carryover, resulting in higher planned expenditures across the LCAP.*	$61,363,789	N

Action #	Title	Description	Total Funds	Contributing
2.03	Base-Funded School Climate Support Staff	*(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)* School Climate Support Staff, including campus aides, will continue to serve as critical members of the Safety and Supervision Team at sites across the District as they collaborate with administrators and other staff members to de-escalate conflicts and promote a safe learning environment. Implementing effective progress monitoring measures for Campus Aides is crucial for evaluating the impact of training, identifying areas for improvement, and ensuring ongoing professional development. The District will monitor the effectiveness of base-funded school climate support staff using the following progress monitoring measures: ● Overall School Experience Survey results for: "Adults at this school treat all students with respect" ● Overall School Experience Survey results for: "There is an adult at my school whom I trust and can talk to no matter what is bothering me" ● Overall School Experience Survey results for: "There is at least one adult at my school who supports me" As new data becomes available moving forward, these progress monitoring measures are subject to change.	$41,962,583	N
2.04	Supplemental School Climate Support Staff	*(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)* Per the 2023-24 School Year School Experience Survey, 62.5% of students designated as low-income, 66.4% of students in foster care, and 66.7% of English Learners felt safe at their school. Additionally, in elementary school, 76.1% of low income students, 74.1% of students in foster care, and 73.3% of English Learners felt as though there was at least one adult at their school who supported them. In middle school, 60.2% of low income students, 56.6% of students in foster care, and 58.8% of English Learners felt as though there was at least one adult at their school who supported them. In high school, 64.2% of low income students, 67.2% of students in foster care, and 62.3% of English Learners felt as though there was at least one adult at their school who supported them. In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Action 2.3 above, Los Angeles	$12,904,776	Y

Action #	Title	Description	Total Funds	Contributing
		Unified will provide supplemental funding for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. When working with students of diverse populations, staff should be aware how developing a student's sense of belonging and safety, as stated in Maslow's Hierarchy of Needs, can be used to further implement Bloom's Taxonomy for higher order thinking skills. The role of Supplemental School Climate Support Staff, including campus aides, has been to intervene and collaborate with the Safety and Supervision Team to assist in guiding students in decision making and conflict resolution. Many students have commented in Board Meetings over the past few years about how they have built strong relationships with Campus Aides assigned to their schools and how they have been instrumental in maintaining safe environments. Students have also shared how they have confided in Campus Aides with difficult situations at home and how Campus Aides have been instrumental in preventing adverse childhood experiences (ACES) by changing social norms in ways that support healthy relationship behaviors (Houry and Mercy, 2019). This level of trust Campus Aides provide helps to reverse the lasting negative effects of adverse childhood experiences through: living healthier lives; not engaging in smoking, alcoholism, or drug use; and increasing graduation rates and academic achievement. The District will monitor the effectiveness of supplemental school climate support staff using the following progress monitoring measures: ● English Learner, Low Income, and Foster Youth student group results for: "Adults at this school treat all students with respect" on the School Experience Survey. ● English Learner, Low Income, and Foster Youth student group results for: "There is an adult at my school whom I trust and can talk to no matter what is bothering me" on the School Experience Survey. ● English Learner, Low Income, and Foster Youth student group results for: "There is at least one adult at my school who supports me" on the School Experience Survey. As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
		English Learners, students in foster care, and students designated as low-income will experience the greatest benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.		
2.05	Student Health Services	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)* The District Nursing Services team under the direction of the Office of the Chief Medical Director (OCMD) provides a comprehensive array of services that supports students, families, and staff to cultivate a safe, healthy, welcoming and affirming learning and working environment where all students thrive and graduate as empowered members of society. District Nursing Services staff funded through this action will continue to provide critical resources and services to support the health of all students, including but not limited to: ● Audiometry Testing ● Health Assessments ● Vision Testing ● Bullying and hazing - prevention & response ● Implementation of strategies and activities to reduce chronic absenteeism and truancy among students and increase student attendance rates ● Student risk assessments for suicidal ideation, self-injurious behavior, and threat/risk behavior and safety planning ● Crisis response and Intervention ● Immunizations ● Health assessments for our students with Individual Education Plans (IEPs) ● Linkages to medical, dental, vision, mental health/counseling, and academic support and tutoring resources The District will monitor the effectiveness of base-funded health services using the following progress monitoring measure: ● Increased percentage of students compliant for all childhood vaccinations required for school admission	$154,510,272	N

Action #	Title	Description	Total Funds	Contributing
		As new data becomes available moving forward, this progress monitoring measure is subject to change.		
2.06	Supplemental Student Health Services	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)* For many vulnerable students, health considerations stand in the way of their ability to attain an equitable education, whether that is due to lack of sleep, food insecurity, underlying health conditions, disabilities, or lack of access to care making the school health office a critical resource toward all students achieving. The importance of health in academic achievement cannot be overstated. School nurses serve an irreplaceable, critical role in facilitating student learning. There is a statistically significant relationship between student health and academic outcomes. Research has found that the populations most greatly affected by the educational achievement gap are also affected by poor health outcomes, and there is a causal role that educationally relevant health disparities play in the educational achievement gap. Vision, asthma, teen pregnancy, aggression, and violence, physical activity, breakfast, and inattention and hyperactivity are seven key health disparities that have a profound effect on academic outcomes. Students in low-income, urban areas have asthma rates almost 45% higher than those who live in higher-income areas. Asthma can result in absenteeism and one way that schools can reduce absenteeism in asthmatic students is through making schools more “asthma-friendly” - a mission in which school nurses would play an important role. Because school nurses focus on illness prevention and correction of student health issues, they are uniquely positioned to offer insight into a student’s individual circumstances and advocate from a healthcare perspective, providing targeted supports to address the additional barriers facing low-income students. In order to address these increased health services needs, in addition to the base-funded student health services described in Goal 2, Action 5, the District will invest in additional nursing administrators, credentialed school nurses, substitute school nurses, and licensed vocational nurses who will also continue to implement supplemental health services to address the individual health needs of our English learners, students in foster care, and low-income students, including:	$13,553,725	Y

Action #	Title	Description	Total Funds	Contributing
		• Interventions for both actual and potential health problems; • Collaboration with others to build students' capacity for adaptation, self-management, self-advocacy, and learning; • Collection of comprehensive data pertinent to the child's health situation; • Identification of expected outcomes for a plan individualized to the student or situation; • Partnerships with the student, family, and key partners to advocate for and effect change; • Health needs assessments of the school environment to identify current health problems; and • Development of interagency partnerships that support student health and educational goals. The District will monitor the effectiveness of supplemental student health services using the following progress monitoring measure: • Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need As new data becomes available moving forward, this progress monitoring measure is subject to change. By completing these functions, school nurses assist in the identification and elimination or modification of health-related barriers to learning. English learners, low-income students, and students in foster care will experience the greatest improvements in student attendance as a result of better health, screening, and early intervention of identified health needs, and on-going management and monitoring of student health needs. Based on the distribution of low-income students, students in foster care, and English learners across the district, the District will continue to fund this increased staffing to provide a nurse at every school in order to ensure that each of the students in these target student groups have access to these critical health services which they would otherwise struggle to access outside Los Angeles Unified.		
2.07	Community Schools Initiative	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)*	$25,532,505	N

Action #	Title	Description	Total Funds	Contributing
		The Community Schools Initiative prioritizes a whole-child approach to education, and provides an integrated focus on academics, health and social services, youth and community development, and community engagement. Central to the Community Schools model is a strong instructional program grounded in the science of learning and development, which finds that students learn best when curriculum, teaching, and assessment strategies are built on students' prior knowledge and experiences and focus on relevant and engaging learning tasks. A community school addresses issues of structural poverty and racism by providing a learning environment where all children can learn and thrive. This includes an integrated wraparound education that transforms the school into a community center coordinated by a partnership between the school site, civic leaders, and community-based organizations with a shared purpose to accelerate student achievement, graduation, college and career readiness. This approach evolves the school site into a hub for the community where families access health, socio-emotional, mental health, and enrichment support for students during and following normal school hours. All partners work in partnership building relational trust, building strong communities with restorative practices, offering quality engagement opportunities for families, and leading all efforts through shared ownership and responsibility. Los Angeles Unified Community Schools demonstrate the characteristics of the Community School's evidence-informed, school improvement framework centering on four pillars, which together create the conditions necessary for students to thrive: 1. Integrated Student Supports - Removing barriers to school success by connecting students and families to service providers or bringing holistic programs and services into the school to help families meet their basic needs so students can focus on learning. 2. Expanded and Enriched Learning Time and Opportunities - Ensuring there are before- and after-school learning opportunities that augment traditional learning, including summer instruction, mentoring, and out-of-school learning experiences. 3. Family and Community Engagement - Incorporating strategies that cultivate clear communication among all educational partners and embracing community organizing for school and District improvement. 4. Collaborative Leadership and Practice - Strengthening processes so educational partners with different areas of expertise work together, share decisions and responsibilities, with mutual accountability toward a shared vision. The District will monitor the effectiveness of the Community Schools Initiative using the following progress monitoring measures:		

Action #	Title	Description	Total Funds	Contributing
		• Students in grades 3-12 will demonstrate higher improvement in Math and ELA i-Ready assessments from Beginning of Year (BOY) to End of Year (EOY) composite scores as compared to the LAUSD as a whole • Students in grades 3-12 will demonstrate greater rates of improvement from Beginning of Year (BOY) to End of Year (EOY) in ELA DIBELS composite scores as compared to the LAUSD as a whole • Attendance rates at participating Community Schools will increase by 6 percentage points annually • Chronic absenteeism rates at participating Community Schools will decrease by 5 percentage points annually • School Experience Survey aggregate results of participating Community Schools will increase by at least 3 percentage points annually on designated questions As new data becomes available moving forward, these progress monitoring measures are subject to change.		
2.08	Mental Health and Student Supports	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)* One-third of our students in poverty typically have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACES) survey. School closures during the 2020 global health crisis exacerbated the trauma many families and children have experienced. Research from the Centers for Disease Control and Prevention indicates that children with a high number of ACEs - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. Psychiatric Social Workers (PSWs) will continue to serve and support the highest need students and communities by implementing evidence-based practices, outreach/awareness, and crisis support. PSWs offer students with mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success by providing prevention, early intervention, and intervention for suicide, self-injury, threat of violence, and child abuse/neglect through risk assessments, safety planning, and linkages to mental health and emergency resources. The District will monitor the effectiveness of these Mental Health supports using the following progress monitoring measures:	$2,314,912	Y

Action #	Title	Description	Total Funds	Contributing
		• Increase the number of students receiving intensive mental health support • Increase the number of interventions (including individual, group, classroom and school-wide interventions) • Increase the number of mental health trainings for staff, parents, and school community • Increase the number of mental health consultations for staff and parents As new data become available, these progress monitoring measures are subject to change. Low-income students will experience the greatest benefits from the mental health supports provided by Psychiatric Social Workers based on their high level of need. Supporting low-income students and their families dealing with trauma will prepare students with coping skills to attend to learning. In addition, we recognize that these mental health supports would also benefit all students, and therefore these supports are implemented Districtwide.		
2.09	Positive Behavior Interventions and Restorative Practices	*(Aligned to Strategic Plan Priority 2C: Strong Social-Emotional Skills)* Students in foster care, low-income students, and English Learners are at disproportionate risk for experiencing trauma and need additional support through building community and relationships at school. With the physical school closures during the pandemic, these students' pre-existing needs were exacerbated by limited connection with teachers and peers. Returning to physical school campuses, the implementation of Positive Behavior Interventions and Strategies (PBIS) and Restorative Practices (RP) strategies and practices have been essential to support the social emotional wellbeing of these students. To address these students' needs, Systems of Support Advisers will: • Implement Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) leveraging a trauma/resilience-informed Multi-Tiered Systems of Supports (MTSS) framework (see:https://www.lausd.org/PBIS_RP). • Prioritize wellness and nurture the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. • Support district/school staff with developing a sense of community in the school and each classroom.	$2,708,983	Y

Action #	Title	Description	Total Funds	Contributing
		● Help partners feel valued and included, leverage partners' assets, identities and sense of belonging in a manner that is culturally and linguistically responsive. ● Provide technical assistance, training and support in preventing and responding to escalating behavior in a restorative manner. Systems of Support Advisers are certificated staff who hold either a California Pupil Personnel Services Credential, K-12 Teaching Credential, Special Education Teaching Credential, OR a Services Credential with specialization in health designating social work services with at least five (5) years of successful full-time public school certificated service and an earned master's degree from an accredited college or university. The Systems of Support Adviser role includes supporting with implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) leveraging a trauma / resilience-informed MTSS framework, prioritizing wellness and nurturing the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. A small cadre of central office staff provide technical assistance, training, and support for the Systems of Support Advisers. Each Region has the autonomy to determine the staff they need to improve school culture and climate in their region. As such, some have selected to assign System of Support Advisers to support a community of schools. Students in foster care, low-income students, and English Learners will experience the greatest benefits from systematic implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP). In addition, we recognize that these supports also benefit all students, and therefore these supports are implemented Districtwide. The District will monitor the effectiveness of Positive Behavior Interventions and Restorative Practices using the following progress monitoring measures: ● Decreased out-of-school single student suspension rate ● Decreased instructional days lost to out of school suspensions ● Decreased number of Office Discipline Referrals (ODR) As new data become available, these progress monitoring measures are subject to change. PBIS/RP promotes development of caring, authentic relationships to foster learning and overall well-being. A sense of community in the school and classroom helps partners feel		

Action #	Title	Description	Total Funds	Contributing
		valued and included. Establishing procedures and routines that cultivate connectedness and trust set the stage for increased academic engagement, social success, and authentic relationships. Strategic activities that are asset based and leverage partners' strengths and identities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive. English Learners, students in foster care, and low-income students will experience the greatest benefits to their sense of school connectedness and reduced suspension and expulsion rates due to their increased experiences of trauma discussed above. In addition, we recognize that these positive behavior interventions and restorative practices would also benefit all students, and therefore these supports are implemented Districtwide.		
2.10	Attendance Interventions	*(Aligned to Strategic Plan Priority 2D: Outstanding Attendance)* Low-income students, English Learners, and students in foster care in Los Angeles Unified are disproportionately likely to experience the following barriers to attendance: ● Illness ● Grief and Loss ● Food insecurity ● Housing instability ● Loneliness, social isolation ● Mental health issues, including symptoms of depression (i.e., apathy, irritability, social withdrawal, difficulty concentrating, & sleep disturbance) ● Lack of motivation, sense of uncertainty about the future ● Lack of parental supervision ● Interruptions in Technology and/or Electricity To address these needs, Pupil Services and Attendance (PSA) Counselors provide comprehensive child welfare and attendance services to students, including tiered absence prevention and intervention, as well as dropout prevention and recovery services, in order to connect, engage and support students while assessing barriers to attendance and working with the student and their family to overcome those barriers. PSA counselors are child welfare and attendance advocates who work directly with students who experience difficulties in achieving their academic potential due to	$8,588,135	Y

Action #	Title	Description	Total Funds	Contributing
		social/emotional, home and community barriers. PSA Counselors support students' academic, social-emotional, and career development by improving student attendance. English Learners, students in foster care, and low-income students will experience the greatest benefits to their attendance rates as we work to overcome their disproportionate vulnerability to the attendance barriers described above. In addition, we recognize that these attendance interventions would also benefit all students, and therefore these supports are implemented Districtwide. All PSA Counselors possess a Pupil Personnel Services Credential with Specialization in Child Welfare & Attendance (CWA) in order to support their focus on students in marginalized populations, children who have been abused or neglected, students with involvement in the juvenile justice system, students experiencing homelessness, students with special needs, and students who have serious disciplinary issues. All School Based PSA Counselors funded from SENI/TSP and other dollars are supervised by the Region PSA Coordinator, in alignment with the work conducted by PSA Counselors under this action. The District will monitor the effectiveness of these attendance interventions using the following progress monitoring measures: ● Increased percentage of students achieving 96% or greater attendance ● Decreased percentage of students who are chronically absent (i.e., below 91% attendance) As new data become available, these progress monitoring measures are subject to change.		
2.11	School Enrollment Placement and Assessment (S.E.P.A.) Centers	*(Aligned to Strategic Plan Priority 2D: Outstanding Attendance)* Many of LAUSD's English learners enrolled in schools are Newcomers from other countries. The following data was filtered from **July 2024 to March 15, 2025** on students that received services at the SEPA Centers: it showed 3,567 students from over 65 countries and included some continuing LAUSD students. The most common countries of origin for our newly arrived students, and accounting for almost 80% of our Newcomers, are: ● Guatemala (497 students)	$1,405,064	Y

Action #	Title	Description	Total Funds	Contributing
		• Mexico (354 students) • El Salvador (296 students) • Honduras (148 students) • Colombia (134 students) • Venezuela (98 students) • Nicaragua (84 students) • Armenia (83 students) • Russian Federation (76 students) • Kazakhstan (67 students) • Bangladesh (60 students) • Philippines (55 students) • Ukraine (45 students) • Mongolia (32 students) • Ecuador (31 students) • China (30 students) • Peru (25 students) • Kyrgyzstan (20 students) • Iran (16 students) • Egypt (14 students) • Turkey (14 students) • Spain (12 students) • Pakistan (11 students) • United Arab Emirates (11 students) • Brazil (8 students) • Chile (7 students) • Korea (7 students) • Thailand (7 students) • Vietnam (7 students) • Germany (6 students) • India (6 students) • Sudan (6 students) • Cuba (5 students) • Panama (5 students) • Saudi Arabia (5 students) • Tajikistan (5 students) • Belize (4 students)		

Action #	Title	Description	Total Funds	Contributing
		These students come to our District with various educational experiences or life challenges. Some may have experienced trauma in their home country and are seeking asylum, or arrive as unaccompanied minors. In most cases, students come with interrupted education or limited education. In addition, research has shown that our Newcomer students struggle to feel connected and engaged to their school site, and that these students and families need assistance with school enrollment and connections to school site staff for ongoing case management. To meet these education and social emotional needs, LAUSD Student Medical Services will continue to collaborate with the LAUSD internal resources including the Multilingual and Multicultural Education Department and with our community partnerships to support the District's two School Enrollment Placement and Assessment (SEPA) Centers which are located in Downtown Los Angeles on the Plasencia Elementary school campus and at Panorama High School in the San Fernando Valley. Staff located at each SEPA Center consists of Nurse Practitioners, Medical Assistants, School Nurses, Pupil Services & Attendance Counselors, Healthy Start Navigators, Health Care Advocates, and Spanish Interpreter Aides that will continue to provide the following services and supports: 1. Students will be immediately enrolled in school and linked to psychosocial and academic support at their school site. 2. The center aims to eliminate as many barriers as possible for student success. This includes providing assistance for medical insurance enrollment with access to a medical home and comprehensive physical exams with vaccines, and referrals for dental, vision, and medical conditions. Also providing basic needed resources such as backpacks, food, clothing, and shelter. By eliminating barriers, it is our goal for students to be successful in their academic pursuit and maintain an excellent attendance rate. 3. Parents will receive accurate information pertaining to their children's educational rights so they can seek services to further support their children academically. The District will monitor the effectiveness of SEPA Center supports using the following progress monitoring measures:		

Action #	Title	Description	Total Funds	Contributing
		● Increased number of Newcomer students and families served by the centers. ● Increased number of students and families served by the centers who successfully enroll in school. ● Increased percentage of students compliant with all vaccinations served by the center. As new data becomes available moving forward, these progress monitoring measures are subject to change. English Learners and low-income students, especially International Newcomers, will experience the greatest benefits to their attendance rates from these services. By providing these services, it is the expectation that all students will be enrolled in school immediately and receive the support needed to succeed academically and have their basic needs met. Students will also receive medical services such as vaccines needed to enroll in school and physical examinations at no cost. All students will be enrolled into health insurance programs if qualified and referred to a medical home. By providing them with support and case management services, they will stay enrolled in school and will continue to attend at a proficient or advanced level. In addition, we recognize that these services would also benefit all students, and therefore these supports are implemented Districtwide.		
2.12	FamilySource System	*(Aligned to Strategic Plan Priority 2D: Outstanding Attendance)* In addition to the attendance interventions provided by Pupil Services and Attendance (PSA) Counselors (as described in Goal 2, Action 6), through the FamilySource Centers, PSA Counselors provide intensive services to students and families, including conducting Biopsychosocial/educational assessments to identify family strengths, supports and needs and offering Parenting Classes/ Workshops, such as: ● 7 Habits of Highly Effective Families / Resilient Families curriculum ● A-G Graduation Requirements / College Readiness ● Digital Citizenship & Internet Safety ● How to Support your Child Academically and During Distance Learning ● Stress Management / Self Care / Resiliency / Grief and Loss ● Transitioning to MS and HS ● Access to FamilySource services such as: ○ Financial Literacy workshops / Free tax preparation (VITA)	$2,074,772	Y

Action #	Title	Description	Total Funds	Contributing
		○ Pre-employment / employment support ○ Food bank / Baby Items ○ Tutoring; Mentoring, civic engagement for students Family Source PSA Counselors collaborate with school based PSA counselors to ensure that families and students have access to the FamilySource Center services. Examples of these collaborations include school site coordination meetings, presentation and case consultation meetings. The District will monitor the effectiveness of FamilySource System supports using the following progress monitoring measures: ● Increased number of students provided child welfare and attendance supports through diversion program As new data become available, these progress monitoring measures are subject to change. English Learners, students in foster care, and low-income students, will experience the greatest benefit to their attendance and absenteeism rates as a result of these services, which will in turn serve to improve these students' academic success, higher grades, increased high school graduation rates and enrollment in post-secondary education. In addition, we recognize that these supports and evidence-based interventions provided by the FamilySource PSA Counselors would also benefit all students, and therefore these supports are implemented Districtwide.		
2.13	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	*(Aligned to Strategic Plan Pillar 2: Joy and Wellness)* While the District's overall rate of students with excellent attendance was 44.8% in 2023-24, for low-income students this was only 42.4%, for English Learners it was 41.8% and for students in foster care it was 40.5%. In order to support attendance rates and improve school climate outcomes at the local level for our students, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on	$108,439,895	Y

Action #	Title	Description	Total Funds	Contributing
		various community and school indicators, as determined through educational partner engagement. The investments address metrics at each grade span. In 2023-24, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 40.9% ○ Chronic Absenteeism Rate (91% or Lower): 33.8% ○ Single Student Suspension Rate: 0.2% ○ School Safety (Student Perception - Percent of students who feel safe at school): 69.1% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 66.7% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 44.2% ○ Chronic Absenteeism Rate (91% or Lower): 30.0% ○ Single Student Suspension Rate: 0.1% ○ School Safety (Student Perception - Percent of students who feel safe at school): 73.0% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 70.5% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this action reflects the SENI investments made by elementary schools to address the school climate and attendance needs of their students. Within the Joy and Wellness Program Code, elementary schools will invest their funds in additional staffing and supports to implement the District's programs to support safe and welcoming schools and improve attendance so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting		

Action #	Title	Description	Total Funds	Contributing
		their attendance and school climate needs. Elementary schools invested 26.3% of their total SENI funds in programs and strategies towards Joy and Wellness: ● Expand attendance incentive programs, including recognition events, spirit days, and attendance “challenges” ● Enhance staff capacity to implement trauma-informed practices ● Provide additional student wellness services ● Deliver tiered child welfare and attendance interventions and absence prevention efforts to support target student groups ● Expand implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates ● Provide additional opportunities to build capacity of families to support attendance for students Schools have received capacity-building and training from the District’s Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local attendance, school climate, and school safety needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school’s allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for elementary schools towards Joy and Wellness disaggregated by SENI ranking quintile		

Action #	Title	Description	Total Funds	Contributing
		("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Joy and Wellness. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in attendance, absenteeism, and school climate and safety outcomes for their school's English Learners, low-income students, and students in foster care.		
2.14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	*(Aligned to Strategic Plan Pillar 2: Joy and Wellness)* While the District's overall rate of students with excellent attendance was 44.8% in 2023-24, for low-income students this was only 42.4%, for English Learners it was 41.8% and for students in foster care it was 40.5%. In order to support attendance rates and improve school climate outcomes at the local level for our students, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address metrics at each grade span. In 2023-2024, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 41.8% ○ Chronic Absenteeism Rate (91% or Lower): 36.2% ○ Single Student Suspension Rate: 1.2%	$39,331,834	Y

Action #	Title	Description	Total Funds	Contributing
		○ School Safety (Student Perception - Percent of students who feel safe at school): 49.8% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 46.0% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 45.3% ○ Chronic Absenteeism Rate (91% or Lower): 31.5% ○ Single Student Suspension Rate: 1.1% ○ School Safety (Student Perception - Percent of students who feel safe at school): 51.5% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 47.7% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by middle schools to address the school climate and attendance needs of their students. Within the Joy and Wellness Program Code, middle schools will invest their funds in additional staffing and supports to implement the District's programs to support safe and welcoming schools and improve attendance so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their attendance and school climate needs. Middle schools invested 29.6% of their total SENI funds in programs and strategies towards Joy and Wellness: ● Provide additional student wellness services ● Enhance staff capacity to implement trauma-informed practices ● Expand implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates ● Expand attendance incentive programs, including recognition events, spirit days, and attendance "challenges" Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student		

Action #	Title	Description	Total Funds	Contributing
		Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local attendance, school climate, and school safety needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for middle schools towards Joy and Wellness disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Joy and Wellness. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in attendance, absenteeism, and school climate and safety outcomes for their school's English Learners, low-income students, and students in foster care.		

Action #	Title	Description	Total Funds	Contributing
2.15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	*(Aligned to Strategic Plan Pillar 2: Joy and Wellness)* While the District's overall rate of students with excellent attendance was 44.8% in 2023-24, for low-income students this was only 42.4%, for English Learners it was 41.8% and for students in foster care it was 40.5%. In addition, for high schoolers overall in 2023-24, the chronic absenteeism rate (as defined by the District as being absent for 9% or more of the instructional days enrolled) was 37.3%. By comparison, 39.2% of low-income high school students, and 48.3% of English Learners and 47.9% of students in foster care in high school were chronically absent. In order to support attendance rates and improve school climate outcomes at the local level for our students, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address metrics at each grade span. In 2023-2024, high and highest-need high schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 34.6% ○ Chronic Absenteeism Rate (91% or Lower): 44.5% ○ Single Student Suspension Rate: 0.5% ○ School Safety (Student Perception - Percent of students who feel safe at school): 54.9% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 51.8% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 38.1% ○ Chronic Absenteeism Rate (91% or Lower): 39.3% ○ Single Student Suspension Rate: 0.4%	$66,187,971	Y

Action #	Title	Description	Total Funds	Contributing
		○ School Safety (Student Perception - Percent of students who feel safe at school): 59.6% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 53.8% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by high schools to address the school climate and attendance needs of their students. Within the Joy and Wellness Program Code, high schools will invest their funds in additional staffing and supports to implement the District's programs to support safe and welcoming schools and improve attendance so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their attendance and school climate needs. High schools invested 28.0% of their total SENI funds in programs and strategies towards Joy and Wellness: ● Expand implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates ● Enhance staff capacity to implement trauma-informed practices ● Provide additional student wellness services ● Deliver tiered child welfare and attendance interventions and absence prevention efforts to support target student groups ● Expand attendance incentive programs, including recognition events, spirit days, and attendance "challenges" Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local attendance, school climate, and school safety needs of the English Learners, students in foster care, and low-income students in their schools.		

Action #	Title	Description	Total Funds	Contributing
		School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for high schools towards Joy and Wellness disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Joy and Wellness. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in attendance, absenteeism, and school climate and safety outcomes for their school's English Learners, low-income students, and students in foster care.		

Goal

Goal #	Description	Type of Goal
3	Engagement and Collaboration: Los Angeles Unified understands parents, families, and communities are critical partners in ensuring students are college and career ready.	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)

State Priority 5: Pupil Engagement (Engagement)

State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our families and school communities play pivotal roles as educational partners in preparing and graduating students to be Ready for the World. As a learning community, we acknowledge the invaluable knowledge, traditions, and resources that these partners bring, that diversity is strength, and the District is dedicated to enhancing these connections to foster more opportunities for our youth collectively. It is imperative that we exemplify collaboration and hold respect for others to serve as models for our students by establishing transparent and empowered engagement systems, ensuring that everyone has the chance to contribute to the success of our students.

The feedback from our community is educational partners want to be involved in supporting the success of students and is supported by research showing a strong correlation between parent, family, and student engagement to improve student academic achievement, school attendance, and healthy student behaviors. The metrics and progress monitoring measures in Goal 3: Engagement and Collaboration support the ability of the District to track, evaluate, and update District's actions to improve engagement and collaboration with its educational partners thereby supporting students.

Over the course of the last LCAP cycle (from 2021-2024), our District engagement saw the following progress:

- The percent of parents reporting on the School Experience Survey that their child's school includes them in important decisions increased from 82.8% in 2021-22 to 85.2% in 2023-24.
- The percent of parents reporting on the School Experience Survey that their child's school provides them with information (verbal and written) they can understand increased from 91.2% in 2021-22 to 92.5% in 2023-24.
- The percent of parents reporting on the School Experience Survey that they feel welcome to participate at their child's school increased from 86.3% in 2021-22 to 90.1% in 2023-24.

As stated in the 2024-25 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.01	Percent of Parents Reporting on the School Experience Survey: *"This school includes me in important decisions about my child's education."*	**2023-24** All Parents: 85.2% *Source: LAUSD Open Data Dashboard*	**2024-25** All Parents: 86.4% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Parents: 90%	All Parents: +1.2%
3.02	Percent of Parents Reporting on the School Experience Survey: *"I feel welcome to participate at this school."*	**2023-24** All Parents: 90.1% *Source: LAUSD Open Data Dashboard*	**2024-25** All Parents: 91.3% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Parents: 95%	All Parents: +1.2%
3.03	Percent of Parents Reporting on the School Experience Survey: *"I can easily find information about parent workshops or other programs offered at this school."*	**2023-24** All Parents: 86.0% *Source: LAUSD Open Data Dashboard*	**2024-25** All Parents: 87.4% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Parents: 88%	All Parents: +1.4%
3.04	Percent of Parents	**2023-24**	**2024-25**	**2025-26**	**2026-27**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reporting on the School Experience Survey: *“This school provides instructional resources to help me support my child's education.”*	All Parents: 86.0% *Source: LAUSD Open Data Dashboard*	All Parents: 86.6% *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Parents: 88%	All Parents: +0.6%
3.05	Percent of Parents Reporting on the School Experience Survey: *"This school provides me with information (verbal and written) I can understand."*	**2023-24** All Parents: 92.5% *Source: LAUSD Open Data Dashboard*	**2024-25** All Parents: 93.0% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Parents: 97%	All Parents: +0.5%

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3, Action 1: Parent and Family Engagement

In 2024-25, the District's Office of Student, Family and Community Engagement (SFACE) provided family engagement opportunities centered on student achievement, wellness, and civic involvement including reaching families who are not yet engaged.

- Successes:
  - Continued implementation of the Region Ambassador series for educational partners on topics including Students with Special Needs, English Learners, and the Local Control and Accountability Plan (LCAP); 36 Region Ambassador meetings in 2024-25.
  - Provided a Family Engagement microcredential to teachers and staff interested in learning and using family engagement strategies; the microcredential was developed in partnership with the Human Resources Division.
  - Implemented a Family Academy, in partnership with the Division of Adult and Career Education, to engage families and provide resources to better assist their child's education.
  - Continued collaboration with District offices including the Strategic Initiatives Office and the Multilingual and Multicultural Education Department supported engagement by parents and community members in District-level committees.
  - Family Voice Leadership and Advocacy: Progress Monitoring Measures
    - Increased number of parents participating in Region Ambassador segments
      - Increased: 3,597 parent participants, as of May 2025, up from 2,587 participants during the same period in 2024.
    - Increased average number of participants in the Family Academy webinars
      - Baseline 2024-25: An average of 357 participants attended the Family Academy webinars, as of May 2025.
  - Professional Development: Progress Monitoring Measures
    - Increased percentage of schools offering monthly training
      - To Be Determined: 98% of schools offered monthly parent and family engagement training in 2023-24. This progress monitoring measure was instituted in 2023-24. As a result, comparison data will be available for 2024-25 by July 2025.
    - Increased number of school sites per Region of candidates that complete the Family Empowerment Microcredential
      - To Be Determined: Eight candidates completed the Family Empowerment Microcredential in 2023-24. This progress monitoring measure was instituted in 2023-24. As a result, comparison candidate completion data will be determined by July 2025.
  - Parent Participation and Communication: Progress Monitoring Measures

        - Increased number of participants processed annually within 30 days in the Los Angeles Unified School Volunteer Program
            - Maintained: 78% of volunteer applications are being processed within 30 days, as of May 2025, the same percentage as in 2023-24.
        - Increased number of graduates from the Equity Course Pathways
            - Baseline: 161 candidates graduated from the Equity Course pathways in 2023-24. Graduate data for 2024-25 will be determined by July 2025.
        - Increased percent of students who have at least one parent enrolled in the Los Angeles Unified Parent Portal
            - Increased: 88.6% of students have at least one parent registered in the Parent Portal, as of May 2025, up from 82% of students during the same period in 2024.
- Challenges:
    - Recent changes in the political climate have led to a decline in engagement across all events, particularly those that are in-person.
    - Family Voice Leadership and Advocacy: Progress Monitoring Measures
        - Increased number of parent members of School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who participate in the SSC and ELAC Parent Leaders Course
            - Decreased: 740 parents attended the Parent Leaders Course in 2024-25, down from 1,099 parents in 2023-24.
        - Increased number of parent members of School Site Councils by Region who attend Fall training and learn about school plans to serve student needs
            - Decreased: 920 parent participants in 2024-25, down from 997 in 2023-24.

Despite the presented challenges, SFACE successfully implemented parent and family engagement services in 2024-25 as planned by providing an increased number of virtual and recorded content online to better meet family needs.

<u>Goal 3, Action 2: Translation Services</u>
In 2024-25, the District's Translations Unit provided language translation services across the District to families and additional educational partners in Board of Education meetings, Region forums, Family Academies, District-level community meetings, and additional settings including completing document translation services into languages other than English

- Successes:
    - Expansion of language services for American Sign Language and Region-specific Indigenous languages to better support parents and families.
    - Completion of nearly 1,200 written translation requests, translating 12,000 pages, as of March 2025.
    - Completed 5,000 interpretation requests, totally approximately 12,000 hours of live language interpretation services, as of March 2025.
    - Progress Monitoring Measure: Increased number of requests for oral interpretation submitted and accommodated
        - Projected to decrease to approximately 5,000 oral interpretation requests with 75% accommodation by June 2025,

compared to 8,000 oral interpretation requests with 75% accommodation. Note: In 2024-25, schools and District offices made more requests for in-person engagements, which accounted for 60% of oral interpretation requests, up from 52% in 2023-24. This increase, along with the travel time to in-person engagements, has affected the frequency with which engagements are assigned.

- Challenges:
    - Increased demand for in-person interpretation requests and longer in-person meeting durations led the Translations Unit to adjust its deadlines.
    - Meeting the rising demand for American Sign Language translation services.
    - The Translations Unit had three Spanish translator vacancies at the start of the year that were not filled until spring 2025 requiring the outsourcing of translation services.
    - Progress Monitoring Measure: Increased number of written translation requests submitted and accommodated
        - Projected to decrease to approximately 1,200 written translation requests and 12,000 translated pages by June 2025, compared to 1,800 written translation requests and nearly 19,000 translated pages in 2023-24.

Despite the challenges, including the impact to deadlines, the Translations Unit successfully implemented translation and interpretation services in 2024-25 as planned.

<u>Goal 3, Action 3: Technology for Communications and Accessibility</u>

In 2024-25, the Information Technology Services (ITS) department addressed the District's technology needs by providing students, staff, and teachers with access to computers, internet connectivity, and technical support services.

- Successes:
    - 99% of student, family, and employee technical support requests were addressed and fulfilled.
    - 100% of principals completed the annual computer device certification process, ensuring student access to computer devices and internet connectivity at school sites. The outstanding school annual computer device certification processes were completed by staff, ensuring 100% completion.
    - Progress Monitoring Measure: Ensure that 100% of schools are in compliance with certifying their student computing device inventory and meet the needs of 100% of families, students, and employees who require technical support.
        - Baseline: 100% of schools were in compliance with certifying their student computing device inventory in 2023-24. In addition, in 2023-24, ITS provided technical support to 99% of families, students, and employees requesting assistance. This progress monitoring measure was instituted in 2023-24. As a result, comparison data will be determined by July 2025.
- Challenges:
    - None identified.

The ITS services were successfully implemented in 2024-25 as planned.

Goal 3, Action 4: Student Empowerment

In 2024-25, the District's Student Empowerment Unit (SEU) fostered student leadership and development opportunities with an emphasis on the academic, social, and emotional growth of students, while increasing community and District partnerships to further support students.

- Successes:
  - Expanded number of students participating in District student advisory councils increased from 289 to 387.
  - Increased student participation in the Student Board Member election; 8,928 votes from 247 schools were cast, an increase of over 300% from last year's election when 2,525 votes were cast.
  - Continued to establish external partnerships to support increased student engagement and leadership opportunities.
  - Facilitated the creation of the Superintendent's Student Advisory Council as a District-level committee providing feedback and recommendations for the development of the District's LCAP.
  - Facilitated a Young Men's Leadership Conference, with over 400 attending students, and the 3rd Annual Mental Health and Wellness Symposium, with approximately 800 attending students. Focus of the student events was to provide students with skills, confidence, and role models for personal growth as well as resources and strategies for emotional well-being.
  - Increased the number of students who participate in Districtwide leadership conferences by 3% annually
    - The progress monitoring measure was sunsetted at the start of 2024-25 and data was not tracked.
  - Progress Monitoring Measure: The percentage of students participating in the Student Board Member (SBM) election will increase by 2% annually
    - The progress monitoring measure was added at the start of 2024-25.
    - Baseline: 11,287 votes from 268 schools, an increase of 26% from 8,928 votes from 247 schools in 2023-24. In 2022-23, 2,215 votes were cast.
  - Progress Monitoring Measure: Increase opportunities for student participation in District-level student advisory councils, task forces, and other leadership opportunities
    - Increased: 387 students participated in District-level student advisory councils in 2024-25, up from 289 in 2023-24.
  - Progress Monitoring Measure: Increase the participation of student leaders in local and national organizations
    - Increased: 158 student advisory council members participated in local and national organizations in 2024-25, up from 27 in 2023-24.
  - Progress Monitoring Measure: Increase the number of partnerships with community-based organizations, civic leaders, local community colleges, four-year institutions, and workforce leaders
    - Increased: 67 total partnerships in 2024-25, up from 23 in 2023-24.
- Challenges:
  - The Young Women's Leadership Conference was not held this year due to staffing limitations. The growth of student engagement and leadership opportunities is limited due to staffing level.

Despite the challenge, the Student Empowerment Unit successfully implemented student engagement and leadership opportunities in 2024-25.

Goal 3, Action 5: Aligned Strategic Planning and Accountability

In 2024-25, the Local Control and Accountability Plan (LCAP) team within the Strategic Initiatives Office (SIO) aligned strategic planning and accountability processes to continue to exceed state-mandated LCAP engagement requirements and to increase year-over-year engagement, particularly for parents and families of targeted student populations- English Learners, students from low-income families, and students in foster care.

- Successes:
    - LCAP Engagement and Development
        - Collaborated with Region-level Family and Community Engagement (FACE) teams to implement 12 Region LCAP Ambassador meetings, three meetings per Region, to raise awareness of District services, programs, and state LCFF funding for students, especially those supporting the success of targeted student populations, by LCAP goal and to increase opportunities to connect District services such as English Learner supports to Region and school level actions to support student success. English Learner supports to Regions and schools included parent education and workshops to support language development and reclassification to fluent English proficiency.
        - Supported the success of the District's English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and Superintendent's Student Advisory Council (SSAC) in forming comments and recommendations to the District towards the development of the annual LCAP, in collaboration with the District's Office of Student, Family, and Community Engagement (SFACE).
        - Partnered with District departments, including the District's Office of Communications to increase educational partner feedback on programs and services above last year via the District's digital feedback platform to develop the 2025-26 LCAP.
        - Completed presentations at 16 District student advisory council meetings in partnership with the District's Student Empowerment Unit (SEU) and led discussions on the use of state funding supporting student programs to improve desired outcomes.
        - The LCAP team completed and presented the District's mid-year annual LCAP update to the Board of Education at its February 11, 2025 meeting, which also included mid-year annual LCAP updates for each of the 51 District affiliated charter schools.
        - Increased the total number of educational partner (e.g., community, District level committee) meetings to 62, up from 51 in 2023-24.
        - Advised school principals and District administrators in the use of LCFF Supplemental / Concentration and LCFF Equity Multiplier funds.
        - Assisted 51 District affiliated charter schools in developing and completing mandated individual school LCAPs; over 35 virtual coaching sessions and 20+ in-person sessions with affiliated charter school principals and additional school staff.
        - Partnered with District departments to develop the District's LCAP.
        - Progress Monitoring Measure: Maintain LCAP meetings with the Los Angeles County Office of Education (LACOE)
            - Maintained: 15 meetings projected for 2024-25, maintaining the same number as in 2023-24.
        - Progress Monitoring Measure: Increased number of internal planning and accountability alignment meetings

            - Increased: 346 meetings projected for 2024-25, up from 344 in 2023-24.
        - Progress Monitoring Measure: Increased number of educational partner engagement opportunities
            - Increased: Completed 62 LCAP educational partner engagement meetings in 2024-25, up from 51 in 2023-24.
        - Progress Monitoring Measure: Increased number of participants in ThoughtExchange engagement forums and other feedback / input surveys
            - To Be Determined: 17,833 participants with 161,191 ratings on 10,335 comments, as of May 7, 2025, compared to 22,667 participants with 203,942 ratings on 13,268 comments in 2023-24.
- Challenges:
    - Increased engagement opportunities with limited staffing.
    - Improved feedback on the effectiveness of engagement strategies
        - A universal feedback tool to capture the effectiveness of engagement strategies was not developed and instituted in 2024-25.

Despite the challenges, the LCAP team successfully implemented actions in 2024-25 as planned.

<u>Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools</u>
In 2024-25, District elementary schools used Student Equity Needs Index (SENI) funding to improve communication, engagement, and collaboration with parents, students, and the community with the goal of boosting student success, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
    - School administrators designed and implemented programs to engage students, families, and the community, focusing on supporting English Learners, students from low-income families, and students in foster care.
    - Translators assisted non-English speaking parents in understanding school communications and being able to participate in school meetings.
    - Provided assistance such as guides on community resources and written materials on child development.
    - School staff, including Psychiatric Social Workers (PSWs), developed programs to support students' social and emotional growth and held workshops to help parents gain skills to better support their children.
    - School staff, such as parent liaisons, was increased to engage families and the community and to build partnerships with local organizations.
- Challenges:
    - Hiring and retaining specialized staff, such as parent liaisons, has proved to be a challenge for a number of schools.

Despite the challenge, elementary schools used SENI funds to improve support for targeted student populations of English Learners, low-income students, and foster youth, and continue efforts to close equity gaps.

Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools
In 2024-25, District middle schools used Student Equity Needs Index (SENI) funding to improve communication, engagement, and collaboration with parents, students, and the community with the goal of boosting student success, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
  - School staff, including Psychiatric Social Workers (PSWs), developed programs to support students' social and emotional growth and held workshops to help parents gain skills to better support their children.
  - Increased engagement opportunities for parents and the community through the employment and work of parent liaisons and additional staff to improve student attendance and success.
  - Translators helped non-English speaking parents understand school communications and participate in school meetings.
  - School administrators designed and implemented programs to engage students, families, and the community, focusing on supporting English Learners, students from low-income families, and students in foster care.
  - Developed resources such as guides to community resources for families and information on child development.
- Challenges:
  - Hiring and retaining specialized staff, such as parent liaisons, has proved to be a challenge for a number of schools.

Despite the challenge, middle schools used SENI funds to improve support for targeted student populations of English Learners, low-income students, and foster youth, and continue efforts to close equity gaps.

Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools
In 2024-25, District high schools used Student Equity Needs Index (SENI) funding to improve communication, engagement, and collaboration with parents, students, and the community with the goal of boosting student success, especially for English Learners, students from low-income families, and students in foster care. To find detailed information for each school, please visit the SENI webpage to review the Targeted Student Population (TSP) plans: https://www.lausd.org/Page/17238

- Successes:
  - School staff such as Psychiatric Social Workers (PSWs) created programs that support students' social and emotional development and offered workshops to help parents build the skills needed to support their children.
  - Parent liaisons and additional school staff were utilized to create increased opportunities for parents, students, and the community to get involved, aiming to boost student attendance and success.
  - Translators assisted non-English speaking parents in understanding school communications and being able to participate in school meetings.
  - Provided assistance such as guides on community resources and written materials on child development.
  - School administrators created and carried out programs to engage students, families, and the community, with a focus on

supporting English Learners, students from low-income families, and students in foster care.

- Challenges:
    - Hiring and retaining specialized staff, such as parent liaisons, has proved to be a challenge for a number of schools.

Despite the challenge, high schools used SENI funds to improve support for targeted student populations of English Learners, low-income students, and foster youth, and continue efforts to close equity gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Action 1: Parent and Family Engagement
Goal 3, Action 2: Translation Services
Goal 3, Action 3: Technology for Communications and Accessibility
Goal 3, Action 4: Student Empowerment
Goal 3, Action 5: Aligned Strategic Planning and Accountability
Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools
Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools
Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools
No material differences were observed for the actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3, Action 1: Parent and Family Engagement
Goal 3, Action 2: Translation Services
Goal 3, Action 3: Technology for Communications and Accessibility

- The District considers the three actions effective, with all five parent-focused metrics on the District's School Experience Survey improving from the prior year. The increases indicate parent services including translation and technology are successfully developing strong relationships in the area of parent and family engagement. Further effectiveness will be assessed in 2025-26.
    - Metric: 3.01- Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."
        - Increased: 86.4% in 2024-25, up from 85.2% in 2023-24.
    - Metric: 3.02- Percent of Parents Reporting on the School Experience Survey: "I feel welcome to participate at this school."
        - Increased: 91.3% in 2024-25, up from 90.1% in 2023-24.
    - Metric: 3.03- Percent of Parents Reporting on the School Experience Survey: "I can easily find information about parent

workshops or other programs offered at this school."
        - Increased: 87.4% in 2024-25, up from 86.0% in 2023-24.
    - Metric: 3.04- Percent of Parents Reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."
        - Increased: 86.6% in 2024-25, up from 86.0% in 2023-24.
    - Metric: 3.05- Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."
        - Increased: 93.0% in 2024-25, up from 92.5% in 2023-24.

Goal 3, Action 4: Student Empowerment

- The District considers the action partially effective in ensuring students, particularly English Learners, students from low-income families, and students in foster care are connected to school based on the results of the identified metrics. Within the School Experience Survey, on school connectedness, there was improvement for All Students and students from low income families, while English Learners and Foster Youth saw declines in their sense of school connectedness. The percentage of students stating opportunities for participation and leadership decreased in reported student groups, not meeting the 2% annual growth goal. The survey data highlights the need for targeted support and opportunities to improve student engagement, in particular for English Learners and Foster Youth. Further effectiveness will be assessed in 2025-26.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school."
        - All Students:
            - Increased: 59.3% in 2024-25, up from 58.5% in 2023-24.
        - English Learner:
            - Decreased: 62.5% in 2024-25, down from 63.4% in 2023-24.
        - Low Income:
            - Increased: 58.2% in 2024-25, up from 57.5% in 2023-24.
        - Foster Youth:
            - Decreased: 54.2% in 2024-25, down from 56.8% in 2023-24.
    - Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually
        - All Students: 58.2% in 2024-25, compared to 58.5% in 2023-24.
        - English Learner: 56.4% in 2024-25, compared to 63.4% in 2023-24.
        - Foster Youth: 56.2% in 2024-25, compared to 56.8% in 2023-24.

Goal 3, Action 5: Aligned Strategic Planning and Accountability
Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools
Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools
Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools

- The District considers the actions effective in increasing opportunities for engagement and collaboration, particularly for parents and families of English Learners, students from low-income families, and students in foster care based on the results of the identified metrics. The increased opportunities decreased chronic absenteeism of targeted student populations (English Learners, students from low-income families, and students in foster care) by improving the parent-family to school connection and ensuring parents are informed and involved in their child's education. The metrics centered on measuring chronic absenteeism show a decrease in 2023-24 from 2022-23 in reported student groups, while parent feedback on the School Experience Survey shows improvement across all parent engagement metrics.
    - Metric 2.02- Chronic Absenteeism Rate (State Calculation: 90% or Lower)- Grades K-8
        - All Students:
            - Decreased: 21.9% in 2023-24, down from 30.0% in 2022-23.
        - English Learner:
            - Decreased: 23.5% in 2023-24, down from 32.3% in 2022-23.
        - Low Income:
            - Decreased: 24.2% in 2023-24, down from 33.0% in 2022-23.
        - Foster Youth:
            - Decreased: 26.9% in 2023-24, down from 29.5% in 2022-23.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower)- Grades K-5
        - All Students:
            - Decreased: 28.4% in 2023-24, down from 36.4% in 2022-23.
        - English Learner:
            - Decreased: 29.5% in 2023-24, down from 37.4% in 2022-23.
        - Low Income:
            - Decreased: 31.3% in 2023-24, down from 39.3% in 2022-23.
        - Foster Youth:
            - Decreased: 32.2% in 2023-24, down from 33.3% in 2022-23.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower)- Grades 6-8
        - All Students:
            - Decreased: 28.5% in 2023-24, down from 32.4% in 2022-23.
        - English Learner:
            - Decreased: 34.3% in 2023-24, down from 39.4% in 2022-23.
        - Low Income:
            - Decreased: 30.9% in 2023-24, down from 34.7% in 2022-23.
        - Foster Youth:
            - Increased: 40.7% in 2023-24, up from 38.9% in 2022-23.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower)- Grades 9-12
        - All Students:
            - Decreased: 37.3% in 2023-24, down from 39.4% in 2022-23.
        - English Learner:

            - Decreased: 48.3% in 2023-24, down from 51.0% in 2022-23.
        - Low Income:
            - Decreased: 39.2% in 2023-24, down from 41.0% in 2022-23.
        - Foster Youth:
            - Decreased: 47.9% in 2023-24, down from 49.8% in 2022-23.
    - Metric 3.01- Percent of Parents Reporting on the School Experience Survey: “This school includes me in important decisions about my child’s education.”
        - Increased: 86.4% in 2024-25, up from 85.2% in 2023-24.
    - Metric: 3.02- Percent of Parents Reporting on the School Experience Survey: “I feel welcome to participate at this school.”
        - Increased: 91.3% in 2024-25, up from 90.1% in 2023-24.
    - Metric: 3.03- Percent of Parents Reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school.”
        - Increased: 87.4% in 2024-25, up from 86.0% in 2023-24.
    - Metric: 3.04- Percent of Parents Reporting on the School Experience Survey: “This school provides instructional resources to help me support my child’s education.”
        - Increased: 86.6% in 2024-25, up from 86.0% in 2023-24.
    - Metric: 3.05- Percent of Parents Reporting on the School Experience Survey: “This school provides me with information (verbal and written) I can understand.”
        - Increased: 93.0% in 2024-25, up from 92.5% in 2023-24.
- Further effectiveness will be assessed in 2025-26.

- Additional measures of effectiveness of the SENI investments in Goal 3, Actions 6-8 by grade span and by need (SENI Quintiles) are listed below:

<u>Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools</u>
The District considers the School Experience Survey (SES) results, shown in the metrics below for SENI elementary schools, from highest to lowest needs, as evidence of action effectiveness from 2022-23 to 2023-24. The District uses this metric data to evaluate the impact of the action, with 9 of 10 total metric results showing an improvement through the SENI initiatives for elementary schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	87.5%	89.3%	90.4%

Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	85.3%	87.9%	89.5%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	88.4%	89.7%	91.0%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	86.4%	88.1%	90.2%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	87.2%	89.4%	90.1%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	85.1%	87.6%	89.6%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	86.2%	87.2%	88.4%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	84.3%	86.5%	88.6%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school includes me in important decisions about my child's education."	78.9%	81.1%	80.4%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school provides instructional resources to help me support my child's education."	79.5%	82.0%	83.0%

Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools
The District considers the School Experience Survey (SES) results, shown in the metrics below for SENI middle schools, from highest to lowest needs, as evidence of action effectiveness from 2022-23 to 2023-24. The District uses this metric data to evaluate the impact of the action, with 7 of 10 total metric results showing an improvement through the SENI initiatives for middle schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school includes me in important decisions about my child's education."	85.6%	82.7%	86.3%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school provides instructional resources to help me support my child's education."	85.1%	82.6%	87.1%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school includes me in important decisions about my child's education."	83.7%	84.5%	84.9%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school provides instructional resources to help me support my child's education."	83.4%	83.1%	85.1%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24

Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	82.3%	83.4%	83.4%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	82.2%	83.7%	84.1%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	77.1%	83.4%	81.2%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	77.0%	80.0%	82.8%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	70.2%	79.8%	72.1%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	71.8%	75.2%	75.6%

Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools
The District considers the School Experience Survey (SES) results, shown in the metrics below for SENI high schools, from highest to lowest needs, as evidence of action effectiveness from 2022-23 to 2023-24. The District uses this metric data to evaluate the impact of the action, with 5 of 10 total metric results showing an improvement through the SENI initiatives for high schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24

Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	81.0%	82.4%	83.7%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	81.4%	82.6%	84.5%

- High-need schools (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	81.1%	84.4%	83.6%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	80.2%	85.1%	84.0%

- Moderate-need schools (SENI Quintile 3) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	81.0%	83.9%	79.8%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	82.9%	84.2%	80.5%

- Low-need schools (SENI Quintile 4) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	78.7%	78.9%	80.1%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	79.0%	79.4%	82.3%

- Lowest-need schools (SENI Quintile 5) (as identified in 2023-24 for 2024-25 SENI allocations)

Metric	2021-22	2022-23	2023-24
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	73.3%	75.7%	75.0%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	73.3%	77.8%	79.0%

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District’s LCAP Goal 3: Engagement and Collaboration will continue to align with Pillar 3: Engagement and Collaboration in the District’s Board adopted 2022-26 Strategic Plan. As stated in the 2024-25 LCAP, the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carry over, for the purposes of transparency as has been the established practice in the District.

Goal 3, Action 3: Technology for Communications and Accessibility

- For 2025-26, this action has been modified by adding the following progress monitoring measures:
  - By the end of the 2025-2026 school year, the ITS technical support team will aim to achieve a 5% reduction in weighted Mean Time to Resolution (MTTR) for incidents and work orders, compared to the 2024-25 school year baseline.
  - Ensure 97% of schools comply with certifying their student computer device inventory by implementing a structured monitoring system, providing necessary guidance and support to school staff, and conducting periodic compliance checks.
- The action has been modified by removing the following progress monitoring measure:
  - Ensure that 100% of schools are in compliance with certifying their student computer device inventory and meet the needs of 100% of families, students and employees who request technical support.

Goal 3, Action 4: Student Empowerment

- This action has been modified by adding the following progress monitoring measure:
  - The percentage of students participating in the Student Board Member (SBM) election will increase by 2% annually.
- This action has been modified by removing the following progress monitoring measure:
  - Increase the number of students who participate in Districtwide leadership conferences by 3% annually.

Goal 3, Action 5: Aligned Strategic Planning and Accountability

- This action has been modified to reflect the amendment of the following progress measure from “Increased number of educational partner engagement opportunities” to:
    - Increased number of LCAP educational partner engagement opportunities
- This action has been modified to reflect the amendment of the following progress monitoring measure from “Increased number of internal planning and accountability alignment meetings” to:
    - Maintain ongoing and consistent internal planning and accountability alignment meetings
- This action has been modified to reflect the amendment of the following progress monitoring measure from “Improved feedback on the effectiveness of engagement strategies” to:
    - Design and implement a consistent system to assess the effectiveness of engagement strategies

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Parent and Family Engagement	*(Aligned to Strategic Plan Priority 3A: Strong Relationships)* In order to empower parents and families as partners in students’ education and to elevate parent voice in school-level, Region-level, and District-level advisement, the Office of Student, Family and Community Engagement (SFACE) will continue to pursue the following strategies: <u>Seeking Input for Decision Making: Honoring Perspectives (collaboration with MMED, FSEP, and HR Divisions)</u> With the goal of respecting and cultivating family voice, leadership and advocacy in shared decision making at the school site, Region, and District levels, the Office of Student, Family and Community Engagement will strengthen parent partnerships leading to improved student academic achievement: ● School Site Council & English Learner Advisory Committee Parent Leaders Training: Host School Site Council (SSC) and English Learner Advisory Committee (ELAC) by Regions to share information and receive feedback, as well as promote trusting relationships and leadership capacity development (promotoras model). This model has been used to target historically	$768,774	N

Action #	Title	Description	Total Funds	Contributing
		under-engaged groups and communities. The training will include a fall training by Region and frequent spring collaboration between Region Title I, EL designee, and Region Parent & Family Engagement teams for school support. The objective is to cultivate SSC members to develop knowledge of their council responsibilities and cultivate a pipeline of family voice and leadership. ● Region Ambassadors and District-level Pipeline Leadership: Offer Region Ambassador Sessions to cultivate a pipeline of family leadership for each Region. The Region Ambassadors will be oriented around learning and sharing informally throughout the Region on the Local Control and Accountability Plan, English Learners, and Special Education. Pipeline will extend opportunities to develop families who become members of the Community Advisory Committee, District English Learner Advisory Committee and Parent Advisory Committee. Participants of the aforementioned District Committees will benefit from training in areas of their assigned topics through the Family Academy, Parliamentary Procedures, Data, developing comments and recommendations, and other topics. The objective is for families to develop confidence to project their voice as District leaders and partners. <u>Promotion of Parent Participation in Programs: Building Capacity across School Networks</u> With the goal of shifting practice from lower impact and compliance-driven engagement to higher impact practices that will result in strong home-to-school partnerships, and families supporting their child's development and achievement by each grade level, the Office of Student, Family and Community Engagement will collaborate with Regions to offer the following opportunities: ● Strategic Budgeting Professional Development for Personnel: Developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families through training in the area of family engagement and strategic, equity and transparent budget development practices. Training has been developed by the Office of Student, Family and Community Engagement and Budget Services. The objective is to develop leaders who lead strategic school site and District-level budgeting in a transparent process that informs families and elevates their role in decision		

Action #	Title	Description	Total Funds	Contributing
		making opportunities and committees. Training will be facilitated for school teams annually within their Region before budget development. ● Evolving Practice from Lower to Higher Impact Engagement for Families Series: Greater alignment in family engagement professional development will result in school and District personnel learning the latest research, how practice has evolved, and mindsets that yield higher engagement of school sites from highest need families. These professional development segments have been developed by Office of Student, Family and Community Engagement for use with school leaders, targeting the areas of asset and needs assessments to inform practice, relational trust, research and promising practices, and cultivating two-way and high impact engagement at schools that go beyond compliance. The learning is framed using a Parent and Family Empowerment Rubric developed by families with District leadership. Schools will learn how to align their engagement to school site School Plan for Student Achievement, Targeted Student Population Plan and School Site Family Engagement Policy and Compact. Training is provided to school leaders participating in assistant principal and principal preparation programs, at Parent and Family Center personnel professional development, as well as hosting Family Engagement Professional Development Summits for school teams as extensions of the Principal Leadership Institute. The content is also available for schools to use with their communities. ● Parent & Family Engagement Microcredential: Continue to increase participation and completion for the Parent & Family Engagement Micro-Credential, which serves as professional development track for teachers, who are invited to collaborate with their administrators and Parent & Family Center staff, focused on resource mapping, workshop and module development, cultivating welcoming environments for families, and high impact family engagement and outreach strategies. The micro-credential will develop a pipeline of practitioners to work with school site parent leaders on a problem of practice using the learning facilitated by the year-long course. <u>Promotion of Parent Participation in Programs: Building Relationships across School Networks</u>		

Action #	Title	Description	Total Funds	Contributing
		With the goal of building partnerships between families and schools through two-way engagement and learning, the following workshops, School Volunteer Program and coordination of on campus and virtual engagement opportunities will be offered: ● Los Angeles Unified School Volunteer Program: Developing Parent Volunteer Program Handbook and professional development series for school sites will seek to establish school site systems in support of an effective program for schools and valuable experiences for volunteers. This will include communicating program expectations and policies in place for volunteers in coordination with Region Family & Community Engagement teams. ● Module Resource Library: Cultivate a resource library of courses and modules for school administrators and district leadership to engage families in decision-making opportunities, academic, socioemotional, and leadership development content. Courses and modules will cover topics such as literacy, mathematics, science, strategic budgeting with families, instructional rounds with families, English Learners, and how families can be advocates for English Learner, gifted student, students with disabilities, and foster students to name a few. This library will also include the launch of a family academy channel specifically for parents, where they will access content through the Parent Portal. ● Equity Course Pathways: Four pathways introduce families to concepts about parent rights and responsibilities, as well as concepts of leadership and advocacy, and tools to support the dream of college and career success. These pathways are offered in partnership with the Division of Adult and Career Education. Four course pathways are offered on these topics: Multilingual Learners; Students with Exceptional Needs, Early Learners and African American Students. ● The Los Angeles Unified Mobile Application: The LAUSD mobile application integrates the Los Angeles Unified Parent Portal, Family Hotline and Schoology to form one landing site for families, students, and personnel. Professional development and goal setting planning will be organized by use of improvement science strategies to help Los Angeles Unified reach 100% of students with a		

Action #	Title	Description	Total Funds	Contributing
		parent enrolled in the Parent Portal. The Los Angeles Unified Mobile App enables families to access student information in an upgraded platform, create a space for families to receive communication and flyers from their school and school district offices, activate a function to open a ticket activating personnel to assist and resolve parent requests and concerns. The District will monitor the effectiveness of Parent and Family Engagement programs using the following progress monitoring measures: ● Family Voice Leadership and Advocacy ○ Increased number of parent members of School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who participate in the SSC and ELAC Parent Leaders Course ○ Increased number of parent members of School Site Councils by Region who attend Fall training and learn about school plans to serve student needs ○ Increased number of parents participating in Region Ambassador segments ○ Increased average number of participants in the Family Academy webinars ● Professional Development ○ Increased percentage of schools offering monthly training ○ Increased number of school sites per Region of candidates that complete the Family Empowerment Micro-credential ● Parent Participation and Communication ○ Increased number of participants processed annually within 30 days in the Los Angeles Unified School Volunteer Program. ○ Increased number of graduates from the Equity Course Pathways ○ Increased percent of students who have at least one parent enrolled in the Los Angeles Unified Parent Portal As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
3.02	Translation Services	*(Aligned to Strategic Plan Priority 3B: Accessible Information)* In order to support families and newcomers who speak another language other than English as their household language, the Translation Unit in partnership with the Office of the Superintendent and the Office of Student, Family and Community Engagement will continue to provide both written translation and oral interpretation services. These services are critical to supporting broader participation and access to critical information across our District community. The District will monitor the effectiveness of Translation services using the following progress monitoring measures: ● Increased number of written translation requests submitted and accommodated ● Increased number of requests for oral interpretation submitted and accommodated As new data becomes available moving forward, these progress monitoring measures are subject to change.	$2,655,200	N
3.03	Technology for Communications and Accessibility	*(Aligned to Strategic Plan Priority 3B: Accessible Information)* The District will continue to provide and expand effective communication systems ensuring educational partners receive accessible and actionable information encouraging active participation in school communities. The ITS office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● By the end of the 2025-2026 school year, the ITS technical support team will aim to achieve a 5% reduction in weighted Mean Time to Resolution (MTTR) for incidents and work orders, compared to the 2024-25 school year baseline ● Ensure 97% of schools comply with certifying their student computer device inventory by implementing a structured monitoring system, providing necessary guidance and support to school staff, and conducting periodic compliance checks	$6,027,010	N

Action #	Title	Description	Total Funds	Contributing
		The Student, Family and Community Engagement (SFACE) office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● Ensure all families have the training to access technology to promote communication and advocacy for student learning The Communications office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information ● Increase collaboration with media partners to share positive and uplifting stories of Los Angeles Unified ● Provide school promotion training and resources ● Improve internal communication structures to ensure all employees receive timely District news and important information ● Communicate with families in multiple languages and modes to best meet their needs. The District will monitor the effectiveness of the Office of Data and Accountability efforts to increase accessible and effective school and District communication to partners employing the following progress monitoring measure: ● Increase the percentage of parents reporting on the School Experience Survey that their school provides them with information they can understand to 96% (from 92.5% in 2023-2024) The District will monitor the effectiveness of the Information Technology Services' efforts to increase accessible and effective school and District communication to partners employing the following progress monitoring measure: ● By the end of the 2025-2026 school year, the ITS technical support team will aim to achieve a 5% reduction in weighted Mean Time to Resolution (MTTR) for incidents and work orders, compared to the 2024-25 school year baseline.		

Action #	Title	Description	Total Funds	Contributing
		• Ensure 97% of schools comply with certifying their student computer device inventory by implementing a structured monitoring system, providing necessary guidance and support to school staff, and conducting periodic compliance checks. The District will monitor the effectiveness of Communications efforts to increase accessible and effective school and District communication to partners employing the following progress monitoring measures: • Increase primary website usage by 20% • Increase social media reach and engagement by 10% • Increase published media stories by 15% • Provide 100% of schools with resources, including training toolkits, to promote local programs and meaningful stories • Communicate timely and relevant District information to 100% of employees • Increase outreach of messages in languages other than English and Spanish by 10% As new data becomes available moving forward, these progress monitoring measures are subject to change.		
3.04	Student Empowerment	*(Aligned to Strategic Plan Priority 3D: Honoring Perspectives)* Low-income students, English Learners, and students in foster care tend to feel disengaged from their school community. In addition, due to their often limited social and cultural capital, English Learners, low-income students, and students in foster care may not perceive the direct and indirect benefits of leadership participation. Anecdotal data collected and analyzed by the Student Empowerment Unit also shows that students who engaged in leadership opportunities felt a greater sense of self-efficacy and connection to their peers and school community, in addition to becoming strong advocates for their peers. In response to these needs, the Student Empowerment Unit will continue to provide low-income, English Learners, and foster youth opportunities to participate in multiple leadership skill building programs, empowerment conferences and mentoring opportunities. These students interact with other students and adults who	$307,818	Y

Action #	Title	Description	Total Funds	Contributing
		act as role models, provide social-emotional support, college-readiness support, and leadership development through mentoring and workshops and help equip them with skills and strategies to be leaders and to create an environment that will lead to success. Furthermore, it specifically affords English Learners the opportunity to interact with their peers and accelerate the learning of new vocabulary in less formal learning environments. Research shows that the more students engage in extracurricular activities and leadership opportunities, they have better academic outcomes and feel more connected to their school community. Specifically, creating multiple opportunities for student leadership, engagement, and agency results in increased student academic achievement, better working relationships with adults and increased their ability to secure college admission and scholarships. Logue, Hutchens, and Hector (2005) found that students who participate in leadership activities experience long-term effects related to personal and academic success. The District will monitor the effectiveness of Student Empowerment programs using the following progress-monitoring measures: ● Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually ● The percentage of students participating in the Student Board Member (SBM) election will increase by 2% annually ● Increase opportunities for student participation in District-level student advisory councils, task forces, and other leadership opportunities ● Increase the participation of student leaders in local and national organizations ● Increase the number of partnerships with community-based organizations, civic leaders, local community colleges, four-year institutions, and workforce leaders As new data becomes available moving forward, these progress monitoring measures are subject to change. The Student Empowerment Unit will work to create safe, accessible leadership		

Action #	Title	Description	Total Funds	Contributing
		opportunities and learning environments that support student academic success and social-emotional wellbeing. Multiple opportunities for student leadership will be created and expanded to all grade levels, with information about participation in these opportunities available in both English and Spanish. Students will participate in leadership development courses, workshops, and conferences to build their skill set. Students will have a strong voice at all levels of planning and decision-making, including the implementation of school plans, budgets, and programs by participating in District, Region and school level councils, committees, and panels. The The Student Empowerment Unit will create and advance activities that ensure physical and emotional safety, maximize trustworthiness, provide opportunities for students to experience choice, empowerment, and control, maximize collaboration and sharing of power between students and staff, and focus on student empowerment and leadership skill-building. In addition, the Student Empowerment Unit also provides students with resources to overcome and cope with adversity. English Learners, low-income students, and students in foster care will experience the greatest benefits to their sense of self-advocacy and connection to their schools and District, based on their established needs in these areas. In addition, we recognize that these Student Empowerment supports would also benefit all students, and therefore these supports are implemented Districtwide.		
3.05	Aligned Strategic Planning and Accountability	*(Aligned to Strategic Plan Priority 3D: Honoring Perspectives)* Continued in the educational partner engagement process for the LCAP, English Learners, students in foster care, and students from low-income families, as well as their families and communities, consistently advocated for greater representation and voice in schools, Community of Schools, Regions, and District planning and budgeting. In order to address the need and to align strategic planning, budgeting, and engagement across the District towards a common vision of closing equity gaps for students from low-income families, English Learners, and students in foster care, Los Angeles Unified will implement the following strategies to align planning, budgeting and engagement throughout the District: ● District-level strategic planning, budgeting, and engagement: The LCAP team	$745,223	Y

Action #	Title	Description	Total Funds	Contributing
		(within the Office of the Chief Strategy Officer) will collaborate across the District's Divisions to deepen partner engagement through expanded opportunities for students, families, and community engagement above the statutory requirements. In addition to supporting the development of the annual LCAP, the LCAP team will also continue to share the feedback and input shared in these engagement opportunities with District teams to support their ongoing refinement of planning and programs. The LCAP Team will also provide capacity-building and accountability support to Regions, Community of Schools, and school processes. ● School-level strategic planning, budgeting, and engagement: School site leaders will engage educational partners to develop their Targeted Student Population (TSP) Plans, through which they will define their strategies to close gaps for English Learners, students in foster care, and/or students designated as low income and align funds allocated through the Student Equity Needs Index (SENI) to expand access to the programs identified in the first three LCAP Goals: Academic Excellence, Joy and Wellness, and Engagement and Collaboration. In addition, site leaders of Equity Multiplier-eligible schools will consult with educational partners in the formation of evidence-based actions and services to support student groups with the lowest performance levels on one or more California Dashboard indicators. The District will monitor the effectiveness of the alignment of strategic planning and accountability systems using the following progress monitoring measures: ● Maintain LCAP meetings with the Los Angeles County Office of Education ● Increased number of LCAP educational partner engagement opportunities ● Maintain ongoing and consistent internal planning and accountability alignment meetings ● Increased number of participants in ThoughtExchange engagement forums and other feedback / input surveys ● Design and implement a consistent system to assess the effectiveness of engagement strategies As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
		These strategies are specifically designed to increase engagement and planning for English Learners, students in foster care, and students from low-income families. These partners will experience the greatest benefit through the alignment of planning, budgeting, and engagement processes to prioritize the needs of English Learners, students in foster care, and students from low-income families.		
3.06	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	*(Aligned to Strategic Plan Pillar 3: Engagement and Collaboration)* On the 2023-24 School Experience Survey, when asked if they agree that "students have a voice in decision-making at this school," only 52.0% of English Learners, 52.8% of students in foster care, and 51.3% of low-income students in elementary school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address engagement and collaboration metrics at each grade span. In 2023-2024, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 90.4%	$32,249,200	Y

Action #	Title	Description	Total Funds	Contributing
		○ Percent of Parents Reporting on the School Experience Survey that “This school provides instructional resources to help me support my child's education.”: 89.5% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.”: 91.0% ○ Percent of Parents Reporting on the School Experience Survey that “This school provides instructional resources to help me support my child's education.”: 90.2% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this action reflects the SENI investments made by elementary schools to address the engagement needs of their students and families. Within Engagement and Collaboration, elementary schools will invest their funds in additional staffing and supports to implement the District’s programs to empower student, family, and community engagement so that each school’s English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs. Elementary schools invested 8.5% of their total SENI funds in programs and strategies towards Engagement and Collaboration: ● Deliver additional school community events that engage family and staff in order to support target student groups ● Expand school efforts to link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal ● Provide additional empowerment opportunities to develop cohorts of school volunteers and parent leaders ● Provide additional translation and interpretation services to communicate with families in multiple languages and modes ● Increase professional development for educators to strengthen		

Action #	Title	Description	Total Funds	Contributing
		relationships with families as partners in supporting student success Schools have received capacity-building and training from the District's Equitable School Performance Office, Budget Services, and Student, Family and Community Engagement teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local engagement needs of the English Learners, students in foster care, and low-income students, families and communities at their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for elementary schools towards Engagement and Collaboration disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Engagement and Collaboration. Through the site-level data and progress monitoring, needs assessment and partner		

Action #	Title	Description	Total Funds	Contributing
		engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in engagement and empowerment for their school's English Learners, low-income students, and students in foster care.		
3.07	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	*(Aligned to Strategic Plan Pillar 3: Engagement and Collaboration)* On the 2023-24 School Experience Survey, when asked if they agree that "students have a voice in decision-making at this school", only 41.2% of English Learners, 40.1% of students in foster care, and 47.0% of low-income students in middle school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address engagement and collaboration metrics at each grade span. In 2023-24, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 86.3% ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me	$17,331,625	Y

Action #	Title	Description	Total Funds	Contributing
		support my child's education.”: 87.1% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.”: 84.9% ○ Percent of Parents Reporting on the School Experience Survey that “This school provides instructional resources to help me support my child's education.”: 85.1% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this action reflects the SENI investments made by middle schools to address the engagement needs of their students and families. Within the Engagement and Collaboration Program Code, middle schools will invest their funds in additional staffing and supports to implement the District’s programs to empower student, family, and community engagement so that each school’s English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs. Middle schools invested 12.6% of their total SENI funds in programs and strategies towards Engagement and Collaboration: ● Deliver additional school community events that engage family and staff in order to support target student groups ● Expand school efforts to link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal ● Provide additional translation and interpretation services to communicate with families in multiple languages and modes ● Increase professional development for educators to strengthen relationships with families as partners in supporting student success Schools have received capacity-building and training from the District’s Equitable School Performance Office, Budget Services, and Student, Family and Community		

Action #	Title	Description	Total Funds	Contributing
		Engagement teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local engagement needs of the English Learners, students in foster care, and low-income students, families and communities at their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for middle schools towards Engagement and Collaboration disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the OpenData LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Engagement and Collaboration. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in engagement and empowerment for their school's English Learners, low-income students, and students in foster care.		

Action #	Title	Description	Total Funds	Contributing
3.08	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	*(Aligned to Strategic Plan Pillar 3: Engagement and Collaboration)* On the 2023-24 School Experience Survey, when asked if they agree that “students have a voice in decision-making at this school,” only 49.8% of English Learners, 49.0% of students in foster care, and 47.0% of low-income students in high school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address engagement and collaboration metrics at each grade span. In 2023-24, high and highest-need high schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.”: 83.7% ○ Percent of Parents Reporting on the School Experience Survey that “This school provides instructional resources to help me support my child's education.”: 84.5% ● High Need (SENI Quintile 2) (as identified in 2023-24 for 2024-25 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that	$30,097,487	Y

Action #	Title	Description	Total Funds	Contributing
		"This school includes me in important decisions about my child's education.": 83.6% ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me support my child's education.": 84.0% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by high schools to address the engagement needs of their students and families. Within the Engagement and Collaboration Program Code, high schools will invest their funds in additional staffing and supports to implement the District's programs to empower student, family, and community engagement so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs. High schools invested 12.8% of their total SENI funds in programs and strategies towards Engagement and Collaboration: ● Deliver additional school community events that engage family and staff in order to support target student groups ● Expand school efforts to link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal ● Provide additional translation and interpretation services to communicate with families in multiple languages and modes ● Increase professional development for educators to strengthen relationships with families as partners in supporting student success Schools have received capacity-building and training from the District's Equitable School Performance Office, Budget Services, and Student, Family and Community Engagement teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local engagement needs of the English Learners, students in foster care, and low-income students, families and communities at their schools.		

Action #	Title	Description	Total Funds	Contributing
		School leaders have engaged their communities and conducted school-level needs assessments throughout the 2024-25 school year to develop 2025-26 TSP Plans, which articulate and address the specific needs of students at each individual school site, including the LCAP metrics schools will monitor to determine the effectiveness of their investments in closing equity gaps for their English Learners, low-income students, and students in foster care. Targeted Student Population Plans are then reviewed and approved by Region Directors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for high schools towards Engagement and Collaboration disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Engagement and Collaboration. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in engagement and empowerment for their school's English Learners, low-income students, and students in foster care.		

Goal

Goal #	Description	Type of Goal
4	Operational Effectiveness: Los Angeles Unified is committed to implementing and sustaining innovative operations to ensure lasting organizational success thereby working to drive student achievement and well-being.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)

State Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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.

This includes improving and maintaining state-of-the-art facilities, providing access to modern technology, and establishing powerful new ways to look at data and District budgets so that we make the best decisions to serve our students. We must also differentiate our recruitment strategies to meet the needs of specific communities. Finally, we must further promote and improve access to the District's leading-edge programs so our families are excited to stay and continue learning in Los Angeles Unified.

The focus on operational effectiveness by our educational partners highlights Goal 4: Operational Effectiveness and its actions to maintain a safe and clean learning and working environment for students and staff to improve attendance and safety. Research supports a link between a safe and clean learning environment with improved student and staff attendance. The goal's metrics and goal action progress monitoring measures allow the District to evaluate and update actions to increase the operational effectiveness necessary to support and increase student achievement.

As stated in the 2024-25 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.01	Percent of Facilities in Good Repair	**2022-23** 100% of Facilities in Good Repairs or Better Based on SARC *Source: LAUSD Open Data Dashboard*	**2023-24** 100% of Facilities in Good Repairs or Better Based on SARC *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** 100% of Facilities In Good Repairs or Better Based on SARC	Facilities in Good Repairs or Better Based on SARC: +0.0%
4.02	Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	**2022-23** All Students: 100% *Source: LAUSD Open Data Dashboard*	**2023-24** All Students: 100% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Students: 100%	All Students: +0.0%

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4, Action 1: Assessments and Evaluations

In 2024-25, the District's Student Testing Branch within the Office of Data and Accountability (ODA) maintained and ensured a compliant state testing environment during the administration of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) for eligible students across the District.

- Successes:
  - Professional development training facilitated for testing coordinators to ensure each coordinator meets District and state security and administration requirements.
  - Improved the number of coordinators who have completed their requirements
    - 100% of ELPAC testing coordinators at school sites have completed their requirements to administer the assessment to students, as of March 2025.
    - 100% of CAASPP testing coordinators at school sites have completed their requirements to administer the assessments to students, as of February 2025.
  - Monitored the number of unfilled testing coordinator positions and work with principals to ensure every school has a designated coordinator
    - Maintained: 100% of schools with students eligible to complete the ELPAC and/or the CAASPP have a designated testing coordinator, as of March 2025, compared to 100% in 2023-24.
- Challenges:
  - At some schools, administration faced temporary challenges in appointing new testing coordinators mid-year when existing testing coordinators were promoted to new positions.

Despite the challenge, the Student Testing Branch administered state student assessments across the District in 2024-25 as scheduled.

Goal 4, Action 2: Facilities and Physical Infrastructure

In 2024-25, the District's Facilities Services Division improved the District's Operational Effectiveness by maintaining safe and well maintained school facilities as well as completed repairs, renovations, and other services. Note: While this goal action is funded solely through LCFF base funds, bond measure funds play a key role in maintaining safe, well maintained school facilities.

- Successes:
  - Progress Monitoring Measure: Maintained 100% of service calls completed within 90 days

        - Increased: 96.4% of service calls were completed within 90 days, as of March 2025, up from 86.6% in October 2024.
    - Progress Monitoring Measure: Maintained 100% of schools in good repair based on SARC inspections
        - Maintained: 100% of schools were in “good repair” in 2023-24, compared to 100% in 2022-23. For 2024-25, as of March 2025, 27 schools completed SARC inspections with 100% in good repair with the remaining 732 sites to be completed by August 2025.
    - Progress Monitoring Measure: Maintained or improved 85% of all service calls are responded to in the policy-dictated timeframe
        - Increased: 90% of service calls were responded to within the District policy-dictated timeframe, as of March 2025, up from 85.7% in 2023-24.
- Challenges:
    - The focus on Los Angeles wildfire recovery in January 2025 temporarily affected the department’s response times throughout the District.
    - Staff vacancy rates marginally affected the execution of facilities and physical infrastructure projects.
    - Progress Monitoring Measure: Maintained 100% of regulatory preventative maintenance work orders completed on time
        - Decreased: 98.1% of regulatory preventative maintenance work orders were completed on time, as of March 2025, down from 99% in 2023-24.

Despite the challenges, the goal action was principally implemented by the Facilities Services Division in 2024-25 as planned.

<u>Goal 4, Action 3: Technology Infrastructure</u>
In 2024-25, the District’s Information Technology Services (ITS) department improved the response time for resolving IT incidents to minimize disruptions to both student and staff usage of technology.

- Successes:
    - ITS has continued to decrease the mean time to resolution from 2.09 days in 2023-24 to 1.52 days in 2024-25. Decreasing the mean time to resolve is important as it minimizes how long networks are down and reduces operational costs, among other increased efficiencies.
    - Progress Monitoring Measure: Decreased Information Technology Services mean time to resolution for incidents 5% each year over a span of five years
        - Decreased: ITS fulfilled and completed requests for IT support within 1.33 days in mean time to resolution, as of March 2025, down from 2.78 days in mean time to resolution in 2023-24.
- Challenges:
    - None identified

The goal action was implemented in 2024-25 as planned.

Goal 4, Action 4: Budgeting and Operations

In 2024-25, the Los Angeles Unified School District maintained its commitment to Sustainable Budgeting by focusing on financial stability and long-term strategic planning.

- Successes:
  - The second interim budget report projects an ending balance of $1.978 billion in general fund unrestricted (unassigned / unappropriated) at the end of fiscal year 2024-25; June 30, 2025.
  - Progress Monitoring Measure: Maintained positive certification of the District's multi-year budget
    - 2024-25: District budget was positively certified by the Los Angeles County Office of Education (LACOE).
- Challenges:
  - The projected general fund unrestricted ending balance is $325 million in 2026-27, an increase from a projected $86 million at the first interim budget. However, student enrollment has declined in both 2023-24 and 2024-25 leading to an overall reduction in state funding.

Despite the challenge of declining student enrollment and associated drop in state funding, the goal action was implemented in 2024-25 as planned.

Goal 4, Action 5: Magnet Schools

In 2024-25, the District's Student Integration Services (SIS) office provided high-quality, themed based student learning opportunities and supported magnet program coordinators at school sites.

- Successes:
  - Magnet schools outperformed non-magnet schools in key student performance indicators, including graduation rate, A-G course completion rate, state Smarter Balanced Assessments, and attendance.
  - Improved magnet school attendance rates
    - Increased: 91.9% in 2024-25, as of March 2025, compared to 91.5% in 2023-24.
  - Increased percent of secondary students in one honors course or percent of students in one Advanced Placement (AP)
    - Enrolled in Honors Courses:
      - Decreased: 49.7% in 2024-25, as of March 2025, compared to 49.8% in 2023-24.
    - Enrolled in AP Courses:
      - Increased: 23.5% in 2024-25, as of March 2025, compared to 22.6% in 2023-24.
  - Increased percent of students that met or exceeded ELA standards on the Smarter Balanced Assessment
    - Increased: 59.7% in 2024-25, as of October 2024, compared to 57.8% in 2023-24.
  - Increased percent of students that met or exceeded Math standards on the Smarter Balanced Assessment
    - Increased: 45.8% in 2024-25, as of October 2024, compared to 43.3% in 2023-24.

    - Increased percent of secondary magnet students in 50% or more magnet classes
        - Increased: 96.0% in 2024-25, as of March 2025, compared to 95.6% in 2023-24.
    - Increased percent of secondary magnet teachers teaching in 50% or more magnet tagged classes
        - Increased: 96.5% in 2024-25, as of March 2025, compared to 95.6% in 2023-24.
    - 50 District magnet schools were recognized as Schools of Excellence and 39 as Schools of Distinction by Magnet Schools of America.
    - Consistent school-to-parent communication (e.g., newsletters, social media) at 96.8% of magnet schools per March 2025 survey.
- Challenges:
    - Limited capacity to oversee 333 magnet programs Districtwide with four central office magnet coordinators.
    - Magnet program's magnet theme is not consistently integrated across all subjects, indicating additional intentional alignment with the program's focus (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.)
        - Decreased: 87.3% in 2024-25, as of March 2025, compared to 89.0% in 2023-24.

Despite the challenges, the SIS program was implemented in 2024-25 as planned.

<u>Goal 4, Action 6: Transportation</u>
In 2024-25, the District's Transportation Services Branch (TSB) provided transportation to eligible Magnet, Special Education, and additional eligible students, while offering transportation services to all students, based on availability.

- Successes:
    - Increase student ridership access for transportation services
        - Increased: Average daily student ridership rose to 17,003, as of March 2025, from 15,292 students during the same period in 2023-24.
    - Ability for parents and families to request transportation for their child through Parent Portal, an online platform.
    - Offering transportation to all students, based on availability.
- Challenges:
    - A marketing strategy resulted in more families registering their child(ren) for transportation services, however, student ridership did not increase at the same rate.
    - The Los Angeles wildfires in January 2025 disrupted transportation services for students. The TSB arranged transportation for students affected by the wildfires, principally for students at Palisades Charter Elementary and Marquez Charter Elementary.

Despite the challenges, the Transportation Services Branch provided transportation services to eligible students as well as for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4, Action 1: Assessments and Evaluations
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is primarily based on lower-than-anticipated costs in implementing the state testing program.

Goal 4, Action 2: Facilities and Physical Infrastructure
No material difference was observed for the action.

Goal 4, Action 3: Technology Infrastructure
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on the original budget reflecting lower planned expenditures with programs implemented during the school year to meet District need that were not included in the initial budget development. The additional services such as infrastructure upgrades were added after the budgeting process and led to increased actual spending.

Goal 4, Action 4: Budgeting and Operations
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is primarily based on the District's use of one-time LREBG funds to support programs and services, including supporting school meal access, the use of learning recovery programs, and maintaining instructional staffing to meet student learning needs.

Goal 4, Action 5: Magnet Schools
No material difference was observed for the action.

Goal 4, Action 6: Transportation
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is primarily based on the District's use of one-time LREBG funds to support student access to programs and services, including tutoring and expanded learning opportunities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 4, Action 1: Assessments and Evaluations
Goal 4, Action 2: Facilities and Physical Infrastructure
Goal 4, Action 3: Technology Infrastructure
Goal 4, Action 4: Budgeting and Operations
Goal 4, Action 5: Magnet Schools
Goal 4, Action 6: Transportation

- The District considers the actions effective by creating a system that enabled schools to deliver high-quality, standards-aligned instruction in learning environments that were well-equipped, technologically supported, and well-maintained. The two goal metrics were maintained at 100%. Further effectiveness will be assessed in 2025-26.
    - Metric: 4.01- Percent of Facilities in Good Repair: 100%
    - Metric 4.02- Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100%

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District's LCAP Goal 4: Operational Effectiveness will continue to align with Pillar 4: Operational Effectiveness in the District's Board adopted 2022-26 Strategic Plan. As stated in the 2024-25 LCAP, the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carry over, for the purposes of transparency as has been the established practice in the District.

Goal 4, Action 2: Facilities and Physical Infrastructure

- This action has been modified to reflect the amendment of the following progress monitoring measure from maintain 100% of service calls completed within 90 days to:
    - Maintain 85% of service calls completed within 90 days

Goal 4, Action 3: Technology Infrastructure

- This action has been modified by adding the following progress monitoring measure:
    - Modernize information technology in at least 56% of schools (K-12) by the end of Fiscal Year 2025-26- by June 30, 2026
- The action has been modified by removing the following progress monitoring measure:
    - Decrease Information Technology Services mean time to resolution for incidents 5% each year over a span of five years.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Assessments and Evaluations	*(Aligned to Strategic Plan Priority 4A: Data-Driven Decision-Making)* In order to support the effective implementation of state mandated assessments, the District's Office of Data and Accountability will continue to fund testing coordinator positions. The District will monitor the effectiveness of assessment coordination using the following progress monitoring measures: ● Improve the number of coordinators who have completed their requirements. ● Monitor the number of unfilled testing coordinator positions and work with Principals to ensure every school has a designated coordinator. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$1,484,658	N
4.02	Facilities and Physical Infrastructure	*(Aligned to Strategic Plan Priority 4B: Modernizing Infrastructure)* The Los Angeles Unified Facilities Services Division staff, including school custodians, will continue to ensure that all students have access to safe and clean school facilities, in order to support all schools receiving a Good or Exemplary overall site rating. The District will monitor the effectiveness of Facilities Division supports using the following progress monitoring measures: ● Maintain 85% of service calls completed within 90 days ● Maintain 100% of regulatory preventive maintenance work orders completed on time ● Maintain 100% of schools in "good repair" based on SARC inspections ● Maintain or improve 85% of all service calls are responded to in the policy-dictated timeframe As new data becomes available moving forward, these progress monitoring measures are subject to change.	$614,647,111	N

Action #	Title	Description	Total Funds	Contributing
		Note: The Facilities Services Division secures additional funding from bond measures and other sources to support initiatives for school modernization and ensuring safe school facilities. The planned expenditures for this goal action are LCFF base funds.		
4.03	Technology Infrastructure	*(Aligned to Strategic Plan Priority 4C: Sustainable Budgeting)* The Los Angeles Unified School District's Information Technology Services will continue to invest in technology to support district operations by modernizing technology, network, and communications infrastructure in all schools. The District will monitor the effectiveness of Information Technology Services by using the following progress monitoring measure: ● Modernize information technology in at least **56%** of schools (K-12) by the end of FY 25-26 As new data becomes available moving forward, this progress monitoring measure is subject to change.	$92,283,065	N
4.04	Budgeting and Operations	*(Aligned to Strategic Plan Priority 4C: Sustainable Budgeting)* Los Angeles Unified Central Office staff will continue to manage and oversee the basic operations of the District (beyond instructional services), such as cafeteria operations, transportation (not including Special Education transportation), human resources, payroll, and accounting in order to ensure ongoing provision of basic services to all Los Angeles Unified students. The District will monitor the effectiveness of operations using the following progress monitoring measure: ● Maintain positive certification of the District's multi-year budget As new data becomes available moving forward, this progress monitoring measure is subject to change.	$826,874	N

Action #	Title	Description	Total Funds	Contributing
4.05	Magnet Schools	*(Aligned to Strategic Plan Priority 4D: District of Choice)* In order to establish increased opportunities for students, the Los Angeles Unified School District's Magnet School Program (as overseen and supported by the Student Integration Services team) will continue to provide high-quality magnet school programs with the goals of ensuring racial/ethnic integration across the District, as well as ensuring access to high quality thematic programs beyond the boundaries of students' immediate neighborhoods. Funding is largely used for programmatic supports at school sites to develop and expand magnet program offerings as well as provide support and guidance to enrolled students, which involves academic counseling and connecting students with resources. Magnet programs were created in 1970 to satisfy a court order to integrate Los Angeles Unified Schools after the courts found that forcing students into racially isolated schools was inequitable. As a result, students now have the opportunity to either: 1. Attend an ethnically integrated program, or 2. Attend a high quality, thematic instructional program outside their neighborhood. For more information on the history of magnet programs and relevant documents visit https://achieve.lausd.net/Page/6351. Magnet programs have a long history of academic success. Per US News and World Report 2023-24 High School Rankings, six of the top seven Los Angeles Unified high schools are Magnet schools. As such, Magnet programs are expected to display higher achievement rates than comparable schools. The District will monitor the effectiveness of these Magnet programs using the following progress monitoring measures: ● Improved magnet schools attendance rates ● Increased percent of students in one honors course or percent of students in one Advanced Placement (AP) course (Secondary) ● Increased percent of students that met or exceeded ELA standards (Smarter Balanced Assessment (SBA))	$46,249,596	N

Action #	Title	Description	Total Funds	Contributing
		• Increased percent of students that met or exceeded Math standards (Smarter Balanced Assessment (SBA)) • Increased percent of Magnet students in 50% or more magnet classes (Secondary only) • Increased percent of Magnet teachers teaching in 50% or more Magnet tagged classes (Secondary only) • Magnet program's magnet theme is integrated into all subjects (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.) As new data becomes available moving forward, these progress monitoring measures are subject to change. For information about magnet programs and a list of programs visit: https://echoices.lausd.net/magnet		
4.06	Transportation	*(Aligned to Strategic Plan Priority 4D: District of Choice)* The Los Angeles Unified Transportation Services Branch (TSB) will continue to provide safe, clean, and efficient transportation services for student access to schools, resources, and programs across the District, as well as continue to ensure Los Angeles Unified is a district of choice for families. Funding is allocated to facilitate student transportation and cover expenses related to the upkeep of District buses and vehicles including labor, fuel, and maintenance. In addition, funding is utilized to pay the expenses associated with transportation services provided by school bus service contractors. The District will monitor the effectiveness of the Transportation Services Branch's services using the following progress monitoring measure: • Increase student ridership access for transportation services TSB will continue to work with program offices/schools, and communicate directly with parents to sign-up for transportation and increase ridership.	$257,493,385	N

Goal

Goal #	Description	Type of Goal
5	Investing in Staff: Los Angeles Unified believes that by recruiting, training, and retaining a highly qualified and diverse workforce the District will improve the academic success of all students.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)

State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe in the boundless potential of each of our students and realize that potential is only possible when we recognize, empower, and support our staff. The most important factor in ensuring our students thrive and are Ready for the World is having knowledgeable, caring, and courageous educators, school leaders, and support staff to guide them on their journey through Los Angeles Unified.

The ambitious goals we have set for ourselves and for our students require a clear focus on the recruitment, development, and retention of talented and dedicated staff. Our commitment to upholding students' joy and wellness, as well as their academic success, must be mirrored in our investments to sustain staff wellness and to build pathways for ongoing professional development, growth, and opportunities to excel.

In listening to our educational partners, investing in the selection and professional growth of our District staff and educators directly supports the Academic Excellence (Goal 1) and Joy and Wellness (Goal 2) goals for our students. Wellness for staff, just as it is for students, is important to maintaining a strong and healthy school and District climate and improves attendance. The goal's metrics and progress monitoring measures allow the District to track and evaluate the success of the goal as well as the ability to update actions when necessary to meet the continued needs of staff and students.

As stated in the 2024-25 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.01	Percent of Teachers Are Appropriately Credentialed for the Subject They Are Assigned to Teach	**2022-23** All Teachers: 90% *Source: LAUSD Open Data Dashboard*	**2023-24** All Teachers: 90% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Teachers: 92.0%	All Teachers: +0.0%
5.02	Percent of Staff with Excellent Attendance (96% or Higher)	**2022-23** All Staff: 55.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All Staff: 68.0% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Staff: 86%	All Staff: +13.0%
5.03	Percent of Classroom Teachers (Early Education through Grade 12) Who Have Final Educator Development and Support: Teacher (EDST) Performance Evaluation by the End of the School Year	**2022-23** All Teachers: 36.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All Teachers: 37.5% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Teachers: 37.5%	All Teachers: +1.5%
5.04	Percent of Staff Reporting on the School Experience Survey: *"This school is a supportive and*	**2023-24** All Staff: 78.2% *Source: LAUSD Open Data Dashboard*	**2024-25** All Staff: 78.6% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** All Staff: 94.0%	All Staff: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	inviting place for staff to work."					

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 5, Action 1: Recruitment and Staffing

In 2024-25, the District's Human Resources Division focused on staffing classrooms with appropriately credentialed high-quality teachers and managed hiring processes and onboarding of staff critical to providing a high-quality student learning environment.

- Successes:
  - Increased recruitment for the Career Ladder program to 392 members in 2024-25, up from 324 members in 2023-24, creating a pathway for paraprofessionals and support staff to transition into teaching, school nurses, or administrative positions. Approximately 90% of the Career Ladder members identify as a person of color.
  - Maintained teacher residency programs with UCLA, California State University Northridge, Alder Graduate School of Education, and USC.
  - Instituted teacher residency programs with California State University Los Angeles and California State University Dominguez Hills.
  - Continued partnerships with Historically Black Colleges and Universities (HBCUs) to increase the diversity of applicants and certificated staff such as teachers.
  - Progress Monitoring Measure: Ensured at least 50% of new applicants will be members of under-represented groups
    - Increased: 78% of certificated new hires, as of March 2025, are from under-represented groups, up from 77% during the same period in 2023-24.
  - Progress Monitoring Measure: Ensured the vacancy rate of appropriately credentialed teachers and staff at SENI high/highest-needs schools will not exceed 6%
    - Improved: the vacancy rate remained below 1.0% in 2024-25. As of March 2025, the vacancy rate improved to 0.3%, reflecting an improvement from 0.6% during the same period in 2023-24.
- Challenges:
  - Securing fully credentialed teachers for high demand subjects from under-represented groups.

Despite the challenge, the Human Resources Division successfully led recruiting and staffing initiatives in 2024-25 as planned.

Goal 5, Action 2: Teacher Pipeline Support

In 2024-25, the District's Human Resources Division strengthened its teacher pipeline through the Career Ladder program for classified employees, teacher residency programs with local higher education institutions, and collaboration with high schools offering Linked Learning career pathways or teacher academies resulting in positive outcomes and increased enrollment in the District Intern Program.

- Successes:
  - Provided Career Ladder test preparation programs to assist classified staff, such as paraprofessionals, prepare for and pass the California Subject Examinations for Teachers (CSET), which is required for teacher certification.
  - Launched a pilot partnership with Study.com, providing current employees with access to personalized subject matter preparation. As of March 2025, 202 employees are using the service.
  - Established an outreach campaign to increase the number of applications to the Career Ladder program.
  - Successful acquisition of an additional CTC Classified School Employee Teacher Credentialing Program grant has enabled the Career Ladder program to expand enrollment in the BOOST program, offering flexibility and support to employees.
  - Increased District Intern enrollment through collaboration between certificated employment and the iCAAP District Intern Program.
  - Progress Monitoring Measure: Increased number of students in a Education career pathway who become teaching assistants after graduation
    - Increased: 392 high school participants in a Education career pathway, as of March 2025, up from 389 in 2023-24.
  - Progress Monitoring Measure: Increased enrollment numbers for all teacher pipeline programs
    - Increased: 771 participants in teacher pipeline programs, Career Ladder and District Intern, in 2024-25, up from 717 in 2023-24. There has been a specific increase in the number of interns in Mathematics and Extensive Support Needs credentialing programs.
  - Progress Monitoring Measure: Completion progress for Career Ladder and District Intern program participants
    - 2024-25: 95.4% (41 of 43) of general education program participants and 100% (14 of 14) of education specialist candidates have passed their California Teaching Performance Assessment (CalTPA). Additional completion progress information will be available in summer 2025 as Career Ladder and District Intern program participants finish the course. Anticipated increase in completion progress due to implementation of mandatory support sessions in 2024-25.
    - 2023-24: 89% (206 of 231) of general education program participants and 93.8% (106 of 113) education specialist candidates passed their CalTPA.
- Challenges:
  - A continued challenge for prospective teachers is passing California Subject Examinations for Teachers (CSET).
  - Progress Monitoring Measure: Increased number of Career Ladder graduates
    - Decreased: 53 Career Ladder graduates, as of March 2025, down from 63 during the same period in 2023-24.

Despite the challenges, the Human Resources Division successfully implemented teacher pipeline initiatives in 2024-25 as planned.

<u>Goal 5, Action 3: Beginning Teacher Support</u>
In 2024-25, the District's Teacher Growth and Induction (TGI) Program within the Human Resources Division assisted beginning teachers in obtaining California Clear Teaching Credentials through a two-year job-embedded training program including the use of trained mentor support.

- Successes:
  - 97.5% retention rate for candidate teachers advancing from the first year to the second year of the program through the use of increased mentorship and expanded professional development.
  - Facilitated and led professional development training for 1,432 active candidate teachers in areas including instructional strategies, classroom management strategies, and student data collection and usage.
  - All 887 TGI program mentors received ongoing support on coaching strategies and helping their candidate teachers use data to guide feedback, among other related topics.
  - Utilizing program candidate Individual Learning Plans (ILPs) aligned with the California Standards for the Teaching Profession (CSTP) for tracking and supporting candidates' professional growth.
  - Feedback surveys were distributed to program candidate teachers, mentors, and administrators.
  - Progress Monitoring Measure: Using program completer rate data, the TGI Program will target increased percentages of candidate teachers who complete the full two-year program (95% or above for enrolled Candidates)
    - Increased: 98.6% of candidate teachers (151 of 153) completed the TGI Program in 2024-25, up from a 97% completion rate in 2023-24.
  - Progress Monitoring Measure: Using program quality survey data, the TGI Program will show improved results from surveys of candidate teachers, mentors, and school administrators
    - Increased: 97% average survey response from TGI Program candidates (1,386 respondents of 1,430), in fall 2024, up from an 86% average survey response rate in spring 2024.
  - Progress Monitoring Measure: Using program quality survey data, the TGI Program will continue to assess and monitor the effectiveness of program systems and training of the induction candidate, mentor, and school leader educational partner groups
    - Baseline 2024-25: 98.5% of candidate teachers reported that the training sessions effectively prepared them for the expectations and challenges of the induction process.
    - Baseline 2024-25: 100% of induction teacher candidates completed professional development focused on classroom management, instructional strategies, and usage of student performance data on instruction.
    - Baseline 2024-25: 87% of mentor teachers reported feeling more confident in their role supporting candidate teachers after completing training on coaching strategies and how to assist candidate teachers.
  - Progress Monitoring Measure: Using Individual Learning Program assessment and goal progress data, the TGI Program will monitor improved professional practice results from Individual Learning Plan reviews throughout the two (2) year period
    - Maintained: Individual Learning Plan review cycles for teacher induction candidates remained at four per year (two formal and two informal) in 2024-25, consistent with 2023-24.
    - Decreased: 98% of TGI candidate teachers successfully met their program requirements, as of March 2025, down from 99% in 2023-24.
  - Progress Monitoring Measure: Using induction/mentoring interaction data, the TGI Program will monitor the alignment of induction interaction data with broader District goals and priorities as identified in the District's Strategic Plan
    - Candidate teacher-mentor teacher interactions:

            - Increased: 83% of mentor teacher logs reflect conversations and coaching sessions centered on culturally responsive teaching strategies in 2024-25, up from 73% in 2023-24.
        - Candidate teacher self-assessment:
            - Baseline 2024-25: 91% of completing candidates reported increased confidence in differentiating instruction for diverse learning after working with their mentor teachers.
    - Progress Monitoring Measure: Using certificated assignment data and program quality survey data, the TGI Program will monitor maintained and increased educator retention rates of candidate teachers employed at non-Priority Schools
        - Baseline 2024-25: 97.5% of TGI candidate teachers maintained certificated employment status with the District.
    - Progress Monitoring Measure: Using certificated assignment data and program quality survey data increased educator retention rates of candidate teachers employed at Priority Schools
        - Baseline 2024-25: 97.5% of TGI candidate teachers maintained certificated employment status with the District.
- Challenges:
    - None identified

The Human Resources Division successfully implemented the TGI program in 2024-25 as planned.

<u>Goal 5, Action 4: Professional Learning</u>
In 2024-25, the District's Human Resources Division allocated resources for recruitment, development, and support of staff, teachers, and principals to continue to improve student learning environments.

- Successes:
    - Established two new micro-credential programs (Linked Learning, Special Education- Inclusive Practices for General Education Teachers) and a third new micro-credential program, Anti-Racist Instruction, for teachers at District Priority schools
    - and Anti-Racist Instruction).
    - Progress Monitoring Measure: Increased the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-2022)
        - Increased: 67% of teachers in micro-credentialing programs, as of March 2025, are from high-needs schools, up from 65% in 2023-24.
    - Progress Monitoring Measure: Offered staff at least 12 micro-credential programs (from four offered in 2021-2022)
        - Increased: 12 micro-credential programs are being offered in 2024-25, up from nine in 2023-24. Three new micro-credentials were launched in 2024-25; Linked Learning, Special Education, and the Stackable Anti-Racist Instruction Foundations.
- Challenges:
    - Increasing teacher participation in micro-credential programs due to the variety of additional professional learning opportunities from schools, Regions, and the District.

Despite the challenge, the Human Resources Division successfully implemented professional learning initiatives in 2024-25 as planned.

Goal 5, Action 5: Staff Wellness

In 2024-25, the District's Human Resources Division provided a staff wellness program to support healthy practices and improve overall staff attendance and success.

- Successes:
  - Enrollment in staff Wellness courses has substantially increased. From January 2025 to May 2025: 1,200 participating classified staff; 1,600 participating teachers; and 300 participating administrators.
  - Added additional Wellness courses and facilitators to meet the increased participant demand.
  - Progress Monitoring Measure: Increased participation rates in professional development focused on wellness by 100%
    - Increased: 4,150 participants are participating in the Wellness sessions, as of March 2025, up from 1,530 participants in 2023-24; an increase of 171%.
- Challenges:
  - The number of Wellness sessions is limited by the availability of session facilitators. Demand continues to outpace availability.

Despite the challenge, the Human Resources Division has successfully implemented a staff wellness program in 2024-25 as planned.

Goal 5, Action 6: High Performance Standards

In 2024-25, the District's Human Resources Division supported the District's implementation of informal classroom observations by creating a dashboard for Region leaders to track progress and outcomes, while also guiding best instructional practices through participation in the Instructional Strategy Leadership Team meetings. In addition, the Human Resources Division expanded participation in the multiple-measures performance evaluation system (MMPES) by implementing the Educator Development and Support evaluations for all certificated employee groups.

- Successes:
  - Completed nearly 70,000 classroom observations (83% of teachers) in 98% of K-12 schools through the Informal Observation Tool on the My Professional Growth System (MyPGS), an online platform used to manage professional development and growth for educators.
  - Target of 35.5% was exceeded for certificated service providers completing evaluation plans (45%) and Initial Growth conferences (92%).
  - Progress Monitoring Measure: Ensured 100% of employees receive performance management training as they are hired into supervisory or management positions
    - Increased: 99% of eligible new administrators (225 of 226) completed Performance Management Training for Teachers, as of March 2025, up from 95% in 2023-24.
  - Progress Monitoring Measure: Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups

        - Increased: The final certificated employee group, Certificated Service Providers, was included in the Educator Development and Support (EDS) multiple-measures evaluation system. As of March 2025, 1,919 of 4,264 (45%) of Certificated Service Providers are rostered for evaluation and nearly 1,757 have conducted Initial Planning Conferences.
- Challenges:
    - Expansion of the multiple-measures performance evaluation system to certificated service providers, such as nurses, counselors, school psychologists, and related service providers, represents the largest and most diverse group of job types added to the system.
    - Progress Monitoring Measure: Ensured 100% of employees receive performance management training as they are hired into supervisory or management positions
        - Decreased: 71% of eligible new administrators (67 of 95) completed Performance Management Training for School Leaders, as of March 2025, down from 85% in 2023-24.

Despite the challenges, the Human Resources Division successfully implemented the action to sustain high performance standards for staff in 2024-25 as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 5, Action 1: Recruitment and Staffing
No material difference was observed for the action.

Goal 5, Action 2: Teacher Pipeline Support
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is costs ended up being lower than originally expected in the initial budget forecast.

Goal 5, Action 3: Beginning Teacher Support
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is primarily due to lower-than-anticipated expenditures in the Beginning Teacher Growth and Induction program compared to initial budget forecasting.

Goal 5, Action 4: Professional Learning
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as

of the Third Interim Budget Report) through June 30, 2025, for the action is based on additional costs associated with the National Board Certification program, which was implemented to support increased teacher effectiveness.

Goal 5, Action 5: Staff Wellness
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on initial budgeting assumptions of liability insurance costs, combined with an increase in premiums required to cover rising liabilities.

Goal 5, Action 6: High Performance Standards
No material difference was observed for the action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 5, Action 1: Recruitment and Staffing
Goal 5, Action 2: Teacher Pipeline Support
Goal 5, Action 3: Beginning Teacher Support
Goal 5, Action 4: Professional Learning
Goal 5, Action 5: Staff Wellness
Goal 5, Action 6: High Performance Standards

- The District considers the six actions effective, with outcomes on three of four identified metrics improving from the prior year. The increases indicate the District's efforts to improve staff reliability, workplace climate, and expertise are showing positive results. Further effectiveness will be assessed in 2025-26.
    - Metric: 5.01- Percent of Teachers Are Appropriately Credentialed for the Student They are Assigned to Teach:
        - Maintained: 90% in 2023-24, compared to 90% in 2022-23.
    - Metric: 5.02- Percent of Staff with Excellent Attendance (96% or Higher):
        - Increased: 68% in 2023-24, up from 55.0% in 2022-23.
    - Metric: 5.03- Percent of Classroom Teachers (Early Education through Grade 12) Who Have Final Educator Development and Support: Teacher (EDST) Performance Evaluation by the End of the Year:
        - Increased: 37.5% in 2023-24, up from 36.0% in 2022-23.
    - Metric: 5.04- Percent of Staff Reporting on the School Experience Survey: "This school is a supportive and inviting place to work."
        - Increased: 78.6% in 2024-25, up from 78.2% in 2023-24.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District's 2025-26 LCAP Goal 5 will continue to align with the District's Board adopted 2022-26 Strategic Plan, specifically Pillar 5: Investing in Staff. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental / concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

Metric 5.01 Percent of Teachers are Appropriately Credentialed for the Subject They are Assigned to Teach: Target for Year 3 Outcome

- Target was modified to 92.0% from 94.0%.

Goal 5, Action 1: Recruitment and Staffing

- For 2025-26, this action has been modified by removing the following progress monitoring measure:
  - Increase retention rates of staff hired in 2021-22 and 2022-23 place at SENI high/highest-needs schools

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Recruitment and Staffing	*(Aligned to Strategic Plan Priority 5A: Diverse Workforce)* The Los Angeles Unified Human Resources Division will continue the effective recruitment and retention of highly qualified educators and staff, including Central Office leadership, reflecting the diversity of our school communities, to promote academic student achievement and increased postsecondary student opportunities. The Human Resources Division will employ the following strategies to meet the needs of recruiting and retaining a highly qualified, diverse workforce throughout the District: ● Increase investments in the marketing, recruitment, selection, staffing, and retention of under-represented employees at all levels of the District to reflect our student population. ● Create new and promotional pathways for staff to become proficient or certified in specialized classifications and areas of need. ● Create career pathways for students to transition to District careers, including high-demand areas such as teaching and nursing.	$173,382,676	N

Action #	Title	Description	Total Funds	Contributing
		The District will monitor the effectiveness of the Human Resources Division's recruitment efforts using the following progress monitoring measures: ● Ensure at least 50% of new applicants will be members of under-represented groups ● Ensure the vacancy rate at SENI high/highest-needs schools will not exceed 6% As new data becomes available moving forward, these progress monitoring measures are subject to change.		
5.02	Teacher Pipeline Support	*(Aligned to Strategic Plan Priority 5A: Diverse Workforce)* In order to support student achievement in the California Content Standards, Los Angeles Unified will continue to build pipelines to the teaching profession through teacher internships, residency programs, and paraprofessional career ladder programs. The District will monitor the effectiveness of teacher pipeline support programs using the following progress monitoring measures: ● Increased number of students in an Education career pathway who become teaching assistants after graduation ● Increased enrollment numbers for all teacher pipeline programs ● Completion progress for Career Ladder and District Intern program participants ● Increased number of Career Ladder graduates As new data becomes available moving forward, these progress monitoring measures are subject to change.	$3,942,163	N
5.03	Beginning Teacher Support	*(Aligned to Strategic Plan Priority 5B: Professional Learning)* The Teacher Growth & Induction (TGI) Program continues to provide individualized mentor support to all of its induction candidate teachers, both in-person and virtually. The program's focus is to support all TGI Candidate Teachers in demonstrating growth toward meeting their self-identified goals, in alignment with the California Standards for the Teaching Profession (CSTPs). Progress will be monitored by a variety of program metrics,	$10,617,938	N

Action #	Title	Description	Total Funds	Contributing
		including, but not limited to program completer rate data; program quality survey data (administered quarterly); induction candidate Individualized Learning Program (ILP) goal progress monitoring data; certificated teacher assignment data (for retention monitoring purposes); and school data (i.e., Open Data Dashboard) to monitor program progress and instructional focus alignment with schools serviced. The Teacher Growth & Induction (TGI) Program focuses on eliminating opportunity gaps and increasing equitable instructional experiences for all students within the service purview by training mentors and assisting induction candidates in creating equitable classrooms where all students thrive in partnership with school communities. The District will monitor the effectiveness of the Teacher Growth and Induction program using the following progress monitoring measures: ● Using program completer rate data, the TGI Program will target Increased percentages of candidate teachers who complete the full two-year program (95% or above for enrolled Candidates). ● Using program quality survey data, the TGI Program will show Improved results from surveys of candidate teachers, mentors, and school administrators ● Using program quality survey data, the TGI Program will continue to assess and monitor the effectiveness of program systems and training of the induction candidate, mentor, and school leader educational partner groups ● Using Individual Learning Program assessment and goal progress data, the TGI Program will monitor improved professional practice results from Individual Learning Plan reviews throughout the two (2) year period. ● Using induction/mentoring interaction data, the TGI Program will monitor the alignment of induction interaction data with broader District goals and priorities as identified in the District's Strategic Plan ● Using certificated assignment data and program quality survey data, the TGI Program will monitor maintained and increased educator retention rates of candidate teachers employed at non-Priority Schools ● Using certificated assignment data and program quality survey data increased educator retention rates of candidate teachers employed at Priority Schools As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
5.04	Professional Learning	*(Aligned to Strategic Plan Priority 5B: Professional Learning)* The Los Angeles Unified Human Resources Division will continue to provide differentiated, competency-based, rigorous, and relevant professional learning on a consistent basis to meet the diverse needs of the District's workforce to improve instruction, care, and support provided to our students. The Human Resources Division will employ the following strategies to provide relevant professional learning opportunities: ● Build capacity of employees on practices of diversity, equity, and inclusion and develop systems to constantly assess, reflect on, and refine these practices ● Provide ongoing professional development and implementation support to educators on the use of evidence-based practices for teaching literacy, math, and social-emotional development The District will monitor the effectiveness of the Human Resources Division's professional learning opportunities using the following progress monitoring measures: ● Increase the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-2022) ● Offer staff at least 12 micro-credential programs (from four offered in 2021-2022) As new data becomes available moving forward, these progress monitoring measures are subject to change.	$21,527,089	N
5.05	Staff Wellness	*(Aligned to Strategic Plan Priority 5C: Staff Wellness)* The Los Angeles Unified Human Resources Division will promote staff wellness by collaborating with employees and labor partners to advance responsive and affirming practices and increase the capacity of employees to promote wellness strategies within schools and across the District to effectively serve our students. In addition, the District supports staff wellness by offering health benefits.	$200,163,948	N

Action #	Title	Description	Total Funds	Contributing
		The Human Resources Division will employ the following strategies to ensure staff wellness and connection to their schools: ● Develop programs to elevate, celebrate, and recognize employee accomplishments and contributions. ● Build capacity of employees to promote wellness strategies for their schools and teams. The District will monitor the effectiveness of the Human Resources Division's efforts to increase staff wellness and employee capacity using the following progress monitoring measures: ● Increase participation rates in professional development focused on wellness by 100% As new data becomes available moving forward, these progress monitoring measures are subject to change.		
5.06	High Performance Standards	*(Aligned to Strategic Plan Priority 5D: High Performance Standards)* The Los Angeles Unified Human Resources Division will continue to develop and implement formal and informal performance evaluation systems as well as provide comprehensive professional learning opportunities to advance accountability and promote exceptional opportunities for employee growth and development. The Human Resources Division will employ the following strategies to maintain consistent high quality workplace performance standards: ● Strengthen the implementation of formal and informal performance evaluation systems for teachers and administrators, grounded in District-developed frameworks, that describe exemplary practices for effective teaching and supervision of instruction. ● Facilitate comprehensive training for supervisors and managers to ensure successful implementation of effective performance management strategies. ● Widely promote career growth and development tools to assist employees in planning and achieving their goals.	$540,990	N

Action #	Title	Description	Total Funds	Contributing
		The District will monitor the effectiveness of the Human Resources Division's professional learning services using the following progress monitoring measures: ● Ensure 100% of employees receive performance management training as they are hired into supervisory or management positions ● Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Goal

Goal #	Description	Type of Goal
6	English Learner Supports: Los Angeles Unified is focused on improving the achievement of students identified as English Learners and Long-Term English Learners to ensure their college and career readiness.	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)

State Priority 4: Pupil Achievement (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Within this LCAP goal, Los Angeles Unified lays out the District's vision, strategies, and investments for educating our culturally and linguistically diverse English Learner (EL) students, including increasing Dual Language Education (DLE) programming to honor their linguistic assets and to provide them opportunities to become multilingual and multicultural. State funding as well as federal Title III funds support high-quality services, programs, and resources for EL students to move towards English fluency and academic achievement. For information on the District's federal Title III funding, please visit the following link to view the District's LCAP Federal Addendum: https://www.lausd.org/page/8789.

Additional feedback from our educational partners is the continued desire to focus on ensuring English Learners become Fluent English Proficient. A focus on English Learner Supports promotes a community goal of educational equity and graduating high school both college and career ready. The goal's metrics and action progress monitoring measures allow the District to track and evaluate the success of goal actions and the ability to make data-informed decisions such as updating actions, when necessary, to achieve the desired outcomes of the goal.

With ongoing input and collaboration from well-informed and prepared students, families, teachers, counselors, coaches, administrators and District leaders, it is the goal of Los Angeles Unified to provide the best, equitable education to our English Learners to ensure they achieve at high levels, and graduate college and career ready with the California State Seal of Biliteracy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.01	English Learner Reclassification Rate	**2022-23** All English Learners: 21.8% Grades UTK-5: 18.7% Grades 6-8: 37.0% Grades 9-12: 19.5% *Source: LAUSD Open Data Dashboard*	**2023-24** All English Learners: 18.6% Grades UTK-5: 19.6% Grades 6-8: 23.6% Grades 9-12: 10.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All English Learners: 22.0% Grades UTK-5: 25.0% Grades 6-8: 45.0% Grades 9-12: 40.0%	All English Learners: -3.2% Grades UTK-5: +0.9% Grades 6-8: -13.4% Grades 9-12: -8.8%
6.02	English Learners Who Reclassify by Grade 5	**2022-23** All English Learners: 70.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All English Learners: 71.4% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All English Learners: 80.0%	All English Learners: +1.4%
6.03	English Learners Who Progress in English Proficiency (as measured by ELPI Levels)	**2022-23** All English Learners: 48.4% *Source: LAUSD Open Data Dashboard*	**2023-24** All English Learners: 47.5% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All English Learners: 75.0%	All English Learners: -0.9%
6.04	English Learners Meeting Level 4 on the Summative ELPAC	**2022-23** All English Learners: 16.3% *Source: LAUSD Open*	**2023-24** All English Learners: 16.4% *Source: LAUSD Open*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP*	**2025-26** All English Learners: 25.0%	All English Learners: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Dashboard	*Data Dashboard*	*template.*		
6.05	Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	**2022-23** English Learner: 53.8% RFEP: 63.1% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 60.6% RFEP: 60.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 80% RFEP: 80%	English Learner: +6.8% RFEP: -2.4%
6.06	Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines	**2022-23** English Learner: 64.5% RFEP: 54.1% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 73.5% RFEP: 69.4% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 100% RFEP: 100%	English Learner: +9.0% RFEP: +15.3%
6.07	Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	**2022-23** English Learner: 71.0% RFEP: 77.5% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 70.5% RFEP: 79.3% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 100% RFEP: 100%	English Learner: -0.5% RFEP: +1.8%
6.08	Kindergarten - Students Meeting Early Literacy Benchmarks (DIBELS)	**2022-23** English Learner: 56.3% RFEP: 99.9%	**2023-24** English Learner: 59.6% RFEP: 100%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 83.0% RFEP: 100%	English Learner: +3.3% RFEP: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
6.09	Grade 1 - Students Meeting Early Literacy Benchmarks (DIBELS)	**2022-23** English Learner: 50.3% RFEP: 97.6% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 51.1% RFEP: 96.4% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 80% RFEP: 100%	English Learner: +0.8% RFEP: -1.2%
6.10	Grade 2 - Students Meeting Early Literacy Benchmarks (DIBELS)	**2022-23** English Learner: 42.9% RFEP: 96.5% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 46.6% RFEP: 94.0% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 84% RFEP: 100%	English Learner: +3.7% RFEP: -2.5%
6.11	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3 *Note: Aligned to Board Goal for Literacy*	**2022-23** English Learner: -101.3 RFEP: 25.2 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: -90.3 RFEP: 18.8 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: -66.2 RFEP: 32.7	English Learner: +11.0 RFEP: -6.4
6.12	Smarter Balanced Results: Distance from	**2022-23** English Learner:	**2023-24** English Learner:	**2024-25** *This information will be*	**2025-26**	English Learner:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard (DFS) Met in English Language Arts - Grades 3-5	-114.4 RFEP: 8.3 *Source: LAUSD Open Data Dashboard*	-96.7 RFEP: 2.8 *Source: LAUSD Open Data Dashboard*	*provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -91.4 RFEP: 7.8	+17.7 RFEP: -5.5
6.13	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8	**2022-23** English Learner: -159.3 RFEP: -30.7 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: -143.9 RFEP: -24.8 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: -120 RFEP: -0.9	English Learner: +15.4 RFEP: +5.9
6.14	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11	**2022-23** English Learner: -162.8 RFEP: -12.6 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: -158.9 RFEP: -4.9 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: -121 RFEP: 10.5	English Learner: +3.9 RFEP: +7.7
6.15	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 *Note: Aligned to Board Goal for Numeracy*	**2022-23** English Learner: -103.7 RFEP: -10.5 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: -85.3 RFEP: -10.6 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: -60.9 RFEP: 10.5	English Learner: +18.4 RFEP: -0.1
6.16	Smarter Balanced Results:	**2022-23** English Learner:	**2023-24** English Learner:	**2024-25** *This information will be*	**2025-26**	English Learner:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Met in Mathematics - Grades 6-8 *Note: Aligned to Board Goal for Numeracy*	-188.0 RFEP: -77.9 *Source: LAUSD Open Data Dashboard*	-172.9 RFEP: -68.1 *Source: LAUSD Open Data Dashboard*	*provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -137.6 RFEP: -26.0	+15.1 RFEP: +9.8
6.17	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11	**2022-23** English Learner: -224.4 RFEP: -114.6 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: -203.3 RFEP: -103.2 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: -140 RFEP: -70	English Learner: +21.1 RFEP: +11.4
6.18	Percent Met/Exceed Standard on California Science Test - Grade 5	**2022-23** English Learner: 0.8% RFEP: 25.8% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 2.3% RFEP: 28.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 13.76% RFEP: 36.39%	English Learner: +1.5% RFEP: +2.9%
6.19	Percent Met/Exceed Standard on California Science Test - Grade 8	**2022-23** English Learner: 0.3% RFEP: 16.1% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 0.7% RFEP: 18.9% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 6.33% RFEP: 25.70%	English Learner: +0.4% RFEP: +2.8%
6.20	Percent Met/Exceed Standard on	**2022-23**	**2023-24**	**2024-25** *This information will be*	**2025-26**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test - Grade 11	English Learner: 0.2% RFEP: 18.3% *Source: LAUSD Open Data Dashboard*	English Learner: 1.2% RFEP: 19.9% *Source: LAUSD Open Data Dashboard*	*provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 7.45% RFEP: 26.68%	English Learner: 1.0% RFEP: 1.6%
6.21	11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts	**2022-23** English Learner: 0.0% RFEP: 17.9% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 0.1% RFEP: 19.8% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 8% RFEP: 28%	English Learner: +0.1% RFEP: +1.9%
6.22	11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics	**2022-23** English Learner: 0.1% RFEP: 5.4% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 0.4% RFEP: 5.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 8% RFEP: 14%	English Learner: +0.3% RFEP: +0.3%
6.23	AP Pass Rate (Percent of Advanced Placement Exams with a 3 or Higher)	**2022-23** English Learner: 47.2% RFEP: 33.9% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 53.5% RFEP: 38.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 71.74% RFEP: 84.03%	English Learner: +6.3% RFEP: +4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.24	A-G Completion Rate *Note: Aligned to Board Goal for Postsecondary*	**2022-23** English Learner: 31.3% RFEP: 58.4% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 34.4% RFEP: 60.3% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 55.0% RFEP: 80.0%	English Learner: +3.1% RFEP: +1.9%
6.25	CTE Completion Rate	**2022-23** English Learner: 10.3% RFEP: 24.5% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 12.0% RFEP: 23.5% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 21.0% RFEP: 30.0%	English Learner: +1.7% RFEP: -1.0%
6.26	A-G and CTE Completion Rate	**2022-23** English Learner: 6.2% RFEP: 17.5% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 7.4% RFEP: 17.2% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 55.7% RFEP: 73.0%	English Learner: +1.2% RFEP: -0.3%
6.27	Four-Year Cohort Graduation Rate	**2022-23** English Learner: 62.4% RFEP: 90.2%	**2023-24** English Learner: 71.0% RFEP: 90.9%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 75.0% RFEP: 95.0%	English Learner: +8.6% RFEP: +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
6.28	Five-Year Cohort Graduation Rate	**2022-23** English Learner: 65.7% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 65.3% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 80.0%	English Learner: -0.4%
6.29	High School Dropout Rate	**2022-23** English Learner: 27.0% RFEP: 4.7% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 18.8% RFEP: 4.4% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 12.0% RFEP: 3.0%	English Learner: -8.2% RFEP: -0.3%
6.30	Student Attendance: Students with Excellent Attendance (96% or Higher)	**2022-23** English Learner: 32.7% RFEP: 43.7% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 41.8% RFEP: 51.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 35.9% RFEP: 46.9%	English Learner: +9.1% RFEP: +8.0%
6.31	Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8	**2022-23** English Learner: 43.2% RFEP: 27.2%	**2023-24** English Learner: 23.5% RFEP: 15.4%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 30.1% RFEP: 14.1%	English Learner: -19.7% RFEP: -11.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
6.32	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	**2022-23** English Learner: 37.4% RFEP: 20.9% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 29.5% RFEP: 16.0% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 24.3% RFEP: 7.8%	English Learner: -7.9% RFEP: -4.9%
6.33	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	**2022-23** English Learner 39.4% RFEP: 26.4% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner 34.3% RFEP: 22.6% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 26.3% RFEP: 13.3%	English Learner -5.1% RFEP: -3.8%
6.34	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	**2022-23** English Learner: 51% RFEP: 36.3% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 48.3% RFEP: 33.8% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 37.9% RFEP: 23.2%	English Learner: -2.7% RFEP: -2.5%
6.35	Single Student Suspension Rate	**2022-23** English Learner: 0.30%	**2023-24** English Learner: 0.33%	**2024-25** *This information will be provided when completing the LCAP for*	**2025-26** English Learner: 0.25%	English Learner: +0.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 0.41% *Source: LAUSD Open Data Dashboard*	RFEP: 0.44% *Source: LAUSD Open Data Dashboard*	*2026-27, per the LCAP template.*	RFEP: 0.36%	RFEP: +0.03%
6.36	Instructional Days Lost to Suspension	**2022-23** English Learner: 592 RFEP: 1,050 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 678 RFEP: 1,015 *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** English Learner: 524 RFEP: 929	English Learner: +86 RFEP: -35
6.37	Students Reporting on the School Experience Survey: *"I feel safe in this school."*	**2023-24** English Learner: 66.7% RFEP: 60.6% *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: 67.1% RFEP: 61.6% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** English Learner: 75.3% RFEP: 69.9%	English Learner: +0.4% RFEP: +1.0%
6.38	Students Reporting on the School Experience Survey: *"I feel like I am part of this school."*	**2023-24** English Learner: 63.4% RFEP: 54.6% *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: 62.4% RFEP: 55.7% *Source: LAUSD Open Data Dashboard*	**2025-26** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2026-27** English Learner: 71.4% RFEP: 63.1%	English Learner: -1.0% RFEP: +1.1%

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 6, Action 1: UTK-12 English Learner Services

In 2024-25, the District's Multilingual Multicultural Education Department (MMED) conducted professional development training for teachers, staff, and administrators at the school and Region levels. The training aimed to improve instruction for UTK-12 English Learner (EL) students and improve the progress monitoring of ELs to accelerate English language proficiency. The steps outlined in the goal action have been implemented and the highlighted successes serve to emphasize the achievement outcomes.

- Successes:
  - Provided 192 Multilingual Multicultural Academic Language Instructional Coaches to schools with high English Learner (EL) student populations to build teacher capacity in standards-based literacy and provide direct services to ELs.
  - Strengthened the home-school partnership by organizing meetings and training sessions for parents and families, focusing on key topics such as the significance of reclassifying English Learners to Fluent English Proficient (FEP) status with the goal of enhancing outcomes for EL students.
  - Organized and led the 2024-25 EL Master Plan Instructional Institute with nearly 1,000 instructional coaches, school administrators, and staff, in attendance, that oversee and support EL services within the District with the goal of sharing resources and improving EL student outcomes.
  - Facilitated professional development training focused on increased EL student success, covering the UTK-12 Essential Instructional Approaches Trifold, Elegance of 12 Suites of Strategies and the Observation Protocol for Teachers of English Learners.
  - Approximately 1,600 ELs participated in the extended learning acceleration program during fall 2024, with nearly 1,700 ELs participating in the spring 2025 session.
  - Trained teachers and school administrators on how to analyze English Learner Progress Indicator (ELPI) data to measure the progress of ELs in acquiring English language skills. Note: The ELPI is a California School Dashboard indicator.
- Challenges:
  - The Los Angeles wildfires in January 2025 disrupted and postponed scheduled professional development training for teachers and staff.
  - The revised state guidance requiring a Summative ELPAC Level 4 for reclassification of English Learners with Disabilities will affect the reclassification rates and outcomes, impacting program implementation.

Despite the challenges, the UTK-12 English Learner services were successfully implemented in 2024-25 as planned.

Goal 6, Action 2: International Newcomer Supports

In 2024-25, the District's Multilingual & Multicultural Education Department (MMED) provided supplemental instructional resources and professional development training for teachers on English Learner (EL) strategies to increase English language proficiency of International Newcomers (foreign-born students who have been enrolled in U.S. schools for 3 years or less). The steps outlined in the goal action have been implemented and the highlighted successes serve to emphasize the achievement outcomes.

- Successes:
  - Established International Newcomer Instructional Aide Programs at 32 elementary schools with high percentages of International Newcomers to support newly arrived students, particularly ELs, with necessary academic and social supports.
  - Added new English Language Development (ELD) courses at secondary schools to further develop necessary English language skills for International Newcomers.
  - Organized and led an International Newcomer Student Leadership Conference in spring 2025 to provide newly arrived students with opportunities to develop leadership skills and connections with other students.
  - Facilitated professional development training for teachers and staff to support English language proficiency of International Newcomers through the use of differentiated instruction, social and emotional learning (SEL) strategies, and co-teaching models, among additional training topics.
  - Opened four International Newcomer Dream Resource Centers across the District to provide specialized support services to assist newly arrived students and their families.
- Challenges:
  - The Los Angeles wildfires in January 2025 disrupted and postponed scheduled professional development training for teachers and staff.
  - Due to changes in immigration policy, MMED has approached in-person training for students and families with consideration regarding the timing and delivery of these sessions.

Despite the challenges, the International Newcomer Supports program was successfully implemented in 2024-25 as planned.

<u>Goal 6, Action 3: Potential Long-Term English Learner (PLTEL) Interventions</u>
In 2024-25, the District's Multilingual Multicultural Education Department (MMED) organized and conducted professional development training for teachers and staff supporting the English language proficiency of PLTELs and their academic success, in addition to providing extra resources. The steps outlined in the goal action have been implemented and the highlighted successes serve to emphasize the achievement outcomes.

- Successes:
  - Facilitated professional development training for teachers and staff working with PLTELs on the Elegance of 12 Suite of Strategies, instructional strategies to support academic success of ELs by developing English language literacy skills.
  - Assigned 192 Multilingual Multicultural Academic Language Instructional Coaches to schools with high English Learner (EL) student populations aimed at increasing teachers' ability to support standard-based literacy as well as provide direct support to

EL students.
    - Decreased the percentage of LTELs from 18% to 15% of the total EL student population through targeted academic support and close progress monitoring of students.
    - Targeted professional development for teachers of PLTELs with disabilities due to the update in reclassification criteria.
    - Developed Individual Reclassification Acceleration Plans for 96% of PLTELs to increase language acquisition and academic success of students.
- Challenges:
    - The Los Angeles wildfires in January 2025 disrupted and postponed scheduled professional development training for teachers and staff, including impacting the implementation of the Language and Literacy PLTEL Cadre- a professional development initiative composed of teachers, instructional coaches, and staff to increase academic achievement of ELs.
    - The revised state guidance requiring a Summative ELPAC Level 4 for reclassification of PLTELs with Disabilities will affect the reclassification rates and outcomes, impacting program implementation.

Despite the challenge, the PLTEL interventions were instituted in 2024-25 as planned.

<u>Goal 6, Action 4: Long-Term English Learner (LTEL) Interventions</u>
In 2024-25, the District's Multilingual & Multicultural Education Department (MMED) assisted schools with creating annual Individual Reclassification Accelerations Plans for LTEL students and provided professional development training for teachers on effective EL instructional strategies. The steps outlined in the goal action have been implemented and the highlighted successes serve to emphasize the achievement outcomes.

- Successes:
    - Focused professional development training for teachers of LTELs with disabilities in response to the updated state reclassification criteria.
    - Created Individual Reclassification Acceleration Plans for 96% of LTELs to increase language acquisition and academic success of students. Individual Reclassification Acceleration Plans are a personalized, collaborative plan developed by educators, students, and parents to support English Learners in achieving reclassification by setting goals, providing targeted interventions, and regularly monitoring progress.
- Challenges:
    - The Los Angeles wildfires in January 2025 disrupted and postponed scheduled professional development training and support sessions for instructional coaches at Dual Language Education schools.
    - The revised state guidance requiring a Summative ELPAC Level 4 for reclassification of LTELs with Disabilities will affect the reclassification rates and outcomes, impacting program implementation.

Despite the challenge, LTEL interventions were instituted in 2024-25 as planned.

<u>Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education</u>

In 2024-25, the District's Multilingual Multicultural Education Department (MMED) supported the expansion and improvement of Dual Language Education (DLE) programs and World Languages and Cultures Pathways by implementing online and in-person professional development for teachers regarding biliteracy, translanguaging, and language proficiency. The steps outlined in the goal action have been implemented and the highlighted successes serve to emphasize the achievement outcomes.

- Successes:
  - Approximately 20,000 students have received Multilingual Pathways Awards, as of March 2025, suggesting the total number of awards may exceed the 32,000 awards given in 2023-24.
  - Facilitated and led professional development sessions on biliteracy strategies and translanguaging practices, such as vocabulary building, for over 1,000 DLE teachers.
  - Improved enrollment procedures at all DLE schools to ensure barriers to student enrollment are removed for families, specifically for parents of English Learners.
  - Progress Monitoring Measure: Increased number of Dual Language Education (DLE) programs
    - Increased: 235 programs in 2024-25, up from 230 programs in 2023-24.
  - Progress Monitoring Measure: Increased number of English Learners and Reclassified Fluent English Proficient (RFEP) students participating in Dual Language Education (DLE) programs in UTK/TK/K through 5th/6th grade.
    - English Learners: Increased- 8,345 students, as of February 2025, up from 8,165 during the same period in 2023-24.
    - RFEP: Increased- 3,828 students, as of February 2025, up from 2,862 students during the same period in 2023-24.
- Challenges:
  - The Los Angeles wildfires in January 2025 disrupted and postponed scheduled professional development training and support sessions for instructional coaches at Dual Language Education schools.

Despite the challenge, the Dual Language Education (DLE) program providing multilingual pathways for students was implemented in 2024-25 as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 6, Action 1: UTK-12 English Learner Services

The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is mainly tied to costs scheduled for later in the school year such as professional development costs.

Goal 6, Action 2: International Newcomer Supports

Goal 6, Action 3: Potential Long-Term English Learner (PLTEL) Interventions

Goal 6, Action 4: Long-Term English Learner (LTEL) Interventions

No material differences were observed for the actions.

Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is due to additional costs introduced after the initial budget forecast was completed. The additions reflect adjustments made to address emerging needs and priorities, including those for the District's Everyone Counts Initiative to implement culturally responsive curriculum for specific student groups, during the school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 6, Action 1: UTK-12 English Learner Services
Goal 6, Action 3: Potential Long-Term English Learner (PLTEL) Interventions
Goal 6, Action 4: Long-Term English Learner (LTEL) Interventions

- The District considers the actions partially effective in reducing opportunity gaps for English Learners including PLTELs and LTELs based on the results of the identified metrics. English Learners improved academic progress in ELA and mathematics and graduation rate but declined in reclassification rate and English language progress, namely for LTELs. PLTELs reclassification increase highlights early intervention successes. Further effectiveness of the actions will be assessed in 2025-26.
    - Metric 6.01- English Learner Reclassification Rate
        - All English Learners- Decreased: -3.2%; 18.6% in 2023-24, down from 21.8% in 2022-23.
        - Grades UTK-5- Increased: +0.9%; 19.6% in 2023-24, up from 18.7% in 2022-23.
        - Grades 6-8- Decreased: -13.4%; 23.6% in 2023-24, down from 37.0% in 2022-23.
        - Grades 9-12- Decreased: -8.8%; 10.7% in 2023-24, down from 19.5% in 2022-23.
        - PLTELs- Increased: +6.2%; 30.2% in 2023-24, up from 24.0% in 2022-23.
            - PLTEL reclassification rate by grade 5
                - Baseline 2023-24: 33.9% of PLTELs reclassified by grade 5.
            - PLTEL reclassification rate by grade 8
                - Baseline 2023-24: 32.5% of PLTELs reclassified by grade 8.
            - PLTEL reclassification rate by grade 10
                - Baseline 2023-24: 31.2% of PLTELs reclassified by grade 10.
        - LTELs- Decreased: 24.8% of LTELs reclassified in 2023-24, down from 45.5% in 2022-23.
            - LTEL reclassification rate by grade 8
                - Baseline 2023-24: 28.7% of LTELs reclassified by grade 8.
            - LTEL reclassification rate by grade 10
                - Baseline 2023-24: 25.1% of LTELs reclassified by grade 10.
    - Metric 6.03- English Learners Who Progress in English Proficiency (as measured by ELPI Levels)
        - All English Learners- Decreased: -0.9%; 47.5% in 2023-24, down from 48.4% in 2022-23.

- Metric 6.04- English Learners Meeting Level 4 on the Summative ELPAC:
  - All English Learners- Increased: +0.1%; 16.4% in 2023-24, up from 16.3% in 2022-23.
- Metric 6.11- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3:
  - English Learner- Increased: +11.0 points; -90.3 DFS in 2023-24, up from -101.3 DFS in 2022-23.
  - RFEP- Decreased: -6.4 points; 18.8 DFS in 2023-24, down from 25.2 DFS in 2022-23.
- Metric 6.12- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5:
  - English Learner- Increased: +17.7 points; -96.7 DFS in 2023-24, up from -114.4 DFS in 2022-23.
  - RFEP- Decreased: -5.5 points; 2.8 DFS in 2023-24, down from 8.3 DFS in 2022-23.
- Metric 6.13- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8:
  - English Learner- Increased: +15.4 points; -143.9 DFS in 2023-24, up from -159.3 DFS in 2022-23.
  - RFEP- Increased: +5.9 points; -24.8 DFS in 2023-24, up from -30.7 in 2022-23.
- Metric 6.14- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11:
  - English Learner- Increased: +3.9 points; -158.9 DFS in 2023-24, up from -162.8 in 2022-23.
  - RFEP- Increased: +7.7 points; -4.9 DFS in 2023-24, up from -12.6 in 2022-23.
- Metric 6.15- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5:
  - English Learner- Increased: +18.4 points, -85.3 DFS in 2023-24, up from -103.7 DFS in 2022-23.
- Metric 6.16- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8:
  - English Learner- Increased: +15.1 points; -172.9 DFS in 2032-24, up from -188.0 DFS in 2022-23.
- Metric 6.17- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11:
  - English Learner- Increased: +21.1 points; -203.3 DFS in 2023-24, up from -224.4 DFS in 2022-23.
- Metric 6.27- Four-Year Cohort Graduation Rate:
  - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
  - RFEP- Increased: +0.7%; 90.9% in 2023-24, up from 90.2% in 2022-23.

<u>Goal 6, Action 2: International Newcomer Supports</u>

- The District considers the action effective in reducing opportunity gaps for English Learners including International Newcomers by improving college and career readiness and graduation rates as evidenced by the increases in the two metrics. Further effectiveness will be assessed in 2025-26.
  - Metric 6.24: A-G Completion Rate
    - English Learners- Increased: +3.1%; 34.4% graduated A-G ready in 2023-24, up from 31.3% in 2022-23.
    - International Newcomers- Increased: +21.2%; 47.0% graduated A-G ready in 2023-24, up from 25.8% in 2022-23.
  - Metric 6.27: Four-Year Cohort Graduation Rate
    - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.
    - International Newcomers- Increased: +1.4%; 74.0% in 2023-24, up from 72.6% in 2022-23.

<u>Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education</u>

- The District considers the action of Dual Language Education effective in advancing student achievement for English Learners and English Only, particularly in biliteracy, college and career readiness, and high school graduation based on the increased results within the identified metrics. Further effectiveness will be assessed in 2025-26.
    - Metric: Increased number of 5th, 6th, and 8th grade students who receive the Los Angeles Unified Pathway to Biliteracy Award.
        - Increased: 25,246 students in 2023-24, up from 19,738 students in 2022-23.
    - Metric: Increased number of 12th grade students who graduate receiving the State Seal of Biliteracy.
        - Increased: 7,190 students in 2023-24, up from 6,594 students in 2022-23.
    - Metric 1.18- A-G Completion Rate:
        - All Students- Increased: +3.4%; 56.4% in 2023-24, up from 53.0% in 2022-23.
        - English Learner- Increased: +3.1%; 34.4% in 2023-24, up from 31.3% in 2022-23.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Increased: +3.0%; 87% in 2023-24, up from 84.0% in 2022-23.
        - English Learner- Increased: +8.6%; 71.0% in 2023-24, up from 62.4% in 2022-23.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District continues to be committed to increasing academic outcomes for English Learners in the 2025-26 LCAP including attaining Fluent English Proficiency (FEP) status. The District's LCAP Goal 6: English Learner Supports aligns to the commitment and is further evidenced by the inclusion of English Learner outcomes in the District's Board Adopted District Goals and the District's Board adopted 2022-26 Strategic Plan. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

<u>Metric 6.01 English Learner Reclassification Rate: Target for Year 3 Outcome</u>

- English Learners: target was modified to 22.0% from 25.0%.

<u>Goal 6, Action 1: UTK-12 English Learner Services</u>

- For 2025-26, this action has been modified by removing the following progress monitoring measure:
    - Increased four-year cohort graduation rate of International Newcomers

<u>Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education</u>

- For 2025-26, this action has been modified by removing the following progress monitoring measures:
    - Analysis of growth for mCLASS Lectura data in grades K-2
    - Analysis of growth for I-Ready ASR data in grades 3-5
- For 2025-26, this action has been modified by adding the following progress monitoring measures:
    - Increased World Languages and Cultures course offerings in grades 7-12.
    - Use of the TK OPTEL, a monitoring tool that ensures linguistic language support is part of teachers' instructional planning for

early multilingual learners.
- Implementation of the MMED Power BI Data Dashboard providing key data on Seal of Biliteracy Award numbers, coaches assigned to schools and EL achievement data to support the strengthening of DLE implementation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.01	UTK-12 English Learner Services	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to increase the rate of English Learners (ELs) making progress in learning English, reaching English language proficiency, meeting or exceeding standards, and graduating college and career ready and earning the State Seal of Biliteracy, the Multilingual Multicultural Education department will implement the following action steps/strategies,aligned to the District's 2022-26 Strategic Plan, 2025 Multilingual Multicultural Master Plan, and the EL Roadmap: 1. Offer focused, enhanced training/support to improve and differentiate EL instructional programs to meet the language and academic needs of different EL profiles/typologies, while placing focused attention on the language and literacy needs of at-promise ELs (Potential Long-Term ELs and Long-Term ELs) and International Newcomers. 2. Provide ongoing professional development to improve Designated and Integrated English Language Development (ELD) instruction, guided by the ELD standards, California ELD/ELA Framework. 3. Provide professional development on Integrated ELD methodology, UTK-12 Essential Instructional Approaches Trifold (Active Listening, Extended Communication and Oral Summarizing), Elegance of 12: Suite of Strategies (3 listens, 3 reads, 3 discussions, and 3 writes Translanguaging, and Culturally Linguistically Responsive Pedagogy to support/enhance English Learners' mastery of academic content). 4. Emphasize/prioritize in all professional development that language and content are inextricably linked and that the three parts of the ELD standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational	$ 10,940,446	Y

Action #	Title	Description	Total Funds	Contributing
		Literacy Skills) should be at the center of a robust English Learner instructional program. When instructing English learners, teachers are both content and English language development teachers. 5. Provide additional opportunities for teachers of ELs to have many opportunities to engage in collaborative lesson planning based on the provided professional development and ELD standards. 6. Provide a yearly, mandatory Master Plan Instructional Institute (MPII) to EL Designees, Multilingual Multicultural Accelerated Learning Coaches, International Newcomer Coaches, Parent Educator Coaches, and administrators to enhance EL support staff capacity to address the linguistic and academic needs of English Learners. The five-day MPI training will include the following areas: a. UTK-12 Essential Instructional Approaches Trifold and Elegance of 12: Suite of Strategies b. Concepts of critical wellness to support diverse language learners and how they can be used to correct school inequities c. Understanding EL Language Performance, the Translanguaging Classroom and the Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing) d. Culturally and Linguistically Responsive Pedagogy (CLRP) e. English Learner Progress Indicator (ELPI) f. Observation Protocol for Teacher of ELs (OPTEL), including the UTK OPTEL g. EL/RFEP Progress monitoring of academic progress h. Effective practices to address the linguistic and academic needs of Dually identified students 7. Fund central and Region Multilingual Multicultural Academic Language staff (Coordinators, Specialist, and Experts) will coordinate Master Plan programs and instructional services for ELs, including planning and delivering EL-specific professional development, planning, and implementing model dELD and iELD curricular lessons and acceleration, and monitoring Districtwide data to identify professional development / program support needs. 8. Provide elementary and secondary Multilingual Multicultural Academic Language Coaches to support EL services as follows: a. Provide small group instruction, push-in acceleration/enrichment b. Provide EL specific professional development (UTK-12 Essential Instructional Approaches Trifold and Elegance of 12: Suite of Strategies) c. Conduct coaching cycles/lesson studies around dELD and iELD		

Action #	Title	Description	Total Funds	Contributing
		d. Develop and model iELD and dELD lessons e. Provide family training on progress expectations, reclassification, and how to support multilingual learners at home. 9. Conduct regular classroom walk-throughs to observe professional development transference and/or inform future professional development. 10. Offer enrichment/intervention or other expanded learning opportunities for English Learners during the winter, spring, summer, before or after school, and/or Saturdays to address the language and academic needs of ELs or accelerate their English language development. 11. Support and promote EL parent/family participation, engagement, input, and leadership development to support the implementation and review of the LCAP's EL supports and to develop active home/school partnerships. The following family resources or trainings will be provided: a. Home-School Resources to promote language development, literacy, and numeracy at home. b. Training on topics such as the EL Journey, Identification, Assessment, Placement, Reclassification and Beyond, as well as their role in the education of their children. c. Family engagement modules on Home-School Resources, research and benefits of multilingualism and multiculturalism, cultural beliefs, sensitivity and bias; language proficiency and English Language Development; classroom strategies and characteristics of good speakers, listeners, readers, and writers. d. Prepare surveys, regular family sessions, and/or focus groups to ensure families have opportunities to provide input or advice on EL program supports. 12. Purchase supplemental materials, intervention software licenses or supplies to support access to grade level instruction or remedy any learning needs. 13. Provide strategic and targeted support for improved results in California's English Language Proficiency Assessments, including: a. Training on the English Learner Progress Indicator (ELPI) and the ELPI MMED Dashboard. b. Training on ELPAC Interim assessments and promoting their use to progress monitor ELs towards English proficiency. The District will monitor the effectiveness of English Learner supports using the following		

Action #	Title	Description	Total Funds	Contributing
		progress monitoring measures: ● Increase the percentage of ELs who make progress on the English Learner Progress Indicator (ELPI) ● Increase the percentage of ELs who score proficient (Overall ELPAC level 4) on the Summative ELPAC ● Increase the percentage of ELs who reclassify Fluent English Proficient (RFEP) ● Increase the percentage of RFEPs meeting or exceeding standards on SBA ELA ● Increase the percentage of ELs meeting or exceeding standards on SBA ELA As new data becomes available moving forward, these progress-monitoring measures are subject to change. Overall, the provision of English Learner services and supports will be guided and monitored using the Castañeda v. Pickard standards: 1. Based on sound educational theory. 2. Implemented effectively with resources for personnel, instructional materials, and space. 3. Proven effective in overcoming language barriers/handicaps. Los Angeles Unified's Multilingual Multicultural Education Department (MMED) is committed to improving and implementing sound instructional programs, services, supports, and quality teaching and learning for ELs, while honoring their rich and diverse cultural, social and linguistic backgrounds or experiences. Equitable learning conditions, targeted support and resources, and effective engagement of ELs and their families will ensure ELs achieve academic proficiency and develop proficiency in English and other languages.		
6.02	International Newcomers Supports	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* To support the accelerated linguistic and academic progress of International Newcomer students, MMED will implement the following action steps/strategies: 1. Provide ongoing professional development to teachers, International Newcomer Coaches/Counselors, and administrators on the linguistic, academic, and social emotional needs of International Newcomers. MMED staff will use the U.S. Department of Education Newcomer Toolkit as the guiding document and	$5,470,223	Y

Action #	Title	Description	Total Funds	Contributing
		professional reading material to understand: a. Who are our International Newcomer students? b. How to support them c. Best practices to welcome them and engage their families: • Helping parents understand the new country, community, and school. • Helping parents understand their legal rights and precedents that lay the foundation for their children to receive educational services in the United States. • Providing information on the school system and policies (attendance, homework, discipline, immunization, and grading policy) in a language they can understand. d. Key elements of high-quality programs for International Newcomers. e. Specific learning strategies for International Newcomers. f. How to integrate social-emotional and academic support. 2. Fund International Newcomer Coaches and Counselors who will support the growing International Newcomer population and their families at select high schools with high Newcomer counts. 3. Allocate International Newcomer Instructional Aides to elementary schools with the highest counts of International Newcomers to support their adjustment to the U.S. educational systems and ensure their progress in learning English and mastery of grade level content instruction. 4. Open Dream Centers at high schools with high International Newcomer counts to provide newcomers with a safe space to discuss immigration experiences and receive social-emotional support, academic, graduation or college/university attendance information/advisement. 5. Provide focused instructional support from Multilingual Multicultural Academic Language Coaches for International Newcomers in grades 2-5. 6. Provide a yearly International Newcomer Summer Enrichment Program (Grades 6-12) designed to accelerate the acquisition of English, support their transition to a U.S. education, and develop a solid foundation for success in A-G coursework. 7. Continue to support established International Newcomer Academies to provide safe, nurturing learning spaces for students to learn English and master grade level content. 8. Implement a yearly International Newcomer Student Leadership Conference to provide newly immigrated students and their families with skills, key information, and		

Action #	Title	Description	Total Funds	Contributing
		resources to ensure they thrive personally and academically. 9. Ensure access to all core, A-G classes, and promote participation in Advanced Placement (AP) programs while learning English. 10. Utilize the Student Support and Progress Team (SSPT) process to monitor and support the linguistic and academic progress of International Newcomers. 11. Promote the linguistic and academic success of International Newcomer students at key parent meetings, events, conferences, and institutes. The District will monitor the effectiveness of English Learner supports using the following progress monitoring measures: ● Increase the percentage of International Newcomers who complete A-G courses with a grade of C or better. ● Increased four-year cohort graduation rate of International Newcomers As new data becomes available moving forward, these progress-monitoring measures are subject to change.		
6.03	Potential Long-Term English Learner (PLTEL) Interventions	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* To support Potential Long-Term ELs (PLTELs) progress towards reclassification and academic success, the following action steps will be implemented: 1. Develop focused, targeted supports for Potential Long-Term ELs (PLTELs) to reduce the number and percentage of Long-Term ELs (LTELs) in secondary schools. Because PLTELs struggle in reading, writing, academic vocabulary and are at-risk of not meeting the reclassification criteria within five years of formal English instruction, their supports will consist of the following: a. Provide targeted language development, literacy development, and instructional programs and services that address their specific academic linguistic and academic needs. b. Targeted literacy acceleration/enrichment. c. Develop and strengthen PLTELs' study skills and knowledge of learning and organizational strategies. 2. Provide ongoing, targeted professional development on Designated and Integrated ELD to enhance teacher capacity to address the instructional needs of PLTELs. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing),	$5,470,223	Y

Action #	Title	Description	Total Funds	Contributing
		Elegance of 12 Strategies (3 listens, 3 talks, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to support/enhance English Learners' mastery of academic content. 4. Form a Language and Literacy PLTEL Cadre whereby English Learner teachers and coaches will review, update, and use instructional resources/lessons created for PLTELs in grades 3-5 to be used during Tier 1 instruction. The focus of these resources will be foundational skills and comprehension. 5. We will also review data to identify strengths, assets, and areas of growth of our English Learners. 6. Promote the use of the Student Support and Progress Team (SSPT) to: a. Design and implement effective instructional programs and placement for PLTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of PLTELs. c. Recommend appropriate acceleration/enrichment for PLTELs at risk of becoming LTELs. d. Assess the effectiveness of recommended acceleration/enrichment supports in meeting the needs of PLTELs. 7. Establish an Individual Reclassification Plan (IRP) for every PLTEL. The IRP will serve as a school tool for parents, students, and teachers to know the progress toward reclassification and establish goals and acceleration/enrichment supports to meet the reclassification criteria. The District will monitor the effectiveness of English Learner supports using the following progress monitoring measures: ● Increase the percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status. ● Increased percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 5 ● Increased percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 8 ● Increased percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 10 As new data becomes available moving forward, the progress-monitoring measure is		

Action #	Title	Description	Total Funds	Contributing
		subject to change.		
6.04	Long-Term English Learner (LTEL) Interventions	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* To support Long-Term ELs (LTELs) in meeting the criteria for reclassification and achieve academic success, MMED will implement the following action steps/strategies: 1. Continue to offer the Accelerated program for Long-Term English Learners and related Designated ELD courses (Literacy and Language for ELs and Advanced ELD) to specifically address and meet their English Language Development needs. 2. Provide ongoing, targeted professional development on Designated and Integrated ELD to enhance teacher capacity to address the instructional needs of LTELs. 3. Provide professional development on Integrated ELD methodology, UTK-12 Essential Instructional Approaches Trifold (Active Listening, Extended Communication and Oral Summarizing), Elegance of 12: Suite of Strategies (3 listens, 3 reads, 3 discussions, and 3 writes) Translanguaging, and Culturally Linguistically Responsive Pedagogy to support/enhance English Learners' mastery of academic content. 4. Promote the use of the Student Support and Progress Team (SSPT) process to: a. Design and implement effective instructional programs and placement for LTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of LTELs. c. Recommend appropriate acceleration/enrichment for LTELs. d. Assess the effectiveness of recommended acceleration/enrichment supports in meeting the needs of LTELs. 5. Establish an Individual Reclassification Plan (IRP) for every LTEL. The IRP will serve as a school tool for parents, students, and teachers to know the progress toward reclassification and establish goals and acceleration/enrichment supports to meet the reclassification criteria. The District will monitor the effectiveness of English Learner supports using the following progress monitoring measures: ● Increased the percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status. ● Increased percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 8	$5,470,223	Y

Action #	Title	Description	Total Funds	Contributing
		● Increased percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 10 As new data becomes available moving forward, the progress-monitoring measure is subject to change.		
6.05	Multilingual Programs and Pathways and Dual Language Education	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* Los Angeles Unified students bring a wealth of both cultural and linguistic diversity to our District, with over 90 languages other than English spoken as the primary language at home. The most spoken languages in our District include: ● Spanish (over 218,000 students) ● Armenian (over 4,600 students) ● Korean (over 2,900 students) ● Filipino (over 3,300 students) ● Russian (over 2,000 students) Access to grade level instruction and academic achievement in English Language Arts and Math is a continuous effort that brings together many educational partners around a common vision. The availability of responsive curricular and digital resources (in English and the target languages) for language arts and math instruction is a growing need for both small group, and whole group instruction. In 2023-2024, Smarter Balanced Assessment results show that as a numerically significant group, 10% of ELs met or exceeded standards in ELA and 10% in Math. According to the Global CA 2030 Initiative, “a wide body of research shows that the study of languages boosts students’ mental flexibility, enhancing their ability to learn all subjects. It also introduces people to new cultures and new ways of looking at the world.” As English learners traverse the K-12 U.S. educational system, they need to participate in educational programs that have been proven to effectively enhance their linguistic and academic achievement. According to Californians Together, The California Campaign for Biliteracy, English Learners as well as English proficient students who participate in Dual Language Education and are bilingual, experience increased academic performance, develop a	$3,475,558	N

Action #	Title	Description	Total Funds	Contributing
		greater awareness and understanding of other cultures, develop stronger family and heritage connections and experience improved cognitive flexibility in decision-making and problem-solving skills. It is the overall goal to honor, maintain, and expand upon the linguistic and cultural assets of students throughout their educational experience in Los Angeles Unified. We expect that English Learners will experience the greatest benefit to their academic progress and a greater number of EL students will meet or exceed standards in ELA and Math and graduate college and career ready with the State Seal of Biliteracy. In addition, we recognize that all students will benefit from this program and therefore these supports are provided schoolwide in participating schools. **Dual Language Education (DLE)** The Multilingual and Multicultural Education Department will support the improvement, strengthening and strategic expansion of Dual Language Education (DLE) programs and World Languages and Cultures course pathways as envisioned and delineated within the 2018 Master Plan for English Learners and Standard English Learners, the CA Education for a Global Economy Initiative (Proposition 58) and the Global CA 2030 Initiative. Currently, the District offers 235 (SY 2024-25) UTK-12 Dual Language Education Programs. To support the strengthening of UTK-12 DLE programs (Two-Way Immersion and One-Way Immersion DLE programs) above the base-funded instruction in Action 2 above, the following will be established/provided: 1. Target language curriculum development for languages with curriculum not aligned to the California standards (Armenian, Arabic, Korean, Mandarin, French, and Japanese). 2. Strategic professional development for Multilingual Multicultural Academic Language Coaches at DLE schools. 3. Instructional and technical support for the establishment of new DLE programs, DLE implementation and Unified Enrollment support for new and established DLE programs. Unified Enrollment (UE) is a platform that provides information about several Los Angeles Unified programs, including DLE. It provides an opportunity for families to apply and participate in specialized programs that are part of Unified Enrollment. 4. DLE online or in-person professional development for teachers, administrators, and out-of-classroom support staff on the guiding principles and		

Action #	Title	Description	Total Funds	Contributing
		goals of DLE; the translanguaging classroom; standards-based target language instruction and development in language arts, math, science and social studies/history; target language standards; target language proficiency; teaching for biliteracy; project-based learning, and target language assessments. 5. Establish a DLE Micro-Credentialing Program to cultivate a community of educational leaders with a solid understanding of Dual Language Education Guiding Principles, California Content Standards, Translanguaging, and the pedagogy for teaching target language development or content in the target language. This yearlong DLE Micro-Credentialing Program builds teacher expertise across all aspects of DLE implementation, and nurtures informed and robust leadership at school sites. 6. Work in collaboration with Los Angeles Unified's Human Resources department to monitor and support systems to help schools identify authorized teachers to teach in DLE programs. 7. Pathways to Biliteracy information and recognition awards. 8. Training Universal Transitional Kindergarten teachers on DLE programs, instructional models, goals, and benefits of DLE in collaboration with the Early Education Department and SEAL. 9. Strengthen the pillars of DLE by offering various structures of implementation support for both new and existing DLE teachers. a. DLE teacher office hours to support language and grade-level -specific instruction. b. Continuous curation of DLE instructional resources in Schoology DLE groups. c. Collaborate with curricular partners (i.e., District's Access, Equity and Acceleration (AEA) Unit, to offer various trainings specific to strengthening the pillars of DLE by offering various structures of implementation support for both new and existing DLE teachers). d. Collaborate with curricular partners (i.e., AEA, to offer various training specific to the needs of our student populations, including SELs). e. Conduct classroom observations and provide feedback/recommendations to strengthen target language instruction. f. Design lessons that teach for transfer and leverage students' linguistic toolkit. g. Implement multimodal activities such as lectures, multimedia activities, small group work, short answer questions, discussions,written and oral presentations and projects.		

Action #	Title	Description	Total Funds	Contributing
		h. Strengthen constructive conversations in the target language and English across content areas. i. Implement the instructional approaches for language learners in the target language. j. Use of culturally and linguistically responsive literature to strengthen biliteracy skills and sociocultural competency. k. Embed socioemotional learning experiences throughout the day that validate and affirm home culture and language. l. Create data analysis protocol for target language and English literacy skills. The District will monitor the effectiveness of DLE programs using the following progress monitoring measures: ● Increased number of Dual Language Education (DLE) programs. ● Increased World Languages and Cultures course offerings in grades 7-12. ● Use of the TK OPTEL, a monitoring tool that ensures linguistic language support is part of teachers' instructional planning for early multilingual learners. ● Implementation of the MMED Power BI Data Dashboard providing key data on Seal of Biliteracy Award numbers, coaches assigned to schools and EL achievement data to support the strengthening of DLE implementation. ● Increased number of English Learners and Reclassified Fluent English Proficient (RFEP) students participating in Dual Language Education (DLE) programs in UTK/TK/K through 5th/6th grade. ● Increased number of 5th, 6th, and 8th grade students who receive the Los Angeles Unified Pathway to Biliteracy Award. ● Increased number of 12th grade students who graduate receiving the State Seal of Biliteracy. As new data becomes available moving forward, these progress-monitoring measures are subject to change.		

Goal

Goal #	Description	Type of Goal
7	Black Student Achievement Plan Implementation: Los Angeles Unified initiated the Black Student Achievement Plan (BSAP) to address educational disparities negatively impacting Black students.	Broad Goal

State Priorities addressed by this goal.

State Priority 4: Pupil Achievement (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

State Priority 6: School Climate (Engagement)

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Black Student Achievement Plan (BSAP) was approved by the Los Angeles Unified Board of Education in February of the 2020-2021 school year. The BSAP addresses the longstanding disparities in educational outcomes between Black students and their non-Black peers. Dating back to the landmark case Brown v. Board of Education of Topeka, in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for Black students and their communities continue to fall below District and national averages of their non-Black counterparts. The perennial trend of Black student underperformance and the implications for full societal participation paired with the current landscape of local and national advocacy for racial equity have served as the inspiration to implement and monitor the Black Student Achievement Plan.

The BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community-based organizations with proven track records of success within the Black community, and provides increased support to address the academic and social-emotional needs of Black students.

The creation and implementation of this plan is a joint effort shared across Los Angeles Unified and our community partners. We will hold each other accountable for the realization of the Black Student Achievement Plan. The plan will serve as a dynamic document with adjustments made based on its responsiveness to Black students, parents and their communities. Adjustments will be made based on formative and summative data. This LCAP goal has been established to increase progress monitoring transparency of the BSAP through the use of metrics and action progress monitoring measures and represents the desire of educational partners to further differentiate and highlight the supports and actions of the District to achieve this goal.

Note that the Measuring and Reporting Results section below reports data and targets for all Black students in Los Angeles Unified as determined by the relevant District teams (for example: the District's Student Support and Attendance Services department determines the

overall target for Black student attendance in Los Angeles Unified). In addition, this section also reports data and targets set by the Black Student Achievement Plan team for BSAP Cohort 1 and Cohort 2 schools.

- Cohort 1 schools account for 32% of the total District Black student population and were designated for the highest level of BSAP program support based on the following criteria:
  - 200 or more total Black student enrollment with 1 or more high need flags and English/Math proficiency below District average; or
  - 100 – 199 total black students with 2 or more high need flags and English/Math proficiency below District average; or
  - Humanizing Education for Equitable Transformation (HEET) schools and the City of Angels K-12 independent study school
- Cohort 2 schools account for 28% of the total District Black student population and were designated for a secondary level of BSAP program support based on the following criteria:
  - 100 or more total black student enrollment with 0 or 1 high need flags

Note: High needs flags include referral/suspension rate greater than percent of enrollment, greater than 10 percentage points more Black students disagreed with school experience survey than District average, higher chronic absenteeism than District average.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.01	Attendance Rate: Percent of Students with Excellent Attendance (96% or Higher)	**2022-23** All Black Students in LAUSD: 28.6% Students in BSAP Cohort 1 Schools: 23.9% Students in BSAP Cohort 2 Schools: 31.9% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 35.6% Students in BSAP Cohort 1 Schools: 29.6% Students in BSAP Cohort 2 Schools: 39.8% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 60.6% Students in BSAP Cohort 1 Schools: 60.6% Students in BSAP Cohort 2 Schools: 60.6%	All Black Students in LAUSD: +7.0% Students in BSAP Cohort 1 Schools: +5.7% Students in BSAP Cohort 2 Schools: +7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.02	Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	**2022-23** All Black Students in LAUSD: 48.4% Students in BSAP Cohort 1 Schools: 56.4% Students in BSAP Cohort 2 Schools: 45.1% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 40.9% Students in BSAP Cohort 1 Schools: 48.0% Students in BSAP Cohort 2 Schools: 38.1% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 6.5% Students in BSAP Cohort 1 Schools: 11.7% Students in BSAP Cohort 2 Schools: 11.7%	All Black Students in LAUSD: -7.5% Students in BSAP Cohort 1 Schools: -8.4% Students in BSAP Cohort 2 Schools: -7.0%
7.03	Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	**2022-23** All Black Students in LAUSD: 44.0% Students in BSAP Cohort 1 Schools: 58.2% Students in BSAP Cohort 2 Schools: 38.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 40.5% Students in BSAP Cohort 1 Schools: 54.7% Students in BSAP Cohort 2 Schools: 33.7% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 13.8% Students in BSAP Cohort 1 Schools: 13.8% Students in BSAP Cohort 2 Schools: 13.8%	All Black Students in LAUSD: -3.5% Students in BSAP Cohort 1 Schools: -3.5% Students in BSAP Cohort 2 Schools: -4.3%
7.04	Black Student Chronic Absenteeism Rate (District	**2022-23**	**2023-24**	**2024-25** *This information will be provided when*	**2025-26**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Calculation: 91% or Lower) - Grades 9-12	All Black Students in LAUSD: 47.3% Students in BSAP Cohort 1 Schools: 49.1% Students in BSAP Cohort 2 Schools: 40.9% *Source: LAUSD Open Data Dashboard*	All Black Students in LAUSD: 46.2% Students in BSAP Cohort 1 Schools: 48.4% Students in BSAP Cohort 2 Schools: 39.2% *Source: LAUSD Open Data Dashboard*	*completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 19.5% Students in BSAP Cohort 1 Schools: 23.8% Students in BSAP Cohort 2 Schools: 23.8%	All Black Students in LAUSD: -1.1% Students in BSAP Cohort 1 Schools: -0.7% Students in BSAP Cohort 2 Schools: -1.7%
7.05	Single Student Suspension Rate	**2022-23** All Black Students in LAUSD: 1.0% Students in BSAP Cohort 1 Schools: 1.36% Students in BSAP Cohort 2 Schools: 0.68% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 1.13% Students in BSAP Cohort 1 Schools: 1.62% Students in BSAP Cohort 2 Schools: 0.79% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 0.95% Students in BSAP Cohort 1 Schools: 0.95% Students in BSAP Cohort 2 Schools: 0.95%	All Black Students in LAUSD: +0.13% Students in BSAP Cohort 1 Schools: +0.26% Students in BSAP Cohort 2 Schools: +0.11%
7.06	Instructional Days Lost to Suspension	**2022-23** All Black Students in LAUSD: 745	**2023-24** All Black Students in LAUSD: 812	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 659	All Black Students in LAUSD: +67

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in BSAP Cohort 1 Schools: 322 Students in BSAP Cohort 2 Schools: 194 *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 357 Students in BSAP Cohort 2 Schools: 247 *Source: LAUSD Open Data Dashboard*		Students in BSAP Cohort 1 Schools: 300 Students in BSAP Cohort 2 Schools: 130	Students in BSAP Cohort 1 Schools: +35 Students in BSAP Cohort 2 Schools: +53
7.07	Early Literacy Proficiency - DIBELS (Kindergarten)	**2022-23** All Black Students in LAUSD: 60.7% Students in BSAP Cohort 1 Schools: 53.9% Students in BSAP Cohort 2 Schools: 62.3% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 64.9% Students in BSAP Cohort 1 Schools: 57.5% Students in BSAP Cohort 2 Schools: 63.8% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 83.0% Students in BSAP Cohort 1 Schools: 83.0% Students in BSAP Cohort 2 Schools: 83.0%	All Black Students in LAUSD: +4.2% Students in BSAP Cohort 1 Schools: +3.6% Students in BSAP Cohort 2 Schools: +1.5%
7.08	Early Literacy Proficiency - DIBELS (Grade 1)	**2022-23** All Black Students in LAUSD: 61.5% Students in BSAP Cohort 1 Schools: 55.5%	**2023-24** All Black Students in LAUSD: 61.8% Students in BSAP Cohort 1 Schools: 55.3%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 80% Students in BSAP Cohort 1 Schools: 80%	All Black Students in LAUSD: +0.3% Students in BSAP Cohort 1 Schools: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in BSAP Cohort 2 Schools: 63.3% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 2 Schools: 56.9% *Source: LAUSD Open Data Dashboard*		Students in BSAP Cohort 2 Schools: 80%	Students in BSAP Cohort 2 Schools: -3.7%
7.09	Early Literacy Proficiency - DIBELS (Grade 2)	**2022-23** All Black Students in LAUSD: 57.4% Students in BSAP Cohort 1 Schools: 47.8% Students in BSAP Cohort 2 Schools: 59.6% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 55.7% Students in BSAP Cohort 1 Schools: 47.2% Students in BSAP Cohort 2 Schools: 58.1% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 84% Students in BSAP Cohort 1 Schools: 84% Students in BSAP Cohort 2 Schools: 84%	All Black Students in LAUSD: -1.7% Students in BSAP Cohort 1 Schools: -0.6% Students in BSAP Cohort 2 Schools: -1.5%
7.10	Smarter Balanced Results: Proficiency Rate (ELA) - Grades 3-5 % Met or Exceeded Standard *For reference: Distance from Standard Met (ELA)*	**2022-23** All Black Students in LAUSD: 29.2% Students in BSAP Cohort 1 Schools: 21.4% Students in BSAP Cohort 2 Schools: 28.0%	**2023-24** All Black Students in LAUSD: 31.0% Students in BSAP Cohort 1 Schools: 23.9% Students in BSAP Cohort 2 Schools: 29.7%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 25% Students in BSAP Cohort 2 Schools: 36%	All Black Students in LAUSD: +1.8% Students in BSAP Cohort 1 Schools: +2.5% Students in BSAP Cohort 2 Schools: +1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD SBA Data *All Black Students in LAUSD: -59.0* *Source: LAUSD Open Data Dashboard*	*Source: LAUSD SBA Data* *All Black Students in LAUSD: -53.5* *Source: LAUSD Open Data Dashboard*		*All Black Students in LAUSD: -43.0*	*All Black Students in LAUSD: +5.5*
7.11	Smarter Balanced Results: Proficiency Rate (ELA) - Grades 6-8 % Met or Exceeded Standard *For reference: Distance from Standard Met (ELA)*	**2022-23** All Black Students in LAUSD: 28.2% Students in BSAP Cohort 1 Schools: 13.8% Students in BSAP Cohort 2 Schools: 34.6% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -67.3* *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 29.8% Students in BSAP Cohort 1 Schools: 15.0% Students in BSAP Cohort 2 Schools: 36.3% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -63.1* *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 16% Students in BSAP Cohort 2 Schools: 42.2% *All Black Students in LAUSD: -33.0*	All Black Students in LAUSD: +1.6% Students in BSAP Cohort 1 Schools: +1.2% Students in BSAP Cohort 2 Schools: +1.7% *All Black Students in LAUSD: +4.2*
7.12	Smarter Balanced Results: Proficiency Rate (ELA) - Grade 11 % Met or Exceeded	**2022-23** All Black Students in LAUSD: 38.2%	**2023-24** All Black Students in LAUSD: 38.3%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 60.0%	All Black Students in LAUSD: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard *For reference: Distance from Standard Met (ELA)*	Students in BSAP Cohort 1 Schools: 31.5% Students in BSAP Cohort 2 Schools: 49.3% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -46.5* *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 33.8% Students in BSAP Cohort 2 Schools: 46.4% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -46.8* *Source: LAUSD Open Data Dashboard*		Students in BSAP Cohort 1 Schools: 36% Students in BSAP Cohort 2 Schools: 60% *All Black Students in LAUSD: -25.0*	Students in BSAP Cohort 1 Schools: +2.3% Students in BSAP Cohort 2 Schools: -2.9% *All Black Students in LAUSD: -0.3*
7.13	Smarter Balanced Results: Proficiency Rate (Math) - Grades 3-5 % Met or Exceeded Standard *For reference: Distance from Standard Met (Math)*	**2022-23** All Black Students in LAUSD: 23.9% Students in BSAP Cohort 1 Schools: 16.5% Students in BSAP Cohort 2 Schools: 23.1% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -121.5*	**2023-24** All Black Students in LAUSD: 26.2% Students in BSAP Cohort 1 Schools: 19.8% Students in BSAP Cohort 2 Schools: 27.3% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -64.1*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 6.7% Students in BSAP Cohort 2 Schools: 22.6% *All Black Students in LAUSD: -70.3*	All Black Students in LAUSD: +2.3% Students in BSAP Cohort 1 Schools: +3.3% Students in BSAP Cohort 2 Schools: +4.2% *All Black Students in LAUSD: +57.4*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard	*Source: LAUSD Open Data Dashboard*			
7.14	Smarter Balanced Results: Proficiency Rate (Math) - Grades 6-8 % Met or Exceeded Standard *For reference: Distance from Standard Met (Math)*	**2022-23** All Black Students in LAUSD: 14.9% Students in BSAP Cohort 1 Schools: 5.2% Students in BSAP Cohort 2 Schools: 18.6% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -121.5* *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 16.8% Students in BSAP Cohort 1 Schools: 7.1% Students in BSAP Cohort 2 Schools: 20.8% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -113.9* *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 8.76% Students in BSAP Cohort 2 Schools: 21.6% *All Black Students in LAUSD: -107.0*	All Black Students in LAUSD: +1.9% Students in BSAP Cohort 1 Schools: +1.9% Students in BSAP Cohort 2 Schools: +2.2% *All Black Students in LAUSD: +7.6*
7.15	Smarter Balanced Results: Proficiency Rate (Math) - Grade 11 % Met or Exceeded Standard *For reference: Distance from Standard Met (Math)*	**2022-23** All Black Students in LAUSD: 11.8% Students in BSAP Cohort 1 Schools: 9.2% Students in BSAP Cohort 2 Schools: 16.0%	**2023-24** All Black Students in LAUSD: 12.3% Students in BSAP Cohort 1 Schools: 8.8% Students in BSAP Cohort 2 Schools: 18.6%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 8.76% Students in BSAP Cohort 2 Schools: 21.6%	All Black Students in LAUSD: +0.6% Students in BSAP Cohort 1 Schools: -0.4% Students in BSAP Cohort 2 Schools: +2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD SBA Data *All Black Students in LAUSD: -146.0* *Source: LAUSD Open Data Dashboard*	*Source: LAUSD SBA Data* *All Black Students in LAUSD: -140.0* *Source: LAUSD Open Data Dashboard*		*All Black Students in LAUSD: -107.0*	*All Black Students in LAUSD: +6.0*
7.16	Percent of Advanced Placement Exams with a Score of 3 or Higher	**2022-23** All Black Students in LAUSD: 28.0% Students in BSAP Cohort 1 Schools: 18.5% Students in BSAP Cohort 2 Schools: 33.2% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 34.0% Students in BSAP Cohort 1 Schools: 25.6% Students in BSAP Cohort 2 Schools: 38.2% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 73.0% Students in BSAP Cohort 1 Schools: 73.0% Students in BSAP Cohort 2 Schools: 73.0%	All Black Students in LAUSD: +6.0% Students in BSAP Cohort 1 Schools: +7.1% Students in BSAP Cohort 2 Schools: +5.0%
7.17	A-G Completion Rate	**2022-23** All Black Students in LAUSD: 45.5% Students in BSAP Cohort 1 Schools: 46.5% Students in BSAP Cohort 2 Schools:	**2023-24** All Black Students in LAUSD: 50.6% Students in BSAP Cohort 1 Schools: 51.4% Students in BSAP Cohort 2 Schools:	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 73.2% Students in BSAP Cohort 1 Schools: 73.2%	All Black Students in LAUSD: +5.1% Students in BSAP Cohort 1 Schools: +4.9% Students in BSAP Cohort 2 Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		53.4% *Source: LAUSD Open Data Dashboard*	58.0% *Source: LAUSD Open Data Dashboard*		Students in BSAP Cohort 2 Schools: 73.2%	+4.6%
7.18	Four-Year Cohort Graduation Rate	**2022-23** All Black Students in LAUSD: 82.4% Students in BSAP Cohort 1 Schools: 89.5% Students in BSAP Cohort 2 Schools: 82.4% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 84.2% Students in BSAP Cohort 1 Schools: 88.8% Students in BSAP Cohort 2 Schools: 86.4% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 95.0% Students in BSAP Cohort 1 Schools: 95.0% Students in BSAP Cohort 2 Schools: 95.0%	All Black Students in LAUSD: +1.8% Students in BSAP Cohort 1 Schools: -0.7% Students in BSAP Cohort 2 Schools: +4.0%
7.19	Five-Year Cohort Graduation Rate	**2022-23** All Black Students in LAUSD: 88.0% Students in BSAP Cohort 1 Schools: 91.7% Students in BSAP Cohort 2 Schools: 91.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 84.6% Students in BSAP Cohort 1 Schools: 90.3% Students in BSAP Cohort 2 Schools: 83.5% *Source: LAUSD Open Data Dashboard*	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** All Black Students in LAUSD: 96% Students in BSAP Cohort 1 Schools: 96% Students in BSAP Cohort 2 Schools: 96%	All Black Students in LAUSD: -3.4% Students in BSAP Cohort 1 Schools: -1.4% Students in BSAP Cohort 2 Schools: -7.5%

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy

In 2024-25, the District's Educational Transformation Office supported the inclusion of culturally responsive teaching practices into daily instruction to meet individual student needs and better connect students to learning.

- Successes:
  - Collaborated with the Division of Instruction to embed Dr. Gholdy Muhammad's Five Pursuits into District instructional staff professional development training to address the instructional, social, emotional, and cultural needs of all students.
  - Transitioned from facilitating and leading professional development trainings on Saturday to embedded training during the school day with coaching and support in the classroom during instruction, which led to higher staff participation. Administration and instructional leadership teams observed and supported implementation of culturally responsive teaching practices.
  - Progress Monitoring Measure: Percent of schools that will complete the culturally responsive PD series
    - Maintained: 100% of schools completed and participated in the culturally responsive professional development series in 2024-25, compared to 100% in 2023-24. As a result of the completion, the progress monitoring measure will be sunsetted for 2025-26 as the District's Division of Instruction has embedded this measure in all District professional development trainings.
  - Progress Monitoring Measure: Percent of BSAP survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy
    - Increased: 62.5% of students indicated that they have access to culturally responsive curriculum and pedagogy on the 2024-25 survey, up from 61% in 2023-24.
- Challenges:
  - Increasing capacities of school sites to consistently implement and integrate Culturally Linguistically Responsive Pedagogy into daily curriculum and instruction.

Despite the implementation challenge, the action to assist teachers in integrating culturally and linguistically responsive practices into their daily lessons was successfully implemented in 2024-25 as planned.

Goal 7, Action 2: BSAP Community Partnerships

In 2024-25, the District's Educational Transformation Office utilized community partnerships to increase student outcomes by providing academic and student health related services.

- Successes:
    - Of the 202 BSAP cohort 1-3 schools, 63% (127) have at least one community partnership after completing a needs assessment to best target services for students.
    - Completed administration of BSAP student survey in fall 2024 to identify additional student needs in the effort to match appropriate community partner services.
    - Progress Monitoring Measure: Percent of schools with new community partnerships
        - Increased: 85% of schools reported new community partnerships, as of February 2025, up from 70% in 2023-24.
- Challenges:
    - A shift in internal accounting systems has resulted in temporary payment delays to vendors resulting in a postponement of services.

Despite the challenge, the initiative to identify and employ community partnerships to support increased student engagement and achievement was successfully implemented in 2024-25 as planned.

<u>Goal 7, Action 3: Development of an African American Studies Course</u>
In 2024-25, the District's Educational Transformation Office continued to implement and integrate a secondary African American Studies course offering in District high schools.

- Successes:
    - Continued collaboration with the District's Division of Instruction to increase professional development training for African American Studies course teachers and the use of supplemental materials to support course implementation.
    - Created classroom observation schedules to provide instructional staff with constructive feedback aimed at improving course instruction.
    - Expanded the African American Studies Course has necessitated secondary school teachers receiving an auxiliary period to plan and institute the course in their schools.
    - Continued inclusion of the African American Studies high school course in course catalogs as an approved University of California Office of the President (UCOP) A-G course in 130 high schools, maintained the same level as in 2023-24.
    - Advanced Placement (AP) African American Studies enrollment for students in grades 9-12 increased by 81.3% from the prior year (525 to 952).
    - Progress Monitoring Measure: Numbers of students enrolled in African American Studies (high school) and Ethnic Studies (middle school)
        - Ethnic Studies (grades 6-8):
            - Decreased: 1,354 students enrolled, in 2024-25, down from 2,860 in 2023-24.
        - African American Studies (grades 9-12):
            - Decreased: 2,696 students enrolled, in 2024-25, down from 3,350 in 2023-24.
        - AP African American Studies:

        - Increased: 952 students enrolled, in 2024-25, up from 525 in 2023-24.
    - Progress Monitoring Measure: Percent of schools that included African American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings
        - Ethnic Studies: Increased- 65 middle schools offered Ethnic Studies, in 2024-25, up from 44 schools in 2023-24.
- Challenges:
    - Increased planning and preparation time for teachers to implement the course across schools and to ensure course sustainability in schools already implementing the course.

Despite the challenge, the development and implementation of the African American Studies Course in high schools was successfully implemented in 2024-25 as planned.

<u>Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support</u>
In 2024-25, the District's Educational Transformation Office employed school climate and wellness staff, including school climate advocates, to offer support to students enrolled in schools implementing the Black Student Achievement Plan (BSAP).

- Successes:
    - Increased to 114 active programs to support school climate and student wellness; 60 safe passage programs to ensure student safety to and from schools; 41 peace building programs to teach conflict resolution skills; and 13 community development programs to empower students and self-sufficiency.
    - Increased percentage of students reporting having an adult on campus they trust and can talk to; 69.4% as reported in a fall 2024 survey, up from 67% in a fall 2023 survey.
    - Progress Monitoring Measure: Percent of schools with full School Climate and Wellness Teams
        - Increased: 90% of BSAP schools have full School Climate and Wellness Teams, as of February 2025, up from 85% in 2023-24.
    - Progress Monitoring Measure: Participation of teams in BSAP professional development
        - Increased: 100% of team members attended BSAP professional development trainings, as of February 2025, up from 84% in 2023-24.
    - Progress Monitoring Measure: Percent of BSAP survey respondents agreeing that every student has an advocate
        - Increased: 69.4% of survey respondents, in 2024-25, up from 67% in 2023-24.
- Challenges:
    - Despite the increase in students reporting having an adult on campus they trust and can talk to, 30.6% of students feel they do not have an adult at school who they trust and can talk to for support.

Despite the challenge, the use of school climate and wellness personnel support to assist student academic achievement was successfully implemented in 2024-25 as planned.

Goal 7, Action 5: BSAP Community-Based Safety Pilots
In 2024-25, the District's Educational Transformation Office established and carried out community-based safety pilots in partnership with community-based organizations to improve student safety and school attendance as well as develop student conflict resolution skills.

- Successes:
  - Implementation of the iAttend initiative by school-based BSAP pupil services and attendance (PSA) counselors reduced chronic absenteeism of Black students; decreased 6% from fall 2023 to fall 2024- 45% in fall 2023 to 35.9% in fall 2024. The iAttend initiative incorporates home visits and providing resources to students and family to reduce barriers to student attendance.
  - Use of school based climate advocates to mediate student conflicts and promote positive student learning behaviors including providing training to teachers and staff on restorative practices and other conflict resolution strategies.
  - Continued partnership with community-based organizations to improve school climates.
- Challenges:
  - Reducing the number of office discipline referrals for students requires further investigation as a referral offers opportunities for intervention and support, a better alternative than suspension.

Despite the challenge, the implementation of community-based safety pilots was successfully implemented in 2024-25 as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 7, Action 1: BSAP Academic Supports
Goal 7, Action 2: BSAP Community Partnerships
No material differences were observed for the actions.

Goal 7, Action 3: Development of African American Studies Course
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is based on lower-than-anticipated expenditures in course development in comparison to initial budget forecasts.

Goal 7, Action 4: School Climate and Wellness Supports
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is due to the District using one-time, non-LCFF funds to maintain the long-term stability of BSAP and does not reflect reduced services or programs for students.

Goal 7, Action 5: Community-Based Safety Pilots
The material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, for the action is due to the District using one-time, non-LCFF funds to maintain the long-term stability of BSAP and does not reflect reduced services or programs for students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy
Goal 7, Action 2: BSAP Community Partnerships
Goal 7, Action 3: Development of an African American Studies Course

- The District considers the actions mostly effective in improving academic outcomes and school connectedness. Students demonstrated progress in math and ELA proficiency (grades 3-8), AP exam performance, and A-G completion rates. Kindergarten early literacy scores improved, while results in grades 1 and 2 declined. As measured by the District's School Experience Survey, students showed an increased perception of school connectedness compared to the prior year. Further effectiveness will be assessed in 2025-26.
    - Metric 7.07: Early Literacy - DIBELS (Kindergarten)
        - All Black Students in LAUSD- Increased: +4.2%; 64.9% in 2023-24, up from 60.7% in 2022-23.
        - Students in BSAP Cohort 1 Schools- Increased: +3.6%; 57.5% in 2023-24, up from 53.9% in 2022-23.
        - Students in BSAP Cohort 2 Schools- Increased: +1.5%; 63.8% in 2023-24, up from 62.3% in 2022-23.
    - Metric 7.08: Early Literacy - DIBELS (Grade 1)
        - All Black Students in LAUSD- Increased: +0.3%; 61.8% in 2023-24, up from 61.5% in 2022-23.
        - Students in BSAP Cohort 1 Schools- Decreased: -0.2%; 55.3% in 2023-24, down from 55.5% in 2022-23.
        - Students in BSAP Cohort 2 Schools- Decreased: -3.7%; 56.9% in 2023-24, down from 63.3% in 2022-23.
    - Metric 7.09: Early Literacy - DIBELS (Grade 2)
        - All Black Students in LAUSD- Decreased: -1.7%; 55.7% in 2023-24, down from 57.4% in 2022-23.
        - Students in BSAP Cohort 1 Schools- Decreased: -0.6%; 47.2% in 2023-24, down from 47.8% in 2022-23.
        - Students in BSAP Cohort 2 Schools- Decreased: -1.5%; 58.1% in 2023-24, down from 59.6% in 2022-23.
    - Metric 7.10: Proficiency Rate (ELA) - Grades 3-5 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +1.8%; 31.0% in 2023-24, up from 29.2% in 2022-23.
        - Students in BSAP Cohort 1 Schools- Increased: +2.5%; 23.9% in 2023-24, up from 21.4% in 2022-23.
        - Students in BSAP Cohort 2 Schools- Increased: +1.7%; 29.7% in 2023-24, up from 28.0% in 2022-23.
    - Metric 7.11: Proficiency Rate (ELA) - Grades 6-8 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +1.6%; 29.8% in 2023-24, up from 28.2% in 2022-23.
        - Students in BSAP Cohort 1 Schools- Increased: +1.2%; 15.0% in 2023-24, up from 13.8% in 2022-23.
        - Students in BSAP Cohort 2 Schools- Increased: +1.7%; 36.3% in 2023-24, up from 34.6% in 2022-23.

- Metric 7.12: Proficiency Rate (ELA) - Grade 11 % Met or Exceeded Standard
  - All Black Students in LAUSD- Increased: +0.1%; 38.3% in 2023-24, up from 38.2% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +2.3%; 33.8% in 2023-24, up from 31.5% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Decreased: -2.9%; 46.4% in 2023-24, down from 49.3% in 2022-23.
- Metric 7.13: Proficiency Rate (Math) - Grades 3-5 % Met or Exceeded Standard
  - All Black Students in LAUSD- Increased: +2.3%; 26.2% in 2023-24, up from 23.9% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +3.3%; 19.8% in 2023-24, up from 16.5% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +4.2%; 27.3% in 2023-24, up from 23.1% in 2022-23.
- Metric 7.14: Proficiency Rate (Math) - Grades 6-8 % Met or Exceeded Standard
  - All Black Students in LAUSD- Increased: +1.9%; 16.8% in 2023-24, up from 14.9% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +1.9%; 7.1% in 2023-24, up from 5.2% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +2.2%; 20.8% in 2023-24, up from 18.6% in 2022-23.
- Metric 7.15: Proficiency Rate (Math) - Grade 11 % Met or Exceeded Standard
  - All Black Students in LAUSD- Increased: +0.6%; 12.3% in 2023-24, up from 11.8% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Decreased: -0.4%; 8.8% in 2023-24, down from 9.2% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +2.6%; 18.6% in 2023-24, up from 16.0% in 2022-23.
- Metric 7.16: Percent of Advanced Placement Exams with a Score of 3 or Higher
  - All Black Students in LAUSD- Increased: +6.0%; 34.0% in 2023-24, up from 28.0% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +7.1%; 25.6% in 2023-24, up from 18.5% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +5.0%; 38.2% in 2023-24, up from 33.2% in 2022-23.
- Metric 7.17: A-G Completion Rate
  - All Black Students in LAUSD- Increased: +5.1%; 50.6% in 2023-24, up from 45.5% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +4.9%; 51.4% in 2023-24, up from 46.5% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +4.6%; 58.0% in 2023-24, up from 53.4% in 2022-23.
- Metric 7.18: Four-Year Cohort Graduation Rate
  - All Black Students in LAUSD- Increased: +1.8%; 84.2% in 2023-24, up from 82.4% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Decreased: -0.7%; 88.8% in 2023-24, down from 89.5% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +4.0%; 86.4% in 2023-24, up from 82.4% in 2022-23.
- Metric 2.12: Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
  - African American / Black- Increased: +0.1%; 55.9% in 2024-25, up from 55.8% in 2023-24.

<u>Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support</u>
<u>Goal 7, Action 5: BSAP Community-Based Safety Pilots</u>

- The District considers the actions mostly effective in improving student attendance, school climate, and access to support services. Students reported increases in excellent attendance and decreases in chronic absenteeism. Perception of school safety improved, however there was an increase in suspension rate from prior year coupled with an increase in office discipline referrals. The increase in office discipline referrals in mid-year 2024-25 data suggests increased use of alternatives to suspension. Further effectiveness will

be assessed in 2025-26.

- Metric 7.01: Attendance Rate: Percent of Students with Excellent Attendance (96% or Higher)
  - All Black Students in LAUSD: Increased: +7.0%; 35.6% in 2023-24, up from 28.6% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +5.7%; 29.6% in 2023-24, up from 23.9% in 2022-23.
  - Students in BSAP Cohort 2 Schools: Increased: +7.9%; 39.8% in 2023-24, up from 31.9% in 2022-23.
- Metric 7.02: Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5
  - All Black Students in LAUSD- Decreased: -7.5%; 40.9% in 2023-24, down from 48.4% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Decreased: -8.4%; 48.0% in 2023-24, down from 56.4% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Decreased: -7.0%; 38.1% in 2023-24, down from 45.1% in 2022-23.
- Metric 7.03: Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8
  - All Black Students in LAUSD- Decreased: -3.5%; 40.5% in 2023-24, down from 44.0% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Decreased: -3.5%; 54.7% in 2023-24, down from 58.2% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Decreased: -4.3%; 33.7% in 2023-24, down from 38.0% in 2022-23.
- Metric 7.04: Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
  - All Black Students in LAUSD- Decreased: -1.1%; 46.2% in 2023-24, down from 47.3% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Decreased: -0.7%; 48.4% in 2023-24, down from 49.1% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Decreased: -1.7%; 39.2% in 2023-24, down from 40.9% in 2022-23.
- Metric 7.05: Single Student Suspension Rate
  - All Black Students in LAUSD- Increased: +0.13%; 1.13% in 2023-24, up from 1.0% in 2022-23.
  - Students in BSAP Cohort 1 Schools- Increased: +0.26%; 1.62% in 2023-24, up from 1.36% in 2022-23.
  - Students in BSAP Cohort 2 Schools- Increased: +0.11%; 0.79% in 2023-24, up from 0.68% in 2022-23.
- Metric 2.09: Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
  - African American / Black Students- Increased: +0.8%; 58.8% in 2024-25, up from 58.0% in 2023-24.
- Chronic absenteeism data: 2024-25
  - Decreased: 35.9% are chronically absent, as of March 2025, down from 39.5% in the same period in 2023-24.
- Office discipline referrals: 2024-25
  - Office discipline referrals- Increased: 1.3%; 21.0% (2,864 of 13,360 total referrals) as of March 2025, compared to 19.7% (3,285 of 16,623 total referrals) in the same period in 2023-24.
- Percent of BSAP survey respondents agreeing that students have increased access to mental and social-emotional health resources: 2024-25
  - Increased: 23.4%; 69.4% on the Fall 2024 BSAP survey, up from 46.0% on the Fall 2023 BSAP survey
- Percent of BSAP survey respondents agreeing that students have increased participation in extracurricular activities at school: 2024-25
  - Increased: 2.7%; 66.7% of survey respondents, in 2024-25, up from 64% in 2023-24.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District continues to be committed to increasing outcomes for Black students in the 2025-26 LCAP as the commitment sits within the District's core belief of equity and eliminating opportunity gaps as outlined in the District's Board Adopted 2022-26 Strategic Plan. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy

- This action has been modified by removing the following progress monitoring measure:
  - Percent of schools that will complete the culturally responsive PD series
  - Percent of teachers at each site that have completed culturally responsive instruction professional development
  - Percent of teachers that are incorporating culturally responsive lessons and activities in their classrooms for both semesters
  - Percent of schools that participated in the individual student support structure professional development
  - Percent of schools that are implementing individual student support structures within the school day

Goal 7, Action 5: BSAP Community-Based Safety Pilots

- This action has been modified by removing the following progress monitoring measure:
  - Crime statistics data

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
7.01	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve student achievement in the California content standards, BSAP school principals will leverage teacher professional development and planning time for culturally responsive unit development and individual student needs assessment. BSAP school principals will analyze their curriculum to determine the extent to which the curriculum is responsive to all students. They will monitor instruction each semester aligned with culturally responsive tenets. Administration and school teams will observe implementation and continue to refine based on student performance. Second, for individual student needs assessment, recognizing that every student has unique areas of strength and challenge, in order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool. In addition, this action also reflects administrative support for BSAP school principals. The District will monitor the effectiveness of the culturally responsive instruction and student needs assessments using the following progress monitoring measure: ● Percent of BSAP Survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$27,759,207	N
7.02	BSAP Community Partnerships	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve the student success metrics, each Community of Schools for BSAP Group 1, 2 and Group 3 schools focused on developing community partnerships to better support student	$8,354,800	N

Action #	Title	Description	Total Funds	Contributing
		performance. In addition, this action also reflects the BSAP Teacher University Residency Development Pipeline effort. The District will monitor the effectiveness of these Community Partnerships using the following progress monitoring measures: ● Percent of schools with new community partnerships. ● Collect student outcome data aligned to the BSAP success metrics that each community partnership targets. ● Mid-year evaluation reports collected for community partnerships ● Percent of BSAP Survey respondents agreeing that community organization presence has increased. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
7.03	Development of an African American Studies Course	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve access to culturally responsive curriculum and increase the number of students taking African American Studies, AP African American Studies, and Ethnic Studies funding and instructional support is provided (e.g., Group 1 & 2 middle and SPAN schools serving grades 6-8 are provided funds for an auxiliary period). Selected teachers for the African American & Ethnic Studies courses will receive planning time and support to increase their understanding of the content and continue to develop their implementation of culturally responsive instructional practices. The District will monitor the effectiveness of these auxiliary periods towards the development of an African American Studies course using the following progress monitoring measures: ● Percent of schools that included African American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings. ● Numbers of students enrolled in African American Studies (high school) and Ethnic	$524,281	N

Action #	Title	Description	Total Funds	Contributing
		studies (middle school) ● Observational feedback to ensure alignment with the intended scope and sequence of the courses. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
7.04	BSAP School Climate & Wellness Personnel Support	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve 18 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites. Secondary Counselors ● Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents; ● Participate in data reviews with the BSAP site team every grade period; ● Participate in multidisciplinary teams, such as Student SuccessTeam (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), and Crisis Team to identify necessary support services (e.g., counseling, assessment, and interventions); and ● Work with academic counselors and the BSAP team to identify intervention, enrichment, or prevention opportunities for students. Pupil Services & Attendance Counselors ● Monitor student attendance and academic progress to support early identification and intervention with at-promise students; ● Collaborate with Psychiatric Social Workers (PSWs) to determine Black Student Success Plan (BSSP) caseload; and ● Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents. Restorative Justice Teachers ● Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/-Restorative Practices	$93,987,545	N

Action #	Title	Description	Total Funds	Contributing
		(PBIS/RP), including community building activities in classrooms for the targeted student populations; and ● Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice. Psychiatric Social Workers (PSWs) ● Promote student achievement and well-being by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being. School Climate Advocates ● Collaborate with school site personnel in implementing multi-tiered systems of support and the District's school-site safety policies to build positive school climates; ● Support school personnel with student mediation and conflict resolution; and ● Provide direct supports to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction. ● *Note that this reflects School Climate Advocates overseen by the BSAP team.* The BSAP Teacher University Residency Development Pipeline work to build a diverse workforce so students see themselves in their teachers is also included in this action. The District will monitor the effectiveness of the School Climate & Wellness personnel support using the following progress monitoring measures: ● Percent of schools with full School Climate & Wellness teams ● Participation of teams in BSAP professional development ● Percent of BSAP Survey respondents agreeing that every student has an advocate. ● Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources. ● Percent of BSAP Survey respondents agreeing that levels of parent and family engagement have increased.		

Action #	Title	Description	Total Funds	Contributing
		● Percent of BSAP Survey respondents agreeing that students have increased participation in extracurricular activities at school. ● Completion data for the individual Black Student Success Plans (BSSPs) As new data becomes available moving forward, these progress monitoring measures are subject to change.		
7.05	BSAP Community - Based Safety Pilots	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will: ● Allow schools to receive support from the District's established city partnership and increase community-based organizations' partnerships on school campuses. The partnerships will help ensure Safe Passage for students and families to commute to and from school safely. Students will also benefit from community-based partnerships to enhance youth development programs to promote a growth mindset, self-efficacy,self-management, social awareness, and increase student engagement and attendance. ● *Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators.* The District will monitor the effectiveness of the Community-Based Safety Pilots using the following progress monitoring measures: ● School Experience Survey data ● Office discipline referrals and student suspension rates ● Chronic absenteeism data As new data becomes available moving forward, these progress monitoring measures are subject to change.	$29,374,167	N

Goal

Goal #	Description	Type of Goal
8	Equity Multiplier: Use of LCFF Equity Multiplier Funds to implement evidence-based services and supports to address the academic, behavioral, and health needs of student groups that received the lowest performance levels on 2023 and/or 2024 California School Dashboard indicators at eligible schools.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

State Priority 4: Pupil Achievement (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

State Priority 6: School Climate (Engagement)

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Beginning with the 2024-25 Local Control and Accountability Plan (LCAP), Local Educational Agencies (LEAs) such as Los Angeles Unified are mandated by the state to include one or more goals, Equity Multiplier Focus Goal(s), for schools that are eligible for Local Control Funding Formula (LCFF) Equity Multiplier funding.

Identification - How Schools Qualify for LCFF Equity Multiplier Funding

The LCFF Equity Multiplier is a state funding program for eligible schools based on a school's nonstability rate (rate at which students change schools during the school year), as outlined in the annual California Department of Education (CDE) Stability Rate Data Report, and the percentage of socioeconomically disadvantaged students using the following eligible criteria:

- Prior year, 2023-24, pupil nonstability rates greater than 25%; and
- Prior year, 2023-24, socioeconomically disadvantaged (SED) pupil rates greater than 70%

Note: The stability rate is the percentage of students who stay at the same school for the entire year. If a student starts the year at one school but then moves to another school during the year, the student would be counted in the school's nonstability rate. For additional information, please visit: https://www.cde.ca.gov/ds/ad/srinfo.asp.

In late-February 2025, the state designated 98 schools within Los Angeles Unified as eligible for Equity Multiplier funding for use beginning in 2025-26. One District school, Calvert Charter, is an affiliated charter school and will be additionally reported on within the school's LCAP as

required by the state. The 98 schools in the table below will receive a total of $32,284,851 due to each school having a 25% or greater pupil nonstability rate and a 70% or greater socioeconomically disadvantaged (SED) pupil rate in 2023-24:

SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2023-24)	SED RATE (2023-24)	SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2023-24)	SED RATE (2023-24)
Aggeler Community Day	Community Day School	93.9%	100%	Jane Addams Continuation	Continuation High School	70.6%	86.3%
Albert Einstein Continuation	Continuation High School	73.4%	97.3%	John Hope Continuation	Continuation High School	86.7%	94.3%
Amelia Earhart Continuation	Continuation High School	63.7%	91.2%	John R. Wooden High	Continuation High School	55.7%	90.7%
Angel's Gate (Continuation)	Continuation High School	69.0%	83.5%	Jordan High	Senior High School	27.9%	95.1%
Angeles Mesa Elementary	Elementary School	28.0%	92.8%	La Salle Avenue Elementary	Elementary School	27.2%	93.4%
Audubon Middle	Middle School	33.5%	88.6%	Lake Street Primary	Primary Center	31.7%	88.3%
Barack Obama Global Preparation Academy	SPAN School	32.7%	91.7%	Lankershim Elementary	Elementary School	27.2%	89.5%
Belmont Senior High	Senior High School	33.5%	91.4%	Leadership & Public Service Virtual Academy	Independent Study	48.0%	88.7%
Berenece Carlson Home Hospital	Home & Hospital	70.1%	75.1%	Lovelia P. Flournoy Elementary	Elementary School	30.4%	93.4%
Boyle Heights Continuation	Continuation High School	78.8%	93.8%	Manhattan Place Elementary	Elementary School	39.3%	92.1%
Boys Academic Leadership Academy	SPAN School	27.9%	83.7%	Marlton	Special Education	26.6%	93.7%
Bret Harte Preparatory Middle	Middle School	42.5%	94.7%	Martin Luther King Jr. Elementary	Elementary School	31.3%	96.8%
Cabrillo Avenue Elementary	Elementary School	30.2%	91.8%	Metropolitan Continuation	Continuation High School	71.0%	96.2%
Cal Burke High	Continuation High School	70.8%	97.7%	Mission Continuation	Continuation High School	79.4%	97.6%
Calvert Charter For Enriched Studies *(affiliated charter school)*	Elementary School	27.6%	80.8%	Moneta Continuation	Continuation High School	80.4%	96.1%
CDS Elementary	Community Day School	78.3%	95.7%	Monterey Continuation	Continuation High School	76.8%	98.8%
CDS Secondary	Community Day School	86.3%	90.4%	Mt. Lukens Continuation	Continuation High School	72.0%	89.3%
Central High	Continuation High School	67.9%	89.9%	Ninth Street Elementary	Elementary School	52.7%	96.9%

Century Park Elementary	Elementary School	32.3%	96.2%	Odyssey Continuation	Continuation High School	72.8%	92.8%
Charles Drew Middle	Middle School	33.3%	97.3%	Olympic Primary Center	Primary Center	26.1%	95.1%
SCHOOL	**SCHOOL TYPE**	**NONSTABILITY RATE (2023-24)**	**SED RATE (2023-24)**	**SCHOOL**	**SCHOOL TYPE**	**NONSTABILITY RATE (2023-24)**	**SED RATE (2023-24)**
Charles Maclay Middle	Middle School	26.1%	91.7%	Owensmouth Continuation	Continuation High School	78.2%	91.9%
Cheremoya Avenue Elementary	Elementary School	26.5%	78.9%	Phoenix Continuation	Continuation High School	71.7%	94.6%
Cheviot Hills Continuation	Continuation High School	53.4%	93.2%	Pueblo de Los Angeles Continuation	Continuation High School	71.6%	93.0%
Cimarron Avenue Elementary	Elementary School	27.8%	80.9%	Ramona Opportunity High	Community Day School	80.8%	96.2%
City of Angels	Opportunity School	56.1%	83.1%	Richard A. Alonzo Community Day	Community Day School	73.1%	93.1%
Computer Science Virtual Academy	Opportunity School	43.4%	83.4%	Robert H. Lewis Continuation	Continuation High School	68.1%	92.0%
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	Magnet-Self Contained	37.4%	86.3%	Samuel Gompers Middle	Middle School	39.2%	89.7%
Dan M. Isaacs Avalon High	Continuation High School	76.5%	96.9%	San Antonio Continuation	Continuation High School	66.9%	95.7%
Dorothy V. Johnson Community Day	Community Day School	73.7%	90.8%	Simon Rodia Continuation	Continuation High School	74.4%	94.6%
Eagle Tree Continuation	Continuation High School	68.3%	93.7%	Stoney Point Continuation	Continuation High School	41.4%	95.4%
Edwin Markham Middle	Middle School	28.8%	96.5%	Susan Miller Dorsey Senior High	Senior High School	27.4%	94.5%
El Dorado Avenue Elementary	Elementary School	27.1%	93.5%	Thomas Riley High	Opportunity School	87.0%	81.5%
Ellington (Duke) High (Continuation)	Continuation High School	70.2%	96.4%	Tri-C Community Day	Community Day School	65.6%	91.5%
Evergreen Continuation	Continuation High School	69.8%	90.6%	University Pathways Medical Magnet Academy	Magnet-Self Contained	26.0%	97.2%
Figueroa Street Elementary	Elementary School	27.5%	95.5%	View Park Continuation	Continuation High School	78.1%	85.4%
Forty-Second Street Elementary	Elementary School	35.4%	85.2%	Virtual Academy of Business & Entrepreneurship	Opportunity School	50.6%	86.0%

Frida Kahlo High	Continuation High School	83.4%	97.1%	Virtual Academy of International Studies / Hum.	Opportunity School	40.8%	85.3%
SCHOOL	**SCHOOL TYPE**	**NONSTABILITY RATE (2023-24)**	**SED RATE (2023-24)**	**SCHOOL**	**SCHOOL TYPE**	**NONSTABILITY RATE (2023-24)**	**SED RATE (2023-24)**
George S. Patton Continuation	Continuation High School	64.3%	96.4%	Virtual Academy of the Arts & Entertainment	Opportunity School	35.7%	85.9%
George Washington Preparatory High	Senior High School	34.1%	93.1%	Virtual Academy STEAM	Opportunity School	43.8%	83.1%
Harold McAlister High (Opportunity)	Opportunity School	72.8%	97.5%	West Athens Elementary	Elementary School	31.2%	93.5%
Harris Newmark Continuation	Continuation High School	80.0%	96.4%	Westport Heights Elementary	Elementary School	25.4%	77.0%
Henry David Thoreau Continuation	Continuation High School	68.4%	70.4%	Whitman Continuation	Continuation High School	55.8%	88.3%
Highland Park Continuation	Continuation High School	82.6%	90.7%	Whitney Young Continuation	Continuation High School	76.2%	95.2%
Hillcrest Drive Elementary	Elementary School	28.2%	95.2%	Will Rogers Continuation	Continuation High School	63.3%	94.8%
Holmes Avenue Elementary	Elementary School	30.5%	98.9%	William J. Johnston Community Day	Community Day School	77.8%	92.2%
Hooper Avenue Primary Center	Primary Center	25.4%	92.8%	William Tell Aggeler Opportunity High	Opportunity School	64.4%	90.4%
Independence Continuation	Continuation High School	61.5%	75.4%	Woodcrest Elementary	Elementary School	33.1%	96.1%
Jack London Community Day	Community Day School	75.5%	93.9%	Youth Opportunities Unlimited	Opportunity School	68.4%	94.9%
Jack London Continuation	Continuation High School	73.7%	95.8%	Zane Grey Continuation	Continuation High School	46.3%	94.2%

Out of the 98 schools eligible for Equity Multiplier funding, 39 are continuation high schools, 10 are opportunity schools, and nine are community day schools. The educational options schools (continuation schools, opportunity schools, and community day schools) have high nonstability rates because the focus is on transferring students back to their traditional high schools once they are no longer behind in credits and can graduate. As a result, students often move in and out of the educational options schools within a school year, contributing to the high nonstability rate.

In addition, of the listed 98 schools eligible for Equity Multiplier funding for use beginning in 2025-26, 61 schools also received Equity Multiplier funds last year for use beginning in 2024-25. However, 10 of 71 eligible schools receiving Equity Multiplier funds last year were not refunded this year due to a decrease of each school's nonstability rate below the 25% threshold. The table below lists the 10 schools with their 2023-24 nonstability rate and socioeconomically disadvantaged rate.

SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2023-24)	SED RATE (2023-24)	SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2023-24)	SED RATE (2023-24)
Ann Street Elementary	Elementary School	11.1%	95.1%	Fifty-Fourth Street Elementary	Elementary School	13.0%	93.7%
Avalon Gardens Elementary	Elementary School	15.6%	88.7%	James J. McBride Special Education Center	Special Education	19.9%	76.3%
Coliseum Street Elementary	Elementary School	21.6%	97.4%	Mariposa-Nabi Primary Center	Primary Center	20.5%	90.2%
Contreras Learning Center-School of Social Justice	Senior High School	22.5%	94.7%	Pinewood Avenue Elementary	Elementary School	23.2%	94.5%
Danny J. Bakewell, Sr. Primary Center	Primary Center	17.8%	94.2%	Sophia T. Salvin Special Education Center	Special Education	17.7%	93.1%

Student Group Performance

The Equity Multiplier funds are a separate source of funding, Other State Funds, from LCFF entitlement and are allocated by the state to the 98 eligible schools to provide evidence-based services and supports for student groups that are performing the lowest (i.e., Red) on the 2024 California School Dashboard (“Dashboard”). If applicable, the funds can also be used to address any issues at the eligible schools with teacher credentialing, subject matter preparation, and retention of the school’s educators, however, this was not determined by the District.

The Equity Multiplier funding must be used, per the state, to improve performance for identified student groups with the lowest performance level on one or more 2024 Dashboard indicators. A summary of student groups that received the lowest performance level rating on the 2024 Dashboard for one or more indicators within the eligible schools:

- African American/Black: English Language Arts (ELA), Math, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- English Learners: English Language Arts (ELA), Math, Chronic Absenteeism, English Learner Progress, Graduation Rate, College/Career
- Foster Youth: Suspension
- Hispanic/Latino: English Language Arts (ELA), Math, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- Homeless Youth: Chronic Absenteeism, Graduation Rate

- Long-Term English Learners: English Language Arts (ELA), Math, Chronic Absenteeism, English Learner Progress, Graduation Rate
- Multiple Races: Chronic Absenteeism
- Socioeconomically Disadvantaged: English Language Arts (ELA), Math, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- Students with Disabilities: English Language Arts (ELA), Math, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- White: English Language Arts (ELA), Chronic Absenteeism, Graduation Rate, College/Career

The below table indicates 69 of the 98 eligible schools with one or more student groups identified in the Red performance level for any of the following 2024 Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career.

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	LTEL	Long-Term English Learners
AA	African American / Black	MR	Multiple Races / Two or More
EL	English Learners	SED	Socioeconomically Disadvantaged
FOS	Foster Youth	SWD	Students with Disabilities
HI	Hispanic / Latino	WH	White
HOM	Homeless Youth		

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Aggeler Community Day					ALL, FOS, HI, SED		
Amelia Earhart Continuation							ALL, HI, SED

Angel's Gate (Continuation)				ALL, HI, SED			ALL, HI, SED
SCHOOL	**ELA**	**MATH**	**CHRONIC ABSENTEEISM**	**GRADUATION RATE**	**SUSPENSION RATE**	**ENGLISH LEARNER PROGRESS**	**COLLEGE / CAREER**
Angeles Mesa Elementary			ALL, AA, EL, HI, SED, SWD				
Audubon Middle						EL	
Barack Obama Global Preparation Academy	EL	EL, SED				EL, LTEL	
Belmont Senior High	ALL, HI, SED	ALL, HI, SED		EL		EL	
Berenece Carlson Home Hospital	LTEL, SED, SWD, WH	LTEL, SWD		ALL, HI, SED		EL	ALL, HI, SED
Boys Academic Leadership Academy	ALL	ALL	ALL				
Bret Harte Preparatory Middle	LTEL	LTEL	ALL, EL, HI, LTEL, SED, SWD				
Cal Burke High				ALL, HI, SED			ALL, HI, SED
Calvert Charter for Enriched Studies *(District Affiliated Charter School)*						EL	
Central High				ALL, EL, HI, HOM, LTEL, SED, SWD		EL, LTEL	ALL, EL, HI, SED, SWD
Charles Drew Middle	ALL, EL, HI, LTEL, SED	HI, LTEL					
Charles Maclay Middle		ALL, SED, SWD	SWD				
Cheremoya Avenue Elementary			WH				
City of Angels			ALL, AA, HI, SED	ALL, AA, EL, HI, HOM, SED, WH			AA, WH
Computer Science Virtual Academy	ALL, AA, EL, HI, SWD	AA, SWD	EL, MR	ALL, HI, SED, SWD		EL, LTEL	ALL, SED, SWD
Crenshaw STEMM		ALL, AA, SED			FOS	EL	
Dan M. Isaacs Avalon High				ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER

Of the 98 schools identified for Equity Multiplier funding for use beginning in 2025-26, 29 schools did not have one or more student groups with a Red performance level on one or more state indicators on the 2024 California School Dashboard. The 29 schools are identified in the below table with one or more student groups receiving an Orange performance level or higher on one or more Dashboard indicators: English Language Arts (ELA), Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. One school, CDS Elementary, did not receive a performance level or color on any Dashboard indicator, per the state, due to having fewer than 11 enrolled students in each applicable student group. For more information, please visit: https://www.caschooldashboard.org/reports/19647336120794/2024

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	HOM	Homeless Youth
AA	African American / Black	SED	Socioeconomically Disadvantaged
EL	English Learners	SWD	Students with Disabilities
HI	Hispanic / Latino		

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Albert Einstein Continuation				HI *(Orange)*			ALL, HI, SED *(Orange)*
Boyle Heights Continuation							ALL, HI, SED *(Orange)*
Cabrillo Avenue Elementary	EL *(Orange)*		EL, SWD *(Orange)*				
CDS Elementary	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color

CDS Secondary					HI *(Yellow)*		
Century Park Elementary	ALL, AA, EL, HI, SED *(Orange)*	ALL, AA, EL, HI, SED *(Orange)*	AA, HI, SWD *(Orange)*				
Cheviot Hills Continuation							ALL, SED *(Orange)*
Cimarron Avenue Elementary	ALL, AA, SED *(Orange)*	ALL, AA, SED *(Orange)*	HI, SWD *(Orange)*				
Dorothy V. Johnson Community Day					ALL, HI, SED *(Blue)*		
Eagle Tree Continuation				ALL *(Green)*			ALL *(Green)*
El Dorado Avenue Elementary	SWD *(Orange)*	SWD *(Orange)*	HOM, SWD *(Orange)*				
Figueroa Street Elementary	ALL, EL, HI, SED *(Yellow)*	ALL, EL, HI *(Yellow)*	AA, SWD *(Yellow)*				
Harold McAlister High (Opportunity)					ALL, HI, SED *(Yellow)*		
Hillcrest Drive Elementary	ALL, AA, EL, HI, SED *(Orange)*	AA *(Orange)*	SWD *(Orange)*			EL *(Orange)*	
Hooper Avenue Primary Center			EL *(Orange)*				
Jack London Community Day					ALL, HI, SED *(Blue)*		
Lake Street Primary			ALL, EL, HI, SED, SWD *(Orange)*				
SCHOOL	**ELA**	**MATH**	**CHRONIC ABSENTEEISM**	**GRADUATION RATE**	**SUSPENSION RATE**	**ENGLISH LEARNER PROGRESS**	**COLLEGE / CAREER**
Moneta Continuation					ALL, HI, SED *(Blue)*		
Mt. Lukens Continuation					ALL, HI, SED *(Blue)*		
Olympic Primary Center			ALL, EL, HI, SED *(Orange)*				
Owensmouth Continuation							ALL, HI, SED *(Orange)*

Ramona Opportunity High					ALL, HI, SED *(Blue)*		
Thomas Riley High					ALL, SED *(Blue)*		
View Park Continuation					ALL, SED *(Blue)*		
Westport Heights Elementary			AA, HI *(Orange)*		AA, SED *(Orange)*		
Whitman Continuation				ALL, SED *(Yellow)*			ALL, HI, SED *(Yellow)*
Whitney Young Continuation					ALL, AA, SED *(Blue)*		
William J. Johnston Community Day					HI, SWD *(Orange)*		
William Tell Aggeler Opportunity High					ALL, HI, SED, SWD *(Green)*		

The 29 eligible schools with one or more student groups performing at an Orange or higher performance level on one or more Dashboard indicators have planned to use the Equity Multiplier funds to either improve performance levels or maintain them, if the school received the highest performance level (i.e., Blue), on certain Dashboard indicators.

Use of Evidence-Based Services and Supports to Improve Student Outcomes

The 98 eligible schools for Equity Multiplier funding have individually met with parents, students, and staff starting in winter 2025 to discuss student group performance based on Dashboard indicators. The educational partner meetings highlighted areas where students are seeing success and areas that need improvement, such as Dashboard indicators where one or more student groups received the lowest performance level. In spring 2025, the eligible schools met and consulted with their individual school communities to get feedback on evidence-based services and programs to improve outcomes for the identified student groups in one or more Dashboard indicators.

One Equity Multiplier Focus Goal

Continued feedback from our educational partners on an annual basis is a desire for accessibility, readability, and transparency in the LCAP, along with a less lengthy LCAP. With an LCAP over 600 pages and additional Equity Multiplier eligible schools (increased from 71 schools in 2024-25 to 98 schools in 2025-26), navigating the document poses challenges for our educational partners. Understanding the requirements for completing the LCAP increase due to state mandates and associated changes in the California Department of Education's required LCAP template, among additional factors, the District remains committed to meeting state guidelines and aims to produce an LCAP that is concise but at the same time effectively communicates District actions and services to support the increased achievement of every student. In that effort, the District has continued with one Equity Multiplier focus goal in meeting the state requirement that focuses the educational partner on

all resources and actions by eligible schools to support identified student groups in increasing performance levels as defined by California School Dashboard indicators.

The Equity Multiplier Focus Goal submitted for Board adoption outlines how eligible schools will use their Equity Multiplier funds to support the specific needs of identified student groups based on the lowest performance level on one or more Dashboard indicators.

Eligibility Notification Timeline for the California Department of Education (CDE)

The CDE annually notifies schools of Equity Multiplier funding eligibility in late-February for the upcoming school year. This late in the school year identification is challenging for schools to fully engage with their school communities on how best to employ the funds prior to the LCAP reporting deadline. The District has advocated for an earlier identification process by CDE, allowing schools more time to work with the educational partners on Equity Multiplier fund usage.

In August 2025, educational partners across the District will be able to view how each of the 98 eligible schools is using Equity Multiplier funds for specific actions and services to support identified student groups through the Los Angeles Unified School Directory: https://schooldirectory.lausd.net/schooldirectory/

Each eligible school site will provide site-specific information for review. Educational partner engagement and consultation occurs each year, as CDE's identification of Equity Multiplier funding is an annual process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.01	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	**2022-23** All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red *Source: California School Dashboard* Elementary schools with student groups performing at the lowest performance level, Red: 1. Angeles Mesa a. AA: -90.3 b. ALL: -72.8 c. EL: -76.9 d. SED: -77.7 2. Cabrillo Avenue a. EL: -86.3 3. Coliseum Street a. ALL: -101.9 b. HI: -97.1 c. SED: -101.1 4. Hillcrest Drive a. ALL: -109.9 b. EL: -124.1	**2023-24** 1. Angeles Mesa a. AA: -72.4 b. ALL: -53.0 c. EL: -53.1 d. SED: -54.9 2. Cabrillo Avenue a. EL: -75.5 3. Coliseum Street a. ALL: -89.0 b. HI: -83.9 c. SED: -89.0 4. Forty-Second Street a. SED: -92.2 5. Hillcrest Drive a. ALL: -90.0 b. EL: -97.0 c. HI: -84.6 d. SED: -91.6 6. La Salle Avenue a. AA: -92.5 7. Manhattan Place a. AA: -97.1 8. MLK, Jr. a. EL: -68.3 9. Ninth Street a. EL: -106.7	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels on the California School Dashboard SBA English Language Arts indicator by applicable student groups; By 2026, all students and/or student groups performing at the lowest performance level in ELA at the following elementary schools: 1. Angeles Mesa 2. Cabrillo Avenue 3. Century Park 4. Cimarron Avenue 5. Coliseum Street 6. El Dorado Avenue 7. Figueroa Street 8. Forty-Second Street 9. Hillcrest Drive 10. Holmes Avenue 11. La Salle Avenue 12. Lankershim	1. Angeles Mesa a. AA: +17.9 b. ALL: +19.8 c. EL: +23.8 d. SED: +22.8 2. Cabrillo Avenue a. EL: +10.8 3. Coliseum Street a. ALL: +19.9 b. HI: +25.6 c. SED: +12.1 4. Forty-Second Street a. SED: -14.8 5. Hillcrest Drive a. ALL: +12.9 b. EL: +27.1 c. HI: +25.6 d. SED: +20.7 6. La Salle Avenue a. AA: -15.5 7. Manhattan Place a. AA: +35.3 8. MLK, Jr. a. EL: +26.2 9. Ninth Street a. EL: -12.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. HI: -110.2 d. SED: -112.3 e. AA: -99.1 *(2024 Dashboard)* 5. La Salle Avenue a. AA: -77.0 b. ALL: -76.4 *(2024 Dashboard)* c. SED: -79.2 *(2024 Dashboard)* 6. Manhattan Place a. AA: -132.4 7. MLK, Jr. a. EL: -94.5 8. Ninth Street a. EL: -89.8 Elementary school with Low Income student group performing at Orange performance level: 1. Forty-Second Street a. SED: -77.4 b. AA: -106.7 *(2024 Dashboard)* c. ALL: -87.7 *(2024 Dashboard)* *Source: California*			13. Lovelia P. Flournoy 14. Manhattan Place 15. MLK, Jr. 16. Ninth Street 17. West Athens 18. Woodcrest Home & Hospital: 1. Berenece Carlson Opportunity Schools: 1. Computer Science Virtual Academy 2. Leadership & Public Service Virtual Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment 6. Virtual Academy STEAM SPAN Schools: 1. Barack Obama 2. Boys Academic Leadership Academy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Dashboard **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: Elementary Schools: 1. Holmes Avenue a. HI: -95.6 2. Lankershim a. ALL: -72.2 b. EL: -97.3 c. HI: -80.8 d. SED: -76.2 3. Lovelia P. Flournoy a. AA: -125.4 b. ALL: -98.1 c. EL: -103.7 d. HI: -89.5 e. SED: -97.6 f. SWD: -156.5 4. Ninth Street: a. ALL: -86.7 b. EL: -106.7 c. HI: -86.0 d. SED: -87.4 5. West Athens			Special Education: 1. Marlton will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by the SBA in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. AA: -82.4 6. Woodcrest a. SWD: -86.5 Home & Hospital: 1. Berenece Carlson a. LTEL: -306.6 b. SED: -305.3 c. SWD: -307.9 d. WH: -325.6 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -148.9 b. ALL: -80.2 c. EL: -111.9 d. HI: -77.6 e. SWD: -206.6 2. Leadership & Public Service Virtual Academy a. ALL: -100.1 b. AA: -128.3 c. HI: -104.8 d. SED: -103.1 3. Virtual Academy of Business & Entrepreneurship a. EL: -162.5 4. Virtual Academy of Int. Studies / Humanities: a. LTEL: -182.7 5. Virtual Academy				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of the Arts & Entertainment a. AA: -167.9 b. ALL: -109.0 c. EL: -169.2 d. HI: -102.4 e. LTEL: -190.5 f. SED: -107.3 g. SWD: -222.6 6. Virtual Academy STEAM a. ALL: -105.8 b. EL: -160.3 c. HI: -115.1 d. SED: -113.4 e. SWD: -222.5 f. WH: -71.0 SPAN Schools: 1. Barack Obama a. EL: -136.3 2. Boys Academic Leadership Academy a. ALL: -95.7 Special Education: 1. Martlon a. ALL: -152.2 b. HI: -159.9 c. SED: -150.4 Schools with a student group performing at the Orange or higher				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		performance level: Elementary Schools: 1. Century Park a. AA: -44.3 b. ALL: -46.3 c. EL: -60.7 d. HI: -47 e. SED: -46.7 2. Cimarron Avenue a. AA: -31 b. ALL: -27.8 c. SED: -30.4 3. El Dorado Avenue a. SWD: -101.9 4. Figueroa Street a. ALL: -29 b. EL: -31.8 c. HI: -25 d. SED: -28.2 *Source: California School Dashboard*				
8.02	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in English Language Arts - Grades 6-8	**2022-23** All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red	**2023-24** Middle Schools: 1. Audubon a. AA: -65.1 b. ALL: -63.9 c. EL: -104.3 d. HI: -59.1 e. SED: -67.6 f. SWD: -111.3 2. Bret Harte a. AA: -114.7	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels on the California School Dashboard SBA English Language Arts indicator by applicable student groups; By 2026, all students	Middle Schools: 1. Audubon a. AA: +39.7 b. ALL: +34.6 c. EL: +25.4 d. HI: +29.2 e. SED: +32.8 f. SWD: +31.2 2. Bret Harte a. AA: +32.7 b. ALL: +31.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard Schools with student groups performing at the lowest performance level, Red: Middle Schools: 1. Audubon a. AA: -104.8 b. ALL: -98.5 c. EL: -129.7 d. HI: -88.3 e. SED: -100.4 f. SWD: -142.5 2. Bret Harte a. AA: -147.4 b. ALL: -132.6 c. EL: -159.8 d. HI: -126.37 e. SED: -132.2 f. SWD: -180.0 g. LTEL: -184.9 *(2024 Dashboard)* 3. Charles Drew a. EL: -133.7 b. HI: -78.9 c. SED: -84.1 d. SWD: -160.1 e. LTEL: -155.0 *(2024 Dashboard)* 4. Edwin Markham	b. ALL: -100.9 c. EL: -137.8 d. HI: -96.1 e. SED: -101.9 f. SWD: -162.0 3. Charles Drew a. EL: -139.2 b. HI: -85.5 c. SED: -86.6 d. SWD: -143.8 4. Edwin Markham a. AA: -136.3 b. ALL: -103.3 c. EL: -126.6 d. HI: -95.4 e. SED: -103.2 f. SWD: -151.7 5. Samuel Gompers a. AA: -122.2 b. ALL: -100.9 c. EL: -126.7 d. HI: -86.5 e. SED: -100.3 SPAN School: 1. Barack Obama a. AA: -110.4 b. ALL: -103.6 c. HI: -101.7 d. SED: -105.6 e. SWD: -145.3		and/or student groups performing at the lowest performance level in ELA at the following middle schools: 1. Audubon 2. Bret Harte 3. Charles Drew 4. Edwin Markham 5. Samuel Gompers Home & Hospital: 1. Berenece Carlson Opportunity Schools: 1. Computer Science Virtual Academy 2. Leadership & Public Service Virtual Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment 6. Virtual Academy STEAM	c. EL: +22.0 d. HI: +30.3 e. SED: +30.3 f. SWD: +18.0 3. Charles Drew a. EL: -5.5 b. HI: -6.6 c. SED: -2.5 d. SWD: +16.3 4. Edwin Markham a. AA: +5.2 b. ALL: -8.5 c. EL: -8.1 d. HI: -12.6 e. SED: -7.8 f. SWD: -5.0 5. Samuel Gompers a. AA: -12.1 b. ALL: –17.7 c. EL: -2.9 d. HI: -15.5 e. SED: -17.1 SPAN School: 1. Barack Obama a. AA: +13.0 b. ALL: +5.2 c. HI: +6.5 d. SED: +4.5 e. SWD: +26.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. AA: -141.5 b. ALL: -94.8 c. EL: -118.5 d. HI: -82.8 e. SED: -95.4 f. SWD: -146.7 5. Samuel Gompers a. AA: -110.1 b. ALL: -83.2 c. EL: -123.8 d. HI: -71.0 e. SED: -83.2 SPAN School: 1. Barack Obama a. AA: -123.4 b. ALL: -108.8 c. HI: -108.2 d. SED: -110.1 e. SWD: -171.8 f. EL: -126.7 *(2024 Dashboard)* g. LTEL: -144.9 *(2024 Dashboard)* *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools			SPAN Schools: 1. Barack Obama 2. Boys Academic Leadership Academy Special Education: 1. Marlton will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by the SBA in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		had student groups performing at the lowest performance level, Red: Home & Hospital: 1. Berenece Carlson a. LTEL: -306.6 b. SED: -305.3 c. SWD: -307.9 d. WH: -325.6 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -148.9 b. ALL: -80.2 c. EL: -111.9 d. HI: -77.6 e. SWD: -206.6 2. Leadership & Public Services Virtual Academy a. ALL: -100.1 b. AA: -128.3 c. HI: -104.8 d. SED: -103.1 3. Virtual Academy of Business & Entrepreneurship a. EL: -162.5 4. Virtual Academy of Int. Studies / Humanities a. LTEL: -182.7				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5. Virtual Academy of the Arts & Entertainment a. AA: -167.9 b. ALL: -109.0 c. EL: -169.2 d. HI: -102.4 e. LTEL: -190.5 f. SED: -107.3 g. SWD: -222.6 6. Virtual Academy STEAM a. ALL: -105.8 b. EL: -160.3 c. HI: -115.1 d. SED: -113.4 e. SWD: -222.5 f. WH: -71.0 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -95.7 Special Education: 1. Martlon a. ALL: -152.2 b. HI: -159.9 c. SED: -150.4 *Source: California School Dashboard*				
8.03	Smarter Balanced Assessment (SBA)	**2022-23** All Students: Red	**2023-24** High Schools:	**2024-25** *This information will*	**2025-26**	High Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results: Performance Level-Distance from Standard (DFS) Met in English Language Arts - Grade 11	African American / Black: Red Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: High Schools: 1. Belmont a. ALL: -79.2 b. HI: -78.2 c. SED: -108.2 *(2024 Dashboard)* 2. Crenshaw STEMM a. AA: -115.4 b. ALL: -110.9 3. George Washington Prep a. AA: -151.6 b. ALL: -135.6 c. HI: -121.1	1. Belmont a. ALL: -102.9 b. HI: -113.0 2. Crenshaw STEMM a. AA: -98.0 b. ALL: -94.0 3. George Washington Prep a. AA: -84.3 b. ALL: -85.6 c. HI: -88.8 d. SED: -89.0 4. Will Rogers Continuation a. HI: -151.5 b. SED: -153.6 SPAN School 1. Barack Obama a. AA: -110.4 b. ALL: -103.6 c. HI: -101.7 d. SED: -105.6 e. SWD: -145.3	*be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels on the California School Dashboard SBA English Language Arts indicator by applicable student groups; By 2026, all students and/or student groups performing at the lowest performance level in ELA at the following high schools: 1. Belmont 2. Crenshaw STEMM 3. George Washington Prep 4. Jordan High 5. Susan Miller Dorsey High 6. University Pathways Medical Magnet Academy 7. Will Rogers Continuation Home & Hospital 1. Berenece Carlson Opportunity Schools	1. Belmont a. ALL: -23.7 b. HI: -34.8 2. Crenshaw STEMM a. AA: +17.4 b. ALL: +16.9 3. George Washington Prep a. AA: +67.3 b. ALL: +50.0 c. HI: +32.3 d. SED: +45.4 4. Will Rogers Continuation a. HI: +31.7 b. SED: +20.1 SPAN School 1. Barack Obama a. AA: +13.0 b. ALL: +5.2 c. HI: +6.5 d. SED: +4.5 e. SWD: +26.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		d. SED: -134.4 4. Will Rogers Continuation a. HI: -183.2 b. SED: -173.7 SPAN School 1. Barack Obama a. AA: -123.4 b. ALL: -108.8 c. HI: -108.2 d. SED: -110.1 e. SWD: -171.8 *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: High Schools: 1. Jordan High a. ALL: -72.4 b. HI: -70 c. SED: -74.9 2. University Pathways			1. Computer Science Virtual Academy 2. Leadership & Public Service Virtual Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment 6. Virtual Academy STEAM SPAN Schools: 1. Barack Obama 2. Boys Academic Leadership Academy Special Education: 1. Marlton will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by the SBA in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Medical Magnet Academy: a. ALL: -49.9 3. Susan Miller Dorsey High a. ALL: -97.5 b. AA: -122.0 c. EL: -151.8 d. HI: -78.1 e. SED: -101.3 Home & Hospital: 1. Berenece Carlson a. LTEL: -306.6 b. SED: -305.3 c. SWD: -307.9 d. WH: -325.6 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -148.9 b. ALL: -80.2 c. EL: -111.9 d. HI: -77.6 e. SWD: -206.6 2. Leadership & Public Service Virtual Academy a. ALL: -100.1 b. AA: -128.3 c. HI: -104.8 d. SED: -103.1 3. Virtual Academy of Business &				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Entrepreneurship a. EL: -162.5 4. Virtual Academy of Int. Studies / Humanities a. LTEL: -182.7 5. Virtual Academy of the Arts & Entertainment a. AA: -167.9 b. ALL: -109.0 c. EL: -169.2 d. HI: -102.4 e. LTEL: -190.5 f. SED: -107.3 g. SWD: -222.6 6. Virtual Academy STEAM a. ALL: -105.8 b. EL: -160.3 c. HI: -115.1 d. SED: -113.4 e. SWD: -222.5 f. WH: -71.0 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -95.7 Special Education: 1. Martlon a. ALL: -152.2 b. HI: -159.9 c. SED: -150.4				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard				
8.04	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in Mathematics - Grades 3-5	**2022-23** All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: Elementary Schools: 1. Angeles Mesa a. AA: -113.3 2. Coliseum Street a. ALL: -99.4 b. HI: -99.5 c. SED: -100.4 3. Hillcrest Drive a. AA: -128.7	**2023-24** 1. Angeles Mesa a. AA: -86.4 2. Coliseum Street a. ALL: -84.8 b. HI: -80.2 c. SED: -84.8 3. Forty-Second Street a. SED: -102.5 4. Hillcrest Drive a. AA: -110.3 b. ALL: -91.8 c. EL: -91.3 d. HI: -80.4 e. SED: -93.1	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels on the California School Dashboard SBA Mathematics indicator by applicable student groups; By 2026, all students and/or student groups performing at the lowest performance level in Math at the following elementary schools: 1. Angeles Mesa 2. Century Park 3. Cimarron Avenue 4. Coliseum Street 5. El Dorado Street 6. Figueroa Street 7. Forty Second Street 8. Hillcrest Drive 9. Holmes Avenue 10. Lovelia P. Flournoy	1. Angeles Mesa a. AA: +26.9 2. Coliseum Street a. ALL: +14.6 b. HI: +19.6 c. SED: +15.6 3. Forty-Second Street a. SED: -1.2 4. Hillcrest Drive a. AA: +18.4 b. ALL: +23.0 c. EL: +19.0 d. HI: +21.8 e. SED: +23.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		b. ALL: -114.8 c. EL: -110.3 d. HI: -102.2 e. SED: -116.3 Elementary school with Low Income student group performing at Orange performance level: 1. Forty-Second Street a. SED: -101.3 *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: Elementary Schools: 1. Holmes Avenue a. ALL: -124.7 b. HI: -121.9 c. SED: -124.7 2. Lovelia P.			Home & Hospital: 1. Berenece Carlson Opportunity Schools: 1. Computer Science Virtual Academy 2. Leadership & Public Service Virtual Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment 6. Virtual Academy STEAM SPAN Schools: 1. Barack Obama 2. Boys Academic Leadership Academy will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Flournoy a. ALL: -100.5 b. EL: -105.8 c. SED: -100 d. SWD: -147 Home & Hospital: 1. Berenece Carlson a. LTEL: -318.7 b. SWD: -327.1 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -196.8 b. SWD: -242.4 2. Leadership & Public Service Virtual Academy a. ALL: -140.2 b. AA: -150.5 c. HI: -148.4 3. Virtual Academy of Business & Entrepreneurship a. EL: -200.7 b. SWD: -253.2 4. Virtual Academy of Int. Studies / Humanities a. ALL: -151.5 b. AA: -195.8 c. EL: -166.4 d. HI: -150.3				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		e. LTEL: -225.3 f. SED: -154.7 5. Virtual Academy of the Arts & Entertainment a. AA: -201.7 b. ALL: -153.6 c. EL: -202.6 d. HI: -148 e. LTEL: -233 f. SED: -151.1 g. SWD: -247.1 6. Virtual Academy STEAM a. AA: -168.2 b. ALL: -149.1 c. EL: -182.8 d. HI: -155.4 e. SED: -159.5 f. SWD: -245.7 SPAN Schools: 1. Barack Obama a. EL: -184.7 b. SED: -161.1 2. Boys Academic Leadership Academy a. ALL: -168.8 Schools with a student group performing at the Orange or higher performance level:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary Schools: 1. Century Park a. ALL: -39.3 b. AA: -41.6 c. EL: -51.6 d. HI: -36.4 e. SED: -39.8 2. Cimarron Avenue a. ALL: -49.1 b. AA: -53.4 c. SED: -51.1 3. El Dorado Avenue a. SWD: -119.2 4. Figueroa Street a. ALL: -34.9 b. EL: -39.5 c. HI: -27.4 d. SED: -36.8 *Source: California School Dashboard*				
8.05	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in Mathematics - Grades 6-8	**2022-23** All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red *Source: California School Dashboard*	**2023-24** Middle Schools: 1. Bret Harte a. EL: -174.7 b. SWD: -201.9 2. Charles Drew a. EL: -165.8 3. Edwin Markham a. AA: -169.6 b. ALL: -133.3 c. EL: -148.9 d. HI: -125.6 e. SED: -133.1 f. SWD: -185.7	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels on the California School Dashboard SBA Mathematics indicator by applicable student groups; By 2026, all students and/or student groups performing at the lowest	Middle Schools: 1. Bret Harte a. EL: +17.6 b. SWD: +16.0 2. Charles Drew a. EL: +12.2 3. Edwin Markham a. AA: +15.2 b. ALL: +6.2 c. EL: +13.8 d. HI: +2.3 e. SED: +6.7 f. SWD: +4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools with student groups performing at the lowest performance level, Red: Middle Schools: 1. Bret Harte a. EL: -192.3 b. SWD: -217.9 2. Charles Drew a. EL: -178.0 b. HI: -130.0 *(2024 Dashboard)* c. LTEL: -187.0 *(2024 Dashboard)* 3. Edwin Markham a. AA: 184.8 d. ALL: -139.5 e. EL: -162.7 f. HI: -127.9 g. SED: -139.8 h. SWD: -189.8 i. LTEL: -176.4 *(2024 Dashboard)* 4. Samuel Gompers a. AA: -150.9 b. ALL: -123.8 c. EL: -160.7 d. HI: -112.9 e. SED: -123.8 f. SWD: -184.1 *(2024 Dashboard)*	4. Samuel Gompers a. AA: -170.1 b. ALL: -127.9 c. EL: -135.2 d. HI: -101.4 e. SED: -128.9 SPAN School: 1. Barack Obama a. AA: -174.8 b. ALL: -158.7 c. SWD: -201.4 Community day school: 1. Tri-C CDS a. ALL: -250.1 b. HI: -249.8		performance level in Math at the following middle schools: 1. Bret Harte 2. Charles Drew 3. Charles Maclay 4. Edwin Markham 5. Samuel Gompers Community Day School: 1. Tri-C Community Home & Hospital: 1. Berenece Carlson Opportunity Schools: 1. Computer Science Virtual Academy 2. Leadership & Public Service Virtual Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment 6. Virtual Academy STEAM	4. Samuel Gompers a. AA: -19.2 b. ALL: -4.1 c. EL: +25.5 d. HI: +11.5 e. SED: -5.1 SPAN School: 1. Barack Obama a. AA: +18.8 b. ALL: +6.6 c. SWD: +18.5 Community day school: 1. Tri-C CDS a. ALL: +32.2 b. HI: +31.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPAN School: 1. Barack Obama a. AA: -193.6 b. ALL: -165.3 c. SWD: -219.9 d. SED: -161.1 *(2024 Dashboard)* Community day school: 1. Tri-C CDS a. ALL: -282.3 b. HI: -280.8 *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: Middle School: 1. Charles Maclay a. ALL: -133.6 b. SED: -134.6 c. SWD: -192.6			SPAN Schools: 1. Barack Obama 2. Boys Academic Leadership Academy will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Home & Hospital: 1. Berenece Carlson a. LTEL: -318.7 b. SWD: -327.1 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -196.8 b. SWD: -242.4 2. Leadership & Public Service Virtual Academy a. ALL: -140.2 b. AA: -150.5 c. HI: -148.4 3. Virtual Academy of Business & Entrepreneurship a. EL: -200.7 b. SWD: -253.2 4. Virtual Academy of Int. Studies / Humanities a. ALL: -151.5 b. AA: -195.8 c. EL: -166.4 d. HI: -150.3 e. LTEL: -225.3 f. SED: -154.7 5. Virtual Academy of the Arts & Entertainment				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. AA: -201.7 b. ALL: -153.6 c. EL: -202.6 d. HI: -148 e. LTEL: -233 f. SED: -151.1 g. SWD: -247.1 6. Virtual Academy STEAM a. AA: -168.2 b. ALL: -149.1 c. EL: -182.8 d. HI: -155.4 e. SED: -159.5 f. SWD: -245.7 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -168.8 *Source: California School Dashboard*				
8.06	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in Mathematics - Grade 11	**2022-23** All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red	**2023-24** High Schools: 1. Belmont a. ALL: -176.0 b. HI: -189.9 c. SED: -180.5 2. Crenshaw STEMM a. AA: -182.6 b. ALL: -183.6 c. SED: -178.5	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels on the California School Dashboard SBA Mathematics indicator by applicable student groups; By 2026, all students	High Schools: 1. Belmont a. ALL: -11.9 b. HI: -23.1 c. SED: -12.4 2. Crenshaw STEMM a. AA: +3.0 b. ALL: -0.5 c. SED: +2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Red *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: High Schools: 1. Belmont a. ALL: -164.1 b. HI: -166.8 c. SED: -168.1 2. Crenshaw STEMM a. AA: -185.6 b. ALL: -183.1 c. SED: -180.9 3. Will Rogers Continuation a. ALL: -233.2 b. HI: -243.2 c. SED: -220.8 *(2024 Dashboard)* SPAN School: 1. Barack Obama a. AA: -193.6 b. ALL: -165.3 c. SWD: -219.9 d. EL: -184.7	3. Will Rogers Continuation a. ALL: -220.8 b. HI: -219.8 SPAN School: 1. Barack Obama a. AA: -174.8 b. ALL: -158.7 c. SWD: -201.4 Community day school: 1. Tri-C Community a. ALL: -250.1 b. HI: -249.8		and/or student groups performing at the lowest performance level in Math at the following high schools: 1. Belmont 2. Crenshaw STEMM 3. George Washington Prep 4. Will Rogers Continuation Home & Hospital: 1. Berenece Carlson Opportunity Schools: 1. Computer Science Virtual Academy 2. Leadership & Public Service Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment 6. Virtual Academy	3. Will Rogers Continuation a. ALL: +12.4 b. HI: +23.4 SPAN School: 1. Barack Obama a. AA: +18.8 b. ALL: +6.6 c. SWD: +18.5 Community day school: 1. Tri-C Community a. ALL: +32.2 b. HI: +31.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2024 Dashboard) Community day school: 1. Tri-C Community a. ALL: -282.3 b. HI: -280.8 *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: High School: 1. George Washington Prep a. HI: -170.0 Home & Hospital: 1. Berenece Carlson a. LTEL: -318.7 b. SWD: -327.1			STEAM The following SPAN schools: 1. Barack Obama 2. Boys Academic Leadership Academy And the following Community Day School: 1. Tri-C Community will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -196.8 b. SWD: -242.4 2. Leadership & Public Service Virtual Academy a. ALL: -140.2 b. AA: -150.5 c. HI: -148.4 3. Virtual Academy of Business & Entrepreneurship a. EL: -200.7 b. SWD: -253.2 4. Virtual Academy of Int. Studies / Humanities a. ALL: -151.5 b. AA: -195.8 c. EL: -166.4 d. HI: -150.3 e. LTEL: -225.3 f. SED: -154.7 5. Virtual Academy of the Arts & Entertainment a. AA: -201.7 b. ALL: -153.6 c. EL: -202.6 d. HI: -148.0 e. LTEL: -233 f. SED: -151.1 g. SWD: -247.1				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6. Virtual Academy STEAM a. AA: -168.2 b. ALL: -149.1 c. EL: -182.8 d. HI: -155.4 e. SED: -159.5 f. SWD: -245.7 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -168.8 *Source: California School Dashboard*				
8.07	Performance Level in English Learner Progress: English Learners Who Progress in English Proficiency (as measured by ELPI Levels)	**2022-23** English Learners: Red *Source: California School Dashboard* Schools with English Learners performing at the lowest performance level, Red: Elementary Schools: 1. Cabrillo Avenue a. EL: 26.3% 2. Pinewood Avenue	**2023-24** Elementary Schools: 1. Cabrillo Avenue a. EL: 73.9% 2. Pinewood Avenue a. EL: 49.2% High Schools: 1. Belmont a. EL: 12.0% 2. Cal Burke Continuation a. EL: 40.4% 3. Contreras-School of Social Justice a. EL: 18.8%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance level on the California School Dashboard English Learner Progress indicator (ELPI) by English Learners; By 2026, English Learners performing at the lowest level on the California School Dashboard at the following elementary schools: 1. Cabrillo Avenue	Elementary Schools: 1. Cabrillo Avenue a. EL: +47.6% 2. Pinewood Avenue a. EL: +19.2% High Schools: 1. Belmont a. EL: -1.2% 2. Cal Burke Continuation a. EL: +12.6% 3. Contreras-School of Social Justice a. EL: -12.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. EL: 30.0% High Schools: 1. Belmont a. EL: 13.2% 2. Cal Burke Continuation a. EL: 27.8% 3. Contreras-School of Social Justice a. EL: 31.2% 4. Crenshaw STEMM a. EL: 28.1% Opportunity School: 1. Harold McAlister (High) a. EL: 5.7% *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools identified in 2024-25, the following schools had English Learners performing at the lowest performance level, Red, on the ELPI:	4. Crenshaw STEMM a. EL: 26.9% Opportunity School: 1. Harold McAlister High: a. EL: 9.1%		2. Calvert Charter for Enriched Studies *(District Affiliated Charter School)* 3. Hillcrest Drive 4. Lankershim 5. Manhattan Place 6. Pinewood Avenue Middle Schools: 1. Audubon Middle 2. Barack Obama Global Preparation Academy 3. Samuel Gompers High Schools: 1. Belmont 2. Cal Burke Continuation 3. Central High 4. Contreras-School of Social Justice 5. Crenshaw STEMM 6. George Washington Prep 7. Jane Addams 8. Jordan High Community Day	4. Crenshaw STEMM a. EL: -1.2% Opportunity School: 1. Harold McAlister High: a. EL: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1. Audubon Middle a. EL: 33.3% 2. Barack Obama a. EL: 33.3% b. LTEL: 40.0% 3. Berenece Carlson Home Hospital a. EL: 8.0% 4. Calvert Charter for Enriched Studies *(District Affiliated Charter School)* a. EL: 14.3% 5. Central High: a. EL: 10% b. LTEL: 17.5% 6. Computer Science Virtual Academy a. EL: 34.9% b. LTEL: 35.4% 7. George Washington Prep High a. EL: 32.3% 8. Jane Addams Continuation a. EL: 7.7% 9. Jordan High a. EL: 29.0% b. LTEL: 29.2% 10. Lankershim Elementary a. EL: 31.0% 11. Manhattan Place Elementary:			School: 1. Tri-C Community Day Home & Hospital: 1. Berenece Carlson Home Hospital Opportunity Schools: 1. Computer Science Virtual Academy 2. Harold McAlister (High) 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment Special Education: 1. Marlton Will increase annual progress toward English proficiency as measured by ELPI Levels.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. EL: 36.4% 12. Marlton a. EL: 18.2% 13. Samuel Gompers Middle: a. EL: 44.9% 14. Tri-C Community Day a. EL: 23.9% b. LTEL: 30.6% 15. Virtual Academy of Business & Entrepreneurship a. EL: 31.3% b. LTEL: 23.4% 16. Virtual Academy of Int. Studies / Humanities: a. LTEL: 25.4% 17. Virtual Academy of the Arts & Entertainment a. LTEL: 33.3% Schools with student groups performing at the Orange or higher performance level: Elementary School: 1. Hillcrest Drive Elementary a. EL: 38.5% *Source: California School Dashboard*				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.08	Performance Level in Graduation Rate: Five-Year Cohort Graduation Rate *(CA School Dashboard graduation rate includes fifth-year graduates)*	**2022-23** All Students: Red English Learners: Red Hispanic / Latino: Red Homeless: Red Low Income: Red Students with Disabilities: Red *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: High Schools: 1. Albert Einstein Continuation a. ALL: 66.7% b. SED: 66.7% c. HI: 69.8% *(2024 Dashboard)* 2. Belmont a. ALL: 65.3% b. EL: 47.2% c. HI: 64.5% d. HOM: 44.4%	**2023-24** High Schools: 1. Albert Einstein Continuation a. ALL: 71.9% b. SED: 71.4% 2. Belmont a. ALL: 78.2% b. EL: 58.3% c. HI: 77.3% d. HOM: No Performance Color in 2023-24 e. SED: 78.5% 3. Boyle Heights a. ALL: 75.0% b. HI: 74.6% c. SED: 74.6% 4. Cal Burke a. ALL: 55.2% b. HI: 52.7% c. SED: 55.2% 5. Central High a. ALL: 38.0% b. EL: 32.0% c. HI: 37.3% d. HOM: 44.1% e. SED: 37.3% f. SWD: 42.0% 6. Contreras-School of Social Justice a. ALL: 83.8%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels by applicable student groups on the California School Dashboard Graduation Rate indicator; By 2026, all students and student groups performing at the lowest performance level for Graduation Rate on the California School Dashboard at the following high schools: 1. Albert Einstein Continuation 2. Angel's Gate (Continuation) 3. Belmont 4. Boyle Heights 5. Cal Burke 6. Central High 7. Contreras-School of Social Justice 8. Crenshaw STEMM	High Schools: 1. Albert Einstein Continuation a. ALL: +5.2% b. SED: +4.7% 2. Belmont a. ALL: +12.9% b. EL: +11.1% c. HI: +12.8% d. HOM: No Performance Color in 2023-24 e. SED: +13.7% 3. Boyle Heights a. ALL: +9.4% b. HI: +9.0% c. SED: +6.9% 4. Cal Burke a. ALL: +6.8% b. HI: +4.4% c. SED: +6.8% 5. Central High a. ALL: -1.9% b. EL: -6.2% c. HI: -2.5% d. HOM: +3.7% e. SED: -2.7% f. SWD: -1.5% 6. Contreras-School of Social Justice a. ALL: +16.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		e. SED: 64.8% 3. Boyle Heights a. ALL: 65.6% b. HI: 65.6% c. SED: 67.7% 4. Cal Burke a. ALL: 48.4% b. HI: 48.3% c. SED: 48.4% 5. Central High a. ALL: 39.9% b. EL: 38.2% c. HI: 39.8% d. HOM: 40.4% e. SED: 40.0% f. SWD: 43.5% g. LTEL 42.5% *(2024 Dashboard)* 6. Contreras-School of Social Justice a. ALL: 66.9% b. EL: 52.3% c. HI: 67.1% 7. Crenshaw STEMM a. HI: 54.3% 8. Dan Isaacs Avalon a. ALL: 63.6% b. HI: 66.0% c. SED: 63.6% 9. Ellington (Duke) High Continuation a. ALL: 31.3%	b. EL: No Performance Color in 2023-24 c. HI: 83.3% 7. Crenshaw STEMM a. HI: No Performance Color in 2023-24 8. Dan Isaacs Avalon a. ALL: 45.5% b. HI: 42.1% c. SED: 45.5% 9. Ellington (Duke) High Continuation a. ALL: 33.3% b. SED: 68.4% 10. Frida Kahlo a. ALL: 49.0% b. HI: 49.5% c. SED: 49.0% 11. George Washington Prep a. EL: 63.3% b. SWD: 76.5% 12. Harris Newmark a. ALL: 59.7% b. HI: 55.7% c. SED: 60.6% 13. Highland Park a. ALL: 46.0% b. HI: 47.8%		9. Dan Isaacs Avalon 10. Eagle Tree Continuation 11. Ellington (Duke) High Continuation 12. Frida Kahlo 13. George S. Patton Continuation 14. George Washington Prep 15. Harris Newmark 16. Henry David Thoreau Continuation 17. Highland Park 18. Independence Continuation 19. Jack London 20. Jane Addams Continuation 21. John Hope 22. John R. Wooden 23. Jordan High 24. Metropolitan Continuation 25. Monterey Continuation 26. Odyssey Continuation 27. Owensmouth Continuation 28. Pueblo de Los	b. EL: No Performance Color in 2023-24 c. HI: +16.2% 7. Crenshaw STEMM a. HI: No Performance Color in 2023-24 8. Dan Isaacs Avalon a. ALL: -18.1% b. HI: -23.9% c. SED: -18.1% 9. Ellington (Duke) High Continuation a. ALL: +2.0% b. SED: +4.3% 10. Frida Kahlo a. ALL: +21.9% b. HI: +23.3% c. SED: +21.1% 11. George Washington Prep a. EL: +17.6% b. SWD: +10.8% 12. Harris Newmark a. ALL: -0.6% b. HI: -4.0% c. SED: +0.3% 13. Highland Park a. ALL: -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		b. SED: 29.0% 10. Frida Kahlo a. ALL: 27.1% b. HI: 26.2% c. SED: 27.9% 11. George Washington Prep a. EL: 45.7% b. SWD: 65.7% 12. Harris Newmark a. ALL: 60.3% b. HI: 59.7% c. SED: 60.3% 13. Highland Park a. ALL: 52.0% b. HI: 52.2% c. SED: 52.3% 14. Jack London a. ALL: 51.4% b. HI: 50.0% c. SED: 52.9% 15. John Hope a. ALL: 50.8% b. HI: 48.0% c. SED: 50.8% 16. John R. Wooden a. ALL: 34.8% b. HI: 39.0% c. SED: 33.3% 17. Metropolitan Continuation a. ALL: 65.0% b. HI: 64.1% c. SED: 65.0% 18. Monterey	c. SED: 44.7% 14. Jack London a. ALL: 49.1% b. HI: 44.0% c. SED: 49.1% 15. John Hope a. ALL: 72.1% b. HI: 69.5% c. SED: 72.1% 16. John R. Wooden a. ALL: 41.9% b. HI: 39.2% c. SED: 41.0% 17. Metropolitan Continuation a. ALL: 68.6% b. HI: 67.5% c. SED: 68.4% 18. Monterey Continuation a. ALL: 47.7% b. HI: 47.6% c. SED: 47.7% 19. Odyssey Continuation a. ALL: 60.3% b. HI: 59.7% c. SED: 59.7% 20. Owensmouth Continuation a. ALL: 83.0% b. SED: 82.6% 21. Pueblo de Los Angeles Continuation a. ALL: 59.8%		Angeles Continuation 29. Robert H. Lewis Continuation 30. San Antonio Continuation 31. Simon Rodia Continuation 32. Stoney Point Continuation 33. Susan Miller Dorsey 34. Whitman Continuation 35. Will Rogers Continuation 36. Youth Opportunities Unlimited 37. Zane Grey Continuation Community Day School: 1. Tri-C CDS 2. Richard A. Alonzo CDS Home & Hospital: 1. Berenece Carlson Home Hospital: Opportunity Schools: 1. City of Angels 2. Computer Science Virtual Academy	b. HI: -4.4% c. SED: -7.6% 14. Jack London a. ALL: -2.3% b. HI: -6.0% c. SED: -3.8% 15. John Hope a. ALL: +21.3% b. HI: +21.5% c. SED: +21.3% 16. John R. Wooden a. ALL: +7.1% b. HI: +0.2% c. SED: +7.7% 17. Metropolitan Continuation a. ALL: +3.6% b. HI: +3.4% c. SED: +3.4% 18. Monterey Continuation a. ALL: +14.4% b. HI: +16.0% c. SED: +13.5% 19. Odyssey Continuation a. ALL: +30.9% b. HI: +30.3% c. SED: +29.1% 20. Owensmouth Continuation a. ALL: +16.9% b. SED: +15.9% 21. Pueblo de Los Angeles Continuation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Continuation a. ALL: 33.3% b. HI: 31.6% c. SED: 34.2% 19. Odyssey Continuation a. ALL: 29.4% b. HI: 29.4% c. SED: 30.6% 20. Owensmouth Continuation a. ALL: 66.1% b. SED: 66.7% 21. Pueblo de Los Angeles Continuation a. ALL: 41.5% b. HI: 41.1% c. SED: 42.2% 22. San Antonio Continuation a. ALL: 33.3% b. HI: 32.7% c. SED: 33.9% 23. Simon Rodia Continuation a. ALL: 67.2% b. HI: 67.2% c. SED: 66.7% 24. Stoney Point Continuation a. ALL: 37.0% b. HI: 39.1% c. SED: 36.2% 25. Will Rogers Continuation	b. HI: 56.6% c. SED: 59.3% 22. San Antonio Continuation a. ALL: 35.1% b. HI: 33.9% c. SED: 34.5% 23. Simon Rodia Continuation a. ALL: 46.0% b. HI: 45.0% c. SED: 46.0% 24. Stoney Point Continuation a. ALL: 51.7% b. HI: 56.9% c. SED: 51.2% 25. Will Rogers Continuation a. ALL: 35.1% b. HI: 32.0% c. SED: 34.8% 26. Youth Opportunities Unlimited a. ALL: 65.7% b. SED: 65.7% 27. Zane Grey Continuation a. ALL: 23.4% b. SED: 23.9% Community Day School: 1. Tri-C CDS a. ALL: 40.9%		3. Leadership & Public Service Virtual Academy 4. Virtual Academy of Business & Entrepreneurship 5. Virtual Academy of Int. Studies / Humanities 6. Virtual Academy of the Arts & Entertainment 7. Virtual Academy STEAM will increase Graduation Rate by 2% as measured by the graduation rate calculated on the California School Dashboard.	a. ALL: +18.3% b. HI: +15.5% c. SED: +17.1% 22. San Antonio Continuation a. ALL: +1.8% b. HI: +1.2% c. SED: +0.6% 23. Simon Rodia Continuation a. ALL: -21.2% b. HI: -22.2% c. SED: -20.7% 24. Stoney Point Continuation a. ALL: +14.7% b. HI: +17.8% c. SED: +15.0% 25. Will Rogers Continuation a. ALL: +4.7% b. HI: +0.8% c. SED: +4.1% 26. Youth Opportunities Unlimited a. ALL: +9.8% b. SED: +9.8% 27. Zane Grey Continuation a. ALL: -12.0% b. SED: -11.5% Community Day School: 1. Tri-C CDS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. ALL: 30.4% b. HI: 31.2% c. SED: 30.7% 26. Youth Opportunities Unlimited a. ALL: 55.9% b. SED: 55.9% 27. Zane Grey Continuation a. ALL: 35.4% b. SED: 35.4% Community day school: 1. Tri-C CDS a. ALL: 33.3% b. HI: 31.9% c. SED: 33.6% *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: High Schools:	b. HI: 39.8% c. SED: 41.2%			a. ALL: +7.6% b. HI: +7.9% c. SED: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1. Angel's Gate (Continuation) a. ALL: 50.0% b. HI: 50.0% c. SED: 51.7% 2. George S. Patton Continuation: a. ALL: 63.9% b. HI: 58.5% c. SED: 60.0% 3. Henry David Thoreau Continuation a. ALL: 65.9% 4. Independence Continuation a. ALL: 53.1% b. HI: 52.5% c. SED: 54.8% 5. Jane Addams Continuation a. ALL: 64.4% b. HI: 63.6% c. SED: 67.2% 6. Jordan High a. EL: 66.0% b. SWD: 66.7% 7. Robert H. Lewis Continuation a. ALL: 67.1% b. HI: 67.2% c. SED: 67.2% 8. Susan Miller Dorsey High a. EL: 60.6%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community Day School: 1. Richard A. Alonzo a. ALL: 19.2% b. HI: 14.0% c. SED: 17.6% Home & Hospital: 1. Berenece Carlson a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% Opportunity Schools: 1. City of Angels a. AA: 30.2% b. ALL: 43.4% c. EL: 27.3% d. HI: 43.1% e. HOM: 34.0% f. SED: 43.0% g. WH: 44.6% 2. Computer Science Virtual Academy: a. ALL: 63.5% b. HI: 64.5% c. SED: 62.2% d. SWD: 58.8% 3. Leadership & Public Service Virtual Academy a. ALL: 63.4% b. HI: 64.0%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. SED: 63.1% 4. Virtual Academy of Business & Entrepreneurship a. ALL: 61.7% b. HI: 62.4% c. SED: 62.5% 5. Virtual Academy of the Arts & Entertainment a. ALL: 64.4% b. HI: 64.7% c. SED: 64.2% 6. Virtual Academy of Int. Studies / Humanities a. ALL: 57.3% b. HI: 57.4% c. SED: 55.9% 7. Virtual Academy STEAM a. ALL: 57.8% b. HI: 55.8% c. SED: 58.5% Schools with a student group performing at the Yellow or higher performance level: 1. Eagle Tree Continuation a. ALL: 80.6% 2. Whitman Continuation				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. ALL: 78.9% b. SED: 78.9%				
8.09	Performance Level in College/Career	**2022-23** All Students: Very Low English Learners: Very Low Hispanic / Latino: Very Low Homeless: Very Low Low Income: Very Low Students with Disabilities: Very Low *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Very Low: High Schools: 1. Albert Einstein Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 2. Amelia Earhart Continuation a. ALL: 5.7%	**2023-24** High Schools: 1. Albert Einstein Continuation a. ALL: 5.9% b. HI: 6.4% c. SED: 6.0% 2. Amelia Earhart Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 3. Boyle Heights Continuation a. ALL: 5.4% b. HI: 5.5% c. SED: 5.4% 4. Cal Burke a. ALL: 1.2% b. HI: 1.2% c. SED: 1.2% 5. Central a. ALL: 0.6% b. EL: 0.0% c. HI: 0.7% d. HOM: No Performance Color in 2023-24 e. SED: 0.6% f. SWD: 0.0% 6. Crenshaw STEMM	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels by applicable student groups on the California School Dashboard College/Career indicator; By 2026, all students and student groups performing at the lowest performance level on the College and Career indicator (CCI) on the California School Dashboard at the following high schools: 1. Albert Einstein Continuation 2. Amelia Earhart Continuation 3. Angel's Gate (Continuation) 4. Boyle Heights Continuation 5. Cal Burke 6. Central High 7. Cheviot Hills	High Schools: 1. Albert Einstein Continuation a. ALL: +5.9% b. HI: +6.4% c. SED: +6.0% 2. Amelia Earhart Continuation a. ALL: -5.7% b. HI: -6.3% c. SED: -5.7% 3. Boyle Heights Continuation a. ALL: +5.4% b. HI: +5.5% c. SED: +5.4% 4. Cal Burke a. ALL: -1.2% b. HI: -1.3% c. SED: -1.2% 5. Central a. ALL: -0.3% b. EL: +0.0% c. HI: +0.2% d. HOM: +0.0% e. SED: -0.3% f. SWD: +0.0% 6. Crenshaw STEMM a. HI: +20.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		b. HI: 6.3% c. SED: 5.7% 3. Boyle Heights Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 4. Cal Burke a. ALL: 2.4% b. HI: 2.5% c. SED: 2.4% 5. Central High a. ALL: 0.9% b. EL: 0.0% c. HI: 0.5% d. HOM: 0.0% e. SED: 0.9% f. SWD: 0.0% 6. Crenshaw STEMM a. HI: 6.5% b. SWD: 9.8% 7. Dan M. Isaacs Avalon a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 8. Ellington (Duke) High Continuation a. ALL: 0.0% b. SED: 0.0% 9. Evergreen Continuation a. ALL: 4.1% b. HI: 4.1% c. SED: 4.2%	a. HI: 26.5% b. SWD: 25.0% 7. Dan M. Isaacs Avalon a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 8. Ellington (Duke) High Continuation a. ALL: 2.5% b. SED: 2.5% 9. Evergreen Continuation a. ALL: 4.7% b. HI: 5.0% c. SED: 4.9% 10. Frida Kahlo a. ALL: 1.1% b. HI: 1.3% c. SED: 1.1% 11. George S. Patton Continuation a. ALL: 2.9% b. HI: 3.3% c. SED: 2.9% 12. George Washington Prep a. EL: No Performance Color in 2023-24 13. Harris Newmark a. ALL: 2.6%		Continuation 8. Crenshaw STEMM 9. Dan M. Isaacs Avalon 10. Ellington (Duke) High Continuation 10. Eagle Tree Continuation 11. Evergreen Continuation 11. Frida Kahlo 12. George S. Patton Continuation 13. George Washington Prep 14. Harris Newmark 15. Highland Park Continuation 16. Independence Continuation 17. Jack London Continuation 18. John Hope Continuation 19. John R. Wooden Continuation 20. Jordan High 21. Metropolitan Continuation 22. Mission Continuation 23. Monterey Continuation	b. SWD: +15.2% 7. Dan M. Isaacs Avalon a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 8. Ellington (Duke) High Continuation a. ALL: +2.5% b. SED: +2.5% 9. Evergreen Continuation a. ALL: +0.6% b. HI: +0.9% c. SED: +0.7% 10. Frida Kahlo a. ALL: -1.5% b. HI: -1.5% c. SED: -1.5% 11. George S. Patton Continuation a. ALL: +0.3% b. HI: +0.5% c. SED: +0.3% 12. George Washington Prep a. EL: No Performance Color in 2023-24 13. Harris Newmark a. ALL: -0.7% b. HI: -0.7% c. SED: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10. Frida Kahlo a. ALL: 2.6% b. HI: 2.8% c. SED: 2.6% 11. George S. Patton Continuation a. ALL: 2.6% b. HI: 2.8% c. SED: 2.6% 12. George Washington Prep a. EL: 8.6% b. SED: 6.5% *(2024 Dashboard)* 13. Harris Newmark a. ALL: 3.3% b. HI: 3.6% c. SED: 3.3% 14. Highland Park Continuation a. ALL: 2.1% b. HI: 2.3% c. SED: 2.4% 15. Jack London Continuation a. ALL: 0.0% b. SED: 0.0% 16. John Hope Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0%	b. HI: 2.9% c. SED: 2.6% 14. Highland Park Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 15. Jack London Continuation a. ALL: 3.6% b. SED: 3.6% 16. John Hope Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 17. John R. Wooden Continuation a. ALL: 6.0% b. HI: 2.4% c. SED: 6.0% 18. Metropolitan Continuation a. ALL: 4.1% b. HI: 4.2% c. SED: 4.2% 19. Mission Continuation a. ALL: 2.0% b. HI: 2.1% c. SED: 2.0% 20. Monterey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0%		24. Odyssey Continuation 25. Owensmouth Continuation 26. Phoenix Continuation 27. Pueblo de Los Angeles Continuation 28. Robert H. Lewis Continuation 29. San Antonio Continuation 30. Simon Rodia Continuation 31. Stoney Point Continuation 32. Whitman Continuation 33. Will Rogers Continuation 34. Youth Opportunities Unlimited 35. Zane Grey Continuation Community Day Schools: 1. Richard A. Alonzo CDS 2. Tri-C CDS Home & Hospital: 1. Berenece Carlson Home Hospital	14. Highland Park Continuation a. ALL: -2.1% b. HI: -2.3% c. SED: -2.4% 15. Jack London Continuation a. ALL: +3.6% b. SED: +3.6% 16. John Hope Continuation a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 17. John R. Wooden Continuation a. ALL: +6.0% b. HI: +2.4% c. SED: +6.0% 18. Metropolitan Continuation a. ALL: +1.4% b. HI: +1.5% c. SED: +1.5% 19. Mission Continuation a. ALL: -1.3% b. HI: +2.1% c. SED: -1.0% 20. Monterey Continuation a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17. John R. Wooden Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 18. Metropolitan Continuation a. ALL: 2.7% b. HI: 2.7% c. SED: 2.7% 19. Mission Continuation a. ALL: 3.3% b. HI: 0.0% c. SED: 3.0% 20. Monterey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 21. Odyssey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 22. Owensmouth Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 23. Phoenix Continuation a. ALL: 6.1% b. SED: 6.5%	21. Odyssey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 22. Owensmouth Continuation a. ALL: 2.5% b. HI: 2.5% c. SED: 2.5% 23. Phoenix Continuation a. ALL: 2.6% b. SED: 2.8% 24. Pueblo de Los Angeles Continuation a. ALL: 4.1% b. HI: 4.3% c. SED: 4.1% 25. San Antonio Continuation a. ALL: 1.1% b. HI: 1.1% c. SED: 1.1% 26. Simon Rodia Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 27. Stoney Point Continuation a. ALL: 3.0% b. HI: 4.2% c. SED: 3.2%		Opportunity Schools: 1. City of Angels 2. Computer Science Virtual Academy	21. Odyssey Continuation a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 22. Owensmouth Continuation a. ALL: +2.5% b. HI: +2.5% c. SED: +2.5% 23. Phoenix Continuation a. ALL: -3.5% b. SED: -3.7% 24. Pueblo de Los Angeles Continuation a. ALL: +0.8% b. HI: +0.5% c. SED: +0.8% 25. San Antonio Continuation a. ALL: +0.2% b. HI: +0.1% c. SED: +0.2% 26. Simon Rodia Continuation a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 27. Stoney Point Continuation a. ALL: +3.0% b. HI: +4.2% c. SED: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24. Pueblo de Los Angeles Continuation a. ALL: 3.3% b. HI: 3.8% c. SED: 3.3% 25. San Antonio Continuation a. ALL: 0.9% b. HI: 1.0% c. SED: 0.9% 26. Simon Rodia Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 27. Stoney Point Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 28. Virtual Academy of International Studies / Humanities a. HI: 14.9% b. SED: 12% 29. Whitman Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 30. Will Rogers Continuation a. ALL: 0.0% b. HI: 0.0%	28. Virtual Academy of International Studies / Humanities a. HI: 17.6% b. SED: 16.5% 29. Whitman Continuation a. ALL: 13.9% b. HI: 13.3% c. SED: 13.9% 30. Will Rogers Continuation a. ALL: 2.0% b. HI: 1.2% c. SED: 2.1% 31. Youth Opportunities Unlimited a. ALL: 0.0% b. SED: 0.0% 32. Zane Grey Continuation a. ALL: 2.2% b. HI: 0.0% c. SED: 2.3% Community day school: 1. Tri-C CDS a. ALL: 1.6% b. HI: 1.9% c. SED: 1.6%			28. Virtual Academy of International Studies / Humanities a. HI: +2.7% b. SED: +4.5% 29. Whitman Continuation a. ALL: +13.9% b. HI: +13.3% c. SED: +13.9% 30. Will Rogers Continuation a. ALL: +2.0% b. HI: +1.2% c. SED: +2.1% 31. Youth Opportunities Unlimited a. ALL: +0.0% b. SED: +0.0% 32. Zane Grey Continuation a. ALL: +2.2% b. HI: +0.0% c. SED: +2.3% Community day school: 1. Tri-C CDS a. ALL: +1.6% b. HI: +1.9% c. SED: +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. SED: 0.0% 31. Youth Opportunities Unlimited a. ALL: 0.0% b. SED: 0.0% 32. Zane Grey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% Community day school: 1. Tri-C CDS a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% School with student groups performing at the Low performance level: 1. Virtual Academy of International Studies / Humanities a. HI: 14.9% b. SED: 12.0% *Source: California School Dashboard* **2023-24**				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: High Schools: 1. Angel's Gate (Continuation) a. ALL: 1.9% b. HI: 2.2% c. SED: 2.0% 2. Cheviot Hills Continuation a. ALL: 14.6% b. SED: 15.0% 3. Independence Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 4. Jordan High a. SWD: 7.3% 5. Robert H. Lewis Continuation a. ALL: 1.7% b. HI: 1.8% c. SED: 1.7% Community Day School: 1. Richard A.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Alonzo a. ALL: 2.1% b. SED: 2.1% Home & Hospital: 1. Berenece Carlson a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% Opportunity Schools: 1. City of Angels a. AA: 0.0% b. WH: 5.0% 2. Computer Science Virtual Academy: a. ALL: 7.9% b. SED: 7.6% c. SWD: 2.1% 3. Virtual Academy STEAM a. HI: 6.8% School with a student group performing at the Green or higher performance level: 1. Eagle Tree Continuation: a. ALL: 36.4% *Source: California School Dashboard*				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.10	Performance Level in Chronic Absenteeism Rate	**2022-23** All Students: Red African American / Black: Red Hispanic / Latino: Red English Learners: Red Multiple Races: Red Low Income: Red Students with Disabilities: Red *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: Elementary Schools: 1. Avalon Gardens a. AA: 35.8% b. ALL: 40.9% c. HI: 44.2% d. SED: 41.4% 2. Fifty-Fourth Street a. HI: 39.7% 3. Hillcrest Drive	**2023-24** 1. Ann Street Elementary: a. HI: 24.1% b. SED: 26.3% 2. Audubon Middle: a. EL: 36.9% 3. Avalon Gardens: a. AA: 31.7% b. ALL: 29.0% c. HI: 26.9% d. SED: 29.9% 4. Barack Obama: a. AA: 47.7% b. SWD: 40.0% 5. Danny J. Bakwell, Sr.: a. MR: 48.8% 6. Fifty-Fourth Street: a. HI: 30.8% 7. Forty-Second Street: a. AA: 41.0% b. HI: 32.9% c. SWD: 40.4% 8. Hillcrest Drive a. EL: 32.8% b. HI: 36.6% c. SWD: 41.7% 9. Lankershim: a. EL: 28.4% b. HI: 30.0%	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels by applicable student groups on the California School Dashboard Chronic Absenteeism indicator; By 2026, all students and student groups performing at the lowest performance level for Chronic Absenteeism on the California School Dashboard at the following elementary schools: 1. Ann Street 2. Angeles Mesa 3. Avalon Gardens 4. Cabrillo Avenue 5. Century Park 6. Cheremoya Avenue 7. Cimarron Avenue 8. El Dorado Avenue 9. Figueroa Street 10. Fifth-Fourth Street 11. Forty-Second	1. Ann Street Elementary: a. HI: -6.5% b. SED: -7.4% 2. Audubon Middle: a. EL: -11.4% 3. Avalon Gardens: a. AA: -4.1% b. ALL: -11.9% c. HI: -17.3% d. SED: -11.5% 4. Barack Obama: a. AA: -1.2% b. SWD: -12.2% 5. Danny J. Bakwell, Sr.: a. MR: -13.0% 6. Fifty-Fourth Street a. HI: -8.9% 7. Forty-Second Street: a. AA: -16.6% b. HI: -9.7% c. SWD: -15.7% 8. Hillcrest Drive a. EL: -19.5% b. HI: -15.8% c. SWD: -15.4% 9. Lankershim: a. EL: -2.6% b. HI: -8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. EL: 52.3% b. HI: 52.4% c. SWD: 57.1% 4. Lankershim a. EL: 31.0% b. HI: 38.3% 5. MLK, Jr. a. AA: 67.6% b. EL: 39.7% *(2024 Dashboard)* c. HI: 36.4% *(2024 Dashboard)* d. SWD: 49.1% *(2024 Dashboard)* 6. Pinewood Avenue a. ALL: 42.5% e. HI: 44.5% f. SED: 42.9% Primary center: 1. Danny J. Bakewell, Sr. a. MR: 61.8% Middle School: 1. Audubon a. EL: 48.3% SPAN School: 1. Barack Obama a. AA: 48.9% b. SWD: 52.2% Schools with student	10. Mariposa-Nabi Primary Center: a. EL: 24.6% b. HI: 30.6% c. SED: 31.9% d. SWD: No Performance Color in 2023-24 11. MLK, Jr.: a. AA: 55.9% 12. Pinewood Avenue: a. ALL: 20.6% b. HI: 21.3% c. SED: 21.3% For the identified schools in 2023-24, the following schools had one or more additional student group(s) at the lowest performance level, Red, on the Chronic Absenteeism Rate. 1. Avalon Gardens: a. SWD: 35.5% 2. Lankershim: a. AA: 45.7% b. MR: 40.6% 3. MLK, Jr.: a. EL: 39.7%		12. Hillcrest Drive 13. Lankershim 14. Lovelia P. Flournoy 15. MLK, Jr. 16. Ninth Street 17. Pinewood Avenue 18. Westport Heights Primary Centers: 1. Danny J. Bakewell, Sr. 2. Hooper Avenue 3. Lake Street 4. Mariposa-Nabi 5. Olympic Middle Schools: 1. Audubon 2. Bret Harte 3. Charles Maclay 4. Samuel Gompers SPAN Schools: 1. Barack Obama 2. Boys Academic Leadership Academy Opportunity Schools: 1. City of Angels 2. Computer Science Virtual Academy 3. Virtual Academy of Business &	10. Mariposa-Nabi Primary Center: a. EL: -9.2% b. HI: -13.5% c. SED: -8.8% d. SWD: No Performance Color in 2023-24 11. MLK, Jr.: a. AA: -11.7% 12. Pinewood Avenue: a. ALL: -21.9% b. HI: -23.2% c. SED: -21.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups performing at the Orange or higher performance level: 1. Ann Street Elementary a. HI: 30.6% b. SED: 33.7% 2. Forty-Second Street Elementary a. AA: 57.6% b. HI: 42.6% c. SWD: 56.1% 3. Mariposa-Nabi Primary Center a. EL: 33.8% b. HI: 44.1% c. SED: 40.7% d. SWD: 40.5% *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools for 2025-26, the following schools had student groups performing at the lowest performance level, Red: Elementary Schools:	b. HI: 36.4% c. SWD: 49.1% *Source: California School Dashboard*		Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment Will decrease chronic absenteeism by 1% as measured by the chronic absenteeism rate calculated on the Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1. Angeles Mesa a. ALL: 44.9% b. AA: 52.6% c. EL: 38.2% d. HI: 39.4% e. SED: 44.5% f. SWD: 48.7% 2. Cheremoya Avenue a. WH: 38.5% 3. Lovelia P. Flournoy a. SWD: 38.6% 4. Ninth Street a. ALL: 38.4% b. EL: 38.9% c. HOM: 44.3% d. SED: 38.8% Middle Schools: 1. Charles Maclay a. SWD: 32.9% 2. Bret Harte a. ALL: 38.2% b. EL: 32.1% c. HI: 35.5% d. LTEL: 42.6% e. SED: 38.7% f. SWD: 45.6% 3. Samuel Gompers a. ALL: 42.1% b. EL: 39.0% c. HI: 39.9% d. HOM: 42.5% e. LTEL: 57.1% f. SED: 42.9%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Opportunity Schools: 1. City of Angels a. AA: 85.5% b. ALL: 77.0% c. HI: 75.7% d. SED: 78.4% 2. Computer Science Virtual Academy a. EL: 84.8% b. MR: 73.2% 3. Virtual Academy of Business & Entrepreneurship a. EL: 81.9% b. MR: 81.3% 4. Virtual Academy of the Int. Studies / Humanities a. LTEL: 96.9% b. WH: 70.3% 5. Virtual Academy of the Arts & Entertainment a. MR: 59.5% SPAN School: 1. Boys Academic Leadership Academy a. ALL: 31.3% Schools with student groups performing at the Orange or higher				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		performance level: Elementary Schools: 1. Cabrillo a. EL: 23.4% b. SWD: 25.4% 2. Century Park a. AA: 34.3% b. HI: 31.9% c. SWD: 30.1% 3. Cimarron Avenue a. HI: 32.1% b. SWD: 42.2% 4. El Dorado Avenue a. HOM: 38.0% b. SWD: 42.2% 5. Figueroa Street a. AA: 13.6% b. SWD: 17.4% 6. Westport Heights a. AA: 27.1% b. HI: 27.4% Primary Centers: 1. Hooper Avenue a. EL: 27.6% 2. Lake Street a. ALL: 42.9% b. EL: 32.7% c. HI: 44.2% d. SED: 43.5% e. SWD: 54.2% 3. Olympic a. ALL: 27.7% b. EL: 21.6% c. HI: 26.4%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		d. SED: 26.9% *Source: California School Dashboard*				
8.11	Performance Level in Suspension Rate	**2022-23** All Students: Red African American / Black: Red Hispanic / Latino: Red Low Income: Red Foster Youth: Red *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: High School: 1. George Washington Prep a. AA: 8.4% b. ALL: 6.2% c. FOS: 11.1% d. SED: 6.5% Community Day school: 1. Aggeler CDS	**2023-24** 1. Aggeler CDS: a. FOS: 36.9% b. HI: 40.4% 2. CDS Secondary: a. FOS: No Performance Color b. HI: 0.0% 3. Dorothy Johnson CDS a. SED: 0.0% 4. George Washington Prep a. AA: 0.8% b. ALL: 0.4% c. FOS: 0.0% d. SED: 0.4% 5. James J. McBride Special Education Center a. AA: 0.0% b. HI: 0.0% c. SED: 0.0% d. SWD: 0.0% 6. Moneta Continuation a. HI: 0.0% b. SED: 0.0% 7. Ramona Opportunity High	**2024-25** *This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	**2025-26** Improved performance levels by applicable student groups on the California School Dashboard Suspension Rate indicator; By 2026, all students and student groups performing at the lowest performance level on the California School Dashboard Suspension Rate indicator at the following high schools: 1. Crenshaw STEMM 2. George Washington Prep Elementary School: 1. La Salle Avenue	1. Aggeler CDS: a. FOS: +22.6% b. HI: +28.5% 2. CDS Secondary: a. SED: -2.3% 3. Dorothy Johnson CDS a. SED: -1.4% 4. George Washington Prep a. AA: -7.6% b. ALL: -5.8% c. FOS: -11.1% d. SED: -6.1% 5. James J. McBride Special Education Center a. AA: +0.0% b. HI: +0.0% c. SED: +0.0% d. SWD: +0.0% 6. Moneta Continuation a. HI: +0.0% b. SED: +0.0% 7. Ramona Opportunity High a. HI: +0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. FOS: 14.3% b. HI: 11.9% c. ALL: 36.4% *(2024 Dashboard)* d. SED: 36.4% *(2024 Dashboard)* Schools with student groups performing at the Orange or higher performance level: 1. CDS Secondary a. SED: 2.3% b. HI: 1.7% *(2024 Dashboard)* 2. Dorothy Johnson CDS a. SED: 1.4% b. ALL: 0.0% *(2024 Dashboard)* c. HI: 0.0% *(2024 Dashboard)* 3. James J. McBride Special Education Center a. AA: 0.0% b. HI: 0.0% c. SED: 0.0% d. SWD: 0.0% 4. Moneta Continuation a. HI: 0.0% b. SED: 0.0%	a. HI: 0.0% b. SED: 0.0% 8. Sophia T. Salvin Special Education Center a. HI: 0.0% b. SED: 0.0% c. SWD: 0.0% 9. Thomas Riley High a. SED: 0.0% 10. View Park Continuation a. SED: 0.0% 11. Whitney Young Continuation a. AA: 0.0% b. SED: 0.0% 12. William J. Johnston CDS a. HI: 1.7% b. SED: 1.4% c. SWD: 6.3% 13. William Tell Aggeler Opportunity High a. HI: 1.0% b. SED: 1.0% c. SWD: 2.2% *Source: California School Dashboard*		Community Day School: 1. Aggeler CDS Will decrease suspension rates by 4% as measured by the suspension rate calculated on the Dashboard. By 2026, all students and student groups at: 1. CDS Secondary 2. Dorothy Johnson CDS 3. Harold McAlister High (Opportunity) 4. Jack London Community Day 5. James J. McBride Special Education Center 6. Moneta Continuation 7. Mt. Lukens Continuation 8. Ramona Opportunity High 9. Sophia T. Salvin Special	b. SED: +0.0% 8. Sophia T. Salvin Special Education Center a. HI: +0.0% b. SED: +0.0% c. SWD: +0.0% 9. Thomas Riley High a. SED: +0.0% 10. View Park Continuation a. SED: +0.0% 11. Whitney Young Continuation a. AA: +0.0% b. SED: +0.0% 12. William J. Johnston CDS a. HI: +0.6% b. SED: -0.5% c. SWD: +4.0% 13. William Tell Aggeler Opportunity High a. HI: -0.9% b. SED: -0.8% c. SWD: -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. ALL: 0.0% *(2024 Dashboard)* 5. Ramona Opportunity High a. HI: 0.0% b. SED: 0.0% c. ALL: 0.0% *(2024 Dashboard)* 6. Sophia T. Salvin Special Education Center a. HI: 0.0% b. SED: 0.0% c. SWD: 0.0% 7. Thomas Riley High a. SED: 0.0% b. ALL: 0.0% *(2024 Dashboard)* 8. View Park Continuation a. SED: 0.0% b. ALL: 0.0% *(2024 Dashboard)* 9. Whitney Young Continuation a. AA: 0.0% b. SED: 0.0% c. ALL: 0.0% *(2024 Dashboard)* 10. William J. Johnston CDS			Education Center 10. Thomas Riley High 11. View Park Continuation 12. Westport Heights 13. Whitney Young Continuation 14. William J. Johnston CDS 15. William Tell Aggeler Opportunity High Will decrease suspension rates by 4% or maintain a Low suspension rate as measured by the suspension rate calculated on the Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. HI: 1.1% b. SED: 1.9% c. SWD: 2.3% 11. William Tell Aggeler Opportunity High a. HI: 1.9% b. SED: 1.8% c. SWD: 2.6% d. ALL: 0.9% *(2024 Dashboard)* *Source: California School Dashboard* **2023-24** Of the 37 new Equity Multiplier Funding eligible schools identified in 2024-25, the following schools had one or more student group(s) at the lowest performance level, Red, on the Suspension Rate. Elementary School: 1. La Salle Avenue: a. AA: 3.8% b. SWD: 6.5% High School: 1. Crenshaw				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STEMM a. FOS: 13.0% Schools with student groups performing at the Orange or higher performance level: Elementary School: 1. Westport Heights a. AA: 3.1% b. SED: 1.2% High Schools: 1. Harold McAlister High (Opportunity) a. ALL: 1.2% b. HI: 1.5% c. SED: 1.3% 2. Mt. Lukens Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% Community Day School: 1. Jack London a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% *Source: California School Dashboard*				

Goal Analysis for [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 8, Action 1: English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools
In 2024-25, the 19 identified schools used Equity Multiplier funding to address the needs of the 59 identified student groups to increase proficiency in English Language Arts (ELA). For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
  - Elementary Schools:
    - Added extra duty hours for teachers to provide English Language Arts (ELA) intervention to improve literacy skills in seven of nine elementary schools.
    - Purchased and used digital literacy curriculum such as Rosetta Stone to provide individualized reading support to students in all elementary schools.
    - Provided instructional coaching to teachers including the use of constructive feedback to improve instructional strategies and classroom management in all elementary schools.
  - High Schools:
    - Hired interventionist ELA teachers to implement Tier 2 (small group) and Tier 3 (one-on-one) instruction to students who are below grade level proficiency in four of four high schools.
    - Added extra duty hours for teachers to provide English Language Arts (ELA) intervention to improve literacy skills.
    - Added extra duty hours for academic counselors to monitor academic performance and provided workshops on time management and study strategies in all high schools.
  - Middle Schools:
    - Implemented i-Ready assessment professional development to assist teachers in using student performance data to guide and plan student instruction in all middle schools.
    - Partially funded English Language Arts (ELA) intervention teachers to provide additional literacy support to students in four of five middle schools.
    - Provided students with high-frequency literacy tutoring during and after school to improve their literacy skills and attain grade-level proficiency in all middle schools.
  - SPAN School:
    - Added extra duty hours for teachers to provide English Language Arts (ELA) intervention to improve literacy skills in one of one SPAN school.
    - Implemented use of digital literacy programs such as Lexia Literacy to improve student literacy skills in one of one SPAN school.
    - Offered high-frequency literacy tutoring to students before, during, and after school to improve their reading

comprehension and grade-level proficiency in English Language Arts in one of one SPAN school.

- Challenges:
  - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the eligible schools implemented services and supports to increase English Language Arts proficiency for identified student groups as planned.

Goal 8, Action 2: Mathematics: Use of Evidence-Based Services and Supports by Identified Schools

In 2024-25, the 13 identified schools used Equity Multiplier funding to address the needs of the 37 identified student groups to increase proficiency in Mathematics. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
  - Community Day School:
    - Provided Saturday school tutoring to assist students who are below grade level proficiency in math in one of one community day school.
    - Facilitated teacher release time for instructional planning in math using student assessment data in one of one community day school.
  - Continuation School:
    - Hired instructional aides to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase student math skills in one of one continuation school.
    - Funded Pupil Services and Attendance (PSA) counselors to identify students who require extra support (academically, emotionally) and coordinate with school staff and external partners to provide resources in one of one continuation school.
    - Provided tutoring before, during, and after school to students who are below grade level proficiency in math in one of one continuation school.
  - Elementary Schools:
    - Partially funded math interventionist teachers to decrease class sizes and improve Tier 2 (small group) instruction for students who were below grade level in math proficiency at each elementary school.
    - Hired instructional aides to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase student numeracy skills at each elementary school.
  - High Schools:
    - Partially funded math interventionist teachers to decrease class sizes and improve Tier 2 (small group) instruction for students who were below grade level in math proficiency at each high school.
    - Hired classroom instructional aides to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase student grade level math proficiency at each high school.

    - Middle Schools:
        - Partial funding of math interventionist teachers to decrease class sizes and improve Tier 2 (small group) instruction for students who were below grade level in math proficiency at each middle school.
        - Established an external partnership, engage2learn, to assist teachers in planning math instruction for English Learners in one middle school.
        - Provided after school math tutoring at three middle schools.
        - Facilitated teacher release time for instructional planning in math using student assessment data at each middle school.
        - Provided Saturday school tutoring in one middle school to assist students who are below grade level proficiency in math at each middle school.
    - SPAN School:
        - Partially funded a Psychiatric Social Worker (PSW) to provide social emotional learning strategies to students and personalized attendance intervention support including the use of home visits to increase student attendance in one of one SPAN school.
        - Hired classroom instructional aide to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase student grade level math proficiency in one of one SPAN school.
- Challenges:
    - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the eligible schools implemented services and supports to increase Mathematics proficiency for identified student groups as planned.

Goal 8, Action 3: English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools
In 2024-25, the seven identified schools used Equity Multiplier funding to increase English Learner Progress for English Learners. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
    - Elementary Schools:
        - Added extra duty hours for teachers to provide English Language Arts (ELA) intervention to improve literacy skills afterschool in two of two elementary schools.
        - Hired interventionist teachers to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to English Learners to increase fluent English proficiency in one of two elementary schools.
        - Implemented use of technology tools, such as digital language programs, to extend learning beyond the school day in two of two elementary schools.
    - High Schools:
        - Hired bilingual English teachers to increase integrated and designated English Language Development (ELD) instruction to improve English Learner grade level proficiency in ELA in three of four high schools.

        - Partially funded parent liaisons to assist families in understanding the reclassification process and the steps to developing a positive home learning environment for students in three of four high schools.
        - Used teacher release time to enhance teacher collaboration to improve English language instructional practices through classroom observations and feedback in four of four high schools.
    - Opportunity School:
        - Hired bilingual instructional aide to assist with Tier 2 (small group) instruction in content areas, including ELA and math in one of one opportunity school.
        - Added extra duty hours for teachers to provide English Language Arts (ELA) intervention to improve literacy skills afterschool in one of one opportunity school.
        - Implemented use of technology tools, such as digital language programs, to extend learning beyond the school day in one of one opportunity school.
- Challenges:
    - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the eligible schools implemented services and supports to increase English Learner Progress for English Learners as planned.

Goal 8, Action 4: Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools
In 2024-25, the 28 identified schools used Equity Multiplier funding to increase the graduation rate of the 81 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
    - Community Day School:
        - Used funds to increase college exposure to students by providing college campus visits in one of one community day school.
        - Provided instructional staff with release time for analyzing student assessment data and planning instruction in one of one community day school.
        - Added extra duty counselor hours to implement workshops for parents on financial aid and post-secondary opportunities for students in one of one community day school.
    - Continuation Schools:
        - Hired Psychiatric Social Workers (PSWs) to provide positive behavior support planning and implementation to increase positive student learning behaviors in most continuation schools.
        - Established external partnership with EduCare, at two schools, to implement the ACE Initiative (Achievement and Commitment to Excellence) to provide teacher and staff professional development on instituting positive classroom learning environments and parent engagement meetings on how to help their children at home with developing self-management and relationship skills.
        - Added extra duty hours for Pupil Services and Attendance (PSA) counselors to monitor student attendance and

communicate with parents and families, among additional duties to ensure students are at school in most continuation schools.
        - Implemented additional credit recovery courses to help students stay on track for high school graduation in some continuation schools.
    - High Schools:
        - Funded student attendance at career exploration conferences including STEM-related careers and college fairs in two of four high schools.
        - Provided before, during, and after school tutoring for students by increasing extra duty hours for teachers in four of four high schools.
        - Instructional aides were hired to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to students in order to improve class pass rates in four of four high schools.
        - Implemented a summer bridge program at one school to form staff-to-student relationships and provide academic support to students who are below grade level in ELA and/or mathematics, among additional duties, to ease student transition from middle school to high school in one of four high schools.
        - Partially funded intervention teachers in ELA and mathematics to decrease class sizes and implement Tier 2 (small group) instruction for academically at-risk students in four of four high schools.
    - Opportunity School:
        - Added additional counselor hours to monitor student grades and attendance to identify at-risk students of not graduating and provide resources in one of one opportunity school.
        - Implemented before and after school tutoring to provide targeted academic support in one of one opportunity school.
    - SPAN School:
        - Partially funded parent liaison and other staff to run workshops for parents and families on the importance of high school graduation and completing college applications, among additional topics in one of one SPAN school.
        - Hired instructional aide to provide Tier 2 (small group) instruction in collaboration with the intervention teachers in one of one SPAN school.
        - Purchased a personalized digital learning platform, IXL, to address individual student needs in math and ELA in one of one SPAN school.
        - Added Saturday intervention tutoring by content teachers to provide additional small group instruction to students who are below grade level proficiency in math and/or ELA in one of one SPAN school.
- Challenges:
    - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the 28 eligible schools implemented services and supports to increase the graduation rate for identified student groups as planned.

Goal 8, Action 5: College/Career: Use of Evidence-Based Services and Supports by Identified Schools

In 2024-25, the 33 identified schools used Equity Multiplier funding to increase the college/career rate of the 94 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
  - Continuation Schools:
    - Hired additional ELA teachers to reduce class sizes in grades 11-12 courses to increase individual and small group instruction in most of the 29 continuation schools.
    - Added extra duty teacher hours to provide before, during, and after school academic tutoring to students in all of the 29 continuation schools.
    - Hired part-time Psychiatric Social Workers (PSWs) to assist students with social-emotional issues to improve attendance and increase credit recovery in most of the 29 continuation schools.
    - Contracted services with external providers to support teacher and staff professional development that address Adverse Childhood Experiences (ACEs) and strategies to improve student attendance in two of 29 continuation schools.
  - High Schools:
    - Funded community representatives to provide parent and family workshops on post-secondary opportunities for their children and additional topics such as completing college and financial aid applications in one of two high schools.
    - Hired part-time Psychiatric Social Workers (PSWs) to assist students with social-emotional issues to improve attendance and increase credit recovery in two of two high schools.
    - Added academic counselor hours to monitor student achievement and ensure students are completing A-G course requirements for admission to the University of California and/or California State University systems in two of two high schools.
  - Opportunity School:
    - Funded community representatives to provide parent and family workshops on college and career opportunities for their children in one of one SPAN school.
    - Funds were used to support college visits, allowing students to visit campuses and explore higher education opportunities in one of one SPAN school.
    - Use of extra duty hours to facilitate instructional planning time for content teachers in one of one SPAN school.
  - SPAN School:
    - Increased A-G counselor and Secondary Counselors hours to monitor student progress in dual enrollment courses in one of one SPAN school.
    - Provided tutoring services to help Grade 11 students improve their scores on the Smarter Balanced Assessment in ELA and mathematics to reach Level 3- Standard Met in one of one SPAN school.
- Challenges:
  - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the 33 eligible schools implemented services and supports to increase the college/career rate for identified student groups as planned.

Goal 8, Action 6: Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools
In 2024-25, the 12 identified schools used Equity Multiplier funding to decrease the chronic absenteeism rate of the 27 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
  - Elementary Schools:
    - Added additional hours for Pupil Services and Attendance (PSA) counselors to provide early intervention and intensive intervention to students and families to address health concerns, transportation issues, and additional barriers to excellent student attendance in eight of eight elementary schools.
    - Hired community representatives to provide parent / family workshops on the importance of student attendance, workshops on utilizing community-based referrals in seven of eight elementary schools.
  - Middle School:
    - Partially funded a Psychiatric Social Worker (PSW) to provide social emotional learning strategies to students and personalized attendance intervention support including the use of home visits in one of one middle school.
    - Partially funded parent liaisons and other staff to track student attendance patterns and identify students need attendance interventions, including meeting with parents of chronically absent students in one of one middle school.
  - Primary Centers:
    - Increased school-to-home communication for students who are at-risk of being chronically absent by adding hours for community representatives in one of one primary center.
    - Funding the use of Pupil Services and Attendance (PSA) counselors to help students and families with health, transportation, and other issues that affect student attendance in one of one primary center.
  - SPAN Schools:
    - Added programs including drumline, dance, computer classes, and peer tutoring to increase student attendance in one of two SPAN schools.
    - Hired Pupil Services and Attendance (PSA) counselors to identify students who require extra support (academically, emotionally) and coordinate with school staff and external partners to provide resources in two of two SPAN schools.
- Challenges:
  - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the 12 eligible schools implemented services and supports to decrease the chronic absenteeism rate for identified student groups as planned.

Goal 8, Action 7: Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools
In 2024-25, the 13 eligible schools used Equity Multiplier funding to decrease the suspension rate of the 29 identified student groups. For

specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
  - Community Day Schools:
    - Added extra duty hours for teachers to provide English Language Arts (ELA) and math intervention to improve students' credit recovery and lower disruptive student behavior in two of four community day schools.
    - Funded Psychiatric Social Workers (PSWs) to implement parent / family education meetings on supporting the needs of students' social emotional needs at home and providing referrals to address student and family needs in three of four community day schools.
    - Provided professional development to teachers and staff on implementing restorative discipline practices in the classroom to reduce student suspensions in four of four community day schools.
  - Continuation Schools:
    - Added extra duty hours for counselors to provide individual and small group counseling to students in three of three continuation schools.
    - Partially funded community representatives to coordinate services for parents including the use of workshops to assist families in supporting students with positive learning behaviors in two of three continuation schools.
    - Added extra duty hours for teachers to provide English Language Arts (ELA) and math intervention to improve students' credit recovery and lower disruptive student behavior in two of four community day schools in three of three continuation schools.
  - High Schools:
    - Added additional counseling hours to provide restorative justice circles with students to improve interpersonal relationships and reduce student-to-student conflicts in one of one high school.
    - Added classroom instructional aides for small group instruction and decreased opportunities for student-to-student conflicts in one of one high school.
  - Opportunity Schools:
    - Added classroom instructional aides for small group instruction and decreased opportunities for student-to-student conflicts in three of three opportunity schools.
    - Added extra duty hours for teachers to provide English Language Arts (ELA) and math intervention to improve students' credit recovery and lower disruptive student behavior in two of four community day schools in two of three opportunity schools.
    - Added extra duty hours for counselors to provide individual and small group counseling to students in three of three opportunity schools.
  - Special Education Schools:
    - Funded Psychiatric Social Workers (PSWs) to provide one-on-one and small group counseling to help students manage personal emotional issues in two of three special education schools.
    - Provided teacher and staff professional development to improve teacher-student relationships and help teachers with managing stress in three of three special education schools.
    - Added additional counseling hours to provide peer mediation services in one of three special education schools.

- Challenges:
    - Due to the timing of the Equity Multiplier funding allocation by the state to eligible schools, schools faced challenges with hiring and onboarding staff to provide direct services to identified students.

In 2024-25, the 13 eligible schools implemented services and supports to decrease the suspension rate for identified student groups as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 8, Action 1: English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools
Goal 8, Action 2: Mathematics: Use of Evidence-Based Services and Supports by Identified Schools
Goal 8, Action 3: English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools
Goal 8, Action 4: Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools
Goal 8, Action 5: College / Career: Use of Evidence-Based Services and Supports by Identified Schools
Goal 8, Action 6: Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools
Goal 8, Action 7: Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools
For actions 1-7, the material difference between budgeted expenditures and estimated actual 2024-25 expenditures, for the period ending April 30, 2025 (as of the Third Interim Budget Report) through June 30, 2025, is partially due to the timing of the allocation to eligible schools and unfilled positions. Each eligible school met and engaged with educational partners, including parents and staff, to determine how Equity Multiplier funds would be used to support the needs of identified student groups and improve educational outcomes. However, hiring staff to provide direct services to students was impacted by the delayed release of the allocation. Eligible schools are determined annually by the California Department of Education (CDE) in late-February for the upcoming school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal

Every action for Goal 8: Equity Multiplier Focus Goal has reported California School Dashboard (“Dashboard”) data connecting outcomes to Dashboard indicators. Using data to make decisions, collaborating with educational partners, and providing more resources through Equity Multiplier funding will help the 71 eligible schools improve outcomes for identified student groups, as evidenced in the 2025 Dashboard. It is important to note that the 71 eligible schools were approved or determined to be eligible for Equity Multiplier funding in 2023-24 for use beginning in 2024-25. As a result, the impact of Equity Multiplier funding on student performance will be reflected in the 2025 Dashboard. The effectiveness of the goal actions below is based on results from the 2024 Dashboard in comparison to the 2023 Dashboard.

Goal 8, Action 1: English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools
According to student performance data from the English Language Arts (ELA) indicator on the 2024 California School Dashboard (“Dashboard”), the actions implemented at the 19 eligible schools were effective in increasing the average Distance from Standard (DFS)

towards Standard Met on average by 13.24 points for students in identified student groups. The District considers the action effective because 41 of 59 identified student groups at the 19 eligible schools increased in their DFS towards Standard Met in ELA from 2023 to 2024. On the 2023 Dashboard, the identified student groups at the 19 schools, on average, were -113.35 DFS points from Standard Met. On the 2024 Dashboard, this figure increased to an average of -100.19 DFS from Standard Met for identified student groups.

- For the nine eligible schools serving grades 3-5, the average DFS increase towards Standard Met was 14.45 points for the identified student groups.
- For the six eligible schools serving grades 6-8, the average DFS increase towards Standard Met was 9.79 points for the identified student groups.
- For the five eligible schools serving grade 11, the average DFS increase towards Standard Met was 18.55 points for the identified student groups.

English Language Arts (ELA): Dashboard 2024

- Elementary Schools: student group performance on the 2024 Smarter Balanced Assessment in ELA.
    - African American / Black: improved DFS in two of three elementary schools.
    - All: improved DFS in three of three elementary schools.
    - English Learners: improved DFS in four of five elementary schools.
    - Hispanic / Latino: improved DFS in two of two elementary schools.
    - Socioeconomically Disadvantaged: improved DFS in two of three elementary schools.

- Middle Schools + SPAN School: student group performance on the 2024 Smarter Balanced Assessment in ELA.
    - African American / Black: improved DFS in four of five schools serving grades 6-8.
    - All: improved DFS in two of four schools serving grades 6-8.
    - English Learners: improved DFS in two of five schools serving grades 6-8.
    - Hispanic / Latino: improved DFS in two of five schools serving grades 6-8.
    - Socioeconomically Disadvantaged: improved DFS in three of six schools serving grades 6-8.
    - Students with Disabilities: improved DFS in four of five schools serving grades 6-8.

- High Schools + SPAN School: student group performance on the 2024 Smarter Balanced Assessment in ELA.
    - African American / Black: improved DFS in three of three schools serving grades 9-12.
    - All: improved DFS in three of four schools serving grades 9-12.
    - Hispanic / Latino: improved DFS in three of four schools serving grades 9-12.
    - Socioeconomically Disadvantaged: improved DFS in three of three schools serving grades 9-12.
    - Students with Disabilities: improved DFS in one of one school serving grades 9-12.

i-Ready English Language Arts (ELA) Assessment: 2024-25
As measured by student group performance data on the i-Ready ELA assessment from Beginning-of-Year 2024 to Middle-of-Year 2025, the

goal action was effective in increasing reading and language proficiency for identified student groups in the eligible schools. Throughout 2024-25, student group performance and progress was monitored and evaluated.

- For the eligible schools serving grades 3-5, all identified student groups increased in ELA proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.
- For the eligible schools serving grades 6-8, all identified student groups increased in ELA proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.
- For the eligible schools serving grade 11, all identified student groups increased in ELA proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.

- Elementary Schools: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2024 to Middle-of-Year 2025.
    - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 14.1% average, to 19.4% average on the winter 2025 Middle-of-Year (MOY) assessment across three elementary schools.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 11.2% average, to 22.1% average on the winter 2025 Middle-of-Year (MOY) assessment across elementary schools.
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 1.0% average, to 3.0% average on the winter 2025 Middle-of-Year (MOY) assessment across five elementary schools.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 10.0% average, to 26.8% average on the winter 2025 Middle-of-Year (MOY) assessment across two elementary schools.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 5.5% average, to 6.0% average on the winter 2025 Middle-of-Year (MOY) assessment across three elementary schools.

- Middle Schools + SPAN School: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2024 to Middle-of-Year 2025.
    - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 14.9% average, to 21.8% average on the winter 2025 Middle-of-Year (MOY) assessment across five schools serving grades 6-8.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 12.2% average, to 18.3% average on the winter 2025 Middle-of-Year (MOY) assessment across four schools serving grades 6-8.
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 0.0% average, to 2.4% average on the winter 2025 Middle-of-Year (MOY)

assessment across five schools serving grades 6-8.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 11.8% average, to 18.0% average on the winter 2025 Middle-of-Year (MOY) assessment across five schools serving grades 6-8.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 12.3% average, to 18.5% average on the winter 2025 Middle-of-Year (MOY) assessment across six schools serving grades 6-8.
    - Students with Disabilities: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 1.1% average, to 4.4% average on the winter 2025 Middle-of-Year (MOY) assessment across five schools serving grades 6-8.

- High Schools + SPAN School: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2024 to Middle-of-Year 2025.
    - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 17.5% average, to 30.3% average on the winter 2025 Middle-of-Year (MOY) assessment across three schools serving grades 9-12.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 10.5% average, to 16.6% average on the winter 2025 Middle-of-Year (MOY) assessment across four schools serving grades 9-12.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 8.2% average, to 12.7% average on the winter 2025 Middle-of-Year (MOY) assessment across four schools serving grades 9-12.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 10.6% average, to 17.5% average on the winter 2025 Middle-of-Year (MOY) assessment across three schools serving grades 9-12.
    - Students with Disabilities: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 0.0% average, to 8.11% average on the winter 2025 Middle-of-Year (MOY) assessment in one school serving grades 9-12.

Goal 8, Action 2: Mathematics: Use of Evidence-Based Services and Supports by Identified Schools

According to student performance data from the Mathematics indicator on the 2024 California School Dashboard (“Dashboard”), the actions implemented at the 13 eligible schools were effective in increasing the average Distance from Standard (DFS) towards Standard Met on average by 10.37 points for students in identified student groups. The District views the action as effective because 29 of 37 identified student groups at the 13 eligible schools increased in their DFS towards Standard Met in Mathematics from 2023 to 2024. On the 2023 Dashboard, the identified student groups at the 13 schools, on average, were -161.02 DFS points from Standard Met. On the 2024 Dashboard, this figure increased to an average of -150.65 DFS from Standard Met for identified student groups.

- For the four eligible schools serving grades 3-5, the average DFS increase towards Standard Met was 18.06 points for the identified student groups.
- For the six eligible schools serving grades 6-8, the average DFS increase towards Standard Met was 11.04 points for the identified student groups.
- For the five eligible schools serving grade 11, the average DFS increase towards Standard Met was 7.72 points for the identified student groups.

Mathematics: Dashboard 2024

- Community Day School: student group performance on the 2024 Smarter Balanced Assessment in Math compared to the 2023 Dashboard.
    - All: improved DFS in one of one community day school.
    - Hispanic / Latino: improved DFS in one of one community day school.

- Continuation School: student group performance on the 2024 Smarter Balanced Assessment in Math compared to the 2023 Dashboard.
    - All: improved DFS in one of one continuation school.
    - Hispanic / Latino: improved DFS in one of one continuation school.

- Elementary Schools: student group performance on the 2024 Smarter Balanced Assessment in Math compared to the 2023 Dashboard.
    - African American / Black: improved DFS in two of two elementary schools.
    - All: improved DFS in two of two elementary schools.
    - English Learner: improved DFS in one of one elementary school.
    - Hispanic / Latino: improved DFS in two of two elementary schools.
    - Socioeconomically Disadvantaged: improved DFS in two of three elementary schools.

- High Schools: student group performance on the 2024 Smarter Balanced Assessment in Math compared to the 2023 Dashboard.
    - African American / Black: improved DFS in one of one high school.
    - All: improved DFS in none of two high schools.
    - Hispanic / Latino: improved DFS in none of one high school.
    - Socioeconomically Disadvantaged: improved DFS in one of two high schools.

- Middle Schools: student group performance on the 2024 Smarter Balanced Assessment in Math compared to the 2023 Dashboard.
    - African American / Black: improved DFS in one of two middle schools.
    - All: improved DFS in one of two middle schools.
    - English Learner: improved DFS in four of four middle schools.
    - Hispanic / Latino: improved DFS in two of two middle schools.

    - Socioeconomically Disadvantaged: improved DFS in one of two middle schools.
    - Students with Disabilities: improved DFS in two of two middle schools.

- SPAN School: student group performance on the 2024 Smarter Balanced Assessment in Math compared to the 2023 Dashboard.
    - African American / Black: improved DFS in one of one SPAN school.
    - All: improved DFS in one of one SPAN school.
    - Students with Disabilities: improved DFS in one of one SPAN school.

i-Ready Mathematics Assessment: 2024-25
As measured by student group performance data on the i-Ready Mathematics assessment from Beginning-of-Year 2024 to Middle-of-Year 2025, the goal action was effective in increasing mathematics proficiency for identified student groups in the eligible schools. Throughout 2024-25, student group performance and progress was monitored and evaluated.

- For the eligible community day school, all identified student groups increased in math proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.
- For the eligible continuation school, all identified student groups increased in math proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.
- For the eligible elementary schools, all identified student groups increased in math proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.
- For the eligible high schools, identified student groups increased in math proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025, except for the Hispanic/Latino student group which decreased.
- For the eligible middle schools, all identified student groups increased in math proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.
- For the eligible SPAN school, all identified student groups increased in math proficiency from Beginning-of-Year 2024 to Middle-of-Year 2025.

- Community Day School:
    - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 2.0%, to 7.7% on the winter 2025 Middle-of-Year (MOY) assessment in one of one community day school.
    - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 1.7%, to 8.5% on the winter 2025 Middle-of-Year (MOY) assessment in one of one community day school.

- Continuation School:
    - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 4.0%, to 7.0% on the winter 2025 Middle-of-Year (MOY) assessment in one of one continuation school.
    - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 3.9%, to 6.7% on the winter 2025 Middle-of-Year (MOY) assessment in one of one

continuation school.

- Elementary Schools:
  - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 3.4% average, to 14.7% average on the winter 2025 Middle-of-Year (MOY) assessment across two elementary schools.
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 4.9% average, to 20.6% average on the winter 2025 Middle-of-Year (MOY) assessment across two elementary schools.
  - English Learner: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 0.0%, to 22.0% on the winter 2025 Middle-of-Year (MOY) assessment in one of one elementary school.
  - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 5.9% average, to 22.5% average on the winter 2025 Middle-of-Year (MOY) assessment across two elementary schools.
  - Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 4.9% average, to 22.7% average on the winter 2025 Middle-of-Year (MOY) assessment across three elementary schools.

- High Schools:
  - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 11.0%, to 18.6% on the winter 2025 Middle-of-Year (MOY) assessment in one of one high school.
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 8.9% average, to 11.8% average on the winter 2025 Middle-of-Year (MOY) assessment across two high schools.
  - Hispanic / Latino: decreased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 5.2%, to 4.6% on the winter 2025 Middle-of-Year (MOY) assessment in one of one high school.
  - Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 9.1% average, to 11.9% average on the winter 2025 Middle-of-Year (MOY) assessment across two high schools.

- Middle Schools:
  - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 3.5% average, to 6.4% average on the winter 2025 Middle-of-Year (MOY) assessment across two middle schools.
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year

(BOY) assessment, 4.7% average, to 9.0% average on the winter 2025 Middle-of-Year (MOY) assessment across two middle schools.
    - English Learner: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 1.0% average, to 1.63% average on the winter 2025 Middle-of-Year (MOY) assessment across four middle schools.
    - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 5.5% average, to 10.2% average on the winter 2025 Middle-of-Year (MOY) assessment across two middle schools.
    - Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 4.8% average, to 9.2% average on the winter 2025 Middle-of-Year (MOY) assessment across two middle schools.
    - Students with Disabilities: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 0.0% average, to 0.4% average on the winter 2025 Middle-of-Year (MOY) assessment across two middle schools.

- SPAN School:
    - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 0%, to 8.3% on the winter 2025 Middle-of-Year (MOY) assessment in one of one SPAN school.
    - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 4.9%, to 14.3% on the winter 2025 Middle-of-Year (MOY) assessment in one of one SPAN school.
    - Students with Disabilities: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2024 Beginning-of-Year (BOY) assessment, 1.3%, to 5.2% on the winter 2025 Middle-of-Year (MOY) assessment in one of one SPAN school.

Goal 8, Action 3: English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools
According to student performance data from the English Learner Progress indicator on the 2024 California School Dashboard (“Dashboard”), the actions implemented at the seven eligible schools were effective in increasing the English Learner Progress on average by 9.71% for English Learners. The District views the action as effective because, out of the seven eligible schools, four schools experienced growth in English Learner Progress for English Learners. On the 2023 Dashboard, 23.2% of English Learners at the seven schools, on average, were making progress towards English language proficiency. On the 2024 Dashboard, this figure increased to an average of 32.9% of English Learners making progress towards English language proficiency.

English Learner Progress Indicator (ELPI): Dashboard 2024

- Elementary Schools: English Learner Progress on the 2024 Dashboard compared to the 2023 Dashboard.
    - English Learners: increased English Learner Progress in two of two elementary schools.

- High Schools: English Learner Progress on the 2024 Dashboard compared to the 2023 Dashboard.
    - English Learners: increased English Learner Progress in one of four high schools.

- Opportunity School: English Learner Progress on the 2024 Dashboard compared to the 2023 Dashboard.
    - English Learners: increased English Learner Progress in one of one school serving grades 6-12.

i-Ready English Language Arts (ELA) Assessment: 2024-25
As measured by English Learner performance data on the i-Ready ELA assessment from Beginning-of-Year 2024 to Middle-of-Year 2025, the goal action was effective in increasing reading and language proficiency for English Learners in the eligible schools. Throughout 2024-25, student group performance and progress was monitored and evaluated.

- On average, English Learners in eligible schools made progress in reading and language skills, moving closer to achieving fluent English proficiency. However, no gains were observed for English Learners in the eligible Opportunity School between Beginning-of-Year 2024 to Middle-of-Year 2025 on the i-Ready ELA assessment.

- Elementary Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 3% average, to 11.0% average on the winter 2025 Middle-of-Year (MOY) assessment.

- High Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 1.6% average, to 2.6% average on the winter 2025 Middle-of-Year (MOY) assessment.

- Opportunity School:
    - English Learners: maintained level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2024 Beginning-of-Year (BOY) assessment, 0% average, to 0% average on the winter 2025 Middle-of-Year (MOY) assessment.

Goal 8, Action 4: Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools
According to student performance data from the Graduation Rate indicator on the 2024 California School Dashboard (“Dashboard”), the actions implemented at the 28 eligible schools were effective in increasing the Graduation Rate on average by 5.84% of students in identified student groups. On the 2023 Dashboard, 47.7% of students in identified student groups at the 28 schools, on average, graduated high school within five years. On the 2024 Dashboard, this figure increased to an average of 53.5% of students in the identified student groups graduating high school within five years. The District views the action as being effective due to 57 of 81 identified student groups at

the 28 eligible schools experiencing an increased graduation rate from 2023 to 2024. Of the remaining identified student groups, 21 had a decreased graduation rate and three did not receive a performance level or color because the number of students was too low to report. The eligible schools with decreased graduation rates are continuation high schools, where the District aims to help students catch up on credits and transfer them back to traditional high schools to graduate.

Graduation Rate Indicator: 2024 Dashboard

- Community Day Schools: student group Graduation Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - All: increased graduation rate in one of one community day school.
  - Hispanic / Latino: increased graduation rate in one of one community day school.
  - Socioeconomically Disadvantaged: increased graduation rate in one of one community day school.

- Continuation Schools: student group Graduation Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - All: increased graduation rate in 16 of 23 continuation schools.
  - English Learner: decreased graduation rate in one of one continuation school.
  - Hispanic / Latino: increased graduation rate in 13 of 20 continuation schools.
  - Homeless: increased graduation rate in one of one continuation school.
  - Long-Term English Learner: no performance color or rating on the 2024 Dashboard in one of one continuation school.
  - Socioeconomically Disadvantaged: increased graduation rate in 17 of 23 continuation schools.
  - Students with Disabilities: decreased graduation rate in one of one continuation school.

- High Schools: student group Graduation Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - All: increased graduation rate in two of two high schools.
  - English Learner: increased graduation rate in three of three high schools.
  - Hispanic / Latino: increased graduation rate in three of three high schools.
  - Homeless: increased graduation rate in one of one high school.
  - Socioeconomically Disadvantaged: increased graduation rate in one of one high school.
  - Students with Disabilities: increased graduation rate in one of one high school.

- Opportunity School: student group Graduation Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - All: increased graduation rate in one of one opportunity school.
  - Socioeconomically Disadvantaged: increased graduation rate in one of one opportunity school.

- SPAN School: student group Graduation Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - All: maintained graduation rate in one of one SPAN school.
  - Hispanic / Latino: increased graduation rate in one of one SPAN school.
  - Socioeconomically Disadvantaged: increased graduation rate in one of one SPAN school.

On-Track to Graduate: 2024-25 (As of February 2025)
As measured by on-track to graduate data, the goal action was partially effective in progressing identified student groups toward meeting high school graduation requirements in the eligible schools. The District is effective in supporting students in traditional high schools and the SPAN school to stay on track for graduation. However, students in educational options settings - continuation and community day schools - are at-risk of not graduating, especially English Learners, Socioeconomically Disadvantaged, and Students with Disabilities compared to other student groups. Throughout 2024-25, student group performance and progress towards graduation was monitored and evaluated.

- Community Day Schools:
  - All: 18.2% on track to graduate in one of one community day school.
  - Hispanic / Latino: 18.8% on track to graduate in one of one community day school.
  - Socioeconomically Disadvantaged: 16.9% on track to graduate in one of one community day school.

- Continuation Schools:
  - All: 37.1% average on track to graduate across 23 continuation schools.
  - English Learner: 3.2% on track to graduate in one of one continuation school.
  - Hispanic / Latino: 36.2% average on track to graduate across 20 continuation schools.
  - Homeless: 11.8% on track to graduate in one of one continuation school.
  - Long-Term English Learner: 7.1% on track to graduate in one of one continuation school.
  - Socioeconomically Disadvantaged: 36.3% average on track to graduate across 23 continuation schools.
  - Students with Disabilities: 4.6% on track to graduate in one of one continuation school.

- High Schools:
  - All: 92.4% average on track to graduate across two of two high schools.
  - English Learner: 92.2% average on track to graduate across three of three high schools.
  - Hispanic / Latino: 90.6% average on track to graduate across three of three high schools.
  - Homeless: 90.9% on track to graduate in one of one high school.
  - Socioeconomically Disadvantaged: 94.9% on track to graduate in one of one high school.
  - Students with Disabilities: 68.6% on track to graduate in one of one high school.

- Opportunity School:
  - All: 57.9% on track to graduate in one of one opportunity school.
  - Socioeconomically Disadvantaged: 61.1% on track to graduate in one of one opportunity school.

- SPAN School:
  - All: 72.4% on track to graduate in one of one SPAN school.
  - Hispanic / Latino: 71.0% on track to graduate in one of one SPAN school.
  - Socioeconomically Disadvantaged: 71.2% on track to graduate in one of one SPAN school.

Goal 8, Action 5: College/Career: Use of Evidence-Based Services and Supports by Identified Schools

According to student performance data from the College/Career indicator on the 2024 California School Dashboard ("Dashboard"), the actions implemented at the 33 eligible schools were effective in increasing the percentage of high school graduates that are prepared for college or a career on average by 1.56% in identified student groups. On the 2023 Dashboard, 1.8% of students in identified student groups at the 33 schools, on average, were prepared for college or a career upon high school graduation. On the 2024 Dashboard, this figure increased to an average of 3.3% of students in identified student groups as prepared for college or a career. The District views the action as partially effective as 51 of 94 identified student groups at the 33 eligible schools had an increase in their College/Career rate from 2023 to 2024. Out of the 33 eligible schools, only two are comprehensive high schools, while the remaining are educational options schools (such as continuation and opportunity schools). The mission of these educational options schools is to help students catch up on credits so they can return to a traditional high school and graduate. The focus of the educational options schools helps explain why 43 out of 94 identified student groups didn't see an increase in their College/Career rate on the 2024 Dashboard compared to the 2023 Dashboard.

College/Career Indicator: 2024 Dashboard

- Continuation Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
    - All: increased Prepared level in 16 of 29 continuation schools.
    - English Learner: maintained Prepared level in one of one continuation school.
    - Hispanic / Latino: increased Prepared level in 15 of 26 continuation schools.
    - Homeless: no performance color or rating on the 2024 Dashboard in one of one continuation school.
    - Socioeconomically Disadvantaged: increased Prepared level in 16 of 29 continuation schools.
    - Students with Disabilities: maintained Prepared level in one of one continuation school.

- High Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
    - English Learner: no performance color or rating on the 2024 Dashboard in one of one high school.
    - Hispanic: increased Prepared level in one of one high school.
    - Students with Disabilities: increased Prepared level in one of one high school.

- Opportunity Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
    - All: maintained Prepared level in one of one opportunity school.
    - Socioeconomically Disadvantaged: maintained Prepared level in one of one opportunity school.

- SPAN Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
    - Hispanic / Latino: increased Prepared level in one of one SPAN school.

- Socioeconomically Disadvantaged: increased Prepared level in one of one SPAN school.

On-Track to Meeting A-G Course Requirement with a grade of C or better: 2024-25 (As of February 2025)
As measured by on-track to graduate and meet A-G course requirements, the goal action was partially effective in progressing identified student groups toward meeting A-G course requirements in the eligible schools. The District is effective in supporting most student groups in traditional high schools, as well as SPAN and Opportunity Schools. However, student groups in continuation high schools are largely below readiness benchmarks in meeting A-G course requirements. Throughout 2024-25, student group performance and progress towards A-G course completion with a grade of C or better was monitored and evaluated.

- Continuation Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
  - All: 5.1% average on track to meeting A-G course requirements upon graduation across 29 continuation schools.
  - English Learner: 0.0% on track to meeting A-G course requirements upon graduation in one of one continuation school.
  - Hispanic / Latino: 4.5% average on track to meeting A-G course requirements upon graduation across 26 continuation schools.
  - Homeless: 5.9% average on track to meeting A-G course requirements upon graduation across two of two continuation schools.
  - Socioeconomically Disadvantaged: 5.13% average on track to meeting A-G course requirements upon graduation across 29 continuation schools.
  - Students with Disabilities: 0.0% on track to meeting A-G course requirements upon graduation in one of one continuation school.

- High Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
  - English Learner: 61.9% on track to meeting A-G course requirements upon graduation in one of one high school.
  - Hispanic: 45.1% on track to meeting A-G course requirements upon graduation in one of one high school.
  - Students with Disabilities: 12.0% on track to meeting A-G course requirements upon graduation in one of one high school.

- Opportunity Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
  - All: 30.0% on track to meeting A-G course requirements upon graduation in one of one opportunity school.
  - Socioeconomically Disadvantaged: 31.6% on track to meeting A-G course requirements upon graduation in one of one opportunity school.

- SPAN Schools: high school graduates by student group who are placed in the Prepared level on the College/Career Indicator by meeting A-G course requirements with a grade of C or better.
  - Hispanic / Latino: 34.5% on track to meeting A-G course requirements upon graduation in one of one SPAN school.
  - Socioeconomically Disadvantaged: 33.9% on track to meeting A-G course requirements upon graduation in one of one SPAN school.

Goal 8, Action 6: Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools
According to student performance data from the Chronic Absenteeism indicator on the 2024 California School Dashboard ("Dashboard"), the actions implemented at the 12 eligible schools were effective in decreasing the percentage of Chronic Absenteeism on average by 12.27% of students in identified student groups. On the 2023 Dashboard, 45.4% of students in identified student groups at the 12 schools, on average, were chronically absent. On the 2024 Dashboard, this figure decreased to an average of 33.2% of students in the identified student groups as chronically absent. All 12 eligible schools saw a reduction in Chronic Absenteeism within the identified student groups. The District views the action as effective because all 27 identified student groups at the 12 eligible schools experienced a decrease in their chronic absenteeism rate.

Chronic Absenteeism Indicator: 2024 Dashboard

- Elementary Schools: student group Chronic Absenteeism Rate on the 2024 Dashboard compared to the 2023 Dashboard.
    - African American / Black: decreased chronic absenteeism rate in three of three elementary schools.
    - All: decreased chronic absenteeism rate in two of two elementary schools.
    - English Learner: decreased chronic absenteeism rate in two of two elementary schools.
    - Hispanic / Latino: decreased chronic absenteeism rate in seven of seven elementary schools.
    - Socioeconomically Disadvantaged: decreased chronic absenteeism rate in three of three elementary schools.
    - Students with Disabilities: decreased chronic absenteeism rate in two of two elementary schools.

- Middle School: student group Chronic Absenteeism Rate on the 2024 Dashboard compared to the 2023 Dashboard.
    - English Learner: decreased chronic absenteeism rate in one of one middle school.

- Primary Centers: student group Chronic Absenteeism Rate on the 2024 Dashboard compared to the 2023 Dashboard.
    - English Learner: decreased chronic absenteeism rate in one of one primary center.
    - Hispanic / Latino: decreased chronic absenteeism rate in one of one primary center.
    - Socioeconomically Disadvantaged: decreased chronic absenteeism rate in one of one primary center.
    - Students with Disabilities: no performance color or rating on the 2024 Dashboard in one of one primary center.

- SPAN Schools: student group Chronic Absenteeism Rate on the 2024 Dashboard compared to the 2023 Dashboard.
    - African American / Black: decreased chronic absenteeism rate in one of one SPAN school.
    - Students with Disabilities: decreased chronic absenteeism rate in one of one SPAN school.
    - Multiple Races: decreased chronic absenteeism rate in one of one SPAN school.

Chronic Absenteeism Rate: 2024-25 (As of February 2025)
Based on mid-year 2024-25 data, eligible schools reported chronic absenteeism rates for identified student groups remain above the District average for the same student groups when compared to year-end 2023-24 data. Student group performance and progress toward reducing

chronic absenteeism was monitored throughout the year. The effectiveness of 2024-25 supports in lowering chronic absenteeism for the identified student groups at eligible schools will be evaluated in the 2025 Dashboard.

- Elementary Schools:
  - African American / Black: 45.6% chronic absenteeism rate in three of three elementary schools.
  - All: 35.8% chronic absenteeism rate in two of two elementary schools.
  - English Learner: 37.2% chronic absenteeism rate in two of two elementary schools.
  - Hispanic / Latino: 37.7% chronic absenteeism rate in seven of seven elementary schools.
  - Socioeconomically Disadvantaged: 37.6% chronic absenteeism rate in three of three elementary schools.
  - Students with Disabilities: 50.7% chronic absenteeism rate in two of two elementary schools.

- Middle School:
  - English Learner: 39.1% chronic absenteeism rate in one of one middle school.

- Primary Centers:
  - English Learner: 45.0% chronic absenteeism rate in one of one primary center.
  - Hispanic / Latino: 35.0% chronic absenteeism rate in one of one primary center.
  - Socioeconomically Disadvantaged: 36.5% chronic absenteeism rate in one of one primary center.
  - Students with Disabilities: 44.4% chronic absenteeism rate in one of one primary center.

- SPAN Schools:
  - African American / Black: 41.2% chronic absenteeism rate in one of one SPAN school.
  - Multiple Races: 51.9% chronic absenteeism rate in one of one SPAN school.
  - Students with Disabilities: 30.0% chronic absenteeism rate in one of one SPAN school.

Goal 8, Action 7: Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools

According to student performance data from the Suspension Rate indicator on the 2024 California School Dashboard ("Dashboard"), the actions implemented at the 13 eligible schools were effective in maintaining a low Suspension Rate on average of 3.2% of students in identified student groups. On the 2023 Dashboard, 2.5% of students in identified student groups at the 13 schools, on average, were suspended for a total of one full day or more during the school year. On the 2024 Dashboard, this figure increased 0.65%. Seven of the 13 eligible schools maintained a 0.0% Suspension Rate in 2024 for identified student groups, the same as in 2023. The District views the action as effective because, out of the 29 identified student groups at the 13 eligible schools, 25 either maintained their suspension rate at 0.0% or saw a decrease in their suspension rate. Only four student groups had an increase in their suspension rate.

Suspension Rate Indicator: 2024 Dashboard

- Community Day Schools: student group Suspension Rate on the 2024 Dashboard compared to the 2023 Dashboard.

- Foster Youth: increased suspension rate in one of one community day school.
- Hispanic / Latino: increased suspension rate in two of two community day schools.
- Socioeconomically Disadvantaged: decreased suspension rate in three of three community day schools.
- Students with Disabilities: increased suspension rate in one of one community day school.

- Continuation Schools: student group Suspension Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - African American / Black: maintained a 0.0% suspension rate in one of one continuation school.
  - Hispanic / Latino: maintained a 0.0% suspension rate in one of one continuation school.
  - Socioeconomically Disadvantaged: maintained a 0.0% suspension rate in three of three continuation schools.

- High Schools: student group Suspension Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - African American / Black: decreased suspension rate in one of one high school.
  - All: decreased suspension rate in one of one high school.
  - Foster Youth: decreased suspension rate in one of one high school.
  - Socioeconomically Disadvantaged: decreased suspension rate in one of one high school.

- Opportunity Schools: student group Suspension Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - Hispanic / Latino: decreased or maintained suspension rate in two of two opportunity schools
  - Socioeconomically Disadvantaged: decreased or maintained suspension rate in three of three opportunity schools.
  - Students with Disabilities: decreased suspension rate in one of one opportunity school.

- Special Education Schools: student group Suspension Rate on the 2024 Dashboard compared to the 2023 Dashboard.
  - African American / Black: maintained a 0.0% suspension rate in one of one special education school.
  - Hispanic / Latino: maintained a 0.0% suspension rate in two of two special education schools.
  - Socioeconomically Disadvantaged: maintained a 0.0% suspension rate in two of two special education schools.
  - Students with Disabilities: maintained a 0.0% suspension rate in two of two special education schools.

Suspension Rate: 2024-25 (As of February 2025)
Based on mid-year 2024-25 data, eligible schools reported chronic absenteeism rates, on average, for Hispanic / Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Foster Youth above the District average when compared to year-end 2023-24 data. The African American / Black suspension rate, on average, was below the District average when compared to year-end 2023-24 data. The effectiveness of 2024-25 supports in reducing suspension rates for the identified student groups at eligible schools will be evaluated in the 2025 Dashboard.

- Community Day Schools:
  - Foster Youth: 100% average suspension rate in one of one community day school.
  - Hispanic / Latino: 50% average suspension rate in two of two community day schools.
  - Socioeconomically Disadvantaged: 8.3% average suspension rate in three of three community day schools.

- Students with Disabilities: 0.0% average suspension rate, as of February 2025, in one of one community day school.

- Continuation Schools:
  - African American / Black: 0.0% average suspension rate in one of one continuation school.
  - Hispanic / Latino: 0.0% average suspension rate in one of one continuation school.
  - Socioeconomically Disadvantaged: 0.0% average suspension rate in three of three continuation schools.

- High Schools:
  - African American / Black: 0.9% average suspension rate in one of one high school.
  - All: 0.4% average suspension rate in one of one high school.
  - Foster Youth: 0.0% average suspension rate in one of one high school.
  - Socioeconomically Disadvantaged: 0.3% average suspension rate in one of one high school.

- Opportunity Schools:
  - Hispanic / Latino: 7.4% average suspension rate in two of two opportunity schools.
  - Socioeconomically Disadvantaged: 4.1% average suspension rate in three of three opportunity schools.
  - Students with Disabilities: 11.1% average suspension rate in one of one opportunity school.

- Special Education Schools:
  - African American / Black: 0.0% average suspension rate in one of one special education school.
  - Hispanic / Latino: 0.9% average suspension rate in two of two special education schools.
  - Socioeconomically Disadvantaged: 0.5% average suspension rate in two of two special education schools.
  - Students with Disabilities: 0.6% average suspension rate in two of two special education schools.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As required by the state, the District will continue to include a separate LCAP goal that focuses on schools eligible for Equity Multiplier funding, with school eligibility determined each year by the California Department of Education. Additions to the District's LCAP Goal 8: Equity Multiplier Focus Goal include the 37 newly eligible District schools selected for Equity Multiplier funding for use beginning in 2025-26.

The below table indicates the 37 newly eligible schools with one or more student groups identified in the lowest performance level for any of the following 2024 Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. In the Measuring and Reporting Results section, in 2025-26, the District will report on metric updates for the identified student groups at the eligible schools. Baseline data was added for the newly identified student groups at the eligible schools in the 2024-25 Measuring and Reporting Results section.

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Angel's Gate (Continuation)				ALL, HI, SED			ALL, HI, SED
Berenece Carlson Home Hospital	LTEL, SED, SWD, WH	LTEL, SWD		ALL, HI, SED		EL	ALL, HI, SED
Boys Academic Leadership Academy	ALL	ALL	ALL				
Calvert Charter for Enriched Studies *(Affiliated Charter School)*						EL	
CDS Elementary*	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color
Century Park Elementary	ALL, AA, EL, HI, SED *(Orange)*	ALL, AA, EL, HI, SED *(Orange)*	AA, HI, SWD *(Orange)*				
Charles Maclay Middle		ALL, SED, SWD	SWD				
Cheremoya Avenue Elementary			WH				
Cheviot Hills Continuation							ALL, SED *(Orange)*
Cimarron Avenue Elementary	ALL, AA, SED *(Orange)*	ALL, AA, SED *(Orange)*	HI, SWD *(Orange)*				
City of Angels			ALL, AA, HI, SED	ALL, AA, EL, HI, HOM, SED, WH			AA, WH
Computer Science Virtual Academy	ALL, AA, EL, HI, SWD	AA, SWD	EL, MR	ALL, HI, SED, SWD		EL, LTEL	ALL, SED, SWD
Eagle Tree Continuation				ALL *(Green)*			
El Dorado Avenue Elementary	SWD *(Orange)*	SWD *(Orange)*	HOM, SWD *(Orange)*				
Figueroa Street Elementary	ALL, EL, HI, SED *(Yellow)*	ALL, EL, HI *(Yellow)*	AA, SWD *(Yellow)*				
Henry David Thoreau Continuation				ALL			
Holmes Avenue Elementary	HI	ALL, HI, SED					
Hooper Avenue Primary Center			EL *(Orange)*				

Independence Continuation				ALL, HI, SED			ALL, HI, SED
Jack London Community Day				ALL, HI, SED			
Jane Addams Continuation				ALL, HI, SED		EL	
Jordan High	ALL, HI, SED			EL, SWD		EL, LTEL	SWD
Lake Street Primary			ALL, EL, HI, SED, SWD *(Orange)*				
Lovelia P. Flournoy Elementary	ALL, AA, EL, HI, SED, SWD	ALL, EL, SED, SWD	SWD				
Marlton	ALL, HI, SED					EL	
Mt. Lukens Continuation					ALL, HI, SED *(Blue)*		
Olympic Primary Center			ALL, EL, HI, SED *(Orange)*				
Richard A. Alonzo Community Day				ALL, HI, SED			ALL, SED
Robert H. Lewis Continuation				ALL, HI, SED			ALL, HI, SED
Susan Miller Dorsey Senior High	ALL, AA, EL, HI, SED			EL			
University Pathways Medical Magnet Academy	ALL						
Virtual Academy of Business & Entrepreneurship	EL	EL, SWD	EL, MR	ALL, HI, SED		EL, LTEL	
Virtual Academy of the Arts & Entertainment	ALL, AA, EL, HI, LTEL, SED, SWD	ALL, AA, EL, HI, LTEL, SED, SWD	MR	ALL, HI, SED		LTEL	
Virtual Academy STEAM	ALL, EL, HI, SED, SWD, WH	ALL, AA, EL, HI, SED, SWD		ALL, HI, SED			HI
West Athens Elementary	AA						
Westport Heights Elementary			AA, HI *(Orange)*		AA, SED *(Orange)*		
Woodcrest Elementary	SWD						

Goal 8, Action 3: English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools

In 2025-26, Long-Term English Learners (LTELs) will be incorporated as a reported student group in the Measuring and Reporting Results section.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td>8.01</td><td>English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard English Language Arts Indicator:
Use of high-dosage tutoring during, before, and after the school day to assist students in grade-level proficiency.
Providing teachers and instructional staff with professional training in guided reading and writing workshops to support increased student literacy as well as the teaching of close reading strategies.
Purchase of instructional materials to assist teachers with providing in-classroom literacy supports to students.
Partial funding of English Language Arts (ELA) intervention teachers
Use of teacher release time to support instructional rounds approach to peer collaboration through the use of classroom observations and feedback.
Attendance at content-relevant conferences to increase literacy instruction.
Providing teachers and instructional staff with strategies to employ differentiated instruction to meet the needs of students, including English Learners and students with disabilities.
By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., English Language Arts), to inform decisions on how to best improve student outcomes at the school site.

Please refer to the below table for the identified schools and identified student group performance levels for this action.

<table><tr><th>Schools</th><th>All Students</th><th>African American / Black</th><th>English Learners</th><th>Long-Term English Learners</th><th>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th><th>White</th></tr><tr><td>Barack Obama Global Preparatory Academy</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table></td><td>$7,147,170</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing

Belmont Senior High	Red	-	-	-	Red	Red	-	-
Berenece Carlson Home Hospital	-	-	-	Red	-	Red	Red	Red
Boys Academic Leadership Academy	Red	-	-	-	-	-	-	-
Bret Harte Preparatory Middle	-	-	-	Red	-	-	-	-
Cabrillo Avenue Elementary	-	-	Orange	-	-	-	-	-
Century Park Elementary	Orange	Orange	Orange	-	Orange	Orange	-	-
Charles Drew Middle	Red	-	Red	Red	Red	Red	-	-
Cimarron Avenue Elementary	Orange	Orange	-	-	-	Orange	-	-
Computer Science Virtual Academy	Red	Red	Red	-	Red	-	Red	-
Edwin Markham Middle	Red	-	Red	Red	Red	Red	Red	-
El Dorado Avenue Elementary	-	-	-	-	-	-	Orange	-
Figueroa Street Elementary	Yellow	-	Yellow	-	Yellow	Yellow	-	-
Forty-Second Street Elementary	Red	Red	-	-	-	Red	-	-
Hillcrest Drive Elementary	Orange	Orange	Orange	-	Orange	Orange	-	-
Holmes Avenue Elementary	-	-	-	-	Red	-	-	-
Jordan High	Red	-	-	-	Red	Red	-	-
La Salle Avenue Elementary	Red	Red	-	-	-	Red	-	-
Lankershim Elementary	Red	-	Red	-	Red	Red	-	-
Leadership & Public Service Virtual Academy	Red	Red	-	-	Red	Red	-	-

<table>
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<tr><th>Schools</th><th>All Students</th><th>African American / Black</th><th>English Learners</th><th>Long-Term English Learners</th><th>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th><th>White</th></tr>
<tr><td>Lovelia P. Flournoy Elementary</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Manhattan Place Elementary</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td></td><td>-</td><td>-</td></tr>
<tr><td>Marlton</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Ninth Street Elementary</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Samuel Gompers Middle</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Susan Miller Dorsey Senior High</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>University Pathways Medical Magnet Academy</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of Business & Entrepreneurship</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of International Studies / Humanities</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of the Arts & Entertainment</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Virtual Academy STEAM</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>West Athens Elementary</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td></td></tr>
<tr><td>Woodcrest Elementary</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td></td></tr>
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<tr><td>8.02</td><td>Mathematics: Use of Evidence-Based Services and Supports by Identified</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Mathematics Indicator:

● Use of high-dosage tutoring during, before, and after the school day to assist students in grade-level proficiency.</td><td>$4,751,337</td><td>N</td></tr>
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<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td>Schools</td><td>

Attendance at content-relevant conferences to increase numeracy instruction.
Providing teachers and instructional staff with strategies to employ differentiated instruction to meet the needs of students, including English Learners and students with disabilities.
Purchase of instructional materials to assist teachers with providing in-classroom numeracy supports to students.
Partial funding of math intervention teachers
Use of teacher release time to support instructional rounds approach to peer collaboration through the use of classroom observations and feedback.
Purchase of instructional materials to increase math fluency practice in order of operations, such as addition, multiplication, and division.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Mathematics), to inform decisions on how to best improve student outcomes at the school site.
Please refer to the below table for the identified schools and identified student group performance levels for this action.
<table>
<tr><th>Schools</th><th>All Students</th><th>African American / Black</th><th>English Learners</th><th>Long-Term English Learners</th><th>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th></tr>
<tr><td>Barack Obama Global Preparation Academy</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Belmont Senior High</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Berenece Carlson Home Hospital</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Boys Academic Leadership Academy</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Bret Harte Preparatory Middle</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Century Park Elementary</td><td>Orange</td><td>Orange</td><td>Orange</td><td>-</td><td>Orange</td><td>Orange</td><td>-</td></tr>
</table>
</td><td></td><td></td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing

Schools	All Students	African American / Black	English Learners	Long-Term English Learners	Hispanic / Latino	Low Income	Students with Disabilities
Charles Drew Middle	-	-	-	Red	Red	-	-
Charles Maclay Middle	Red	-	-	-	-	Red	Red
Cimarron Avenue Elementary	Orange	Orange	-	-	-	Orange	-
Computer Science Virtual Academy	-	Red	-	-	-	-	Red
Crenshaw STEMM	Red	Red	-	-	-	Red	-
Edwin Markham Middle	-	-	-	Red	Red	-	-
El Dorado Avenue Elementary	-	-	-	-	-	-	Orange
Figueroa Street Elementary	Yellow	-	Yellow	-	Yellow	Yellow	-
Forty-Second Street Elementary	-	-	-	-	-	Red	-
George Washington Prep High	-	-	-	-	Red	-	-
Hillcrest Drive Elementary	-	Orange	-	-	-	-	-
Holmes Avenue Elementary	Red	-	-	-	Red	Red	-
Leadership & Public Service Virtual Academy	Red	Red	-	-	Red	-	-
Lovelia P. Flournoy Elementary	Red	-	Red	-	-	Red	Red
Samuel Gompers Middle	Red	Red	-	Red	-	Red	Red
Virtual Academy of Business & Entrepreneurship	-	-	Red	-	-	-	Red
Virtual Academy of International Studies / Humanities	Red	Red	Red	Red	Red	Red	-

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Schools</th><th>All Students</th><th>African American / Black</th><th>English Learners</th><th>Long-Term English Learners</th><th>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th></tr>
<tr><td>Virtual Academy of the Arts & Entertainment</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Virtual Academy STEAM</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Will Rogers Continuation</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
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<tr><td>8.03</td><td>English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard English Learner Progress Indicator:

● Implement language development programs to improve student English language proficiency skills in reading, listening, writing, and speaking.
● Use of teacher release time to support instructional rounds approach to peer collaboration through the use of classroom observations and feedback.
● Use of high-dosage tutoring during, before, and after the school day to assist students in reaching English language proficiency.
● Partial funding of parent representatives to work with families in understanding the reclassification process and providing a positive home learning environment.
● Use of teacher release time to support instructional rounds approach to peer collaboration through the use of classroom observations and feedback.
● Utilizing technology tools to extend learning beyond the school day such as the use of digital language programs.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., English Learner Progress), to inform decisions on how to best improve student outcomes at the school site.

Please refer to the below table for the identified schools and identified student group</td><td>$3,825,746</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		performance levels for this action.		

Schools	English Learners	Long-Term English Learners
Audubon Middle	Red	-
Barack Obama Global Preparation Academy	Red	Red
Belmont Senior High	Red	-
Berenece Carlson Home Hospital	Red	-
Calvert Charter for Enriched Studies *(District Affiliated Charter School)*	Red	-
Central High	Red	Red
Computer Science Virtual Academy	Red	Red
Crenshaw STEMM	Red	-
George Washington Prep High	Red	-
Hillcrest Drive Elementary	Orange	-
Jane Addams Continuation	Red	-
Jordan High	Red	Red
Lankershim Elementary	Red	-
Manhattan Place Elementary	Red	-
Marlton	Red	-
Samuel Gompers Middle	Red	-
Tri-C Community Day	Red	Red
Virtual Academy of Business & Entrepreneurship	Red	Red

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td><table>
<tr><td>Virtual Academy of International Studies / Humanities</td><td>-</td><td>Red</td></tr>
<tr><td>Virtual Academy of the Arts & Entertainment</td><td>-</td><td>Red</td></tr>
</table></td><td></td><td></td></tr>
<tr><td>8.04</td><td>Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools</td><td>Identified schools, high schools and options high schools such as continuation high schools, will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Graduation Rate Indicator:

● Partial funding of A-G Pupil Services and Attendance (PSA) counselor to support monitoring of student A-G course completion rate.
● Implementation of career exploration programs beginning in middle school to provide students with an understanding of career pathways.
● Partial funding of counselor aides to assist counselors or credentialed employees with tasks relating to student counselor and guidance services involving career planning.
● Use of teacher and counselor release time to implement workshops for students and families on subjects such as financial aid for college and completing college applications.
● Partial funding of parent liaisons and other staff to conduct parent workshops on the importance of high school graduation.
● Student attendance for career exploration field trips and college fairs.
● Support of credit recovery coursework to ensure students are on-track to graduate high school.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Graduation Rate), to inform decisions on how to best improve student outcomes at the school site.

Please refer to the below table for the identified schools and identified student group performance levels for this action.</td><td>$5,621,273</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing

Schools	All Students	African American / Black	English Learners	Long-Term English Learners	Hispanic / Latino	Homeless	Low Income	Students with Disabilities	White
Albert Einstein Continuation	-	-	-	-	Orange	-	-	-	-
Angel's Gate (Continuation)	Red	-	-	-	Red	-	Red	-	-
Belmont Senior High	-	-	Red	-	-	-	-	-	-
Berenece Carlson Home Hospital	Red	-	-	-	Red	-	Red	-	-
Cal Burke High	Red	-	-	-	Red	-	Red	-	-
Central High	Red	-	Red	Red	Red	Red	Red	Red	-
City of Angels	Red	Red	Red	-	Red	Red	Red	-	Red
Computer Science Virtual Academy	Red	-	-	-	Red	-	Red	Red	-
Dan M. Issacs Avalon High	Red	-	-	-	Red	-	Red	-	-
Eagle Tree Continuation	Green	-	-	-	-	-	-	-	-
Ellington (Duke) High (Continuation)	Red	-	-	-	-	-	Red	-	-
Frida Kahlo High	Red	-	-	-	Red	-	Red	-	-
George S. Patton Continuation	Red	-	-	-	Red	-	Red	-	-
George Washington Prep High		-	Red	-	-	-	-	-	-
Harris Newmark Continuation	Red	-	-	-	Red	-	Red	-	-
Henry David Thoreau Continuation	Red	-	-	-	-	-	-	-	-
Highland Park Continuation	Red	-	-	-	Red	-	Red	-	-
Independence Continuation	Red	-	-	-	Red	-	Red	-	-
Jack London Continuation	Red	-	-	-	Red	-	Red	-	-

Action #	Title	Description	Total Funds	Contributing

Schools	All Students	African American / Black	English Learners	Long-Term English Learners	Hispanic / Latino	Homeless	Low Income	Students with Disabilities	White
Jane Addams Continuation	Red	-	-	-	Red	-	Red	-	-
John R. Wooden High	Red	-	-	-	Red	-	Red	-	-
Jordan High	-	-	Red	-	-	-	-	Red	-
Leadership & Public Service Virtual Academy	Red	-	-	-	Red	-	Red	-	-
Metropolitan Continuation	-	-	-	-	Red	-	-	-	-
Monterey Continuation	Red	-	-	-	Red	-	Red	-	-
Odyssey Continuation	Red	-	-	-	Red	-	Red	-	-
Pueblo de Los Angeles Continuation	Red	-	-	-	Red	-	Red	-	-
Richard A. Alonzo Community Day	Red	-	-	-	Red	-	Red	-	-
Robert H. Lewis Continuation	Red	-	-	-	Red	-	Red	-	-
San Antonio Continuation	Red	-	-	-	Red	-	Red	-	-
Simon Rodia Continuation	Red	-	-	-	Red	-	Red	-	-
Stoney Point Continuation	Red	-	-	-	Red	-	Red	-	-
Susan Miller Dorsey Senior High		-	Red	-		-		-	-
Tri-C Community Day	Red	-	-	-	Red	-	Red	-	-
Virtual Academy of Business & Entrepreneurship	Red	-	-	-	Red	-	Red	-	-
Virtual Academy of Int. Studies / Humanities	Red	-	-	-	Red	-	Red	-	-

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<tr><td>Virtual Academy of the Arts & Entertainment</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy STEAM</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Whitman Continuation</td><td>Yellow</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Yellow</td><td>-</td><td>-</td></tr>
<tr><td>Will Rogers Continuation</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Youth Opportunities Unlimited</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Zane Grey Continuation</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
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</td><td></td><td></td></tr>
<tr><td>8.05</td><td>College / Career: Use of Evidence-Based Services and Supports by Identified Schools</td><td>Identified schools, high schools and options high schools such as continuation high schools, will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard College/Career Indicator:

● Funding of secondary counselors to implement workshops for students and families on subjects such as Financial Aid and completing the Common Application for university admittance, among additional subjects.
● Funding of counselor aides to assist counselors or credentialed employees with tasks relating to student counselor and guidance services involving career planning.
● Partnerships with local colleges to support student participation in dual enrollment courses where students receive high school and college level credit and complete two semesters or three quarters of college coursework with a grade of C- or better.
● Use of tutoring services to support the increased achievement on the Smarter Balanced Assessment in both English Language Arts (ELA) and mathematics for Grade 11 students to Level 3 “Standard Met”
● Implementation of career exploration programs beginning in middle school to provide students with an understanding of career pathways.
● Use of Science, Technology, Engineering, and Mathematics (STEM) curriculum to promote experience-based learning.
● Expansion of Career Technical Education (CTE) and Linked Learning pathways and added opportunities for students</td><td>$4,466,649</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., College/Career), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and identified student group performance levels for this action.		

Schools	All Students	African American / Black	English Learners	Hispanic / Latino	Low Income	Students with Disabilities	White
Albert Einstein Continuation	Orange	-	-	Orange	Orange	-	-
Amelia Earhart Continuation	Red	-	-	Red	Red	-	-
Angel's Gate (Continuation)	Red	-	-	Red	Red	-	-
Berenece Carlson Home Hospital	Red	-	-	Red	Red	-	-
Boyle Heights Continuation	Orange	-	-	Orange	Orange	-	-
Cal Burke High	Red	-	-	Red	Red	-	-
Central High	Red	-	Red	Red	Red	Red	-
Cheviot Hills Continuation	Orange	-	-	-	Orange	-	-
City of Angels	-	Red	-	-	-	-	Red
Computer Science Virtual Academy	Red	-	-	-	Red	Red	-
Dan M. Issacs Avalon High	Red	-	-	Red	Red	-	-
Schools	**All**	**African American / Black**	**English Learners**	**Hispanic / Latino**	**Low**	**Students with Disabilities**	**White**

Action #	Title	Description	Total Funds	Contributing

	Students				Income		
Eagle Tree Continuation	Green	-	-		-	-	-
Evergreen Continuation	Red	-	-	Red	Red	-	-
Frida Kahlo High	Red	-	-	Red	Red	-	-
George S. Patton Continuation	Red	-	-	Red	Red	-	-
George Washington Prep High	-	-	-	-	-	Red	-
Harris Newmark Continuation	Red	-	-	Red	Red	-	-
Highland Park Continuation	Red	-	-	Red	Red	-	-
Independence Continuation	Red	-	-	Red	Red	-	-
John Hope Continuation	Red	-	-	Red	Red	-	-
Jordan High	-	-	-	-	-	Red	-
Metropolitan Continuation	Red	-	-	Red	Red	-	-
Mission Continuation	Red	-	-	Red	Red	-	-
Monterey Continuation	Red	-	-	Red	Red	-	-
Odyssey Continuation	Red	-	-	Red	Red	-	-
Owensmouth Continuation	Orange	-	-	Orange	Orange	-	-
Phoenix Continuation	Red	-	-	-	Red	-	-
Pueblo de Los Angeles Continuation	Red	-	-	Red	Red	-	-
Richard A. Alonzo Community Day	Red	-	-	-	Red	-	-
Schools	**All**	**African American / Black**	**English Learners**	**Hispanic / Latino**	**Low**	**Students with Disabilities**	**White**

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<tr><th></th><th>Students</th><th></th><th></th><th></th><th>Income</th><th></th><th></th></tr>
<tr><td>Robert H. Lewis Continuation</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>San Antonio Continuation</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Simon Rodia Continuation</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Tri-C Community Day</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy STEAM</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Whitman Continuation</td><td>Yellow</td><td>-</td><td>-</td><td>Yellow</td><td>Yellow</td><td>-</td><td>-</td></tr>
<tr><td>Will Rogers Continuation</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Youth Opportunities Unlimited</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Zane Grey Continuation</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
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</td><td></td><td></td></tr>
<tr><td>8.06</td><td>Chronic Absenteeism Rate: Use of Evidence-Based Services and Supports by Identified Schools</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Chronic Absenteeism Rate Indicator:

● Implementation of academic support services such as tutoring to keep students motivated and attending school.
● Use of school-based student health services such as mental health services to improve student wellness and attendance.
● Partial funding of Pupil Services and Attendance Counselors (PSAs) and/or Psychiatric Social Workers (PSWs) to provide tiered and differentiated intervention supports.
● Partial funding of parent liaisons and other staff to monitor student attendance trends and identify students in need of attendance interventions including working with parents and families of students who are chronically absent.
● Use of Positive Behavior Interventions and Supports (PBIS) program to reduce student chronic absenteeism.
● Expansion of student attendance programs, including recognition events.</td><td>$4,821,076</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Chronic Absenteeism), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and identified student group performance levels for this action.		

Schools	All Students	African American / Black	English Learners	Long-Term English Learners	Homeless	Hispanic / Latino	Multiple Races	Low Income	Students w/ Disabilities	White
Angeles Mesa Elementary	Red	Red	Red	-	-	Red	-	Red	Red	-
Boys Academic Leadership Academy	Red	-	-	-	-	-	-	-	-	-
Bret Harte Preparatory Middle	Red	-	Red	Red	-	Red	-	Red	Red	-
Cabrillo Avenue Elementary	-	-	Orange	-	-	-	-	-	Orange	-
Century Park Elementary	-	Orange	-	-	-	Orange	-	-	Orange	-
Charles Maclay Middle	-	-	-	-	-	-	-	-	Red	-
Cheremoya Avenue Elementary	-	-	-	-	-	-	-	-	-	Red
Cimarron Avenue Elementary	-	-	-	-	-	Orange	-	-	Orange	-
City of Angels	Red	Red	-	-	-	Red	-	Red	-	-
Computer Science Virtual Academy	-	-	Red	-	-	-	Red	-	-	-
El Dorado Avenue Elementary	-	-	-	-	Orange	-	-	-	Orange	-

Schools	All	African American /	English	Long-Term English Learners	Homeless	Hispanic /	Multiple	Low	Students	White

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th></th><th>Students</th><th>Black</th><th>Learners</th><th></th><th></th><th>Latino</th><th>Races</th><th>Income</th><th>w/ Disabilities</th><th></th></tr>
<tr><td>Figueroa Street Elementary</td><td>-</td><td>Yellow</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Yellow</td><td>-</td></tr>
<tr><td>Hillcrest Drive Elementary</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Orange</td><td>-</td></tr>
<tr><td>Hooper Avenue Primary Center</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Lake Street Primary</td><td>Orange</td><td>-</td><td>Orange</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>Orange</td><td>Orange</td><td>-</td></tr>
<tr><td>Lankershim Elementary</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Lovelia P. Flournoy Elementary</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>MLK, Jr. Elementary</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Nine Street Elementary</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Olympic Primary Center</td><td>Orange</td><td></td><td>Orange</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>Orange</td><td>-</td><td>-</td></tr>
<tr><td>Samuel Gompers Middle</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of Business & Entrepreneurship</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of Int. Studies / Humanities</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of the Arts & Entertainment</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Westport Heights Elementary</td><td>-</td><td>Orange</td><td>-</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>8.07</td><td>Suspension Rate: Use of Evidence-Based Services and Supports by Identified</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Suspension Rate Indicator:

● Professional training for staff in areas of positive discipline strategies, restorative practices, cultural competence, and/or trauma-informed practices.</td><td>$1,651,600</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
	Schools	• Use of Positive Behavior Interventions and Supports (PBIS) programs to assist students with conflict mediation. • Partial funding of Psychiatric Social Workers (PSWs) and/or counselors to provide social-emotional and mental health services to students. • Implementation of social-emotional learning (SEL) programs and integration into school curriculum such as in secondary school advisory classes. • Provide students and families with access to community support services such as mental health agencies By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2024-25 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Suspension Rate), to inform decisions on how to best improve student outcomes at the school site.		

Schools	All Students	African American / Black	Foster	Hispanic / Latino	Low Income	Students with Disabilities
Aggeler Community Day	Red	-	Red	Red	Red	-
CDS Secondary	-	-	-	Yellow	-	-
Crenshaw STEMM	-	-	Red	-	-	-
Dorothy V. Johnson Community Day	Blue	-	-	Blue	Blue	-
Harold McAlister High (Opportunity)	Yellow	-	-	Yellow	Yellow	-
Jack London Community Day	-	-	-	-	-	-
La Salle Avenue Elementary	-	-	-	-	-	-
Moneta Continuation	Blue	-	-	Blue	Blue	-
Mt. Lukens Continuation	Blue	-	-	Blue	Blue	-
Ramona Opportunity High	Blue	-	-	Blue	Blue	-

Action #	Title	Description	Total Funds	Contributing

Thomas Riley High	Blue	-	-	-	Blue	-
View Park Continuation	Blue	-	-	–	Blue	-
Westport Heights Elementary	-	Orange	-	-	Orange	-
Whitney Young Continuation	Blue	Blue	-	-	Blue	-
William J. Johnston Community Day	-	-	-	Orange	-	Orange
William T. Aggeler Opportunity High	Green	-	-	Green	Green	Green

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,504,424,329	$ 184,006,921

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.58%	1.81%	$78,749,018.90	36.39%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.05	**Action:** Instructional Technology Initiative **Need:** Low income students have an opportunity gap in digital participation, digital citizenship, and access towards computer science careers as identified in research. Increased access of low income students to technology and computer science pathways increases student engagement, attendance, and academic achievement.	Instructional Technology Facilitators will provide direct support to schools to increase student participation in computer science pathways and use of technology by increasing technology integration in instruction. Content areas include Digital Citizenship, Computer Science Education, and the ISTE Standards. While the experience of distance learning and the District's investment in devices for every student has greatly reduced the digital divide in terms of access to technology, a gap still exists	For the identified student group(s): LI, ALL ● 1.04-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Participating schools were selected based on the percentage of student enrollment from low income families. Within educational partner feedback, there is a stated desire for students from low income families at the participating schools to have increased and equitable access to digital devices for instruction as well as increased and equitable access to computer science pathways and careers as evidenced by the increased demand for Career Technical Education (CTE) course pathways in computer science disciplines. **Scope:** Schoolwide	for low-income students around digital participation and digital citizenship. Low-income students are spending more time in front of screens, yet continue to be underrepresented in pathways towards computer science careers. Even as the District transitioned back to in-person instruction from hybrid learning during the pandemic, the integration of technology continues to be an essential need for low-income students to close equity gaps. Low-income students will experience the greatest benefits from the improved instruction in digital citizenship and computer science education due to their previous lack of access. In addition, we recognize that all students will benefit from this program and therefore these supports are provided schoolwide in participating schools. For the list of schools participating in this initiative, please see: https://achieve.lausd.net/Page/16015.	● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12 ● 1.28: Access to a Broad Course of Study (All Students)
1.07	**Action:** Supplemental Arts Education **Need:** Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. Evidence of need from the LAUSD Open Data Dashboard for 2023-24 includes: Chronic Absenteeism K-5- District calculation	In addition to the Arts Education programming funded with Base funds, all schools will continue to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements.	For the identified student group(s): EL, LI, FY, ALL ● 1.04-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(32.2% for Foster Youth, 31.3% for Low Income, and 29.5% for English Learners versus 28.4% for all students). In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District. **Scope:** LEA-wide	Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12 ● 1.27: Implementation of Academic Standards (All Students)
1.09	**Action:** Supplemental Afterschool Programs **Need:** Students from low income families, English Learners, and students in foster care face limited access to high-quality after school programming that can provide academic support and enrichment as well as learning experiences in the arts and physical fitness. Evidence of need from the 2024 Dashboard includes: English Language Arts (78.7 points below standard for English Learners, 40.2 points below standard for Low Income, and 72.9	Low-income students often face limited access to high-quality after school programming. In order to address this need, Beyond the Bell (BTB) will expand accessibility of these programs so that these students will have the opportunity to sample and engage in an array of diverse after school activities throughout their experience in BTB programming. These funds will support schools serving English learners, low-income students, and students in foster care with more staffing and resources for their afterschool programs. These programs will be designed with an intention to connect students	For the identified student group(s): EL, LI, FY, ALL ● 1.04-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 1.11-1.13: % Met/Exceed Standard on CST- Grades 5, 8, 11

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below standard for Foster Youth versus 28.2 points below standard for all students) and Math (95.4 points below standard for English Learners, 72.6 points below standard for Low Income, and 103.4 points below standard for Foster Youth versus 60.4 points below standard for all students). Within educational partner feedback, particularly parents and families, a stated desire is for District elementary and middle schools to provide opportunities for a safe and structured learning environment for students after school as many of our families of high-needs students work or have other responsibilities where an afterschool program is beneficial for their child(ren). **Scope:** LEA-wide	to interest based pathways that can support their learning experiences in elementary and middle school and beyond. Trained coaches will utilize the supplies and equipment provided to design and implement high quality learning experiences for students within the realms of arts, physical fitness, team sports, dance, and academic enrichment. Site staff will also be trained, coached, and assisted throughout the course of programming. Research demonstrates that afterschool and summer school programs have positive impacts on academics, social and emotional skills and competencies, and overall well-being to help students re-engage in learning and become strong, resilient, and hopeful. Low-income students will experience the greatest benefits to their attendance and engagement based on their existing needs and limited access to high quality afterschool programming. In addition, we recognize that all students will benefit from supplemental afterschool programs and therefore these supports are provided Districtwide.	
1.11	**Action:** Differentiated Local Supports for Students **Need:** Students from low income families have demonstrated performance gaps in key outcome areas including A-G on-track rates and Smarter Balanced Assessment English Language Arts	In order to close equity gaps and ensure that low-income students thrive academically, District and Region leaders will collaborate to build school staff capacity to deliver data-driven academic supports and interventions to Tier 2 and 3 schools, which have been identified based on demonstrated performance gaps in	For the identified student group(s): LI, ALL ● 1.04: Smarter Balanced Assessment: ELA- Grade 3 ● 1.05-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Math achievement compared to all students. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: A-G Completion Rate (31.4% for Foster Youth, 55.0% for Low Income, and 34.4% for English Learners versus 56.4% for all students). Within educational partner feedback, a stated desire is to increase the academic outcomes including increased access to college for students from low income families and ensure equitable opportunities in comparison to students from high income families. **Scope:** Schoolwide	key outcome areas, including SBA English Language Arts and Math achievement, DIBELS scores, and A-G on-track rates. Please refer to Appendix B for the list of identified schools. The support to schools will be centered around implementing sustainable practices and continuous improvement cycles as well as leveraging instructional interventionists and coaches as well as systems that support instructional progress, including formative assessments, instructional data cycles of improvement, instructional leadership teams, professional learning communities, common curriculum and pacing plans, and systems for observations and feedback. The supports are implemented to increase student academic outcomes by increasing school-level supports based on student need. In addition, we recognize that these interventions would also benefit all students, and therefore this increase in staffing is implemented school-wide at Tier 2 and 3 schools, which includes that both certificated and classified vacancies are filled at the schools.	● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 1.18: A-G Completion Rate
1.12	**Action:** School-Level Supports for Individualized Learning **Need:** Students from low income families, English Learners, and students in foster care have lower academic performance levels than all students.	Los Angeles Unified continues to serve over 557,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. Throughout the	For the identified student group(s): EL, LI, FY, ALL ● 1.01-1.03: DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2 ● 1.04: Smarter Balanced Assessment: ELA- Grade 3

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of need from the 2024 LAUSD Open Data Dashboard includes: DIBELS- % of Students Meeting Early Literacy Benchmarks in Grade 2 (50.2% for Foster Youth, 64.7% for Low Income, and 46.6% for English Learners versus 67.0% for all students); 4-year Graduation Rate (68.9% for Foster Youth, 86.9% for Low Income, and 71.0% for English Learners compared to 87.0% for all students); A-G Completion Rate (31.4% for Foster Youth, 55.0% for Low Income, and 34.4% for English Learners versus 56.4% for all students). Within educational partner feedback, primarily parents and families of high-needs students, a stated desire is to provide equitable education for high-needs student groups including the use of differentiated learning supports to ensure students are performing at grade-level standards. **Scope:** LEA-wide	partner engagement process beginning in 2020-21, during the prior LCAP cycle, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs, this input demonstrates a connection to the educational partner feedback received that led to the development of the 2025-26 LCAP. This was further supported in our engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District provides additional site-level staffing (including assistant principals, library aides, counseling staff, and instructional aides) dedicated to support student instruction. This additional staffing is above and beyond the base-funded instructional staffing to support improved targeted instruction and intervention and intensive supports including individualized instruction. Through this additional staffing, our teachers will focus their implementation of Tier 2 and 3 instructional supports within the following multi-tiered system: ● Tier 1: Universal Supports: high-quality first instruction as aligned to principles of	● 1.05-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 1.18: A-G Completion Rate ● 1.25: Four-Year Cohort Graduation Rate ● 1.26: Five-Year Cohort Graduation Rate ● 2.09: Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.” ● 2.12: Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school."

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Universal Design for Learning. ● Tier 2: Targeted Instruction and Intervention: targeted small-group instruction and focused progress monitoring for students who demonstrate need for a more targeted level of support. ● Tier 3: Intensive Supports: intensive instruction to individual or very small student groups (1-3 students), including modeling, scaffolded practice, and regular mastery assessments, as well as more frequent progress monitoring. In addition, we recognize that this program would also benefit all students, and therefore this increase in staffing is implemented Districtwide.	
1.13	**Action:** Early Education and Universal Transitional Kindergarten **Need:** Increase the opportunity for students from low income families to have access to early education. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: DIBELS- % of Students meeting early literacy benchmarks in Grade 2 (64.7% for Low Income versus 67.0% for all students). Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood	In order to address these needs, the Early Childhood Education Division (ECED) will implement the following supports: ● ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. UTK classes serve students who turn five between September 2, 2024 and September 1, 2025. ● In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and added an additional 33 elementary schools in 2024-25 to 521 elementary schools- full implementation. While full implementation	For the identified student group(s): LI, ALL ● 1.01-1.03: DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experiences and their effects into adolescents. The lack of access to early care and education is relevant because children in these vulnerable populations need equitable access to high quality early education programs. Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. Students will begin formal education at an earlier age providing the opportunity for students to enter elementary school grade levels with increased literacy and numeracy skills. **Scope:** LEA-wide	of UTK occurs statewide in 2025-26, Los Angeles Unified understands the equity need for an accelerated timeline in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. ● For 2025-26, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
1.14	**Action:** Literacy and Numeracy Interventionist Program **Need:** English Learners, students in foster care, and students from low income families are not reaching grade-level proficiency in literacy and	In order to address these needs, Los Angeles Unified's Central/Region Administrators and Instructional Support Staff, in collaboration with site principals, coordinators, interventionists, and teachers, will implement targeted elementary literacy and mathematics interventions.	For the identified student group(s): EL, LI, FY, ALL ● 1.01-1.03: DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2 ● 1.04: Smarter Balanced Assessment: ELA- Grade 3

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	numeracy as are the all student group. Evidence of need from the 2024 LAUSD Open Data Dashboard include: Smarter Balanced Assessment- Distance from Standard Met in ELA- Grades 3-5 (-72.9 points below standard for Foster Youth, -39.0 points below standard for Low Income, and -96.7 points below standard for English Learner versus -23.5 below standard for all students). In addition, evidence of need includes 2023-24 DIBELS data in Grade 1 (50.5% for Foster Youth, 68.5% for Low Income, and 51.1% for English Learner versus 70.1% for all students). Targeted instruction is provided to assist the identified student groups in increased academic achievement. Far too many students, especially English Learners, students in foster care, and low-income students, are not reaching grade-level proficiency targets in literacy and numeracy. These outcomes are due to inconsistent implementation of highly effective Tier 1 instruction and Tier 2 support that is specifically calibrated and adjusted to support each learner's progress within the District's multi-tiered systems of support. Far too many students, especially English Learners, students in foster care, and low-income students, are not reaching grade-level proficiency targets in literacy and numeracy. These outcomes are due to inconsistent implementation of highly effective Tier I instruction and Tier II support that is	Reading is the foundation for all content learning to occur after third grade; however, post pandemic data shows that students in grades 4th and above also need intervention to address unfinished learning. With the Literacy and Numeracy Interventionist Program in place, students will receive the necessary support to accelerate their learning and reach proficiency as measured by DIBELS in grades K-2 and the i-Ready reading diagnostic in grade 3rd through 12th grade for literacy. Proficiency in mathematics will be measured with the i-Ready Math Diagnostic for students in grades K-12. By implementing the strategies outlined, we will see an increase in our student proficiency in reading and mathematics. Targeted instruction to meet the needs of our most vulnerable and challenged students will result in increased academic achievement. ● **Literacy Interventions**: ○ Targeted direct instruction in Reading: The program supports educators in conducting deep data analysis of individual student data to identify and address specific skills and concepts using a Multi-tiered system of supports, including Tier 2 acceleration intervention support. Current research in the Science of Reading supports our cycle of instruction focused on foundational literacy skills. ○ Professional Development on the Science of Reading and Research Guided Literacy: Program supports educators	● 1.05-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 Additionally: Student performance data will be reviewed at the student group level and by school.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	specifically calibrated and adjusted to support each learner's progress within the District's multi-tiered systems of support. Participating schools were selected based on student performance at schools as well as information gathered in the implementation of the District's Teaching and Learning Framework to support students. Within educational partner feedback, a stated desire is for high-need student groups (English Learners, students in foster care, and students from low income families) to be at grade-level proficiency in ELA and mathematics and graduate within four years both college and career ready. **Scope:** Schoolwide	developing a deep knowledge of the science of teaching reading to ensure students reach proficiency. Teachers learn to effectively implement an evidence based, systematic, and cumulative process for teaching reading. ○ Instructional Materials: Hands-on materials to allow students to engage in a multi-sensory, multi-modal approach to learning. Students will use the materials to reinforce their learning. ● **Math Interventions** ○ Targeted direct instruction in building fluency: Program supports educators in gathering progress monitoring data to support students' movement along developmental stages and address key concepts for the grade, using a Multi-tiered system of support to promote fluency in early numeracy and mathematics. ○ Professional Development on Early Numeracy and Building Math Fluency: Program supports educators developing a deep knowledge of mathematics content and instructional practice to ensure students reach proficiency. Teachers learn to effectively implement instructional strategies to support early numeracy development and fluency. ○ Instructional Materials: Hands-on materials to allow students to engage in a	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		multi-sensory, multi-modal approach to learning. Students will use the materials to reinforce their learning. The Literacy and Numeracy Interventionist Program will fulfill the goal of creating readers and strengthening the foundational math skills of all our students by 3rd grade and intervention supports for students in grades 4-12, focusing on those most at risk: our low-income students, students in foster care, and English Learners. These students will experience the greatest benefits to their academic progress due to the initiative's focus on providing targeted instruction for struggling learners, providing Professional Development based on the science of reading and evidence-based math instruction, and engaging in cycles of improvement at all levels of our system. In addition, we recognize that all students will benefit from the Literacy and Numeracy Interventionist Program, and therefore these supports are provided to all students at participating elementary and middle schools. Please see Appendix B- Goal 1, Action 14 for the list of participating schools.	
1.15	**Action:** Secondary Literacy Supports and Interventions **Need:** English Learners, students in foster care, and students from low income families are not	Providing teachers with curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth will address the literacy challenges these students face everyday.	For the identified student group(s): EL, LI, FY, ALL ● 1.05-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.21: Percent of 11th grade

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reaching grade-level proficiency in literacy as are all student groups. Evidence of need from the 2024 LAUSD Open Data Dashboard include: Smarter Balanced Assessment- Distance from Standard Met in ELA- Grade 11 (-85.9 points below standard for Foster Youth, -20.4 points below standard for Low Income, and -158.9 points below standard for English Learner versus -11.3 below standard for all students). Many of our English learners and low-income students are coming into the secondary grades with large gaps in their reading skills. The Renaissance Star Reading assessment data shows nearly 40% of all students are not meeting standards. In addition, the secondary literacy supports and interventions are necessary as many parents of our English learners and low-income students are not college graduates and may not possess the literacy skills needed to support their children in reaching grade-level proficiency in literacy. Within educational partner feedback, a stated desire is for high-need student groups (English Learners, students in foster care, and students from low income families) to be at grade-level proficiency in ELA and have improved access to college and career readiness. **Scope:** LEA-wide	To support the identified student groups, secondary educators will implement the following interventions: ● <u>Intensive Literacy Instructional Supports</u> ○ Continue expanding and support Read 180 Universal/System 44 program with built-in ELD instruction to address students who need intensive reading intervention services in order to accelerate their reading skills so they are better able to access and interact with core reading materials across the curriculum. ○ Expand the structured literacy training (Orton-Gillingham and Language Essentials for the Teachers of Reading and Spelling [LETRS]) for core ELA teachers to provide them with the instructional tools to address the needs of students who need foundational literacy support. ● <u>Strategic Literacy Instructional Supports</u> ○ Provide blended learning training with a focus on Station Rotation model for core ELA/integrated ELD teachers to support targeted intervention in the core classroom to meet the needs of all students, but especially targeted groups. This blended learning model will provide differentiated targeted support for EL students that can address their oral and written language needs. ○ Provide training on podcast units/lessons developed by DOI Secondary Literacy	students prepared for college via the EAP-ELA

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		team. Teachers will be trained on how to implement lessons (with Integrated ELD) using the Soundtrap web-based podcasting platform. These lessons support literacy and speaking and listening standards and provide scaffolding and differentiated support to demonstrate their understanding of texts and concepts through a podcasting format. The podcast structure promotes the development of speaking and listening skills for EL students, including the development of academic vocabulary and conversations. ● <u>Secondary ELA Teacher-Leader Cadre</u> ○ Teacher-leadership cadre focused on intervention supports in core ELA/integrated ELD classes (MS & HS). Cadre will be creating lessons and instructional supports to address intensive and strategic ELA supports in the core ELA courses. Instructional support will include a focus on integrated English Language Development (ELD) instruction that addresses building and strengthening English Learners academic vocabulary, academic conversations, and writing skills. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students in middle school and high school grade levels.	
1.24	**Action:**	Since establishing the District's equitable access AP policy, the District—despite a steady decline	For the identified student group(s): EL, LI, FY, ALL

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increased Access to Advanced Placement (AP) and College Readiness Exams **Need:** Increase the number of English Learners, students from low income families, and students in foster care that enroll in AP courses and complete the end of year exam with a passing score- a score of 3 or higher. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: 2024 AP Pass Rate (53.5% for English Learners, 40.3% for Low Income, and 20.2% for Foster Youth versus 46.3% for all students). English Learners, students in foster care, and low-income students in Los Angeles Unified have faced significant challenges to their successful enrollment and achievement in Advancement Placement (AP) courses, including inadequate academic preparation for the rigors of AP, insufficient number of AP course offerings and/or seats, educator bias (implicit or explicit), assessment and grading practices, lack of outreach to students and communication to parents/families, and financial barriers that prevent students from taking AP exams. Within educational partner engagement, the ability for high-needs students to have increased opportunities for college access through the Advanced Placement (AP) program was important as was the ability for students to receive college credit for passing AP exams resulting in saving money for college costs.	in high school enrollment—has substantially increased the number of students, including English learners, low-income students, and students in foster care, taking AP exams and achieving AP Exam success without decreasing the overall percentage of its AP Exam success percentage rate. Supports to increase access to AP programs for English Learners, students in foster care, and students from low income families include: 1. Student Supports ● AP Exam Fee Reimbursement Program to remove financial barriers that may prevent economically disadvantaged students from taking AP examinations. ● AP Readiness Saturday program in partnership with UCLA that provides students with supplemental instructional support to ensure AP course and exam success ● Course pipeline—creating and supporting a pathway to success ● Data analysis, including PSAT, SAT, AP Potential to increase access and provide targeted support Identified student groups received individualized counseling, for example, to assist with goal setting and planning course workloads, among additional supports. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at	● 1.17: AP Pass Rate ● 1.18: A-G Completion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	participating secondary schools.	
1.26	**Action:** Districtwide A-G Interventions **Need:** Increase the percentage of English Learners, students from low income families, and students in foster care who graduate from high school and complete the A-G course requirements for admission to a University of California/California State University compared to the all student group. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: A-G Completion Rate (31.4% for Foster Youth, 55.0% for Low Income, and 34.4% for English Learners compared to 56.4% for all students). As evidenced, English Learners, low-income students, and foster youth in Los Angeles Unified often exhibit lower attendance and academic achievement rates than other students, creating barriers to postsecondary readiness. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to college. **Scope:** LEA-wide	The A-G Intervention and Support staff will continue to deliver research-backed and data-based practices to support students' grade level proficiency and to provide opportunities to complete A-G coursework, which are the courses necessary for high school graduation and enrollment in a UC or CSU campus, especially for traditionally underrepresented students (e.g., ELs, low-income students, and foster youth). Actions to support the identified student groups and address the stated need include: ● PASS Program ○ Performance Assessment Student Support (PASS) is a modular, self-paced and mastery-based approach to high school credit recovery, allowing for students to demonstrate proficiency of grade-level standards in ELA and mathematics. A grade of C or better is earned upon successful demonstration of grade-level proficiency, or beyond. ● Just in Time Intervention program ○ Middle and high school ELA and Math Just in Time intervention resources provide intensive materials for implementation during the students' class of enrollment whenever she/he experiences challenges meeting specific standards or learning targets. This resource can also be offered outside the	For the identified student group(s): EL, LI, FY, ALL ● 1.18: A-G Completion Rate ● 1.21: EAP - ELA ● 1.22: EAP - Math ● 1.25: Four-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school day, as part of the school's intervention program. ● Academic Course Extension (ACE) ○ Academic Course Extension (ACE) for grades 9-12 students is an opportunity to raise an existing low grade end of course grade through additional time and deliberate practice. ACE is by agreement with the students' teacher of record. ● Training for instructional proficiency programs ○ The A-G team provides virtual self-paced training for educators planning to implement PASS, ACE and Just in Time programs. All trainings can be accessed in MyPLN with the courses housed in Schoology. Educators can earn their training rate for completion. Payroll is processed through the A-G Intervention and Support office. ● Summer Bridge resources for incoming 6th and 9th graders ○ The A-G Team has created Summer Bridge resources, including suites of guided mini-lessons on study skills, time management, motivation and self-exploration. ● The A-G office supports monitoring of student data, focusing on students on or off-track for graduation and for grades of C or better (eligible for CSU/UC admissions). Data reports are shared with Region leadership, with attention to Tier 1, 2, and 3 bands indicating	

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		students with instances of D and/or F grades. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools. These programs are specifically designed to address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their A-G completion rates. The PASS and intervention programs are designed in alignment with these standards. In addition, English Learners may be scheduled into an additional language support class depending upon their designated language level leading to a full schedule of academic classes. Students in foster care and low-income students benefit from the social-emotional supports built into our programs. Flexibility in program delivery is essential to meet the needs of students who have competing responsibilities outside of school. Recognizing that these Graduation Readiness interventions would also benefit all students, these supports are therefore available across the district to Grades 6-12.	
1.27	**Action:** Diploma Program **Need:** Increase the percentage of English Learners, students from low income families, and students	To support the identified students to address obstacles to academic achievement such as language barriers and family issues, the following supports are provided: ● **Universal Interventions** include activities such as school-wide planning, recognition	For the identified student group(s): EL, LI, FY, ALL ● 1.18: A-G Completion Rate ● 1.24: High School Dropout Rate ● 1.25: Four-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in foster care who stay in school and graduate from high school compared to all students. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: High School Dropout Rate (22.5% for Foster Youth, 7.3% for Low Income, and 18.8% for English Learners versus 7.4% for all students). Schools are selected for the Diploma Program based on the high schools with the highest student dropout rates and the middle schools feeding or enrollment aligned with the identified high schools. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students stay in school and graduate from high school ready for college and career. **Scope:** Schoolwide	events, staff development meetings, parent presentations, student presentations, and mass communications. ● **Targeted Interventions** include activities such as parent/student informational presentations, staff trainings, student counseling groups, collaborative consultation, and targeted communication and/or outreach for identified student groups. ● **Intensive Interventions** include activities such as crisis intervention, student/parent contacts, home visits, alternative education referrals, dropout recovery, and individual record assessment and referrals. A-G Diploma Program Pupil Services and Attendance (PSA) counselors also support student success by collaborating with school counselors, Student Support and Attendance Services (SSAS) staff, and other school staff to provide coordinated support for students off-track to graduate. The A-G Diploma Program PSA counselors address obstacles for students in special populations (English learners, foster, and low-income) as it relates to academic achievement, high school graduation, and postsecondary access starting in middle school and extending throughout high school. In addition, students may have other systemic issues affecting their academic success such as access to basic need services, housing instability, school mobility, and trauma. These programs are specifically designed to	● 1.26: Five-Year Cohort Graduation Rate

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		address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their graduation and college and career readiness rates. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
1.29	**Action:** Linked Learning **Need:** Increase the percentage of English Learners, students from low income families, and students in foster care who are prepared for College and Career as evidenced by the California School Dashboard. Evidence of need from the 2024 Dashboard includes: College and Career indicator results (19.3% prepared for English Learners, 44.1% prepared for Low Income, and 19.3% prepared for Foster Youth versus 45.4% prepared for all students). Research shows that close to half of English Learners do not access college, and do not graduate career ready. Evidence indicates that this is often due to structures in scheduling, and access to a wide range of curricular options, leaving our highest risk student populations out of the classes that will prepare them for life after high school. Often English Learners, students in	Student engagement in school is a key lever of success. Foster youth and English Learners who are connected to school and have meaningful, supportive experience are more likely to leave high school college and career ready. In Los Angeles Unified, there is a need for more students in foster care to complete high school college prepared. Connecting learning to the world outside of school, not only ensures more foster youth complete high school with the coursework necessary to apply to college, it also ensures students in foster care graduate career ready through the completion of a CTE pathway and industry certification. The Linked Learning program supports high-need student groups with access to A-G courses, a Career Technical Pathway, embedded work-based learning opportunities and individualized support through intentional scheduling practices and student cohorting with Linked Learning identified teachers. In addition, Work-based learning coordinators connect classrooms to industry professionals and build	For the identified student group(s): EL, LI, FY, ALL ● 1.19: CTE Completion Rate ● 1.20: A-G and CTE Completion Rate ● 1.25: Four-Year Cohort Graduation Rate ● 1.26: Five-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foster care and low-income students in Los Angeles Unified are enrolled in academic support classes, instead of Career Technical Education (CTE) coursework. The Linked Learning approach in Los Angeles Unified ensures that schools are reviewing their student enrollment data to ensure that English Learners, students in foster care, and low-income have access to the Linked Learning curriculum, including CTE. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care have equitable access to college and career opportunities, particularly through the completion of a CTE pathway and industry certification. In addition, feedback from our partners highlights student engagement in school is a key lever of success. **Scope:** Schoolwide	capacity at the sites to manage industry partnerships connected to classroom instruction. They assist teachers and other school staff in providing work readiness instruction leading to completion of a work readiness badge. In addition, we recognize that this program would also benefit all students, and therefore these supports are provided schoolwide at participating schools.	
1.30	**Action:** SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Evidence of need from the 2024	English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level.	For the identified student group(s): EL, LI, FY, ALL ● 1.01-1.03: DIBELS- % of Students Meeting Early Literacy Benchmarks, Grades K-2 ● 1.04-1.05: Smarter Balanced Results- ELA, Grades 3-5 ● 1.08: Smarter Balanced Results- Math, Grades 3-5

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	LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 3 (39.7 points below standard for Low Income, 71.5 points below standard for Foster Youth, and 90.3 points below standard for English Learners versus 24.9 points below standard for all students); Smarter Balanced Assessment- Math Grades 3-5 (77.3 points below standard for Foster Youth, 43.8 points below standard for Low Income, and 85.3 points below standard for English Learners versus 30.5 points below standard for all students). Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. **Scope:** Schoolwide	In order to support proficiency and academic achievement at campuses with the highest concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address academic metrics at each grade span. Elementary schools are targeting identified student groups with services to increase academic performance, including: ● Delivering improved culturally responsive and differentiated instruction ● Increasing data-driven instructional planning for personalized learning ● Providing differentiated and ongoing professional development and coaching to support effective teaching and learning for the targeted student groups ● Implementing high-impact intervention and instructional programs to accelerate student learning and close equity gaps for target student groups during and beyond the school day, such as afterschool interventions and tutoring By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		programs and supports towards Academic Excellence. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in academic proficiency for their school's English Learners, low-income students, and students in foster care. In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the elementary schools.	
1.31	**Action:** SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Evidence of need from the 2023 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 6-8 (44.2 points below standard for Low Income, 88.6 points below standard for Foster Youth, and 143.9 points below standard for English Learners versus 29.6 points below standard for all students); Smarter Balanced Assessment- Math Grade 6-8 (140.1 points below standard for Foster Youth, 87.9 points below standard for	English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level. In order to support proficiency and academic achievement at campuses with the highest concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational	For the identified student group(s): EL, LI, FY, ALL ● 1.06: Smarter Balanced Results- ELA, Grades 3-5 ● 1.09: Smarter Balanced Results- Math, Grades 6-8

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low Income, and 172.9 points below standard for English Learners versus 71.9 points below standard for all students). Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. **Scope:** Schoolwide	partner engagement. The investments address academic metrics at each grade span. Middle schools are targeting identified student groups with services to increase academic performance, including: ● Delivering improved culturally responsive and differentiated instruction ● Providing differentiated and ongoing professional development and coaching to support effective teaching and learning for the targeted student groups ● Increasing data-driven instructional planning for personalized learning ● Expanding classroom observation and educator feedback to improve practice In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the middle schools.	
1.32	**Action:** SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Evidence of need from the 2023 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 11 (20.4	English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level. In order to support proficiency and academic achievement at campuses with the highest	For the identified student group(s): EL, LI, FY, ALL ● 1.07: Smarter Balanced Results- ELA, Grade 11 ● 1.10: Smarter Balanced Results- Math, Grade 11 ● 1.18: A-G Completion Rate ● 1.25: Four-year cohort graduation rate

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	points below standard for Low Income, 85.9 points below standard for Foster Youth, and 158.9 points below standard for English Learners versus 11.3 points below standard for all students); Smarter Balanced Assessment-Math Grade 11 (164.3 points below standard for Foster Youth, 113.6 points below standard for Low Income, and 203.3 points below standard for English Learners versus 103.5 points below standard for all students). Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. **Scope:** Schoolwide	concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address academic metrics at each grade span. High schools are targeting identified student groups with services to increase academic performance, including: ● Delivering improved culturally responsive and differentiated instruction ● Providing differentiated and ongoing professional development and coaching to support effective teaching and learning for the targeted student groups ● Expanding classroom observation and educator feedback to improve practice ● Increasing technology and digital resources to elevate teaching and learning In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the high schools.	
2.04	**Action:** Supplemental School Climate Support Staff **Need:** English Learners, students from low income families, and students in foster care traditionally	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Action 2.3, Los Angeles Unified will provide supplemental funding for additional staffing to address the school climate needs of	For the identified student group(s): EL, LI, FY, ALL ● 2.09: Percent of Students Reporting on the School Experience Survey: "I feel safe in this school."

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	have high rates of suspension in comparison with all students. Evidence of need includes: 2024 LAUSD Open Data Dashboard Suspension Rate (0.46% for Low Income, 0.33% for English Learner, and 1.68 for Foster Youth% versus 0.41% for all students). Per the 2024-25 School Year School Experience Survey, 63.3% of students designated as low-income, 65.1% of students in foster care, and 67.1% of English Learners felt safe at their school. Additionally, in elementary school, 76.1% of low income students, 74.3% of students in foster care, and 72.6% of English Learners felt as though there was at least one adult at their school who supported them. In middle school, 63.5% of low income students, 59.9% of students in foster care, and 60.7% of English Learners felt as though there was at least one adult at their school who supported them. In high school, 64.9% of low income students, 66.3% of students in foster care, and 62.3% of English Learners felt as though there was at least one adult at their school who supported them. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. **Scope:** LEA-wide	English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	• 2.12: Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school."
2.06	**Action:** Supplemental Student Health Services	In order to address these increased health services needs, in addition to the base-funded student health services described in Goal 2,	For the identified student group(s): EL, LI, FY, ALL

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	Need: Based on District metrics outlined in the LCAP, English Learners, students from low income families, and students in foster care have a lower rate of excellent attendance compared to the all student group. Evidence of need from the LAUSD Open Data Dashboard for 2023-24 includes: Excellent Attendance Rate (41.8% for English Learners, 42.4% for Low Income, and 40.5% for Foster Youth versus 44.8% for all students). For many vulnerable students, health considerations stand in the way of their ability to attain an equitable education, whether that is due to lack of sleep, food insecurity, underlying health conditions, disabilities, or lack of access to care making the school health office a critical resource toward all students achieving. The importance of health in academic achievement cannot be overstated. School nurses serve an irreplaceable, critical role in facilitating student learning. There is a statistically significant relationship between student health and academic outcomes. Research has found that the populations most greatly affected by the educational achievement gap are also affected by poor health outcomes, and there is a causal role that educationally relevant health disparities play in the educational achievement gap. Vision, asthma, teen pregnancy, aggression, and violence, physical activity, breakfast, and inattention and hyperactivity are seven key health disparities	Action 5, the District will invest in additional nursing administrators, credentialed school nurses, substitute school nurses, and licensed vocational nurses who will also continue to implement supplemental health services to address the individual health needs of our English learners, students in foster care, and low-income students, including interventions for both actual and potential health problems. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher)

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	that have a profound effect on academic outcomes. Students in low-income, urban areas have asthma rates almost 45% higher than those who live in higher-income areas. Asthma can result in absenteeism and one way that schools can reduce absenteeism in asthmatic students is through making schools more “asthma-friendly” - a mission in which school nurses would play an important role. Because school nurses focus on illness prevention and correction of student health issues, they are uniquely positioned to offer insight into a student’s individual circumstances and advocate from a healthcare perspective, providing targeted supports to address the additional barriers facing low-income students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care have access to quality health care as lack of access causes unnecessary absences. **Scope:** LEA-wide		
2.08	**Action:** Mental Health and Student Supports **Need:** Decrease the percentage of students from low income families with a high rate of chronic absenteeism compared to the all student group. Evidence of need from the LAUSD Open Data	Psychiatric Social Workers (PSWs) will continue to serve and support the highest need students and communities by implementing evidence-based practices, outreach/awareness, and crisis support. PSWs offer students with mental health services to ensure their holistic well-being to maximize learning, academic achievement, and school success by providing prevention, early intervention, and intervention	For the identified student group(s): LI, ALL ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5

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	Dashboard for 2023-24 includes: Chronic Absenteeism K-5- District calculation (31.3% for Low Income versus 28.4% for all students). One-third of our students in poverty typically have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACES) survey. School closures during the 2020 global health crisis exacerbated the trauma many families and children have experienced. Research from the Centers for Disease Control and Prevention indicates that children with a high number of ACEs - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. Within educational partner feedback, a stated desire is to ensure students from low income families have an increasingly low rate of chronic absenteeism to improve academic outcomes. In addition, the importance of student mental health was consistently communicated in various partner forums. **Scope:** LEA-wide	for suicide, self-injury, threat of violence, and child abuse/neglect through risk assessments, safety planning, and linkages to mental health and emergency resources. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12
2.09	**Action:** Positive Behavior Interventions and Restorative Practices **Need:** English Learners, students from low income families, students in foster care have a higher	To address students' needs, System of Support Advisers will implement positive behavior interventions and supports such as restorative practices and provide technical assistance to teachers and schools to increase students' social-emotional development. In addition, we recognize that all students will	For the identified student group(s): EL, LI, FY, ALL ● 2.06: Single Student Suspension Rate ● 2.07: Instructional Days Lost to Suspension ● 2.12: Percent of Students Reporting on the School

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	suspension rate than the all student group. Evidence of need from the LAUSD Open Data Dashboard for 2023-24 includes: Student Suspension Rate (0.33% for English Learners, 1.68% for Foster Youth, and 0.46% for Low Income versus 0.41% for all students). Students in foster care, low-income students, and English Learners are at disproportionate risk for experiencing trauma and need additional support through building community and relationships at school. With the physical school closures during the pandemic, these students' pre-existing needs were exacerbated by limited connection with teachers and peers. Returning to physical school campuses, the implementation of Positive Behavior Interventions and Strategies (PBIS) and Restorative Practices (RP) strategies and practices have been essential to support the social emotional wellbeing of these students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are being supported with alternatives to suspension and feel connected to schools. **Scope:** LEA-wide	benefit from this program, and therefore these supports are provided Districtwide.	Experience Survey: "I feel like I am part of this school."
2.10	**Action:** Attendance Interventions **Need:**	To address student needs, Pupil Services and Attendance (PSA) Counselors will provide comprehensive child welfare and attendance services to students, including tiered absence prevention and intervention, as well as dropout	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Student Attendance: Percent of All Students with

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	Low-income students, English Learners, and students in foster care in Los Angeles Unified are disproportionately likely to experience the following barriers to attendance: ● Illness ● Grief and Loss ● Food insecurity ● Housing instability ● Loneliness, social isolation ● Mental health issues, including symptoms of depression (i.e., apathy, irritability, social withdrawal, difficulty concentrating, & sleep disturbance) ● Lack of motivation, sense of uncertainty about the future ● Lack of parental supervision ● Interruptions in Technology and/or Electricity As a result, the District is addressing the barriers to attendance by working to increase student attendance and decrease chronic absenteeism. Evidence of need from the LAUSD Open Data Dashboard for 2023-24 includes: Chronic Absenteeism K-5- District calculation (32.2% for Foster Youth, 31.3% for Low Income, and 29.5% for English Learners versus 28.4% for all students). Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are provided with counseling support as well as parents and families to remove barriers to attendance.	prevention and recovery services, in order to connect, engage and support students while assessing barriers to attendance and working with the student and their family to overcome those barriers. In addition, the District will provide intervention supports for all students in improving their attendance, and therefore these supports are provided Districtwide.	Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.11	**Action:** School Enrollment Placement and Assessment (S.E.P.A.) Centers **Need:** Increase the attendance rate of International Newcomer students, English Learners, and students from low income families. Research has shown our Newcomer students (English Learners and Low Income students) struggle to feel connected with their school site and suffer from low attendance and higher rates of chronic absenteeism. Evidence of need from the LAUSD Open Data Dashboard for 2023-24 includes: Excellent Attendance Rate (41.8% for English Learners and 42.4% for Low Income versus 44.8% for all students). Many of Los Angeles Unified's English learners enrolled in schools are Newcomers from other countries. The following data was filtered from **July 2024 to March 15, 2025** on students that received services at the SEPA Centers: it showed 3,567 students from over 65 countries and included some continuing LAUSD students. These students come to our District with various educational experiences or life challenges. Some may have experienced trauma in their home country or arrive as unaccompanied minors. In some cases, students come with	Services to support English Learners and students from low income families that are newly arrived include the following: 1. Students will be immediately enrolled in school and linked to academic support at their school site. 2. The center aims to eliminate as many barriers as possible for student success. This includes providing basic needs such as food, clothing, shelter, and assistance with medical insurance enrollment. By eliminating barriers, it is the goal for students to be successful in their academic pursuit and maintain an excellent attendance rate. 3. Parents will receive accurate information pertaining to their children's educational rights so they can seek services to further support their children academically. In addition, we recognize that these services would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, ALL ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interrupted education or limited education. In addition, research has shown that our Newcomer students struggle to feel connected and engaged to their school site, and that these students and families need assistance with school enrollment and connections to school site staff for ongoing case management. **Scope:** LEA-wide		
2.12	**Action:** FamilySource System **Need:** Decrease the chronic absenteeism rate of English Learners, students from low income families, and students in foster care. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: Chronic Absenteeism Rate-Grades 6-8, District Calculation (40.7% for Foster Youth, 30.9% for Low Income, and 34.3% for English Learners versus 28.5% for all students). Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** LEA-wide	To address identified student needs, FamilySource Pupil Services and Attendance (PSA) counselors provide intensive services to students and families, including conducting Biopsychosocial/educational assessments to identify family strengths, supports and needs and offering Parenting Classes/ Workshops, such as: ● 7 Habits of Highly Effective Families / Resilient Families curriculum ● A-G Graduation Requirements / College Readiness ● Digital Citizenship & Internet Safety ● How to Support your Child Academically and During Distance Learning ● Stress Management / Self Care / Resiliency / Grief and Loss ● Transitioning to MS and HS ● Access to FamilySource services such as: ○ Financial Literacy workshops / Free tax preparation (VITA) ○ Pre-employment / employment support ○ Food bank / Baby Items ○ Tutoring; Mentoring, civic engagement for	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students English Learners, students in foster care, and low-income students, will experience the greatest benefit to their attendance and absenteeism rates as a result of these services, which will in turn serve to improve these students' academic success, higher grades, increased high school graduation rates and enrollment in post-secondary education. In addition, we recognize that these supports and evidence-based interventions provided by the FamilySource PSA Counselors would also benefit all students, and therefore these supports are implemented Districtwide.	
2.13	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools **Need:** Increase attendance rate for English Learners, students from low income families, and students in foster care. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: Students with excellent attendance (42.4% for Low Income, 40.5% for Foster Youth, and 41.8% for English Learners compared to 44.8% for all students). In order to support attendance rates and improve school climate outcomes at the local level for our students, the Los Angeles Unified School District	The investments address Goal 2 metrics at each grade span. Elementary schools are targeting English Learners, students from low income families, and students in foster care with services to increase attendance, including: ● Expanding attendance incentive programs, including recognition events, spirit days, and attendance "challenges" ● Enhancing staff capacity to implement trauma-informed practices ● Providing additional student wellness services ● Delivering tiered child welfare and attendance interventions and absence prevention efforts to support target student groups ● Expanding implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Students with Excellent Attendance ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 2.06: Single Student Suspension Rate ● 2.09: Percent of Students Reporting on the SES: "I feel safe in this school" ● 2.12: Percent of Students Reporting on the SES: "I feel like I am part of this school."

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** Schoolwide	● Providing additional opportunities to build capacity of families to support attendance for students In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the elementary school grade levels.	
2.14	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools **Need:** Increase attendance rate for English Learners, students from low income families, and students in foster care. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: Students with excellent attendance (42.2% for Low Income, 40.5% for Foster Youth, and 41.8% for English Learners compared to 44.8% for all students). In order to support attendance rates and improve school climate outcomes at the local level for our students, the Los Angeles Unified School District	The investments address Goal 2 metrics at each grade span. Middle schools are targeting English Learners, students from low income families, and students in foster care with services to increase attendance, including: ● Providing additional student wellness services ● Enhancing staff capacity to implement trauma-informed practices ● Expanding implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates ● Expanding attendance incentive programs, including recognition events, spirit days, and attendance “challenges” In addition, we recognize that these supports would also benefit all students, and therefore	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Students with Excellent Attendance ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 2.06: Single Student Suspension Rate ● 2.09: Percent of Students Reporting on the SES: “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES: “I feel like I am part of this school.”

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** Schoolwide	these supports are provided across the middle school grade levels.	
2.15	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools **Need:** Increase attendance and decrease the chronic absenteeism rate for English Learners, students from low income families, and students in foster care. Evidence of need from the 2024 LAUSD Open Data Dashboard includes: Students with excellent attendance (42.4% for Low Income, 40.5% for Foster Youth, and 41.8% for English Learners compared to 44.8% for all students). In order to support attendance rates and improve school climate outcomes at the local level for our students, the Los Angeles Unified	In addition, for high schoolers overall in 2023-2024, the chronic absenteeism rate (as defined by the District as being absent for 9% or more of the instructional days enrolled) was 37.3%. By comparison, 39.2% of low-income high school students, and 48.3% of English Learners and 47.9% of students in foster care in high school were chronically absent. The investments address Goal 2 metrics at each grade span. High schools are targeting English Learners, students from low income families, and students in foster care with services to increase attendance, including: ● Expanding implementation of Positive Behavior interventions and Supports and	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Students with Excellent Attendance ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 2.06: Single Student Suspension Rate ● 2.09: Percent of Students Reporting on the SES: “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES: “I feel like I am part of this school.”

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** Schoolwide	Restorative Practices to build positive school climates ● Enhancing staff capacity to implement trauma-informed practices ● Providing additional student wellness services ● Delivering tiered child welfare and attendance interventions and absence prevention efforts to support target student groups ● Expanding attendance incentive programs, including recognition events, spirit days, and attendance “challenges” In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the high school grade levels.	
3.04	**Action:** Student Empowerment **Need:** Increase student engagement opportunities and connection to school for English Learners, students in foster care, and students from low-income families compared to the all student group. Evidence of need from the 2024-25 School Experience Survey includes: Metric- “I feel that I am part of this school” (54.3% for Foster Youth and 58.2% for Low Income versus 59.3% for all students). Educational partner feedback collected and analyzed by the Student Empowerment Unit shows that students who engaged in leadership	The District will continue to provide low-income, English Learners, and foster youth opportunities to participate in multiple leadership skill building programs, empowerment conferences and mentoring opportunities. These students interact with other students and adults who act as role models, provide social-emotional support, college-readiness support, and leadership development through mentoring and workshops and help equip them with skills and strategies to be leaders and to create an environment that will lead to success. In addition, we recognize that these Student Empowerment supports would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, FY, ALL ● 2.12: Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities felt a greater sense of self-efficacy and connection to their peers and school community, in addition to becoming strong advocates for their peers. **Scope:** LEA-wide		
3.05	**Action:** Aligned Strategic Planning and Accountability **Need:** Continued in the educational partner engagement process for the LCAP, English Learners, students in foster care, and students from low-income families, as well as their families and communities, consistently advocated for greater representation and voice in schools, Community of Schools, Regions, and District planning and budgeting. An identified need is to also increase engagement with and participation from parents and families of English Learners, students in foster care, and students from low-income families. As a result of the identified needs, the District has focused increased efforts and strategies through the LCAP team to engage with parents and families of English Learners, students in foster care, and students from low-income families to access information to support their children as well as become an advocate for their children. Research has shown parent and family involvement and engagement in their child's education is closely linked to increased student attendance, among additional factors.	In order to support the needs of the actions, the District will implement the following strategies to align planning, budgeting, and engagement throughout the District: ● District-level strategic planning, budgeting, and engagement: The LCAP team (within the Office of the Chief Strategy Officer) will collaborate across the District's Divisions to deepen partner engagement through expanded opportunities for students, families, and community engagement above the statutory requirements. In addition to supporting the development of the annual LCAP, the LCAP team will also continue to share the feedback and input shared in these engagement opportunities with District teams to support their ongoing refinement of planning and programs. The LCAP Team will also provide capacity-building and accountability support to Regions, Community of Schools, and school processes. ● School-level strategic planning, budgeting, and engagement: School site leaders will engage educational partners to develop their Targeted Student Population (TSP) Plans, through which they will define their strategies	For the identified student group(s): EL, LI, FY, ALL ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 3.01: Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● 3.02: Percent of Parents Reporting on the School Experience Survey: "I feel welcome to participate at this school." ● 3.03: Percent of Parents Reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● 3.04: Percent of Parents Reporting on the School Experience Survey: "This school provides instructional

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	Scope: LEA-wide	to close gaps for English Learners, students in foster care, and/or students designated as low income and align funds allocated through the Student Equity Needs Index (SENI) to expand access to the programs identified in the first three LCAP Goals: Academic Excellence, Joy and Wellness, and Engagement and Collaboration. In addition, site leaders of Equity Multiplier-eligible schools will consult with educational partners in the formation of evidence-based actions and services to support student groups with the lowest performance levels on one or more California Dashboard indicators. These strategies are specifically designed to increase engagement and planning for English Learners, students in foster care, and low-income students and families, and these partners will experience the greatest benefit through the alignment of these planning, budgeting, and engagement processes to prioritize the needs of English Learners, students in foster care, and low-income students.	resources to help me support my child's education." ● 3.05: Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."
3.06	**Action:** SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools **Need:** Support increased parent, student, and community engagement at highest and high-need elementary schools serving English	In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address	For the identified student group(s): EL, LI, FY, ALL ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 3.01: Percent of Parents Reporting on the School Experience Survey: "This school includes me in

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, students from low income families, and students in foster care. Evidence of need includes the 2024-25 School Experience Survey for elementary school students: “Students have a voice in decision-making at this school” (50.7% of English Learners, 55.6% of students in foster care, and 52.9% of students from low income families agreed). In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child’s education and are welcome to participate at their child’s school. **Scope:** Schoolwide	engagement and collaboration metrics at each grade span. Elementary schools will invest in additional staffing and supports to implement the District’s programs to empower student, family, and community engagement so that each school’s English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs, which included delivering additional school community events that engage family and staff in order to support target student groups. In addition, we recognize that these Engagement and Collaboration supports would also benefit all students, and therefore these supports are provided across elementary schools.	important decisions about my child’s education.” ● 3.02: Percent of Parents Reporting on the School Experience Survey: “I feel welcome to participate at this school.” ● 3.03: Percent of Parents Reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” ● 3.04: Percent of Parents Reporting on the School Experience Survey: “This school provides instructional resources to help me support my child’s education.” ● 3.05: Percent of Parents Reporting on the School Experience Survey: “This school provides me with information (verbal and written) I can understand.”
3.07	**Action:** SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs	For the identified student group(s): EL, LI, FY, ALL ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. Evidence of need includes the 2024-25 School Experience Survey for middle school students: “Students have a voice in decision-making at this school” (43.0% of English Learners, 43.8% of students in foster care, and 42.5% of students from low income families agreed). In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child’s education and are welcome to participate at their child’s school. **Scope:** Schoolwide	Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address engagement and collaboration metrics at each grade span. Middle schools will invest in additional staffing and supports to implement the District’s programs to empower student, family, and community engagement so that each school’s English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs, which included delivering additional school community events that engage family and staff in order to support target student groups. In addition, we recognize that these Engagement and Collaboration supports would also benefit all students, and therefore these supports are provided across middle schools.	● 3.01: Percent of Parents Reporting on the School Experience Survey: “This school includes me in important decisions about my child’s education.” ● 3.02: Percent of Parents Reporting on the School Experience Survey: “I feel welcome to participate at this school.” ● 3.03: Percent of Parents Reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” ● 3.04: Percent of Parents Reporting on the School Experience Survey: “This school provides instructional resources to help me support my child’s education.” ● 3.05: Percent of Parents Reporting on the School Experience Survey: “This school provides me with information (verbal and written) I can understand.”

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.08	**Action:** SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools **Need:** Support increased parent, student, and community engagement at highest and high-need high schools serving English Learners, students from low income families, and students in foster care. Evidence of need includes the 2024-25 School Experience Survey for high school students: “Students have a voice in decision-making at this school” (51.0% of English Learners, 46.1% of students in foster care, and 48.4% of students from low income families agreed). In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child’s	In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. The investments address engagement and collaboration metrics at each grade span. High schools will invest in additional staffing and supports to implement the District’s programs to empower student, family, and community engagement so that each school’s English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs, which included delivering additional school community events that engage family and staff in order to support target student groups. In addition, we recognize that these Engagement and Collaboration supports would also benefit all students, and therefore these supports are provided across high schools.	For the identified student group(s): EL, LI, FY, ALL ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 3.01: Percent of Parents Reporting on the School Experience Survey: “This school includes me in important decisions about my child’s education.” ● 3.02: Percent of Parents Reporting on the School Experience Survey: “I feel welcome to participate at this school.” ● 3.03: Percent of Parents Reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” ● 3.04: Percent of Parents Reporting on the School Experience Survey: “This school provides instructional resources to help me support my child’s education.” ● 3.05: Percent of Parents Reporting on the School Experience Survey: “This school provides me with information (verbal and written) I can understand.”

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	education and are welcome to participate at their child's school. **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.18	**Action:** Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness **Need:** Students in foster care and experiencing homelessness require specialized services to increase and improve outcomes as evidenced in academic performance indicators where the student group is low relative to Districtwide student group outcomes. Evidence of need from the 2024 Dashboard includes: Graduation Rate (74.5% for homeless students and 69.1% for foster youth versus 86.7% for all students), English Language Arts (93.7 points below standard for homeless students and 72.9 points below standard for foster youth versus 28.2 points below standard for all students), and Mathematics (117.3 points below standard for homeless students and 103.4 points below	Students in foster care and experiencing homelessness receive the following supports to ensure improved outcomes: Specialized Student Services (SSS) counselors provide services to over 10,000+ students in foster care and 17,000+ students experiencing homelessness annually, a 42% increase in the number of students experiencing homelessness from last year. Supports for these students include: ● Educational case management and advocacy for educational rights services ● Collaboration with school staff, caregivers, and county personnel (Department of Children and Family Services (DCFS), Probation, agency staff) to promote school stability ● Provide educational supports and linkages to address academic and attendance barriers	For the identified student group(s): FY, LI ● 1.05-1.07: Smarter Balanced Assessment - ELA: Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment - Math: Grades 3-8, 11 ● 1.25: Four-Year Cohort Graduation Rate ● 2.01: Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard for foster youth versus 60.4 points below standard for all students). Within educational partner feedback, a stated desire is to ensure students in foster care and students experiencing homelessness are receiving differentiated support services in counseling, academics, and additional supports to provide equitable opportunities and improved educational outcomes. **Scope:** Low Income, Foster Youth (FY)		
6.01	**Action:** UTK-12 English Learner Services **Need:** Increase the percentage of English Learners making annual progress in learning English, meeting or exceeding state content standards, and graduating college and career ready as well as earning the State Seal of Biliteracy. Evidence of need from the 2024 Dashboard includes: English Language Arts (78.7 points below standard versus 28.2 points below standard for all students), Mathematics (95.4 points below standard versus 60.4 points below standard for all students), and graduation rate (71.5% versus 86.7% for all students). Within educational partner feedback, a continued desire is for the District to move a greater number of English Learners towards Fluent English Proficient (FEP) status and improved	In order to increase the rate of English Learners (ELs) making progress in learning English, reaching English language proficiency, meeting or exceeding standards, and graduating college and career ready and earning the State Seal of Biliteracy, the District will implement the following action steps/strategies, aligned to the District's 2022-26 Strategic Plan, 2018 Master Plan, and the EL Roadmap: 1. Offer focused, enhanced training/support to improve and differentiate EL instructional programs to meet the language and academic needs of different EL profiles/typologies, while placing focused attention on the language and literacy needs of at-promise ELs (Potential Long-Term ELs and Long-Term ELs) and International Newcomers. 2. Provide ongoing professional development to improve Designated and Integrated English Language Development (ELD) instruction, guided by the ELD standards, California	For the identified student group(s): EL ● 6.01: English Learner Reclassification Rate; ● 6.03: English Learners Who Progress in English Proficiency (as measured by ELPI Levels); ● 6.04: English Learners Meeting 4 on the Summative ELPAC; ● 6.11-6.14: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3; Grades 3-5; Grades 6-8; Grade 11 ● 6.27: Four-Year Cohort Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	outcomes as evidenced in graduation and opportunities for college and career. **Scope:** English Learner (EL)	ELD/ELA Framework. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of 12 Suite of Strategies (3 listens, 3 conversations, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to support/enhance English Learners' mastery of academic content. 4. Emphasize/prioritize in all professional development that language and content are inextricably linked and that the three parts of the ELD standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills) should be at the center of a robust English Learner instructional program. When instructing English learners, teachers are both content and English language development teachers. 5. Provide additional opportunities for teachers of ELs to have many opportunities to engage in collaborative lesson planning based on the provided professional development and ELD standards. 6. Provide a yearly, mandatory summer and mid-year Master Plan Instructional Institute (MPII) to EL Designees, Multilingual Multicultural Academic Language Instructional Coaches, International Newcomer Coaches, Parent Educator Coaches, and administrators to enhance EL support staff capacity to address the linguistic and academic needs of English Learners. The five-day MPI training	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		will include the following areas: a. EL Instructional Approaches and Elegance of 12 Suite of Strategies b. Concepts of critical wellness to support diverse language learners and how they can be used to correct school inequities c. Understanding EL Language Performance, the Translanguaging Classroom and the Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing) d. Culturally and Linguistically Responsive Pedagogy (CLRP) e. English Learner Progress Indicator (ELPI) f. Observation Protocol for Teacher of ELs (OPTEL) 7. Central and Region Multilingual Multicultural Academic Language staff (Coordinators, Specialist, and Experts) will coordinate Master Plan programs and instructional services for ELs, including planning and delivering EL-specific professional development, planning, and implementing model dELD and iELD curricular lessons and acceleration, and monitoring Districtwide data to identify professional development / program support needs. 8. Provide elementary and secondary Multilingual Multicultural Academic Language Coaches to support EL-specific professional development needs of teachers, conduct coaching cycles/lesson studies around dELD and iELD,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		develop and model iELD and dELD lessons, and acceleration/enrichment to English learners, and provide family training. 9. Establish K-12 cadres of teachers, administrators and/or Multilingual Multicultural Academic Language Coaches to support the development of focused professional development and dELD or iELD lessons/resources for Districtwide use for ELs. 10. Conduct regular classroom walk-throughs to observe professional development transference and/or inform future professional development. 11. Offer enrichment/intervention or other expanded learning opportunities for English Learners during the winter, spring, summer, before or after school, and/or Saturdays to address the language and academic needs of ELs or accelerate their English language development. 12. Support and promote EL parent/family participation, engagement, input, and leadership development to support the implementation and review of the LCAP's EL supports and to develop active home/school partnerships. The following family resources or trainings will be provided: a. Home-School Resources to promote language development, literacy, and numeracy at home. b. Training on topics such as the EL Journey, Identification, Assessment, Placement, Reclassification and Beyond, as well as their role in the education of their children. i. Family engagement modules on	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Home-School Resources, research and benefits of multilingualism and multiculturalism, cultural beliefs, sensitivity and bias; language proficiency and English Language Development; classroom strategies and characteristics of good speakers, listeners, readers, and writers. ii. Prepare surveys, regular family sessions, and/or focus groups to ensure families have opportunities to provide input or advice on EL program supports. b. Purchase supplemental materials, intervention software licenses or supplies to support access to grade level instruction or remedy any learning needs. c. Provide strategic and targeted support for improved results in California's English Language Proficiency Assessments, including: i. Training on the English Learner Progress Indicator (ELPI) and the ELPI MMED Dashboard. ii. Training on ELPAC Interim assessments and promoting their use to progress monitor ELs towards English proficiency. The action is providing services beyond the	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		regulatory requirements for English Learners such as family resources, as outlined above, and home-school resources as well as the increased professional development in the support of instructional staff and teachers in moving English Learners towards Fluent English Proficiency.	
6.02	**Action:** International Newcomer Supports **Need:** International Newcomer students face considerable challenges when entering the country such as language barriers, cultural adjustment, access to academic support services, and social integration. Evidence of need from the 2024 Dashboard includes: English Language Arts (78.7 points below standard versus 28.2 points below standard for all students), Mathematics (95.4 points below standard versus 60.4 points below standard for all students), and graduation rate (71.5% versus 86.7% for all students). Within educational partner feedback, a stated desire is to continue the support of English Learners towards English language proficiency and academic success due to the large student group population as well as communicate different supports more clearly for different typologies of English Learners, such as International Newcomers due to their unique needs. **Scope:**	To support the accelerated linguistic and academic progress of International Newcomer students, the District will implement the following action steps/strategies: 1. Provide ongoing professional development to teachers, International Newcomer Coaches/Counselors, and administrators on the linguistic, academic, and social emotional needs of International Newcomers. MMED staff will use the U.S. Department of Education Newcomer Toolkit as the guiding document and professional reading material to understand: a. Who are our International Newcomer students? b. How to support them c. Best practices to welcome them and engage their families: i. Helping parents understand the new country, community, and school. ii. Helping parents understand their legal rights and precedents that lay the foundation for their children to receive educational	For the identified student group(s): EL ● 6.24: A-G Completion Rate; ● 6.27: Four-Year Cohort Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learner (EL)	services in the United States. iii. Providing information on the school system and policies (attendance, homework, discipline, immunization, and grading policy) in a language they can understand. d. Key elements of high-quality programs for International Newcomers. e. Specific learning strategies for International Newcomers. f. How to integrate social-emotional and academic support. 2. Fund International Newcomer Coaches and Counselors will support the growing International Newcomer student population and their families at schools with high populations of these students. 3. Allocate International Newcomer Instructional Aides to elementary schools with the highest counts of International Newcomers to support their adjustment to the U.S. educational systems and ensure their progress in learning English and mastery of grade level content instruction. 4. Open Dream Centers at high schools with high International Newcomer counts to provide newcomers with a safe space to discuss immigration experiences and receive social-emotional support, academic, graduation or college/university attendance	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		information/advisement. 5. Provide focused instructional support from Multilingual Multicultural Academic Language Coaches for International Newcomers in grades 2-5. 6. Provide a yearly International Newcomer Summer Enrichment Program (Grades 6-12) designed to accelerate the acquisition of English, support their transition to a U.S. education, and develop a solid foundation for success in A-G coursework. 7. Continue to support established International Newcomer Academies to provide safe, nurturing learning spaces for students to learn English and master grade level content. 8. Implement a yearly International Newcomer Leadership Conference to provide newly immigrated students and their families with skills, key information, and resources to ensure they thrive personally and academically. 9. Ensure access to all core, A-G classes, and promote participation in Advanced Placement (AP) programs while learning English. 10. Utilize the Student Support and Progress Team (SSPT) process to monitor and support the linguistic and academic progress of International Newcomers. 11. Promote the linguistic and academic success of International Newcomer students at key parent meetings, events, conferences, and institutes.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
6.03	**Action:** Potential Long-Term English Learner (PLTEL) Interventions **Need:** To support Potential Long-Term English Learner (PLTEL) students towards reclassification and Fluent English Proficient (FEP) status and academic success. Evidence of need from the 2024 Dashboard includes: English Language Arts (78.7 points below standard versus 28.2 points below standard for all students), Mathematics (95.4 points below standard versus 60.4 points below standard for all students), and graduation rate (71.5% versus 86.7% for all students). Within educational partner feedback, a stated desire is to continue the support of English Learners towards English language proficiency and academic success due to the large student group population as well as communicate different supports more clearly for different typologies of English Learners, such as PLTELs due to their unique needs. **Scope:** English Learner (EL)	To support Potential Long-Term ELs (PLTELs) progress towards reclassification and academic success, the following action steps will be implemented: 1. Develop focused, targeted supports for Potential Long-Term ELs (PLTELs) to reduce the number and percentage of Long-Term ELs (LTELs) in secondary schools. Because PLTELs struggle in reading, writing, academic vocabulary and are at-risk of not meeting the reclassification criteria within five years of formal English instruction, their supports will consist of the following: a. Provide targeted language development, literacy development, and instructional programs and services that address their specific academic linguistic and academic needs. b. Targeted literacy acceleration/enrichment. c. Develop and strengthen PLTELs' study skills and knowledge of learning and organizational strategies. 2. Provide ongoing, targeted professional development on Designated and Integrated ELD to enhance teacher capacity to address the instructional needs of PLTELs. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of 12 Strategies (3 listens, 3 talks, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex	For the identified student group(s): EL ● 6.01: English Learner Reclassification Rate ● 6.11-6.14: Smarter Balanced Results - ELA: Grades 3-8, 11 ● 6.15-6.17: Smarter Balanced Results - Math: Grades 3-8, 11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Output) to support/enhance English Learners' mastery of academic content. 4. Form a Language and Literacy PLTEL Cadre whereby English Learner teachers and coaches will review, update, and use instructional resources/lessons created for PLTELs in grades 3-5 to be used during Tier 1 instruction. The focus of these resources will be foundational skills and comprehension. 5. We will also review data to identify strengths, assets, and areas of growth of our English Learners. 6. Promote the use of the Student Support and Progress Team (SSPT) to: a. Design and implement effective instructional programs and placement for PLTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of PLTELs. c. Recommend appropriate acceleration / enrichment for PLTELs at risk of becoming LTELs. d. Assess the effectiveness of recommended acceleration/enrichment supports in meeting the needs of PLTELs. 7. Establish an Individual Reclassification Plan (IRP) for every PLTEL. The IRP will serve as a school tool for parents, students, and teachers to know the progress toward reclassification and establish goals and acceleration / enrichment supports to meet the reclassification criteria.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
6.04	**Action:** Long-Term English Learner (LTEL) Interventions **Need:** Increase the English Learner reclassification rate to Fluent English Proficient (FEP) status and annual progress as defined by the English Learner Progress Indicator (ELPI) as measured on the Dashboard. Evidence of need includes: 2024 Dashboard ELPI performance was Orange, with 47.5% of EL's making progress, a decline of 0.9% from prior year. Within educational partner feedback, a stated desire is to continue the support of English Learners towards English language proficiency and academic success due to the large student group population as well as communicate different supports more clearly for different typologies of English Learners, such as Long-Term English Learners due to their unique needs. **Scope:** English Learner (EL)	To support Long-Term ELs (LTELs) in meeting the criteria for reclassification and achieve academic success, the District will implement the following action steps/strategies: 1. Continue to offer the Accelerated program for Long-Term English Learners and related Designated ELD courses (Literacy and Language for ELs and Advanced ELD) to specifically address and meet their English Language Development needs. 2. Provide ongoing, targeted professional development on Designated and Integrated ELD to enhance teacher capacity to address the instructional needs of LTELs. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of Suite of 12 Strategies (3 listens, 3 talks, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to support/enhance English Learners' mastery of academic content. 4. Promote the use of the Student Support and Progress Team (SSPT) process to: a. Design and implement effective instructional programs and placement for LTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of LTELs. c. Recommend appropriate acceleration/enrichment for LTELs.	For the identified student group(s): EL ● 6.01: English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		d. Assess the effectiveness of recommended acceleration/enrichment supports in meeting the needs of LTELs. 5. Establish an Individual Reclassification Plan (IRP) for every PLTEL. The IRP will serve as a school tool for parents, students, and teachers to know the progress toward reclassification and establish goals and acceleration / enrichment supports to meet the reclassification criteria.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

School districts such as Los Angeles Unified that have a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. In Los Angeles Unified, 88% of schools currently serve more than 55% of students who are considered low income, English Learners, and/or in foster care.

The District tracks schools serving more than 55% of students who are considered low-income, English Learners, and/or students in foster care through the use of individual school plans developed by schools sites on how the funds are being used to achieve specific educational objectives as well as financial reports on how the grant funds have been spent. The District has a history of completing regular evaluations on funding usage, including both qualitative and quantitative data, to determine the effectiveness of actions.

For 2025-26, schools will continue to invest their additional concentration grant add-on funding in the following additional staff to support support increased high-needs student achievement via the District's SENI actions in: Goal 1, Actions 1.30-1.32; Goal 2, Actions 13-15; and

Goal 3, Actions 6-8.

Positions of Instructional Staff Enhancing Student Success: Goal 1, Actions 30-32

- Specialized Teachers and coordinators dedicated to enhancing support for students with high needs through both training sessions and direct assistance.
    - Specialized teachers such as Reading Specialists within schools enhance student performance in reading and/or math using a Response to Intervention (RtI) approach. They track specific students using assessment data and provide targeted assistance through Tier 2 (small group instruction) or Tier 3 (one-on-one instruction) intervention cycles.
    - Extra teachers to decrease class sizes, allowing for more personalized instruction within classrooms.
- Extra teachers to decrease class sizes, allowing for more personalized instruction within classrooms.
    - Extra classroom teachers are hired to lower the number of students each teacher has, especially in elementary grades. This gives teachers more chances to track how students are doing with regular classroom lessons and to offer extra help based on Response to Intervention (RtI) methods when needed, across different grade levels and state content standards
- Support staff (including paraprofessionals such as teacher assistants and instructional aides)
    - Trained classroom support staff aid in implementing a classroom Response to Intervention (RtI) approach through small group teaching for students identified as needing extra help with literacy and/or math state standards.
- More Career Technical Education (CTE) teachers to broaden access to job-oriented learning and career education paths.
    - Student success, measured through academic performance and engagement indicators like graduation rates and college/career readiness, is boosted by more chances to complete CTE courses. With additional CTE teachers and more course options, students can develop workplace skills and prepare for future employment opportunities.

Positions of Non-Instructional Staff Enhancing Student Success: Goal 2, Actions 13-15 and Goal 3, Actions 6-8

- Psychiatric Social Workers (PSWs) are employed to establish the mental health assistance needed for students to excel academically.
    - Studies have shown that mental health challenges can negatively impact students' academic and behavioral outcomes. In schools serving our most vulnerable student populations, PSWs offer assistance to identified students, fostering self-reliance, building positive relationships, and boosting engagement in school, thereby enhancing student achievement.
- Academic and college guidance staff to support college and career readiness
    - In our high-needs schools, some students lack family support to access academic resources and postsecondary opportunities. Academic and college counseling staff are integrated into a school's Multi-Tiered System of Supports (MTSS) model, providing targeted interventions to help students transition successfully to college and/or career pathways.
- Health care assistants and health office clerks ensure students receive necessary health services to attend school and excel academically.
    - Research indicates a link between improved student health and academic achievement. By engaging with families and their children, health care staff facilitate access to school-based health resources.
- Community Representatives, Student/Family Resource Navigators, Ambassadors, and office staff promote expanded student and family engagement, recognizing its significant impact on academic performance

    - Many of our families and students face challenges such as housing instability, food insecurity, and trauma. By providing resources to identified families, particularly those of low-income, English Learners, and students in foster care, we aim to enhance student well-being by reducing stress and improving access to health care.
- Restorative Justice (RJ) Advisors are instrumental in implementing strategies for fostering a positive school climate and culture, ensuring students receive critical social-emotional support essential for academic growth.
    - RJ Advisors actively foster positive interactions among students and between students and staff. Studies show that introducing a restorative justice approach in schools lowers student suspensions, enhances attendance, and boosts student academic performance.
- Pupil Services and Attendance (PSA) Counselors play a crucial role in schools by implementing tiered intervention strategies to improve student attendance, ensuring they are present to receive essential instructional support.
    - These counselors work diligently to reconnect with families, especially those with elementary grade students, to tackle and diminish chronic absenteeism among students. Their efforts aim to enhance school attendance, enabling students to thrive academically through outreach and resource provision, as highlighted in a study by the National Center for Children in Poverty study.
- Custodial staff contribute to creating safe and inviting learning environments, fostering conditions conducive to student success.
    - Studies conducted by the California Department of Education and the U.S. Environmental Protection Agency reveal that well-maintained school facilities and high-quality custodial services are associated with enhanced student achievement and reduced chronic absenteeism, particularly among vulnerable student demographics such as English Learners, students in foster care, and students from low-income families. By increasing custodial staff, schools can expand services and utilize facilities more effectively, including the possibility of extending school hours and offering after-school intervention programs tailored to the needs of English Learners, students in foster care, and those from low-income backgrounds. Additionally, having more custodial staff enables schools to facilitate parental engagement opportunities beyond regular school hours, potentially even on weekends, which can support families in assisting their children from these targeted student groups.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1,447.07 Full-time equivalent classified staff serving 40,476 students (as counted on October 2, 2024- the first Wednesday in October of 2024, in alignment with the template). (27.97**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*	18,594.76 Full-time equivalent classified staff serving 363,167 students (as counted on October 2, 2024- the first Wednesday in October of 2024, in alignment with the template). (19.53**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*
Staff-to-student ratio of certificated staff providing direct services to students	2,548.05 Full-time equivalent certificated staff serving 40,476 students (as counted on October 2, 2024- the first Wednesday in October of 2024, in alignment with the template). (15.89**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*	36,717 Full-time equivalent certificated staff serving 363,167 students (as counted on October 2, 2024- the first Wednesday in October of 2024, in alignment with the template). (9.89**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*

Appendix A: Red 2024 Dashboard Indicators

The below table identifies District schools with one or more student groups identified in the Red rating for any of the following 2024 California School Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. For more information on the California School Dashboard, please refer to: https://www.caschooldashboard.org/

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	WH	White
AA	African American / Black	MR	Multiple Races / Two or More
AI	American Indian or Alaska Native	EL	English Learners
AS	Asian	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
HI	Hispanic / Latino	FOS	Foster Youth
PI	Pacific Islander	HOM	Homeless Youth

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Abraham Lincoln Senior High		SWD					
Academies of Education and Empowerment at Carson High		ALL					
Aggeler Community Day					ALL, FOS, HI, SED		
Alexander Fleming Middle		LTEL					
Alexander Hamilton Senior High	SWD	AA, SWD				LTEL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Alta California Elementary	SWD						
Alta Loma Elementary	SWD	SWD					
Ambassador School-Global Education		EL					
Ambassador-Global Leadership	ALL, EL, HI, SED, SWD		EL			LTEL	
Amelia Earhart Continuation							ALL, HI, SED
Andasol Avenue Elementary			EL				
Andres and Maria Cardenas Elementary			SWD				
Andrew Carnegie Middle			MR				
Angel's Gate (Continuation)				ALL, HI, SED			ALL, HI, SED
Angeles Mesa Elementary			ALL, AA, EL, HI, SED, SWD				
Aragon Avenue Elementary						EL	
Arleta High	ALL, HI, SED, SWD	ALL, HI, SED, SWD					SWD
Arlington Heights Elementary			EL				
Arminta Street Elementary	EL, SWD						
Ascot Avenue Elementary	SWD	SWD	SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Atwater Avenue Elementary						EL	
Audubon Middle						EL	
Augustus Hawkins High	ALL, EL, HI, SED	SED		EL		EL	
Avalon Gardens Elementary			SWD				
Barack Obama Global Preparation Academy	EL	EL, SED				EL, LTEL	
Barton Hill Elementary	SWD		SWD				
Bassett Street Elementary	ALL, EL, HI, SED, SWD	SWD					
Beachy Avenue Elementary	EL						
Beethoven Street Elementary			SWD				
Bell Senior High	EL, SWD	EL, SWD					
Bellingham Elementary		SWD					
Belmont Senior High	ALL, HI, SED	ALL, HI, SED		EL		EL	
Belvedere Elementary	EL						
Belvedere Middle		EL, LTEL					
Benjamin Franklin Senior High	EL	ALL, EL, HI, SED					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Berendo Middle	LTEL	SWD				EL, LTEL	
Berenece Carlson Home Hospital	LTEL, SED, SWD, WH	LTEL, SWD		ALL, HI, SED		EL	ALL, HI, SED
Bertrand Avenue Elementary	EL		EL, HI, SWD				
Betty Plasencia Elementary						EL	
Blythe Street Elementary			EL				
Boys Academic Leadership Academy	ALL	ALL	ALL				
Braddock Drive Elementary						EL	
Brainard Elementary			SWD				
Breed Street Elementary						EL	
Brentwood Science			AA, SWD				
Bret Harte Preparatory Middle	LTEL	LTEL	ALL, EL, HI, LTEL, SED, SWD				
Bridge Street Elementary	SWD	SWD				EL	
Broad Avenue Elementary	EL						
Broadacres Avenue Elementary Visual & Performing Arts Magnet	SWD						
Broadway Elementary			MR				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Brockton Avenue Elementary			EL, HI				
Brooklyn Avenue						EL	
Buchanan Street Elementary			EL				
Budlong Avenue Elementary	ALL	AA					
Burbank Boulevard Elementary			SWD				
Burton Street Elementary	SWD					EL	
Cal Burke High				ALL, HI, SED			ALL, HI, SED
Calahan Street Elementary	EL						
Calvert Charter for Enriched Studies						EL	
Canfield Avenue Elementary			SWD				
Canoga Park Elementary	EL					EL	
Canoga Park Middle	ALL, EL, HI, LTEL, SED, SWD	ALL, EL, HI, LTEL, SED, SWD	EL		LTEL	EL	
Canoga Park Senior High	EL					EL, LTEL	
Cantara Street Elementary	EL, SWD		WH				
Canterbury Avenue Elementary	SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Caroldale Learning Community			EL				
Carson Senior High		HI					SWD
Carson Street Elementary	SWD	SWD	EL				
Carthay Elementary Of Environmental Studies Magnet			EL, WH				
Catskill Avenue Elementary			EL				
Central High				ALL, EL, HI, HOM, LTEL, SED, SWD		EL, LTEL	ALL, EL, HI, SED, SWD
Cesar E. Chavez Learning Academies-Academy of Scientific Exploration (ASE)	ALL, HI, SED	ALL, HI, SED				EL	
Cesar E. Chavez Learning Academies-Social Justice Humanitas Academy		ALL, HI, SED					
Cesar E. Chavez Learning Academies-Technology Preparatory Academy						EL	
Chandler Elementary			EL				
Chapman Elementary			AA, SWD				
Charles Drew Middle	ALL, EL, HI, LTEL, SED	HI, LTEL					
Charles Maclay Middle		ALL, SED, SWD	SWD				
Charles W. Barrett Elementary	AA, SWD		ALL, HI, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Chatsworth Charter High							HI, SED
Cheremoya Avenue Elementary			WH				
Chester W. Nimitz Middle		LTEL					
City of Angels			ALL, AA, HI, SED	ALL, AA, EL, HI, HOM, SED, WH			AA, WH
Columbus Avenue Elementary	ALL, HI, SED						
Commonwealth Avenue Elementary		SWD	AS, EL, SED, SWD				
Communication and Technology at Diego Rivera Learning Complex	SED			EL			
Compton Avenue Elementary			ALL, AA, EL, HI, SED, SWD			EL	
Computer Science Virtual Academy	ALL, AA, EL, HI, SWD	AA, SWD	EL, MR	ALL, HI, SED, SWD		EL, LTEL	ALL, SED, SWD
Contreras Learning Center-Los Angeles School of Global Studies	SED						
Contreras Learning Center-School of Social Justice		HI, SED				EL, LTEL	
Corona Avenue Elementary	EL, SWD	SWD					
Cowan Avenue Elementary			MR		ALL, AA, SED		
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet		ALL, AA, SED			FOS	EL	
Crescent Heights Boulevard Elementary						EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Dan M. Isaacs Avalon High				ALL, HI, SED			ALL, HI, SED
Daniel Webster Middle		LTEL, SWD					
Dayton Heights Elementary	EL						
Del Amo Elementary	SWD		SWD				
Denker Avenue Elementary	SWD	SWD	AA				
Diego Rivera Learning Complex Green Design STEAM Academy	ALL, HI, SED	ALL, HI, SED					
Dixie Canyon Community Charter			EL				
Dolores Huerta Elementary			SWD			EL	
Dr. James Edward Jones Primary Center			ALL, EL, HI, SED				
Dr. Julian Nava Learning Academy	LTEL, SWD	ALL, HI, LTEL, SED	ALL, EL, HI, LTEL, SED, SWD				
Dr. Lawrence H. Moore Math, Science, Technology Academy						EL	
Dr. Maya Angelou Community High	EL			EL			EL, LTEL
Dr. Owen Lloyd Knox Elementary	SWD	SWD	EL, HI			EL	
Dr. Theodore T. Alexander Jr. Science Center						EL	
Dyer Street Elementary	SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Eagle Rock Elementary			SWD				
Eagle Rock High	EL	EL				EL	
East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2		ALL, HI, SED					
East Valley Senior High		ALL, HI, SED					
Eastman Avenue Elementary	ALL, HI, SED, SWD	SWD					
Edward R. Roybal Learning Center	EL, SWD	EL, SWD				LTEL	
Edwin Markham Middle	ALL, EL, HI, LTEL, SED, SWD	HI, LTEL					
El Sereno Middle	LTEL, SWD	LTEL	LTEL				
Elizabeth Learning Center	LTEL, SWD	ALL, EL, HI, LTEL, SED, SWD	SWD				
Ellen Ochoa Learning Center	LTEL, SWD	LTEL	LTEL				
Ellington (Duke) High (Continuation)				ALL, SED			
Emerson Community Charter	EL	HI					
Enadia Way Technology Charter			ALL, EL, HI, SED, WH				
Encino Charter Elementary			EL				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Ernest Lawrence Middle		HI, LTEL, SED, SWD	ALL, AA, MR, WH				
Eshelman Avenue Elementary			AA, HI, SED			EL	
Euclid Avenue Elementary	EL, SWD	SWD					
Evergreen Avenue Elementary	SWD	SWD					
Evergreen Continuation							ALL, HI, SED
Fairburn Avenue Elementary			SWD				
Fairfax Senior High		AA				LTEL	SWD
Farmdale Elementary	SWD					EL	
Felicitas and Gonzalo Mendez High				SWD			SWD
Fifteenth Street Elementary	EL						
Fifty-Ninth Street Elementary			SWD				
Fifty-Second Street Elementary	SWD						
First Street Elementary			ALL, EL, HI, SED				
Fletcher Drive Elementary			EL			EL	
Florence Avenue Elementary		SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Florence Griffith Joyner Elementary	AA						
Florence Nightingale Middle	EL, LTEL, SWD		HI, LTEL				
Forty-Ninth Street Elementary	ALL, SED		AA				
Forty-Second Street Elementary	ALL, AA, SED	SED					
Foshay Learning Center	LTEL, SWD		AA, LTEL, SWD		AA		
Francisco Sepulveda Middle	ALL, HI, HOM, LTEL, SED, SWD	ALL, HI, SED	LTEL, SWD				
Frida Kahlo High				ALL, HI, SED			ALL, HI, SED
Fullbright Avenue Elementary	EL						
Garden Grove Elementary			ALL, EL, HI, SED, SWD			EL	
Gardena Senior High	AA					EL, LTEL	
Gardner Street Elementary	EL		SWD				
Gaspar De Portola Charter Middle			EL, HI, SED, SWD				
Gault Street Elementary	SWD	SWD				EL	
George Ellery Hale Charter Academy		SWD	EL, MR				
George K. Porter Middle			LTEL			EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
George S. Patton Continuation				ALL, HI, SED			ALL, HI, SED
George Washington Carver Middle	ALL, EL, HI, LTEL, SED	LTEL					
George Washington Preparatory High		HI		EL		EL	SWD
Gil Garcetti Learning Academy			SWD				
Glenn Hammond Curtiss Middle		SWD	SWD				
Graham Elementary	ALL, EL, HI, SED, SWD					EL	
Granada Elementary	EL						
Grand View Boulevard Elementary			AA			EL	
Grant Elementary			AA, SWD, WH				
Gratts Learning Academy for Young Scholars (GLAYS)			SWD				
Gridley Street Elementary	SED						
Griffith Middle		LTEL					
Grover Cleveland Charter High							EL, LTEL
Gulf Avenue Elementary	SWD	SWD					
Haddon Avenue Elementary	EL, SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Halldale Elementary	SWD	SWD				EL	
Hamlin Charter Academy						EL	
Hancock Park Elementary			ALL, AA, AS, EL, HI, MR, SED, SWD, WH				
Harbor City Elementary			EL, SWD				
Harding Street Elementary	SWD	SWD					
Harmony Elementary			ALL, HI, SWD				
Harris Newmark Continuation				ALL, HI, SED			ALL, HI, SED
Harrison Street Elementary			EL, SWD			EL	
Harry Bridges Span	SWD	SWD					
Harvard Elementary			EL				
Haynes Charter For Enriched Studies			HI, SED				
Helen Bernstein High				EL		EL, LTEL	
Henry David Thoreau Continuation				ALL			
Henry T. Gage Middle	LTEL	LTEL, SWD	SWD			EL, LTEL	
Highland Park Continuation				ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Hilda L. Solis Learning Academy School of Technology, Business and Education		ALL, HI					
Hillery T. Broadous Elementary	SWD	SWD				EL	
Hillside Elementary	HI						
Hobart Boulevard Elementary	EL	EL, SWD					
Hollenbeck Middle		LTEL	SWD				
Holmes Avenue Elementary	HI	ALL, HI, SED					
Hooper Avenue Elementary			AA				
Hope Street Elementary						EL	
Horace Mann UCLA Community	ALL, AA, EL, HI, LTEL, SED, SWD	ALL, AA, EL, HI, LTEL, SED, SWD				EL	
Hubert Howe Bancroft Middle	AA	AA, SWD	AA, EL, LTEL, WH				
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4		ALL, HI, SED					
Huntington Drive Elementary	SWD					EL	
Huntington Park Elementary						EL	
Huntington Park Senior High	EL					LTEL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Independence Continuation				ALL, HI, SED			ALL, HI, SED
Independence Elementary			SWD				
International Studies Learning Center at Legacy High School Complex	EL						
Ivanhoe Elementary			SED				
Jack London Continuation				ALL, HI, SED			
James A. Garfield Senior High	EL, SWD	SWD					
James Madison Middle	EL, HI, LTEL	ALL, EL, HI, LTEL, SED, SWD					
James Monroe High	SWD	SWD				LTEL	
Jane Addams Continuation				ALL, HI, SED		EL	
John A. Sutter Middle			HI, SED, SWD				
John Adams Middle	SWD		EL, HI				
John Burroughs Middle	LTEL	LTEL				EL, LTEL	
John H. Liechty Middle	ALL, EL, HI, LTEL, SED, SWD	LTEL	ALL, EL, HI, LTEL, SED			EL	
John Hope Continuation							ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
John Marshall Senior High				EL			SWD
John Muir Middle	HI		ALL, AA, HOM, SED, SWD				
John R. Wooden High				ALL, HI, SED			
Johnnie Cochran, Jr., Middle	ALL, HI, LTEL, SED	LTEL	EL, LTEL, SWD			EL, LTEL	
Jordan High	ALL, HI, SED			EL, SWD		EL, LTEL	SWD
Joseph Le Conte Middle	HI, LTEL	ALL, HI, LTEL, SED					
Joseph Pomeroy Widney Career Preparatory and Transition Center				ALL, SED, SWD			ALL, SED, SWD
Judith F. Baca Arts Academy	SWD	SWD	AA				
Katherine Johnson STEM Academy	AA, SED	AA					
Kentwood Elementary			SWD				
Kester Avenue Elementary			EL				
Kittridge Street Elementary	EL						
La Salle Avenue Elementary	ALL, AA, SED				AA, SWD		
Lake Balboa College Preparatory Magnet K-12	SWD	SWD					
Langdon Avenue Elementary		SWD	HOM, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Lankershim Elementary	ALL, EL, HI, SED		AA, MR			EL	
Leadership & Public Service Virtual Academy	ALL, AA, HI, SED	ALL, AA, HI		ALL, HI, SED			
Leland Street Elementary	SWD		AA, MR				
Lenicia B. Weemes Elementary						EL	
Leo Politi Elementary		SWD					
Lexington Avenue Primary Center			EL				
Liberty Boulevard Elementary	SWD	SWD					
Liggett Street Elementary	SWD						
Lillian Street Elementary						EL	
Limerick Avenue Elementary	SWD						
Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine						EL	
Linda Esperanza Marquez High B LIBRA Academy						EL	
Linda Esperanza Marquez High C School of Social Justice						EL, LTEL	
Logan Academy of Global Ecology	SWD	SWD	SWD				
Loma Vista Elementary	SWD					EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Loren Miller Elementary	AA	SWD					
Lorena Street Elementary	ALL, EL, HI, SED, SWD	SWD					
Lorne Street Elementary	SWD	SWD	EL				
Los Angeles Academy Middle	LTEL, SWD						
Los Angeles Senior High	EL	ALL, EL, HI				EL, LTEL	
Louis Armstrong Middle	SWD	SWD					
Lovelia P. Flournoy Elementary	ALL, AA, EL, HI, SED, SWD	ALL, EL, SED, SWD	SWD				
Lucille Roybal-Allard Elementary	EL					EL	
Luther Burbank Middle		SWD					
MacArthur Park Elementary School for the Visual and Performing Arts						EL	
Magnolia Avenue Elementary	SWD						
Main Street Elementary	SWD	SWD					
Malabar Street Elementary			HOM				
Manchester Avenue Elementary			ALL, HI, SED			EL	
Manhattan Place Elementary	HI					EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Manual Arts Senior High	ALL, EL, HI, SED						
Marguerite Poindexter LaMotte Elementary	ALL, EL, HI, SED						
Marina del Rey Middle			EL, SWD				
Mark Twain Middle			AA, HI, SED, SWD				
Marlton	ALL, HI, SED					EL	
Martin Luther King Jr. Elementary			EL, HI, SWD				
Marvin Elementary	SWD						
Mary McLeod Bethune Middle	ALL, AA, HI, LTEL, SED, SWD	ALL, AA, HI, SED, SWD					
Maurice Sendak Elementary	SWD						
Mayall Street Elementary	SWD						
Maywood Academy High	EL						
Maywood Elementary	SWD						
McKinley Avenue Elementary	ALL, AA, EL, HI, SED, SWD						
Melvin Avenue Elementary	EL, SWD	SWD				EL	
Menlo Avenue Elementary		SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Mervyn M. Dymally High	AA	AA, SWD			AA		
Metropolitan Continuation				HI			ALL, HI, SED
Meyler Street Elementary	SWD	SWD	MR, SWD				
Michelle Obama Elementary	EL, HI						
Micheltorena Street Elementary			SWD				
Middleton Street Elementary	SWD					EL	
Miles Avenue Elementary	EL, SWD	SWD					
Miramonte Elementary	ALL, HI, SED						
Mission Continuation							ALL, HI, SED
Montara Avenue Elementary	SWD	SWD				EL	
Monte Vista Street Elementary		EL					
Monterey Continuation				ALL, HI, SED			ALL, HI, SED
Morningside Elementary	SWD					EL	
Morris K. Hamasaki Elementary			SWD				
Mt. Gleason Middle			LTEL				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Murchison Street Elementary			EL, SWD				
Nathaniel Narbonne Senior High		AA, SWD				EL	
Nava College Preparatory Academy						EL	
Nestle Avenue Charter		SWD	ALL, EL, HI, MR, SWD				
Nevada Avenue Elementary			EL, SWD				
New Open World Academy K-12	ALL, EL, HI, SED, SWD		EL			EL, LTEL	
Ninety-Fifth Street Elementary			EL, SWD				
Ninety-Second Street Elementary	SWD	SWD	ALL, AA, EL, SED, SWD				
Ninety-Sixth Street Elementary	AA, SWD	AA, SWD					
Ninety-Third Street Elementary	AA, SED, SWD	SWD				EL	
Ninth Street Elementary	ALL, EL, HI, SED		ALL, EL, HOM, SED				
Noble Avenue Elementary		SWD				EL	
Nora Sterry Elementary			ALL, EL, HI, SED, SWD			EL	
Normandie Avenue Elementary	HI, SED						
North Hollywood Senior High	EL						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Northridge Academy High						EL	
Northridge Middle	ALL, EL, HI, LTEL, SED, SWD	ALL, EL, HI, LTEL, SED, SWD	ALL, HI, LTEL, SED, SWD				
Norwood Street Elementary						EL	
Nueva Vista Elementary	SWD						
O'Melveny Elementary	SWD	SWD				EL	
Odyssey Continuation				ALL, HI, SED			ALL, HI, SED
Olive Vista Middle	EL, LTEL, SWD	EL, LTEL, SWD	HOM			EL	
Oliver Wendell Holmes Middle			EL				
One Hundred Eighteenth Street Elementary	ALL, AA, EL, SED						
One Hundred Eighty-Sixth Street Elementary	SWD						
One Hundred Fifty-Third Street Elementary		SWD					
One Hundred Ninth Street Elementary			ALL, AA, EL, SED, SWD				
One Hundred Seventh Street Elementary	EL, SWD						
One Hundred Twelfth Street Elementary	AA					EL	
Orchard Academies 2B	EL, LTEL, SWD	ALL, HI, LTEL, SED				EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Orchard Academies 2C	SWD						
Orville Wright Engineering and Design Magnet	AA, SWD	ALL, AA, SED	SWD				
Oxnard Street Elementary			SWD				
Palisades Charter Elementary			HI, SWD				
Palms Elementary	EL	EL					
Palms Middle		SWD					
Park Western Place Elementary			AA				
Parmelee Avenue Elementary		SWD					
Paseo del Rey Fundamental					AA		
Paul Revere Charter Middle	SWD		ALL, AA, EL, HI, MR, SED, SWD, WH				
Performing Arts Community at Diego Rivera Learning Complex	ALL, HI, SED	ALL, HI, SED				LTEL	
Phineas Banning Senior High	SWD					EL	
Phoenix Continuation							ALL, SED
Pio Pico Middle	LTEL, SWD	SWD					
Plainview Academic Charter Academy	ALL, EL, HI, SED					EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Plummer Elementary		EL	SWD				
Pomelo Community Charter			SED				
President Avenue Elementary			AA, EL				
Public Service Community at Diego Rivera Learning Complex		ALL, HI, SED					
Pueblo de Los Angeles Continuation				ALL, HI, SED			ALL, HI, SED
Purche Avenue Elementary	HI, SED						
Ramon C. Cortines School of Visual and Performing Arts						EL, LTEL	
Ramona Elementary		SWD					
Ranchito Avenue Elementary						EL	
Rancho Dominguez Preparatory			HI				
Raymond Avenue Elementary	AA	AA					
Reseda Charter High	SWD	EL, HI, SED, SWD					
Reseda Elementary			WH			EL	
Ricardo Lizarraga Elementary	ALL, EL, HI, SED	SWD					
Richard A. Alonzo Community Day				ALL, HI, SED			ALL, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Richard E. Byrd Middle		LTEL, SWD, WH	WH				
Richard Henry Dana Middle		AA, LTEL	ALL, HI, LTEL, MR, SED, SWD, WH				
Rio Vista Elementary			EL				
Riverside Drive Charter			EL				
Ritter Elementary						EL	
Robert E. Peary Middle	SWD	ALL, AA, SED, SWD					
Robert Fulton College Preparatory						EL	
Robert H. Lewis Continuation				ALL, HI, SED			ALL, HI, SED
Robert Hill Lane Elementary			EL				
Robert Louis Stevenson College and Career Preparatory	LTEL, SWD	LTEL				EL	
Rockdale Visual & Performing Arts Magnet			SWD				
Rosa Parks Learning Center	ALL, HI, SED, SWD	SWD					
Roscoe Elementary	SWD	SWD					
Rosewood Avenue Elementary			AA, WH				
Roy Romer Middle			EL, LTEL, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Rudecinda Sepulveda Dodson Middle		SWD					
Russell Elementary		SWD					
STEM Academy at Bernstein High						EL	
Sal Castro Middle	ALL, HI, SED	ALL, HI, SED	EL, LTEL				
Samuel Gompers Middle	ALL, AA, EL, HI, LTEL, SED, SWD	ALL, AA, LTEL, SED, SWD	ALL, EL, HI, HOM, LTEL, SED			EL	
San Antonio Continuation				ALL, HI, SED			ALL, HI, SED
San Antonio Elementary	SWD	SWD					
San Fernando Institute of Applied Media		ALL, HI, SED					
San Fernando Middle	ALL, HI, SED	ALL, EL, HI, LTEL, SED, SWD				EL	
San Fernando Senior High	SWD	ALL, EL, HI, SWD				EL	LTEL
San Gabriel Avenue Elementary		SWD					
San Jose Street Elementary			EL			EL	
San Miguel Elementary	SWD						
San Pascual Elementary Science Technology Engineering Arts And Mathematics (STEAM) Magnet			EL				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
San Pedro Street Elementary	SWD	SWD					
Santee Education Complex		ALL, HI, SED				EL	
Sara Coughlin Elementary						EL	
Saticoy Elementary	EL						
Saturn Street Elementary	SWD						
School for the Visual Arts and Humanities						EL	
School of Business and Tourism at Contreras Learning Complex				EL			
Serrania Avenue Charter For Enriched Studies	EL					EL	
Seventy-Fifth Street Elementary	SWD	SWD	AA				
Seventy-Fourth Street Elementary			HI, SWD				
Sharp Avenue Elementary		EL, SWD					
Sheridan Street Elementary	EL, SWD	SWD	SWD			EL	
Sherman Oaks Center for Enriched Studies			WH				
Shirley Avenue Elementary						EL	
Sierra Park Elementary			SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Simon Rodia Continuation				ALL, HI, SED			ALL, HI, SED
Sixty-First Street Elementary		AA					
Sophia T. Salvin Special Education Center			ALL, HI, SED, SWD				
Soto Street Elementary						EL	
Sotomayor Arts and Sciences Magnet		ALL, HI, SED, SWD					
South East High							LTEL
South Gate Middle		SWD					
South Gate Senior High		ALL, HI					
South Park Elementary	AA, SWD	AA					
Southeast Middle			ALL, EL, HI, LTEL, SWD				
State Street Elementary			EL				
Stephen M. White Middle	LTEL	SWD	PI, WH				
Stoney Point Continuation				ALL, HI, SED			
Strathern Street Elementary						EL	
Sun Valley Magnet	LTEL	LTEL	SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Sunny Brae Avenue Elementary	EL, SWD	SWD					
Susan Miller Dorsey Senior High	ALL, AA, EL, HI, SED			EL			
Sylmar Charter High		ALL, EL, HI, SED, SWD				EL, LTEL	EL
Sylmar Elementary	SWD	SWD					
Sylmar Leadership Academy	SWD					EL	
Tarzana Elementary			EL, WH				
Telfair Avenue Elementary	EL		HOM				
Tenth Street Elementary	ALL, EL, HI, SED, SWD	SWD					
Thirty-Second Street USC Performing Arts	SWD	SWD	AA				
Thomas A. Edison Middle	LTEL, SWD	ALL, AA, HI, SED, SWD					
Thomas Starr King Middle School Film and Media Magnet	LTEL		AA, AS, EL, LTEL, SED				
Toland Way Elementary			SED				
Toluca Lake Elementary			EL				
Topanga Elementary Charter			HI				
Topeka Charter School For Advanced Studies			FI				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Towne Avenue Elementary			SWD				
Tri-C Community Day				ALL, HI, SED		EL, LTEL	ALL, HI, SED
Trinity Street Elementary			SWD				
Tweedy Elementary	SWD	SWD					
Twentieth Street Elementary		SWD					
UCLA Community K-12	EL	EL					
Union Avenue Elementary	SWD		HOM				
University High School Charter						EL, LTEL	SWD
University Pathways Medical Magnet Academy	ALL						
Utah Street Elementary		EL, SWD				EL	
Valley Academy of Arts and Sciences	SWD						
Valley Oaks Center for Enriched Studies	ALL, HI, SED	HI	ALL, HI, SED			EL	
Van Deene Avenue Elementary			SWD				
Van Nuys Elementary	SWD	SWD					
Van Nuys Middle	SWD		EL, LTEL, WH		LTEL		

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Van Nuys Senior High	EL, SWD	EL, HI, SWD					
Vanalden Avenue Elementary	SWD	SWD				EL	
Venice Senior High		EL				LTEL	
Verdugo Hills Senior High		EL, SWD				EL	
Victoria Avenue Elementary						EL	
Victory Boulevard Elementary			WH				
Vine Street Elementary		SWD					
Vinedale College Preparatory Academy		ALL, EL, HI			HI		
Virgil Middle	LTEL, SWD	LTEL, SWD	HI, SED				
Virtual Academy STEAM	ALL, EL, HI, SED, SWD, WH	ALL, AA, EL, HI, SED, SWD		ALL, HI, SED			HI
Virtual Academy of Business & Entrepreneurship	EL	EL, SWD	EL, MR	ALL, HI, SED		EL, LTEL	
Virtual Academy of International Studies/Humanities (World Languages and Cultures)	LTEL	ALL, AA, EL, HI, LTEL, SED	LTEL, WH	ALL, HI, SED		LTEL	
Virtual Academy of the Arts & Entertainment	ALL, AA, EL, HI, LTEL, SED, SWD	ALL, AA, EL, HI, LTEL, SED, SWD	MR	ALL, HI, SED		LTEL	
Vista Middle	WH	LTEL, WH	SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Visual and Performing Arts at Legacy High School Complex		ALL, HI, SED					
WESM Health/Sports Medicine		ALL, AA					
Wadsworth Avenue Elementary	ALL, EL, HI, SED, SWD	SWD					
Walnut Park Middle A School of Social Justice and Service Learning	EL, SWD	SWD				EL	
Walnut Park Middle B Science, Technology, Engineering and Mathematics Academy	SWD					EL	
Walter Reed Middle	SWD	SWD	MR				
Warner Avenue Elementary			HI				
Washington Irving Middle School Math, Music and Engineering Magnet			ALL, EL, HI, SED, SWD				
West Adams Preparatory High	SED, SWD	SED, SWD				EL	
West Athens Elementary	AA						
West Vernon Avenue Elementary	SWD		AA				
Western Avenue Technology Magnet			AA, SWD				
White Point Elementary			SED				
Wilbur Charter For Enriched Academics			EL, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Will Rogers Continuation		SED		ALL, HI, SED			ALL, HI, SED
William Jefferson Clinton Middle			AA, EL, LTEL, SWD				
William Mulholland Middle		EL					
William R. Anton Elementary	SWD						
Wilmington Middle Science, Technology, Engineering, Arts, Mathematics (STEAM) Magnet		SWD					
Wilmington Park Elementary	SWD	SWD					
Wilshire Crest Elementary			ALL, AA, EL, HI, SED				
Wilshire Park Elementary	SWD	SWD					
Windsor Hills Math Science	ALL, AA, SED		ALL, AA, MR				
Woodcrest Elementary	SWD						
Woodland Hills Academy	AA, LTEL, SWD	ALL, AA, HI, SED, SWD					
Woodland Hills Elementary CharterFor Enriched Studies			AA				
Woodlawn Avenue Elementary	EL, SWD						
YES Academy	AA, EL	ALL, SED					
Young Oak Kim Academy		LTEL					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Youth Opportunities Unlimited				ALL, SED			ALL, SED
Zane Grey Continuation				ALL, HI, SED			HI

Appendix A: Red or Very Low 2023 Dashboard Indicators

The below table identifies District schools with one or more student groups identified in the Red or Very Low rating for any of the following 2023 California School Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. For more information on the California School Dashboard, please refer to: https://www.caschooldashboard.org/

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	WH	White
AA	African American / Black	MR	Multiple Races / Two or More
AI	American Indian or Alaska Native	EL	English Learners
AS	Asian	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
HI	Hispanic / Latino	FOS	Foster Youth
PI	Pacific Islander	HOM	Homeless Youth

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Abraham Lincoln Senior High	SWD	SWD					
Academy of Medical Arts at Carson High		SED					
Aggeler Community Day					FOS, HI		
Albert Einstein Continuation				ALL, SED			ALL, HI, SED
Aldama Elementary	EL		SWD, WH				
Alexander Fleming Middle		SWD					
Alexandria Avenue Elementary						ALL, EL	
Alfred B. Nobel Charter Middle		SWD	AA				
Alta California Elementary	SWD	SWD					
Alta Loma Elementary	SWD						
Ambassador School-Global Education	ALL, EL, HI, SED, SWD	SWD	SWD				
Ambassador-Global Leadership	SWD	ALL, HI, SED, SWD				ALL, EL	
Amelia Earhart Continuation							ALL, HI, SED
Amestoy Elementary	EL						
Anatola Avenue Elementary	EL, SWD	SWD	SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Andasol Avenue Elementary			HI				
Andres and Maria Cardenas Elementary	EL						
Andrew Carnegie Middle	EL, SWD	EL, SWD	WH				
Angel's Gate (Continuation)				ALL, HI, SED			ALL, HI, SED
Angeles Mesa Elementary	AA, ALL, EL, SED	AA					
Annalee Avenue Elementary			AA, ALL				
Annandale Elementary		ALL					
Arleta High	ALL, HI, SED	SED					SWD
Arlington Heights Elementary	ALL, EL	EL					
Arminta Street Elementary			SWD				
Arroyo Seco Museum Science			EL, SED, SWD				
Ascot Avenue Elementary			ALL, EL, HI, SED, SWD				
Audubon Middle	AA, ALL, EL, HI, SED, SWD		EL				
Augustus Hawkins High							SWD
Aurora Elementary	EL					ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Avalon Gardens Elementary			AA, ALL, HI, SED				
Baldwin Hills Elementary			HI				
Barack Obama Global Preparation Academy	AA, ALL, HI, SED, SWD	AA, ALL, SWD	AA, SWD				
Barton Hill Elementary			AA			ALL, EL	
Bassett Street Elementary	EL						
Beachy Avenue Elementary	SWD	EL, SWD	SWD				
Beethoven Street Elementary			HI, SED				
Bell Senior High				EL, SWD			
Bellingham Elementary			EL, SWD			ALL, EL	
Belmont Senior High	ALL, HI	ALL, HI, SED		ALL, EL, HI, HOM, SED		ALL, EL	
Belvedere Elementary	EL, SWD					ALL, EL	
Belvedere Middle	EL, SWD		EL, SWD			ALL, EL	
Benjamin Franklin Senior High	EL	EL, SED					
Berendo Middle	ALL, EL, HI, SED, SWD					ALL, EL	
Berenece Carlson Home Hospital	WH	EL, WH		ALL, HI, SED		ALL, EL	ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Bertrand Avenue Elementary	EL	EL					
Betty Plasencia Elementary	SWD						
Blythe Street Elementary	ALL, EL, HI, SED						
Bonita Street Elementary	EL, HI		HI			ALL, EL	
Boyle Heights Continuation				ALL, HI, SED			ALL, HI, SED
Boys Academic Leadership Academy	ALL, SED						
Braddock Drive Elementary			AA				
Breed Street Elementary	EL, SED	SWD	EL, SWD				
Bret Harte Preparatory Middle	AA, ALL, EL, HI, SED, SWD	EL, SWD					
Bridge Street Elementary	ALL, SED						
Broad Avenue Elementary		SWD					
Brockton Avenue Elementary			ALL, EL, SWD			ALL, EL	
Brooklyn Avenue	EL, SWD	EL, SWD					
Bryson Avenue Elementary			EL				
Budlong Avenue Elementary	AA, ALL, EL, SED						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Burton Street Elementary	EL, SWD	SWD					
Cabrillo Avenue Elementary	EL					ALL, EL	
Cal Burke High				ALL, HI, SED		ALL, EL	ALL, HI, SED
Calahan Street Elementary			AA, ALL, HI, MR, SED, WH				
Calvert Charter for Enriched Studies			HI			ALL, EL	
Camellia Avenue Elementary	ALL, EL, HI, SED						
Canfield Avenue Elementary			ALL, EL, HI, MR, SED, WH				
Canoga Park Elementary	SWD	SWD					
Canoga Park Senior High	SWD	SWD		EL			
Canterbury Avenue Elementary	EL		EL, SWD			ALL, EL	
Canyon Charter Elementary			ALL, WH				
Caroldale Learning Community	SWD						
Carpenter Community Charter			SED				
Carson Senior High	AA, SWD	AA, SWD					
Carson Street Elementary	SWD	SWD	AA, MR, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Carson-Gore Academy of Environmental Studies	SWD	SWD					
Carthay Elementary Of Environmental Studies Magnet			AA, ALL, EL, SED				
Castelar Street Elementary			WH				
Castle Heights Elementary			HI				
Castlebay Lane Charter			EL, MR, SED, SWD				
Central High				ALL, EL, HI, HOM, SED, SWD			ALL, EL, HI, HOM, SED, SWD
Cesar Chavez Elementary	ALL, HI, SED, SWD					ALL, EL	
Cesar E. Chavez Learning Academies-Technology Preparatory Academy	ALL, HI, SED	ALL, HI, SED					
Chandler Elementary			SWD				
Charles Drew Middle	EL, HI, SED, SWD	EL					
Charles H. Kim Elementary			ALL, HI, SED, SWD			ALL, EL	
Charles Maclay Middle	ALL, EL, HI, SED, SWD	ALL, HI, SED				ALL, EL	
Charles W. Barrett Elementary	AA					ALL, EL	
Charles White Elementary			SWD				
Chase Street Elementary	SWD					ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Chatsworth Charter High	ALL, EL, HI, SED, SWD	HI, SED					
Chatsworth Park ES Urban Planning/Community Development Magnet			AS, EL, SWD				
Chester W. Nimitz Middle	EL, SWD	ALL, EL, HI, SED					
Christopher Columbus Middle	EL	EL, SWD, WH					
Cienega Elementary	EL, SED, SWD						
City of Angels			AA, MR	AA, ALL, EL, HI, HOM, SED, SWD, WH			AA, ALL, EL, HI, HOM, SED, SWD, WH
Coeur D'Alene Avenue Elementary			MR				
Cohasset Street Elementary	ALL, EL, HI, SED, SWD						
Coldwater Canyon Elementary	EL						
Colfax Charter Elementary			SWD				
Coliseum Street Elementary	ALL, HI, SED	ALL, HI, SED					
Columbus Avenue	EL					ALL, EL	
Commonwealth Avenue Elementary	SWD	SWD	FI				
Communication and Technology at Diego Rivera Learning Complex				EL			EL
Computer Science Virtual Academy							ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Contreras Learning Center-Academic Leadership Community	ALL, HI, SED					ALL, EL	
Contreras Learning Center-Los Angeles School of Global Studies		ALL, HI		ALL, EL, HI, SED		ALL, EL	
Contreras Learning Center-School of Social Justice				ALL, EL, HI		ALL, EL	
Corona Avenue Elementary	EL	SWD	SWD				
Cowan Avenue Elementary			HI				
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	AA, ALL	AA, ALL, SED		HI		ALL, EL	HI, SWD
Crescent Heights Boulevard Elementary						ALL, EL	
Dan M. Isaacs Avalon High				ALL, HI, SED			ALL, HI, SED
Daniel Pearl Journalism & Communications Magnet		ALL					
Daniel Webster Middle	AA, ALL, EL, HI, SED, SWD	ALL, EL, HI, SED					
Danny J. Bakewell, Sr., Primary Center			MR				
Darby Avenue Elementary			EL, HI, WH				
Dayton Heights Elementary			HI, SED				
Dearborn Elementary Charter Academy			EL, MR, SWD				
Del Amo Elementary			AA				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Denker Avenue Elementary	SWD		AA, ALL, EL, HI, SED, SWD				
Diego Rivera Learning Complex Green Design STEAM Academy		ALL, HI, SED				ALL, EL	
Dixie Canyon Community Charter			EL, HI				
Dolores Street Elementary			EL, SWD				
Dr. Julian Nava Learning Academy	EL, SWD	ALL, EL, HI, SED	AA				
Dr. Maya Angelou Community High	ALL, HI	ALL, EL, HI, SED		EL		ALL, EL	
Dr. Owen Lloyd Knox Elementary	AA, EL, SWD	AA					
Dr. Sammy Lee Medical and Health Science Magnet Elementary			SWD				
Eagle Rock Elementary			HI, SED				
Eagle Rock High	EL		SED, SWD				
Eagle Tree Continuation				ALL			
Eastman Avenue Elementary	EL						
Edward R. Roybal Learning Center		ALL, EL, HI, SED				ALL, EL	SWD
Edwin Markham Middle	AA, ALL, EL, HI, SED, SWD	AA, ALL, EL, HI, SED, SWD					
El Dorado Avenue Elementary	SWD	EL, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
El Oro Way Charter For Enriched Studies			HI				
El Sereno Elementary						ALL, EL	
El Sereno Middle		EL, SWD					
Elizabeth Learning Center	EL						
Ellington (Duke) High (Continuation)				ALL, SED			ALL, SED
Elysian Heights ES Arts Magnet			HI, SED, SWD				
Emelita Street Elementary						ALL, EL	
Emerson Community Charter			ALL, EL, HI, MR, SED, SWD, WH				
Encino Charter Elementary			EL, WH				
Engineering and Technology Academy at Esteban E. Torres High No. 3	ALL, HI, SED	ALL, HI, SED				ALL, EL	
Ernest Lawrence Middle	EL, SWD	EL, HI, SED	MR				
Erwin Elementary		SWD					
Esteban Torres East LA Performing Arts Magnet	ALL, HI, SED						
Estrella Elementary	EL		AA				
Euclid Avenue Elementary	EL, SWD	SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Evergreen Avenue Elementary	SWD	SWD				ALL, EL	
Evergreen Continuation							ALL, HI, SED
Fair Avenue Elementary	EL, SWD	EL, SWD					
Fairburn Avenue Elementary			ALL, EL, HI, SED, SWD, WH				
Fairfax Senior High							EL
Felicitas and Gonzalo Mendez High	SWD	SWD				ALL, EL	
Fernangeles Elementary	EL		EL				
Fifteenth Street Elementary						ALL, EL	
Fifty-Fourth Street Elementary			HI				
Fifty-Second Street Elementary		SWD					
Florence Avenue Elementary	EL						
Florence Griffith Joyner Elementary	AA, ALL, EL, HI, SED					ALL, EL	
Florence Nightingale Middle	EL, SWD	SWD					
Ford Boulevard Elementary	EL						
Forty-Ninth Street Elementary		EL					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Foshay Learning Center		ALL, EL, HI, SED, SWD					
Fourth Street Elementary	EL, SWD					ALL, EL	
Francisco Sepulveda Middle	ALL, EL, HI, SED, WH	HOM, WH	FI				
Franklin Avenue Elementary			HI, SWD, WH				
Frida Kahlo High				ALL, HI, SED			ALL, HI, SED
Fries Avenue Elementary	SWD	EL, SWD					
Fullbright Avenue Elementary	EL						
Garden Grove Elementary	EL						
Gardena Elementary	EL		AA				
Gardena Senior High	AA, ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD					HOM
Gardner Street Elementary			AA, ALL, EL, MR, WH				
Garvanza Elementary			EL, SWD				
Gaspar De Portola Charter Middle	EL	EL					
Gates Street Elementary	SWD	SWD	EL			ALL, EL	
George De La Torre Jr. Elementary	ALL, EL, HI, SED, SWD	EL, SWD	SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
George Ellery Hale Charter Academy	EL, SWD	EL	AA				
George K. Porter Middle			ALL, EL, HI, SED, SWD, WH				
George S. Patton Continuation							ALL, HI, SED
George Washington Carver Middle	AA, ALL, EL, HI, SED, SWD	EL				ALL, EL	
George Washington Preparatory High	AA, ALL, HI, SED			EL, SWD	AA, ALL, FOS, SED		EL
Gerald A. Lawson Academy of the Arts, Mathematics and Science	ALL, EL, HI, SED	ALL, EL, HI, SED, SWD					
Germain Academy For Academic Achievement	EL		MR, WH				
Gledhill Street Elementary			SWD				
Glenfeliz Boulevard Elementary			SWD				
Glenn Hammond Curtiss Middle	EL	EL, SED					
Glenwood Elementary	EL	EL					
Granada Elementary			EL				
Grand View Boulevard Elementary			MR				
Grant Elementary	EL	SWD					
Grape Street Elementary	AA, EL, SWD	AA					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Gridley Street Elementary	ALL, EL, HI, SED					ALL, EL	
Griffin Avenue Elementary			SWD			ALL, EL	
Griffith Middle	EL, SWD	SED					
Grover Cleveland Charter High	EL, SWD	EL					
Gulf Avenue Elementary	EL						
Haddon Avenue Elementary	SWD	SWD	SWD				
Halldale Elementary	SWD	SWD	SWD				
Hamlin Charter Academy			AS, SWD				
Hancock Park Elementary			ALL, EL, HI, MR, SED, SWD, WH				
Harding Street Elementary	SWD						
Harmony Elementary	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD				ALL, EL	
Harold McAlister High (Opportunity)						ALL, EL	
Harris Newmark Continuation				ALL, HI, SED			ALL, HI, SED
Harrison Street Elementary	SWD						
Harry Bridges Span	SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Hart Street Elementary	ALL, EL, HI, SED	SWD					
Haskell Elementary Science Technology Engineering Arts And Mathematics (STEAM) Magnet			EL, SWD, WH				
Helen Bernstein High	ALL, EL, HI, SED			EL		ALL, EL	
Heliotrope Avenue Elementary	SWD	SWD				ALL, EL	
Henry David Thoreau Continuation				ALL, HI, SED			ALL, HI, SED
Henry T. Gage Middle	EL, SWD	ALL, EL, HI, SED, SWD					
Herrick Avenue Elementary	SWD	SWD					
Hesby Oaks Leadership Charter			SED				
Highland Park Continuation				ALL, HI, SED			ALL, HI, SED
Hillcrest Drive Elementary	ALL, EL, HI, SED	AA, ALL, EL, HI, SED	EL, HI, SWD				
Hillery T. Broadous Elementary	SWD	SWD					
Hobart Boulevard Elementary	EL						
Hollenbeck Middle	EL, SWD	EL					
Hollywood Elementary	ALL, EL, HI, SED						
Hollywood Senior High		ALL, HI, SED					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Holmes Avenue Elementary	ALL, EL, SED						
Hooper Avenue Elementary	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD					
Hoover Street Elementary	SWD						
Hope Street Elementary	SWD	SWD					
Horace Mann UCLA Community	AA, ALL, EL, HI, SED, SWD	AA, ALL, HI, SED, SWD					
Hubbard Street Elementary	EL		EL				
Hubert Howe Bancroft Middle	AA, EL, SWD	AA, ALL, EL, HI, SED, SWD	HI, SED				
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4		ALL, HI, SED					
Huntington Park Elementary	EL						
Huntington Park Senior High		SED, SWD					
Independence Continuation				ALL, HI, SED			ALL, HI, SED
Independence Elementary						ALL, EL	
International Studies Learning Center at Legacy High School Complex	SWD	SED					
Ivanhoe Elementary			SED				
Jack London Continuation				ALL, HI, SED			ALL, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
James A. Garfield Senior High		EL					
James Madison Middle	HI, SWD	ALL, HI, SED, SWD	SWD				
James Monroe High		ALL, HI, SED		EL			
Jane Addams Continuation				ALL, EL, HI, SED			ALL, EL, HI, SED
John A. Sutter Middle	ALL, EL, HI, SED, SWD	EL, SWD				ALL, EL	
John Adams Middle	EL, SWD	SWD					
John Burroughs Middle	EL, SWD	EL					
John C. Fremont Senior High	AA, ALL, EL, HI, SED						
John F. Kennedy High		SWD				ALL, EL	
John H. Francis Polytechnic	SWD	EL, SWD		EL			
John H. Liechty Middle		ALL, EL, HI, SED, SWD					
John Hope Continuation				ALL, HI, SED			ALL, HI, SED
John Marshall Senior High	SWD	SWD				ALL, EL	
John Muir Middle	AA, ALL, EL, HI, SED, SWD						
John R. Wooden High				ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
John W. Mack Elementary	ALL, HI, SED						
Johnnie Cochran, Jr., Middle	AA, SWD	AA, ALL, EL, HI, SED, SWD					
Jordan High		ALL, EL, HI, SED		SWD		ALL, EL	
Joseph Le Conte Middle	EL, SWD	ALL, EL, HI, SED, SWD	WH				
Joseph Pomeroy Widney Career Preparatory and Transition Center							ALL, SED, SWD
Judith F. Baca Arts Academy	EL						
Julie Korenstein Elementary			ALL, HI, SED				
Kenter Canyon Elementary Charter			ALL, HI, SED, SWD, WH				
Kester Avenue Elementary			AA				
Knollwood Preparatory Academy			EL, SWD				
La Salle Avenue Elementary	AA						
Lafayette Park Primary Center			EL, HI				
Lake Balboa College Preparatory Magnet K-12	EL, SWD	EL	EL, SED				
Lanai Road Elementary			SED, SWD				
Langdon Avenue Elementary	ALL, EL, HI, SED, SWD	EL	HOM, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Lankershim Elementary			EL, HI				
Lassen Elementary	EL	SWD					
Laurel Elementary			ALL, EL, HI, SED, SWD, WH				
Leadership & Public Service Virtual Academy							ALL, HI, SED
Leapwood Avenue Elementary			SWD				
Leland Street Elementary	SWD						
Leo Politi Elementary	ALL, EL, HI, SED						
Lexington Avenue Primary Center			ALL, HI, SED				
Liggett Street Elementary	SWD		SWD				
Lillian Street Elementary	EL, SWD	SWD					
Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine						ALL, EL	
Linda Esperanza Marquez High B LIBRA Academy		SED					
Linda Esperanza Marquez High C School of Social Justice		ALL, HI, SED					
Lockwood Avenue Elementary						ALL, EL	
Logan Academy of Global Ecology	EL, SWD	ALL, EL, HI, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Loma Vista Elementary	SWD	SWD					
Lomita Math/Science/Technology Magnet			ALL, HI, SED, SWD				
Loren Miller Elementary	ALL, EL, SED	AA, SWD	AA, ALL, EL, HI, SED, SWD				
Lorena Street Elementary	SWD	SWD	SWD				
Lorne Street Elementary	EL, SWD	SWD	SWD			ALL, EL	
Los Angeles Academy Middle	AA, SED	ALL, EL, SWD					
Los Angeles Center for Enriched Studies	SWD	SWD					
Los Angeles Elementary	EL					ALL, EL	
Los Angeles High School of the Arts		ALL, HI, SED		EL		ALL, EL	
Los Angeles Senior High	ALL, HI						
Los Feliz Science/Tech/Engineer/Math/Medicine Magnet			SED, SWD, WH			ALL, EL	
Louis Armstrong Middle	SWD	EL, SWD	EL, WH				
Lovelia P. Flournoy Elementary		AA	AA			ALL, EL	
Loyola Village Fine And Performing Arts Magnet			AA, ALL, HI, SED				
Luther Burbank Middle	EL, SWD		EL				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
MacArthur Park Elementary School for the Visual and Performing Arts		ALL, SED					
Madison Elementary		SWD					
Magnolia Avenue Elementary	SWD	SWD					
Malabar Street Elementary	EL, SWD	SWD				ALL, EL	
Manchester Avenue Elementary		SWD	AA, ALL, EL, SED, SWD				
Manhattan Place Elementary	AA						
Manual Arts Senior High		SWD		EL			
Maple Primary Center			HI				
Mar Vista Elementary			HI, SED, SWD				
Marguerite Poindexter LaMotte Elementary						ALL, EL	
Marina del Rey Middle	AA, ALL, EL, HI, SED, SWD	AA, ALL, EL, HI, SED, SWD					
Mark Twain Middle	EL	SED				ALL, EL	
Marlton	ALL, HI, SED, SWD	ALL, HI	AA, EL				
Marquez Charter			ALL, HI, SED, SWD, WH				
Martin Luther King Jr. Elementary	EL		AA				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Marvin Elementary	SWD	SWD					
Mary McLeod Bethune Middle	ALL, EL, SED, SWD	AA, EL, SWD	AA, EL, SWD				
Maywood Academy High	EL	ALL, EL, HI, SED		EL, SWD			
Maywood Center for Enriched Studies	EL, SWD	EL				ALL, EL	
Maywood Elementary			EL, SWD				
McKinley Avenue Elementary	AA, ALL, EL, HI, SED	AA, ALL, EL, HI, SED					
Melvin Avenue Elementary			EL				
Mervyn M. Dymally High	EL	EL		EL			
Metropolitan Continuation				ALL, HI, SED			ALL, HI, SED
Michelle Obama Elementary	EL						
Middleton Street Elementary	EL, SWD	SWD					
Miles Avenue Elementary	SWD	SWD					
Miramonte Elementary	ALL, HI, SED, SWD	SWD					
Mission Continuation							ALL, HI, HOM, SED
Montara Avenue Elementary	EL, SWD	SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Monte Vista Street Elementary	EL, SWD	SWD	ALL, EL, HI, SED, SWD				
Monterey Continuation				ALL, HI, SED			ALL, HI, SED
Morningside Elementary	EL	SWD					
Mountain View Elementary			HI, SED			ALL, EL	
Mt. Gleason Middle	EL, SWD	EL, HI, SED, SWD	EL, WH				
Mt. Washington Elementary			ALL, WH				
Napa Street Elementary	ALL, EL, HI, SED	EL					
Nathaniel Narbonne Senior High	AA	AA				ALL, EL	
Nestle Avenue Charter	SWD					ALL, EL	
Nevada Avenue Elementary	EL						
Nevin Avenue Elementary	EL					ALL, EL	
New Open World Academy K-12	EL, SWD	ALL, EL, HI, SED, SWD					
Ninety-Fifth Street Elementary	AA, ALL, EL, SED, SWD						
Ninety-Sixth Street Elementary	EL, SWD						
Ninety-Third Street Elementary	AA						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Ninth Street Elementary	EL						
Noble Avenue Elementary	EL, SWD						
Normandie Avenue Elementary	EL, SWD	AA					
North Hollywood Senior High	SWD	EL				ALL, EL	
Northridge Academy High	SWD	SWD					SWD
Northridge Middle	SWD	ALL, HI, SED, SWD				ALL, EL	
Norwood Street Elementary	ALL, EL, HI, SED, SWD	SWD					
Nueva Vista Elementary	SWD	SWD					
Odyssey Continuation				ALL, HI, SED			ALL, HI, SED
Olive Vista Middle	EL, SWD	EL, SED, SWD	SWD				
One Hundred Eighty-Sixth Street Elementary		SWD					
One Hundred Fifty-Sixth Street Elementary			SWD				
One Hundred Fifty-Third Street	SWD						
One Hundred Ninth Street Elementary	ALL, EL, HI, SED	EL				ALL, EL	
One Hundred Seventh Street Elementary	AA, ALL, EL, HI, SED, SWD	AA, ALL, EL, SED, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
One Hundred Thirty-Fifth Street Elementary	AA, EL						
One Hundred Twelfth Street Elementary	EL						
One Hundred Twenty-Second Street Elementary	SWD	SWD					
Open Charter Magnet			MR, SED, SWD				
Orchard Academies 2B						ALL, EL	
Orchard Academies 2C		ALL, EL, HI, SED, SWD					
Orville Wright Engineering and Design Magnet		ALL, SED, SWD	HI, SWD				
Osceola Street Elementary						ALL, EL	
Overland Avenue Elementary			SED, SWD				
Owensmouth Continuation				ALL, SED			ALL, HI, SED
Oxnard Street Elementary			SWD				
Pacific Boulevard			SWD				
Pacoima Middle	EL, SWD	ALL, HI, SED					
Palisades Charter Elementary			HI, SED				
Palms Elementary	EL, SWD	EL, SWD	ALL, EL, HI, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Palms Middle			EL, SWD				
Panorama High	ALL, EL, HI, SED, SWD	EL, SED, SWD		EL		ALL, EL	
Park Avenue Elementary	ALL, SED						
Park Western Place Elementary			WH				
Paseo del Rey Fundamental			AA, ALL, HI, SED				
Patrick Henry Middle	EL, SWD	SWD	HI				
Paul Revere Charter Middle	SWD	AA, SWD	MR, SWD				
Performing Arts Community at Diego Rivera Learning Complex				EL			
Phineas Banning Senior High				EL		ALL, EL	
Phoenix Continuation							ALL, SED
Pinewood Avenue Elementary			ALL, HI, SED			ALL, EL	
Pio Pico Middle	EL	ALL, EL, HI, SED, SWD	ALL, HI, SED				
Plainview Academic Charter Academy	ALL, HI, SED						
Playa del Rey Elementary			ALL, MR, SWD, WH				
Playa Vista Elementary			AA, ALL, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Plummer Elementary	SWD		HOM				
Point Fermin Elementary			WH				
Pomelo Community Charter	SWD		MR				
Porter Ranch Community			SWD				
President Avenue Elementary	EL, SWD	EL, SWD	AA, ALL, EL, HI, SED, SWD				
Public Service Community at Diego Rivera Learning Complex							EL
Pueblo de Los Angeles Continuation				ALL, HI, SED			ALL, HI, SED
Purche Avenue Elementary	AA, ALL, SED		ALL, HI, MR, SED				
Queen Anne Place Elementary						ALL, EL	
Quincy Jones Elementary		EL					
Ramon C. Cortines School of Visual and Performing Arts		ALL, HI, SED, SWD				ALL, EL	
Ramona Elementary	ALL, EL, HI, SED, SWD						
Ranchito Avenue Elementary			ALL, EL, SED				
Rancho Dominguez Preparatory	AA, EL, SWD	AA, ALL, EL, HI, SED, SWD					
Raymond Avenue Elementary	AA	AA	EL, HI, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Reseda Charter High	EL, SWD	EL					
Reseda Elementary	EL		EL				
Ricardo Lizarraga Elementary	ALL, EL, HI, SED						
Richard A. Alonzo Community Day				ALL, HI, SED			ALL, SED
Richard E. Byrd Middle	EL, SWD	EL, SWD	EL				
Richard Henry Dana Middle	AA, EL, SED, SWD	AA, ALL, EL, HI, SED	EL, MR				
Richland Avenue Elementary			ALL, HI, SWD				
Rio Vista Elementary			ALL, HI, SED, SWD				
Riverside Drive Charter			MR				
Robert E. Peary Middle	AA, EL, SWD	AA, ALL, EL, HI, SED, SWD	EL, MR			ALL, EL	
Robert Frost Middle	SWD	SWD					
Robert Fulton College Preparatory	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD	HI, SED, SWD			ALL, EL	
Robert H. Lewis Continuation				ALL, HI, SED			ALL, HI, SED
Rosa Parks Learning Center		SWD					
Roscoe Elementary		SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Roscomare Road Elementary			ALL, MR, SED, WH				
Rosemont Avenue Elementary	EL		ALL, HI, SED				
Rosewood Avenue Elementary			WH				
Rowan Avenue Elementary	EL, SWD	SWD				ALL, EL	
Roy Romer Middle	ALL, EL, HI, SED, SWD, WH	ALL, EL, HI, SED, SWD, WH				ALL, EL	
Rudecinda Sepulveda Dodson Middle			WH				
Russell Elementary	EL, SWD	SWD	SWD				
Sal Castro Middle	EL, SWD	ALL, EL, HI, SED, SWD					
Sally Ride Elementary: A SMArT Academy	EL						
Samuel Gompers Middle	AA, ALL, EL, HI, SED	AA, ALL, EL, HI, SED					
San Antonio Continuation				ALL, HI, SED			ALL, HI, SED
San Antonio Elementary	EL, SWD						
San Fernando Institute of Applied Media	EL, SWD	EL, SWD	EL, SWD				
San Fernando Middle	ALL, EL, HI, SED	ALL, EL, HI, SED				ALL, EL	
San Fernando Senior High	EL	ALL, EL, HI, SED		EL, SWD		ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
San Gabriel Avenue Elementary	EL, SWD	SWD	SWD			ALL, EL	
San Jose Street Elementary	EL, SWD						
San Miguel Elementary						ALL, EL	
San Pedro Senior High		SED		EL			EL
San Pedro Street Elementary			EL				
Santee Education Complex	EL, SWD	EL, SWD				ALL, EL	
Sara Coughlin Elementary	EL					ALL, EL	
Saticoy Elementary	HI						
Saturn Street Elementary	EL						
School for the Visual Arts and Humanities		ALL, HI, SED					
School of Business and Tourism at Contreras Learning Complex				EL			
Serrania Avenue Charter For Enriched Studies	SWD		ALL, AS, EL, HI, MR, SED, SWD, WH				
Seventh Street Elementary Arts Integration Magnet			SWD				
Seventy-Fifth Street Elementary	AA, ALL, EL, SED, SWD						
Sharp Avenue Elementary	EL						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Shenandoah Street Elementary			ALL, HI				
Sherman Oaks Elementary Charter	SWD	SWD	AA, ALL, EL, HI, WH				
Shirley Avenue Elementary			EL, SED				
Short Avenue Elementary			ALL, MR, SED				
Sierra Park Elementary	EL, SWD	SWD					
Simon Rodia Continuation				ALL, HI, SED			ALL, HI, SED
Sixth Avenue Elementary	EL						
Sixty-First Street Elementary	ALL, EL, HI, SED, SWD						
Sixty-Sixth Street Elementary			SWD				
Soto Street Elementary	EL, SWD	EL, SWD					
Sotomayor Arts and Sciences Magnet	EL, SWD						
South East High	EL, SWD	ALL, EL, HI, SED, SWD		EL			EL, SWD
South Gate Middle	SWD					ALL, EL	
South Gate Senior High	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD				ALL, EL	EL, SWD
South Park Elementary	AA, SWD	AA, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
South Shores/CSUDH Visual and Performing Arts			MR				
Southeast Middle	EL, SED, SWD	ALL, HI, SED, SWD					
Stagg Street Elementary			ALL, EL, HI, SED, SWD				
Stanley Mosk Elementary	EL		AS				
State Street Elementary		SWD				ALL, EL	
STEM Academy at Bernstein High		SED					
Stephen M. White Middle	EL, SWD	EL	AA, ALL, SED, WH				
Stonehurst Avenue Elementary			SWD				
Stoney Point Continuation				ALL, HI, SED			ALL, HI, SED
Strathern Street Elementary	EL		WH				
Sun Valley Magnet	SWD	SWD, WH					
Sunland Elementary	EL	EL	WH			ALL, EL	
Sunrise Elementary	SWD						
Superior Street Elementary	SWD		AS				
Susan Miller Dorsey Senior High	AA, ALL, SED	AA, ALL, SED		EL			

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Sylmar Charter High				EL			SWD
Sylvan Park Elementary	SWD	SWD					
Taft Charter High	SWD						
Taper Avenue Elementary	SWD						
Tarzana Elementary			HI, SED, SWD				
Telfair Avenue Elementary	SWD	SWD				ALL, EL	
Tenth Street Elementary	EL, SWD						
Teresa Hughes Elementary	SWD	SWD					
Theodore Roosevelt Senior High	EL, SWD	EL, SWD		EL		ALL, EL	
Third Street Elementary			HI				
Thirty-Second Street USC Performing Arts			SWD				
Thomas A. Edison Middle	ALL, EL, HI, SED, SWD	ALL, EL, SED, SWD					
Thomas Jefferson Senior High	ALL, EL, HI, SED	ALL, EL, HI, SED		ALL, EL, SED			
Thomas Starr King Middle School Film and Media Magnet	EL, SWD		ALL, EL, HI, WH				
Toland Way Elementary			SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Toluca Lake Elementary			SWD, WH				
Topanga Elementary Charter			ALL, MR, SED, WH				
Topeka Charter School For Advanced Studies			EL, HI, SED				
Towne Avenue Elementary			EL				
Tri-C Community Day		ALL, HI		ALL, HI, SED			ALL, HI, SED
Tulsa Street Elementary	EL	SWD	SWD				
Tweedy Elementary	EL						
Twentieth Street Elementary	SWD						
Twenty-Eighth Street Elementary	ALL, EL, HI, SED						
Twenty-Fourth Street Elementary			SWD			ALL, EL	
UCLA Community K-12		SWD	ALL, EL, HI, SED, SWD				
Ulysses S. Grant Senior High	EL	EL, HI					
Union Avenue Elementary	EL, SWD	SWD					
University High School Charter	SWD	AA, HI, SWD					SWD
Utah Street Elementary	EL, SWD		SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Valerio Street Elementary	EL, SWD	SWD	WH			ALL, EL	
Valley Academy of Arts and Sciences		HI, SWD					
Valley Oaks Center for Enriched Studies	EL	ALL, EL, HI, SED					
Valley View Elementary			ALL, SED, WH				
Van Deene Avenue Elementary			ALL, HI, SED, SWD				
Van Nuys Elementary	SWD	SWD					
Van Nuys Middle	EL		WH				
Van Nuys Senior High	SWD	SWD		EL			
Vanalden Avenue Elementary	EL		HI				
Venice Senior High	EL	AA					EL
Vermont Avenue Elementary	SWD	SWD	SWD				
Victory Boulevard Elementary	SWD	SWD				ALL, EL	
Vine Street Elementary			ALL, HI, SED, SWD				
Vinedale College Preparatory Academy	EL	ALL, EL, HI, SED			ALL		
Vintage Math/Science/Technology Magnet			SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Virgil Middle	EL					ALL, EL	
Virginia Road Elementary			AA, SED			ALL, EL	
Virtual Academy of Business & Entrepreneurship							ALL, HI, SED, SWD
Virtual Academy STEAM							HI
Vista del Valle Dual Language Academy			EL, SED				
Vista Middle	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD					
Visual and Performing Arts at Legacy High School Complex		SED					
Wadsworth Avenue Elementary	ALL, EL, HI, SED						
Walgrove Avenue Elementary	HI, SED	SED	ALL, HI, SED, SWD, WH				
Walnut Park Elementary	EL						
Walnut Park Middle A School of Social Justice and Service Learning	EL						
Walnut Park Middle B Science, Technology, Engineering and Mathematics Academy		EL, SED				ALL, EL	
Walter Reed Middle	EL	EL					
Warner Avenue Elementary			SED				
Washington Irving Middle School Math, Music and Engineering Magnet		EL, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Weigand Avenue Elementary	EL		SWD				
WESM Health/Sports Medicine	AA, ALL, SED	AA, ALL, SED					
West Adams Preparatory High	SWD	EL, HI, SWD		EL, SWD			
West Athens Elementary	AA, ALL, EL, HI, SED	AA, ALL, EL, HI, SED			AA		
West Hollywood Elementary			ALL, EL, HI, SED, WH				
West Vernon Avenue Elementary	EL, SWD	SWD					
Western Avenue Technology Magnet	ALL, EL, SWD	EL, HI, SWD					
Westminster Avenue Elementary			AA, ALL, EL, SED, WH				
Westport Heights Elementary			ALL, HI				
Westside Global Awareness Magnet			SED, SWD				
Westwood Charter Elementary			ALL, HI, SWD				
White Point Elementary			SWD, WH				
Whitman Continuation							ALL, HI, SED
Will Rogers Continuation	HI, SED	ALL, HI		ALL, HI, SED			ALL, HI, SED
William Jefferson Clinton Middle	ALL, EL, HI, SED, SWD	SWD	AA, ALL, EL, HI, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
William Mulholland Middle	EL, SWD		ALL, HI, SED, WH			ALL, EL	
William R. Anton Elementary	EL	EL					
Wilmington Middle Science, Technology, Engineering, Arts, Mathematics (STEAM) Magnet	EL, SWD	SWD					
Wilshire Park Elementary	SWD	SWD	AS				
Winnetka Avenue Elementary	EL	EL					
Wisdom Elementary	EL, SWD	SWD	AA				
Wonderland Avenue Elementary			ALL, SED, SWD, WH				
Woodcrest Elementary						ALL, EL	
Woodlake Elementary Community Charter			EL, SWD, WH				
Woodland Hills Academy	EL, SWD	AA, EL, HI, SED, SWD	HI, WH				
Woodland Hills Elementary Charter For Enriched Studies			MR				
Woodlawn Avenue Elementary	EL, SWD						
Woodrow Wilson Senior High		ALL, HI, SED					
Yorkdale Elementary			EL				
Young Oak Kim Academy	EL, SWD	ALL, EL, HI, SED					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Youth Opportunities Unlimited				ALL, SED			ALL, SED
Zane Grey Continuation				ALL, SED			ALL, HI, SED

Appendix B: 2025-26 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 5: Instructional Technology Initiative (ITI)

Current ITI Schools
1. Woodlake Elementary 2. Chandler Elementary 3. Laurel Cinematic Arts and Creative Technologies Span K-8 4. Sylvan Park Elementary 5. Mid-City Prescott Elementary 6. Betty Plasencia Elementary 7. Fishburn Elementary School 8. Western Ave Tech 9. Carver Middle School

Note: School lists reflect the schools in each program at the time of the LCAP Adoption - any changes to program lists will be reflected in subsequent Annual LCAP Updates.

Appendix B: 2025-26 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 11: Differentiated Local Supports for Students

School Name	School Name	School Name
107th St El	Aragon Ave El	Calahan St El
109th St El	Arleta SH	Calvert CES
10th St El	Arlington Hts El	Camellia Ave El
112th St El	Atwater Ave El	Canoga Park El
118th St El	Audubon MS	Canoga Pk MS
122nd St El	Aurora El	Cardenas El
15th St El	BALA	Carnegie MS
186th St El	Baldwin Hills El	Caroldale LC
28th St El	Bancroft MS	Carson SH
42nd St El	Banning SH	Carver MS
49th St El	Barrett El	Castro MS
4th St El	Barton Hill El	Catskill Ave El
52nd St El	Belmont SH	Century Park El
54th St El	Belvedere El	Chase St El
59th St El	Belvedere MS	Chatsworth CHS
61st St El	Berendo MS	Chavez El
6th Ave El	Bernstein SH	Chavez LA ASE
74th St El	Bernstein SH STEM	Chavez LA Tech Prep
75th St El	Bertrand Ave El	Cheremoya Ave El
7th St El Al Mag	Bethune MS	Cienega El
93rd St El	Blythe St El	Cimarron Ave El
95th St El	Bonita St El	Clinton MS
96th St El	Boyle Heights - Hilda L Solis HS	Cochran MS
99th St El	Bradley Glbl Awr Mag	Cohasset St El
9th St El	Breed St El	Coldwater Cyn El
Aldama El	Bridge St El	Coliseum St El
Alexander SCS	Bridges School	Columbus Ave El
Alta Loma El	Broadous El	Compton Ave El
Amestoy El	Buchanan St El	Contreras LC ALC
Angeles Mesa El	Budlong Ave El	Contreras LC Glbl St
Angelou Community SH	Burton St El	Contreras LC Soc Jus
Ann St El	Bushnell Way El	Corona Ave El
Annandale El	Byrd MS	Cortines Sch of VAPA

School Name	School Name	School Name
Anton El	Cahuenga El	Coughlin El
Crenshaw Mag STEMM	Glenfeliz Blvd El	Johnson STEM Academy
Crescent Heights Bl El Mg	Glenwood El	Jones El
Crestwood St STEAM Mg	Gompers MS	Jordan SH
Curtiss MS	Granada El	Kim Academy
Dana MS	Grant El	King Jr El
Danube Ave El	Grape St El	Kittridge St El
De la Torre Jr El	Gratts LA for YS	Korenstein El
Del Amo El	Gridley St El	La Salle Ave El
Denker Ave El	Griffin Ave El	Lake Balboa CP K-12
Dolores St El	Griffith Joyner El	Langdon Ave El
Dorsey SH	Griffith MS STEAM Mg	Lassen El
Drew MS	Gulf Ave El	Lawrence MS
Dymally SH	Haddon Ave El	Lawson Acad A/M/S El
Eastman Ave El	Halldale El	Le Conte MS
Edison MS	Harmony El	Legacy SH VAPA
El Dorado Ave El	Harrison St El	Lemay St El
Elizabeth LC	Hart St El	Liechty MS
Escalante El	Harte Prep MS	Liggett St El
Estrella El	Hawkins SH C/DAGS	Lillian St El
Euclid Ave El	Henry MS	Limerick Ave El
Fair Ave El	Herrick Ave El	Lizarraga El
Fernangeles El	Hillcrest Dr El	Logan Academy
Figueroa St El	Hillside El	Lorena St El
Florence Ave El	Hobart Blvd El	Los Angeles Acad MS
Flournoy El	Hollywood El	Los Angeles SH
Ford Blvd El	Hollywood SH	Loyola Villg El F/PAM
Franklin HS	Holmes Ave El	MacArthur Pk El VAPA
Fremont SH	Hooper Ave El	Mack El
Fries Ave El	Hope St El	Maclay MS
Fullbright Ave El	Hubbard St El	Madison El
Fulton College Prep	Huntngtn Pk El	Madison MS
Gage MS	Huntington Park SH	Magnolia Ave El
Gardena SH	Independence El	Main St El
Gardner St El	International St LC	Manhattan Place El
Germain Acad AA	Jefferson SH	Mann UCLA Comm Sch

School Name	School Name	School Name
Manual Arts SH	Normont El	Marina Del Rey MS
Mark Twain MS	Oxnard St El	San Fernando MS
Markham MS	Pacific Blvd School	San Fernando MS IAM
Mayberry St El	Palms El	San Fernando SH
Maywood El	Panorama City El	San Gabriel Ave El
McKinley Ave El	Panorama SH	San Jose St El
Melvin Ave El	Parks LC	San Pedro SH
Meyler St El	Paseo del Rey El	San Pedro St El
Miles Ave El	Pearl SH Jrnls/Cmm Mg	Santana Art Ac
Miller El	Peary MS	Sepulveda MS
Miramonte El	Pinewood Ave El	Sharp Ave El
Monroe SH	Pio Pico MS	Sheridan St El
Montara Ave El	Plainview Academic CA	Shirley Ave El
Monte Vista St El	Plasencia El	Sierra Park El
Morningside El	Poindexter LaMotte El	Soto St El
Mosk El	Politi El	Sotomayor Art/Sci Mag
Mount Gleason MS	President Ave El	South Gate MS
Mountain View El	Purche Ave El	South Gate SH
Muir MS	Ramona El	South Park El
Mulholland MS	Ranchito Ave El	Southeast MS
Murchison St El	Rancho Dominguez Prep	Stanford Ave El
Napa St El	Raymond Ave El	State St El
Nava College Prep	Reseda Charter HS	Sterry El
Nava Learning Academy	Reseda El	Stoner Ave El
Nevada Ave El	RFK Ambassador Glbl Edu	Strathern St El
Nevin Ave El	RFK Ambassador Glbl Ldsh	Sun Valley Mag ET
Nightingale MS	RFK New Open Wld	Sunland El
Nimitz MS	Ride El Smart Acad	Sunny Brae Ave El
Normandie Ave El	Ritter El	Sutter MS
Northridge MS	Rivera LC Com & Tech	Sylmar CHS
Norwood St El	Romer MS	Sylmar El
Nueva Vista El	Roosevelt SH	Sylvan Park El
Obama El	Rosemont Ave El	Tarzana El
Obama Global Prep Acad	Rowan Ave El	Telfair Ave El
Olive Vista MS	San Antonio El	Torres ELA PA Mag

School Name	School Name	School Name
Orchard Academies 2C	San Fernando El	Torres Eng & Tech
Torres Hum/Art/Tech	Walgrove Ave El	Wilmington Park El
Trinity St El	Walnut Park El	Wilmington STEAM Mag
Tulsa St El	Washington Prep SH	Wilson SH
Union Ave El	Webster MS	Windsor Hills El Mag
University HS Charter	Weemes El	Winnetka Ave El
Utah St El	Weigand Ave El	Wisdom El
Valerio St El	WESM Health/Sports Med	Woodcrest El
Van Nuys MS	West Adams Prep SH	Woodland Hills Acad
Vanalden Ave El	West Athens El	Woodlawn Ave El
Vernon City El	Western Av TECH Mag	Wright Eng Des Mag
Victory Blvd El	Westminster MTES Mag	YES Academy
Vista MS	Westside Glbl Awr Mag	Yorkdale El
VOCES Mag	White El	
Wadsworth Ave El	White MS	

Appendix B: 2025-26 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

School Name	Region	School Name	Region
107TH ST EL	South	KNOX EL	South
109TH ST EL	South	KORENSTEIN EL	North
10TH ST EL	East	LA SALLE EL	South
112TH ST EL	South	LACES MAG	West
116TH ST EL	South	LANGDON EL	North
118TH ST EL	South	LAWRENCE MS	North
1ST ST EL	East	LAWSON ACAD A/M/S	South
24TH ST EL	South	LE CONTE MS	West
28TH ST EL	East	LEE MED HLTH MAG	East
2ND ST EL	East	LIBERTY EL	East
32ND/USC PER ART MAG	South	LIECHTY MS	East
42ND ST EL	South	LIZARRAGA EL	East
49TH ST EL	East	LOCKWOOD EL	West
4TH ST EL	East	LOGAN ACADEMY OF GLOBAL ECOLOGY	East
52ND ST EL	South	LOMA VISTA EL	East
59TH ST EL	South	LORENA EL	East
61ST ST EL	South	LOS ANGELES ACAD MS	East
6TH AVE EL	West	LOUIS ARMSTRONG MIDDLE SCHOOL	North
75TH ST EL	South	MACARTHUR PARK VPA	East
92ND ST EL	South	MACK EL	South
93RD ST EL	South	MACLAY MS	North
95TH ST EL	South	MADISON MS	North
96TH ST EL	South	MAGNOLIA EL	West
99TH ST EL	South	MAIN ST EL	East
9TH ST EL	East	MALABAR EL	East
ADAMS MS	East	MANHATTAN PLACE EL	South
ALEXANDRIA EL	East	MAPLE PC	East
ALTA CALIFORNIA EL	North	MARINA DEL REY MS	West
AMANECER PC	East	MARK TWAIN MS	West
ANGELES MESA EL	West	MARKHAM MS	South
ANN EL	East	MAYWOOD CENTER FOR ENRICHED STUDIES MAG	East
ANTON EL	East	MC KINLEY EL	South
ARLINGTON HTS EL	West	MENLO EL	South
ASCOT EL	East	MIDDLETON PC	East
AUDUBON MS	South	MILES EL	East
AURORA EL	East	MILLER EL	South
BACA ARTS ACAD	South	MIRAMONTE EL	South

School Name	Region	School Name	Region
BAKEWELL PC	South	MONTARA AVE EL	East
BANCROFT MS	West	MONTE VISTA EL	East
BARTON HILL EL	South	MOORE M/S/T ACAD	South
BASSETT EL	North	MOUNT GLEASON MS	North
BELVEDERE EL	East	MUIR MS	South
BELVEDERE MS	East	MULHOLLAND MS	North
BERENDO MS	West	MURCHISON EL	East
BETHUNE MS	South	NAPA EL	North
BLYTHE EL	North	NEVIN EL	East
BREED EL	East	NIGHTINGALE MS	East
BRIDGE EL	East	NIMITZ MS	East
BRIDGES SCHOOL	South	NOBLE EL	North
BUDLONG EL	South	NORMANDIE EL	South
BURBANK MS ARTS/TECH/COMM MAGNET	East	NORTHRIDGE MS	North
BURROUGHS MS	West	NUEVA VISTA EL	East
BURTON EL	North	OBAMA EL	North
BYRD MS	North	OBAMA GLOBAL PREP ACAD	South
CANOGA PARK EL	North	OCHOA LC	East
CANOGA PARK MIDDLE SCHOOL	North	OLIVE VISTA MS	North
CANTARA EL	North	OLYMPIC PC	East
CARDENAS EL	North	ORCHARD ACADEMIES 2B	East
CARNEGIE MS	South	ORCHARD ACADEMIES 2C	East
CARSON-GORE ACADEMY	West	PACIFIC BLVD SCHOOL	East
CARVER MS	East	PACOIMA MS	North
CASTRO MS	East	PALMS MS	West
CHASE EL	North	PANORAMA CITY EL	North
CHAVEZ EL	East	PARKS LC	North
CLINTON MS	East	PARMELEE EL	South
COCHRAN MS	West	PEARY MS	South
COLDWATER CYN EL	North	PIO PICO MS	West
COLISEUM EL	South	PLUMMER EL	North
COLUMBUS AVE EL	North	POINDEXTER LAMOTTE EL	South
COMPTON EL	South	POLITI EL	West
COUGHLIN EL	North	PRIMARY ACADEMY	North
CURTISS MS	South	PURCHE EL	South
DANA MS	South	RAMONA EL	West
DAYTON HEIGHTS EL	West	RANCHO DOMINGZ PREP	South
DE LA TORRE JR EL	South	RAYMOND AVE EL	South
DEL OLMO EL	East	RESEDA CHARTER HIGH SCHOOL	North
DR. JULIAN NAVA LEARNING ACADEMY	East	RFK AMBSDR GLBL EDU	West

School Name	Region	School Name	Region
DREW MS	South	RFK AMBSDR GLBL LDSH	West
EAGLE ROCK HS	East	RFK COMM SCHS-NEW OPEN WORLD ACAD K-12	West
EASTMAN EL	East	RFK UCLA COMM SCH	West
EDISON MS	South	RIDE EL SMART ACAD	East
EL DORADO EL	North	RITTER EL	South
EL SERENO MS	East	ROBERT L STEVENSON COLLEGE & CAREER PREP	East
ELIZABETH LC	East	ROMER MS	North
EMERSON COMM CH	West	ROSCOE EL	North
ESCALANTE EL	East	SAN ANTONIO EL	East
ESCUTIA PC	East	SAN FERNANDO MS	North
ESPERANZA EL	East	SAN FERNANDO MS IAM	North
ESTRELLA EL	East	SAN GABRIEL EL	East
EVERGREEN EL	East	SAN PEDRO EL	East
FERNANGELES EL	North	SATICOY EL	North
FIGUEROA EL	South	SENDAK EL	North
FLEMING MS	South	SEPULVEDA MS	North
FLORENCE EL	East	SHENANDOAH EL	West
FLOURNOY EL	South	SOTO EL	East
FORD BLVD EL	East	SOTOMAYOR ART/SCIENCES MAGNET	West
FOSHAY LC	South	SOUTH GATE MS	East
FRANKLIN SH	East	SOUTH PARK EL	South
FRIES EL	South	SOUTHEAST MS	East
FULTON COLLEGE PREP	North	STANFORD EL	East
GAGE MS	East	STANFORD PC	East
GARDEN GROVE EL	North	STATE EL	East
GARDENA EL	South	SUN VALLEY ET MAG	North
GARZA PC	East	SUTTER MS	North
GLEN ALTA EL	East	SYLVAN PARK EL	North
GLENWOOD EL	North	TELFAIR EL	North
GOMPERS MS	South	TRINITY EL	East
GRAHAM EL	South	UNION EL	East
GRAPE EL	South	UTAH EL	East
GRATTS LA FOR YS	East	VALERIO EL	North
GRIFFITH JOYNER EL	South	VALLEY OAKS CENTER FOR ENR STUDIES MAG	North
GRIFFITH MS STEAM MAGNET	East	VAN NUYS EL	North
HARBOR CITY EL	South	VAN NUYS MS	North
HARMONY EL	East	VERMONT EL	South
HARRISON EL	East	VERNON CITY EL	East
HART ST EL	North	VICTORIA EL	East
HARTE PREP MS	South	VINE EL	West

School Name	Region	School Name	Region
HARVARD EL	West	VIRGIL MS	East
HELIOTROPE EL	East	VISTA MS	North
HENRY MS	North	WADSWORTH EL	East
HILLCREST DR EL	South	WALNUT PARK MS SJ/SL	East
HOBART BLVD EL	West	WALNUT PARK MS STEM	East
HOLLENBECK MS	East	WASHINGTON PC	South
HOLLYWOOD ELEMENTARY SCHOOL	West	WEBSTER MS	West
HOLMES EL	East	WEEMES EL	South
HOOPER EL	East	WEST ATHENS EL	South
HOOPER PC	East	WESTERN AV TECH/ENG/COMM/HUM MAGNET	South
HORACE MANN UCLA COMMUNITY SCHOOL	South	WESTSIDE GLBL AWR MG	West
HUERTA EL	East	WHITE EL	East
HUGHES EL	East	WHITE MS	South
HUNTINGTON PARK EL	East	WILLOW EL	East
INDEPENDENCE EL	East	WILMINGTON MS STEAM MAGNET	South
INTERNATIONAL ST LC	East	WINDSOR M/S AERO MAG	West
JONES EL	East	WISDOM EL	South
KIM ACADEMY	West	WOODCREST EL	South
KING FILM/MEDIA MAG	West	WOODLAND HILLS ACAD	North
KING JR EL	South	WRIGHT ENG & DESIGN MAGNET	West
KINGSLEY EL	West	YES ACADEMY	South

Appendix B: 2025-26 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 27: Diploma Program

LCFF-Funded Diploma Program: Middle Schools		
Adams MS	Audubon MS	Bethune MS
Canoga Park MS	Carver MS	Castro MS
Fleming MS	Gage MS	Gompers MS
Harte Prep MS	Liechty MS	Mann Expansion
Markham MS	Nimitz MS	Obama Global Prep Academy
Pacoima MS	Peary MS	Reed MS
Southeast MS	Wilmington STEAM Magnet	
LCFF-Funded Diploma Program: High Schools		
Banning SH	Belmont SH	Canoga Park SH
CDS Johnson	Central Continuation HS	City of Angels
Crenshaw Magnet STEMM	Dorsey SH	Isaacs Avalon HS
Jordan SH	MaCES Magnet	Manual Arts SH
Maywood Academy SH	Owensmouth Continuation HS	Ramona HS
Rivera LC GD STEAM Academy	Roybal LC	

Appendix B: 2024-25 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 29: Linked Learning

Linked Learning High School PATHWAYS (Grades 9-12)

- Bell High School - Arts Language Performance Humanities Academy (ALPHA)
- Bernstein High School CACT Magnet (Information and Communication Technologies, Production and Managerial Arts)
- Boyle Heights STEM Magnet High School (Engineering and Design)
- Bravo Medical Magnet High School (Patient Care)
- Carson High School (Environment Science, Engineering, and Technology (ESET); Global Business, Law, and Government; Performance, Art, Media & Communications Academy (PAMA); Production and Managerial Arts (M.E.D.IA.)
- Cesar E. Chavez Learning Academies: Technology Preparatory Academy (TPA) (Networking)
- Chatsworth Charter High School G-STEAM Magnet (Software and Systems Development)
- Cleveland Charter High School - Global Media Studies Magnet (GMS) (Production and Managerial Arts)
- Contreras Learning Complex - School of Business and Tourism, (Hospitality, Tourism and Recreation, Entrepreneurship); Los Angeles School of Global Studies (Design Visual and Media Arts)
- Dymally High School - Biotech Sciences Magnet (Biotechnology)
- Fremont High School - School of Global and Media Arts (SGMA) (Design Visual and Media Arts); Medical Science Academy (MSA) (Patient Care); Law and Social Justice (LSJ) (Legal Practices); STEAM Magnet (Engineering Design)
- Gardena Senior High School - Creative Arts Academy (CAA) (Production and Managerial Arts); Medical Services Academy (MSA) (Patient Care); Global Business Magnet (GBM) (Entrepreneurship); Engineering Robotics Magnet (Engineering Design)
- Hawkins High School - Critical Design & Gaming School (C:\DAGS) (Software and Systems Development); Performing Arts, Community Health Advocates Schools (CHAS) (Patient Care); Business Management
- Highland Park Continuation High School (Education)
- Hollywood High School - New Media Academy (NMA) (Production and Managerial Arts, Animation); Teaching Career Academy (TCA) (Child Development)
- Marquez High School - Huntington Park Institute for Applied Medicine (HPIAM) (Biotechnology and Patient Care)
- Manual Arts High School - School for Medicine, Arts & Technology (SMART) (Biotechnology, Patient Care); School of Business, Education, Service and Technology (BEST) (Business Management)

- Metropolitan High School (Design Visual and Media Arts)
- Obama Global Preparatory Academy (Performing Arts)
- Orthopaedic Hospital Medical Magnet High School - Biotechnology
- Reseda Charter High School Arts, Media and Entertainment Magnet AMEM (Production and Managerial Arts); Biotechnology
- RFK Community Schools - School for the Visual Arts and Humanities (SVAH) (Design Visual and Media Arts)
- RFK Community Schools - Los Angeles High School of the Arts (LAHSA) (Performing Arts, Production and Managerial Arts)
- Rivera Learning Complex Communication and Technology School (CATS) (Design, Visual and Performing Arts)
- Roosevelt High School - Medical and Health Sciences (Biotechnology); Law Academy (Legal Practices); STEAM (Information Support Services); Academy of Music and Digital Production (AMDP)
- Roybal Learning Center - Film and Television Magnet (FTVM) (Production and Managerial Arts)
- STEM Academy of Hollywood (Biotechnology, Engineering Design, Software and Systems Development)
- Sylmar Biotech Health and Engineering Magnet (Biotechnology, Patient Care, Engineering Design)
- Torres High School - East LA Performing Arts Magnet (ELAPA) (Performing Arts)
- University Pathways Medical Magnet (UMED) (Patient Care)
- University Pathways Public Service Academy ()
- Venice High School - STEMM Magnet (Engineering Design)
- West Adams Prep High School - Culinary Arts (Food Service and Hospitality), STEM Academy (Engineering Design), Public Service (Public Safety)

Goal 1, Action 29: Linked Learning

Linked Learning Middle School PATHWAYS (Grades 6-8)

- Audubon Middle School (Production and Managerial Arts, Design, Visual and Media Arts)
- Hollenbeck Middle School - STEMM Magnet Academy (Engineering Design)
- Gage Middle School STEAM Magnet
- Los Angeles Academy Middle School - STEAM Magnet (Engineering and Architecture)
- Mulholland Middle School - Robotics Magnet (Engineering Design)
- Nightingale Middle School - Business Entrepreneurship Technology Magnet (BET) (Entrepreneurship); Gifted STEM Magnet (Software and Systems Development)
- South Gate Middle School - STEAM
- Southeast DREAMS Magnet (Engineering Design)
- Stevenson MS Communication and Arts Magnet (Production and Managerial Design)
- Sutter Middle School - STEAM and Leadership Magnet (Engineering Design)
- Webster Middle School STEAM Magnet (Engineering Design)

Linked Learning Elementary School PATHWAYS (Grades K-5/6)

- Euclid Ave. Elementary School - Gifted STEAM Magnet (Engineering Design)
- Glassell Park Elementary School - STEAM Magnet

Linked Learning SPAN School PATHWAYS (Grades K-8, 6-12)

- Arroyo Seco Museum Science Magnet (K-8)
- Laurel Cinematic Arts and Creative Technologies Magnet (K-8) (Production and Managerial Arts)

Appendix C: Common Education Acronyms

AP	• Advanced Placement
CAASPP	• California Assessment of Student Performance and Progress (CAASPP) • See more information here: https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp
CADAA	• California Dream Act Application
CAST	• California Science Test • Part of the CAASPP system • See more information here: https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
CDE	• California Department of Education
CTE	• Career Technical Education
DELAC	• District English Learner Advisory Committee
dELD	• Designated English Language Development
DIBELS	• Dynamic Indicators of Basic Early Literacy Skills
DLE	• Dual Language Education
EASE	• Employee Assistance Service for Education
EL	• English Learner
ELA	• English Language Arts
ELAC	• English Learner Advisory Committee
ELD	• English Language Development
ELPAC	• English Language Proficiency Assessments for California • See more information here: https://www.cde.ca.gov/ta/tg/ep/
ELPI	• English Learner Progress Indicator • Indicator on the California School Dashboard • See more information here: https://www.cde.ca.gov/ta/ac/cm/documents/elprogressindicator.pdf
ESSER	• Elementary and Secondary School Emergency Relief
FAFSA	• Free Application for Federal Student Aid
FEP	• Fluent English Proficient
FTE	• Full-Time Equivalent
GATE	• Gifted and Talented Education
IB	• International Baccalaureate
iELD	• Integrated English Language Development

IEP	• Individualized Education Plan • Required plan or program developed to ensure that a child with an identified disability receives specialized instruction and related services. • See more information here: https://www.cde.ca.gov/sp/se/sr/iepresources.asp
LCAP	• Local Control and Accountability Plan • Three-year plan that describes the use of LCFF funds (see below)
LCFF	• Local Control Funding Formula • California funding model that allocates funds to school districts based on their overall enrollment as well as their unduplicated enrollment of English learners, students in foster care, and students who are designated as low-income
LTEL	• Long-Term English Learner
LREBG	• Learning Recovery Emergency Block Grant
PAC	• Parent Advisory Committee
PLTEL	• Probable Long-Term English Learner
PSAT	• Preliminary Scholastic Aptitude Test
RFEP	• Reclassified as Fluent English Proficient
SARC	• School Accountability Report Card
SAT	• Scholastic Aptitude Test
SBA	• Smarter Balanced Assessments in English Language Arts and Mathematics • Part of the CAASPP system • See more information here: https://www.cde.ca.gov/ta/tg/sa/
SEL	• Standard English Learners
SPSA	• School Plan for Student Achievement
SSC	• School Site Council
STEAM	• Science, Technology, Engineering, Art, and Math
UTK	• Universal Transitional Kindergarten

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$4,350,190,191.00	$1,504,424,329.00	34.58%	1.81%	36.39%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,074,120,709.00	$32,284,851.00	$0.00	$0.00	$8,106,405,560.00	$6,558,505,762.00	$1,547,899,798.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum	All	No				Ongoing	$902,977	$57,198,493	$58,101,470	$0	$0	$0	$58,101,470	0.00%
1	2	School Staffing and Operations	All	No				Ongoing	$2,212,692,747	$323,284,445	$2,535,977,192	$0	$0	$0	$2,535,977,192	0.00%
1	3	Central District Supports for Instruction	All	No				Ongoing	$41,578,507	$9,884,654	$51,463,161	$0	$0	$0	$51,463,161	0.00%
1	4	Options Program	All	No				Ongoing	$103,819,790	$4,961,588	$108,781,378	$0	$0	$0	$108,781,378	0.00%
1	5	Instructional Technology Initiative	Low Income	Yes	Schoolwide	Low Income	Specific Schools, ITI Schools (See Appendix B for list of schools)	Ongoing	$27,755,854	$490,740	$28,246,594	$0	$0	$0	$28,246,594	0.00%
1	6	Base-Funded Arts Education	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	Supplemental Arts Education	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$3,565	$1,494,662	$1,498,227	$0	$0	$0	$1,498,227	0.00%
1	8	Base-funded Afterschool Programs	All	No				Ongoing	$1,373,793	$162,431	$1,536,224	$0	$0	$0	$1,536,224	0.00%

1	9	Supplemental Afterschool Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$7,669,351	$163,750	$7,833,101	$0	$0	$0	$7,833,101	0.00%
1	10	Gifted and Talented Education	GATE	No				Ongoing	$4,706,208	$1,845,505	$6,551,713	$0	$0	$0	$6,551,713	0.00%
1	11	Differentiated Local Supports for Students	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Identified Tier 2 and 3 Schools (See Appendix B for list of schools)	Ongoing	$14,804,712	$0	$14,804,712	$0	$0	$0	$14,804,712	0.00%
1	12	School-Level Supports for Individualized Learning	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$783,622,035	$35,988,669	$819,610,704	$0	$0	$0	$819,610,704	0.00%
1	13	Early Education and Universal Transitional Kindergarten	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, Early Education and UTK	Ongoing	$137,813,375	$11,923	$137,825,298	$0	$0	$0	$137,825,298	0.00%
1	14	Literacy and Numeracy Interventionist Program	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Specific elementary and middle schools (see Appendix B for list of schools)	Ongoing	$603,947	$252,176	$856,123	$0	$0	$0	$856,123	0.00%
1	15	Secondary Literacy Supports and Interventions	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, Secondary	Ongoing	$8,930,444	$1,019,116	$9,949,560	$0	$0	$0	$9,949,560	0.00%
1	16	Summer School Credit Recovery	All	No				Ongoing	$0	$2,000,000	$2,000,000	$0	$0	$0	$2,000,000	0.00%
1	17	Standard English Learner Supports	Standard English Learners	No				Ongoing	$1,930,069	$221,329	$2,151,398	$0	$0	$0	$2,151,398	0.00%
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Foster Youth, Low Income	Yes	Limited	Foster Youth, Low Income	All Schools	Ongoing	$47,444,561	$22,012	$47,466,573	$0	$0	$0	$47,466,573	0.00%

1	19	Special Education: Base Program	Student with Disabilities (SWD)	No				Ongoing	$798,048,068	$294,358,823	$1,092,406,891	$0	$0	$0	$1,092,406,891	0.00%
1	20	Special Education: Intensive Diagnostic Education Centers (IDEC)	Student with Disabilities (SWD)	No				Ongoing	$4,225,367	$1,790	$4,227,157	$0	$0	$0	$4,227,157	0.00%
1	21	Special Education: Inclusive Practices	Student with Disabilities (SWD)	No				Ongoing	$39,804,082	$16,862	$39,820,944	$0	$0	$0	$39,820,944	0.00%
1	22	Special Education: Special Day Program	Student with Disabilities (SWD)	No				Ongoing	$238,672,882	$55,614	$238,728,496	$0	$0	$0	$238,728,496	0.00%
1	23	Special Education Transition Services	Student with Disabilities (SWD)	No				Ongoing	$10,906,575	$115,369	$11,021,944	$0	$0	$0	$11,021,944	0.00%
1	24	Increased Access to Advanced Placement (AP) and College Readiness Exams	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$482,508	$4,934,295	$5,416,803	$0	$0	$0	$5,416,803	0.00%
1	25	Increased Access to International Baccalaureate (IB) Programs	All	No				Ongoing	$2,045,484	$764,298	$2,809,782	$0	$0	$0	$2,809,782	0.00%
1	26	Districtwide A-G Interventions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Grades 6-12	Ongoing	$8,574,049	$1,699,556	$10,273,605	$0	$0	$0	$10,273,605	0.00%
1	27	Diploma Program	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Diploma Program Schools (See Appendix B for list of schools)	Ongoing	$3,153,084	$0	$3,153,084	$0	$0	$0	$3,153,084	0.00%
1	28	Career Technical Education	All	No				Ongoing	$21,941,143	$60,496	$22,001,639	$0	$0	$0	$22,001,639	0.00%

1	29	Linked Learning	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Linked Learning Sites (See Appendix B for list of schools)	Ongoing	$2,813,193	$103,900	$2,917,093	$0	$0	$0	$2,917,093	0.00%
1	30	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Elementary Schools	Ongoing	$203,184,803	$85,740,758	$288,925,561	$0	$0	$0	$288,925,561	0.00%
1	31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	Ongoing	$60,177,026	$25,018,178	$85,195,204	$0	$0	$0	$85,195,204	0.00%
1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, High Schools	Ongoing	$108,871,737	$53,225,886	$162,097,623	$0	$0	$0	$162,097,623	0.00%
2	1	Safe School Facilities	All	No				Ongoing	$1,755,889	$23,667,847	$25,423,736	$0	$0	$0	$25,423,736	0.00%
2	2	School Police	All	No				Ongoing	$60,582,362	$781,427	$61,363,789	$0	$0	$0	$61,363,789	0.00%
2	3	Base-Funded School Climate Support Staff	All	No				Ongoing	$41,882,108	$80,475	$41,962,583	$0	$0	$0	$41,962,583	0.00%
2	4	Supplemental School Climate Support Staff	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$12,904,776	$0	$12,904,776	$0	$0	$0	$12,904,776	0.00%
2	5	Base-Funded Student Health Services	All	No				Ongoing	$154,003,635	$506,637	$154,510,272	$0	$0	$0	$154,510,272	0.00%
2	6	Supplemental Student Health Services	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$13,303,725	$250,000	$13,553,725	$0	$0	$0	$13,553,725	0.00%
2	7	Community Schools Initiative	All	No				Ongoing	$19,127,806	$6,404,699	$25,532,505	$0	$0	$0	$25,532,505	0.00%
2	8	Mental Health and Student Supports	Low Income	Yes	LEA-wide	Low Income	All Schools		$2,314,912	$0	$2,314,912	$0	$0	$0	$2,314,912	0.00%

2	9	Positive Behavior Interventions and Restorative Practices	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,708,983	$0	$2,708,983	$0	$0	$0	$2,708,983	0.00%
2	10	Attendance Interventions	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$8,588,135	$0	$8,588,135	$0	$0	$0	$8,588,135	0.00%
2	11	School Enrollment Placement and Assessment (S.E.P.A.) Centers	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$1,379,436	$25,628	$1,405,064	$0	$0	$0	$1,405,064	0.00%
2	12	FamilySource System	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,074,772	$0	$2,074,772	$0	$0	$0	$2,074,772	0.00%
2	13	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	Ongoing	$99,635,755	$8,804,140	$108,439,895	$0	$0	$0	$108,439,895	0.00%
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Middle Schools	Ongoing	$34,829,707	$4,502,127	$39,331,834	$0	$0	$0	$39,331,834	0.00%
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, High Schools	Ongoing	$55,852,478	$10,335,493	$66,187,971	$0	$0	$0	$66,187,971	0.00%
3	1	Parent and Family Engagement	All	No				Ongoing	$1,266,958	$70,038	$1,336,996	$0	$0	$0	$1,336,996	0.00%
3	2	Translation Services	All	No				Ongoing	$39,045,706	($36,390,506)	$2,655,200	$0	$0	$0	$2,655,200	0.00%
3	3	Technology for Communications and Accessibility	All	No				Ongoing	$6,027,010	$0	$6,027,010	$0	$0	$0	$6,027,010	0.00%

3	4	Student Empowerment	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$266,318	$41,500	$307,818	$0	$0	$0	$307,818	0.00%
3	5	Aligned Strategic Planning and Accountability	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$550,471	$194,752	$745,223	$0	$0	$0	$745,223	0.00%
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	Ongoing	$27,369,342	$4,879,858	$32,249,200	$0	$0	$0	$32,249,200	0.00%
3	7	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	Ongoing	$14,591,294	$2,740,331	$17,331,625	$0	$0	$0	$17,331,625	0.00%
3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, High Schools	Ongoing	$24,405,279	$5,692,208	$30,097,487	$0	$0	$0	$30,097,487	0.00%
4	1	Assessments and Evaluations	All	No				Ongoing	$100,000	$1,384,658	$1,484,658	$0	$0	$0	$1,484,658	0.00%
4	2	Facilities and Physical Infrastructure	All	No				Ongoing	$318,046,459	$296,600,652	$614,647,111	$0	$0	$0	$614,647,111	0.00%
4	3	Technology Infrastructure	All	No				Ongoing	$26,549,507	$65,733,558	$92,283,065	$0	$0	$0	$92,283,065	0.00%
4	4	Budget and Operations	All	No				Ongoing	$0	$258,652	$258,652	$0	$0	$0	$258,652	0.00%
4	5	Magnet Schools	All	No				Ongoing	$39,833,408	$6,416,188	$46,249,596	$0	$0	$0	$46,249,596	0.00%
4	6	Transportation	All	No				Ongoing	$179,375,146	$78,118,239	$257,493,385	$0	$0	$0	$257,493,385	0.00%
5	1	Recruitment	All	No				Ongoing	$174,432,150	($1,049,474)	$173,382,676	$0	$0	$0	$173,382,676	0.00%
5	2	Teacher Pipeline Support	All	No				Ongoing	$3,397,972	$544,191	$3,942,163	$0	$0	$0	$3,942,163	0.00%
5	3	Beginning Teacher Support	All	No				Ongoing	$9,094,358	$1,523,580	$10,617,938	$0	$0	$0	$10,617,938	0.00%
5	4	Professional Development	All	No				Ongoing	$21,195,191	$331,898	$21,527,089	$0	$0	$0	$21,527,089	0.00%
5	5	Staff Wellness	All	No				Ongoing	$135,316,497	$64,847,451	$200,163,948	$0	$0	$0	$200,163,948	0.00%
5	6	High Performance Standards	All	No				Ongoing	$351,148	$189,842	$540,990	$0	$0	$0	$540,990	0.00%

6	1	UTK-12 English Learner Services	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$10,107,428	$833,018	$10,940,446	$0	$0	$0	$10,940,446	0.00%
6	2	International Newcomer Supports	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$5,053,714	$416,509	$5,470,223	$0	$0	$0	$5,470,223	0.00%
6	3	Potential Long-Term English Learner (PLTEL) Interventions	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$5,053,714	$416,509	$5,470,223	$0	$0	$0	$5,470,223	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$5,053,714	$416,509	$5,470,223	$0	$0	$0	$5,470,223	0.00%
6	5	Multilingual Programs and Pathways and Dual Language Education	All, English learner (EL)	No				Ongoing	$1,270,980	$2,204,578	$3,475,558	$0	$0	$0	$3,475,558	0.00%
7	1	BSAP Academic Supports	African-American	No				Ongoing	$22,032,610	$5,726,597	$27,759,207	$0	$0	$0	$27,759,207	0.00%
7	2	BSAP Community Partnerships	African-American	No				Ongoing	$0	$8,354,800	$8,354,800	$0	$0	$0	$8,354,800	0.00%
7	3	Development of an African American Studies Course	African-American	No				Ongoing	$0	$524,281	$524,281	$0	$0	$0	$524,281	0.00%
7	4	BSAP School Climate & Wellness Personnel Support	African-American	No				Ongoing	$64,637,135	$29,350,410	$93,987,545	$0	$0	$0	$93,987,545	0.00%
7	5	BSAP Community-Based Safety Pilots	African-American	No				Ongoing	$14,585,838	$14,788,329	$29,374,167	$0	$0	$0	$29,374,167	0.00%
8	1	English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$7,147,170	$0	$7,147,170	$0	$0	$7,147,170	0.00%
8	2	Mathematics: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$4,751,337	$0	$4,751,337	$0	$0	$4,751,337	0.00%
8	3	English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$3,825,746	$0	$3,825,746	$0	$0	$3,825,746	0.00%
8	4	Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$5,621,273	$0	$5,621,273	$0	$0	$5,621,273	0.00%
8	5	College/Career: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$4,466,649	$0	$4,466,649	$0	$0	$4,466,649	0.00%
8	6	Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$4,821,076	$0	$4,821,076	$0	$0	$4,821,076	0.00%
8	7	Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$1,651,600	$0	$1,651,600	$0	$0	$1,651,600	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,350,190,191.00	$1,504,424,329.00	34.58%	1.81%	36.39%	$1,991,662,400.00	0.00%	45.78%	**Total:**	$1,991,662,400.00
								LEA-wide Total:	$1,037,010,706.00
								Limited Total:	$74,817,688.00
								Schoolwide Total:	$879,834,006.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Instructional Technology Initiative	Yes	Schoolwide	Low Income	Specific Schools, ITI Schools (See Appendix B for list of schools)	$28,246,594.00	0.00%
1	7	Supplemental Arts Education	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,498,227.00	0.00%
1	9	Supplemental Afterschool Programs	Yes	LEA-wide	Low Income	All Schools	$7,833,101.00	0.00%
1	11	Differentiated Local Supports for Students	Yes	Schoolwide	Low Income	Specific Schools, Identified Tier 2 and 3 Schools (See Appendix B for list of schools)	$14,804,712.00	0.00%

1	12	School-Level Supports for Individualized Learning	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$819,610,704.00	0.00%
1	13	Early Education and Universal Transitional Kindergarten	Yes	LEA-wide	Low Income	Specific Grade Spans, Early Education and UTK	$137,825,298.00	0.00%
1	14	Literacy and Numeracy Interventionist Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Specific elementary and middle schools (see Appendix B for list of schools)	$856,123.00	0.00%
1	15	Secondary Literacy Supports and Interventions	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, Secondary	$9,949,560.00	0.00%
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	Limited	Foster Youth, Low Income	All Schools	$47,466,573.00	0.00%
1	24	Increased Access to Advanced Placement (AP) and College Readiness Exams	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,416,803.00	0.00%
1	26	Districtwide A-G Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Grades 6-12	$10,273,605.00	0.00%
1	27	Diploma Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Diploma Program Schools (See Appendix B for list of schools)	$3,153,084.00	0.00%
1	29	Linked Learning	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Linked Learning Sites (See Appendix B for list of schools)	$2,917,093.00	0.00%
1	30	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Elementary Schools	$288,925,561.00	0.00%

1	31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	$85,195,204.00	0.00%
1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, High Schools	$162,097,623.00	0.00%
2	4	Supplemental School Climate Support Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$12,904,776.00	0.00%
2	6	Supplemental Student Health Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$13,553,725.00	0.00%
2	8	Mental Health and Student Supports	Yes	LEA-wide	Low Income	All Schools	$2,314,912.00	0.00%
2	9	Positive Behavior Interventions and Restorative Practices	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,708,983.00	0.00%
2	10	Attendance Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$8,588,135.00	0.00%
2	11	School Enrollment Placement and Assessment (S.E.P.A.) Centers	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,405,064.00	0.00%
2	12	FamilySource System	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,074,772.00	0.00%
2	13	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$108,439,895.00	0.00%
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Middle Schools	$39,331,834.00	0.00%
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, High Schools	$66,187,971.00	0.00%

3	4	Student Empowerment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$307,818.00	0.00%
3	5	Aligned Strategic Planning and Accountability	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$745,223.00	0.00%
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$32,249,200.00	0.00%
3	7	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	$17,331,625.00	0.00%
3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, High Schools	$30,097,487.00	0.00%
6	1	UTK-12 English Learner Services	Yes	Limited	English learner (EL)	All Schools	$10,940,446.00	0.00%
6	2	International Newcomer Supports	Yes	Limited	English learner (EL)	All Schools	$5,470,223.00	0.00%
6	3	Potential Long-Term English Learner (PLTEL) Interventions	Yes	Limited	English learner (EL)	All Schools	$5,470,223.00	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	Yes	Limited	English learner (EL)	All Schools	$5,470,223.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$8,338,238,780.00	$7,614,676,948.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum	No	$75,836,960.00	$77,202,056.00
1	2	School Staffing and Operations	No	$2,664,031,601.00	$2,559,289,085.00
1	3	Central District Supports for Instruction	No	$52,021,230.00	$48,049,177.00
1	4	Options Program	No	$109,405,043.00	$98,868,709.00
1	5	Instructional Technology Initiative	Yes	$28,200,819.00	$26,386,893.00
1	6	Base-Funded Arts Education	No	$1,217,977.00	$1,198,212.00
1	7	Supplemental Arts Education	Yes	$34,605,198.00	$14,615,426.00
1	8	Base-funded Afterschool Programs	No	$1,536,224.00	$1,585,117.00
1	9	Supplemental Afterschool Programs	Yes	$8,339,860.00	$8,320,320.00
1	10	Gifted and Talented Education	No	$4,356,248.00	$3,198,218.00
1	11	Differentiated Local Supports for Students	Yes	$13,965,319.00	$13,234,756.00
1	12	School-Level Supports for Individualized Learning	Yes	$1,023,490,890.00	$761,147,942.00
1	13	Early Education and Universal Transitional Kindergarten	Yes	$193,023,921.00	$176,991,421.00
1	14	Literacy and Numeracy Interventionist Program	Yes	$856,123.00	$399,625.00
1	15	Secondary Literacy Supports and Interventions	Yes	$9,255,506.00	$8,881,935.00
1	16	Summer School Credit Recovery	No	$2,000,000.00	$1,729,895.00
1	17	Standard English Learner Supports	No	$2,178,241.00	$1,726,000.00
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	$46,976,892.00	$47,451,073.00
1	19	Special Education: Base Program	No	$1,057,914,755.00	$853,892,830.00
1	20	Special Education: Extended School Year	No	$0.00	$0.00

1	21	Special Education: Intensive Diagnostic Education Centers (IDEC)	No	$3,472,220.00	$3,598,097.00
1	22	Special Education: Inclusive Practices	No	$36,242,455.00	$33,981,237.00
1	23	Special Education: Special Day Program	No	$235,235,772.00	$226,836,195.00
1	24	Special Education Transition Services	No	$11,109,681.00	$9,817,217.00
1	25	Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	$5,595,248.00	$10,021,026.00
1	26	Districtwide A-G Interventions	Yes	$10,245,659.00	$4,632,352.00
1	27	Diploma Program	Yes	$3,176,672.00	$2,721,445.00
1	28	College Access Program	Yes	$641,837.00	$0.00
1	29	Career Technical Education	No	$22,704,738.00	$17,176,484.00
1	30	Linked Learning	Yes	$1,886,008.00	$2,708,551.00
1	31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	$260,247,214.00	$231,120,157.00
1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Yes	$74,002,090.00	$65,719,722.00
1	33	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	$138,390,941.00	$123,040,464.00
2	1	Safe School Facilities	No	$25,662,171.00	$23,309,426.00
2	2	School Police	No	$64,605,389.00	$64,799,215.00
2	3	Base-Funded School Climate Support Staff	No	$47,173,294.00	$42,528,120.00
2	4	Supplemental School Climate Support Staff	Yes	$12,719,309.00	$11,919,953.00
2	5	Student Health Services	No	$150,543,895.00	$16,462,211.00
2	6	Supplemental Student Health Services	Yes	$16,627,544.00	$13,093,553.00

2	7	Student Athletics Programs	No	$2,469,811.00	$4,085,282.00
2	8	Community Schools Initiative	No	$32,668,116.00	$0.00
2	9	Mental Health and Student Supports	Yes	$1,336,479.00	$1,093,527.00
2	10	Positive Behavior Interventions and Restorative Practices	Yes	$2,642,146.00	$2,287,873.00
2	11	Attendance Interventions	Yes	$7,696,427.00	$7,176,771.00
2	12	School Enrollment Placement and Assessment (S.E.P.A.) Centers	Yes	$1,387,442.00	$1,544,655.00
2	13	FamilySource System	Yes	$2,022,347.00	$1,872,148.00
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	$105,232,428.00	$102,863,405.00
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	$40,543,344.00	$39,630,620.00
2	16	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	$63,700,783.00	$62,266,732.00
3	1	Parent and Family Engagement	No	$851,130.00	$818,687.00
3	2	Translation Services	No	$2,780,149.00	$2,388,662.00
3	3	Technology for Communications and Accessibility	No	$6,189,801.00	$6,599,535.00
3	4	Student Empowerment	Yes	$301,598.00	$282,274.00
3	5	Aligned Strategic Planning and Accountability	Yes	$733,358.00	$818,313.00
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	$35,347,121.00	$32,593,933.00
3	7	SENI Investments to Increase Access to	Yes	$16,298,980.00	$15,029,452.00

		Programs and Supports for Engagement and Collaboration: Middle Schools			
3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	$30,609,865.00	$28,225,662.00
4	1	Assessments and Evaluations	No	$4,577,921.00	$2,829,532.00
4	2	Facilities and Physical Infrastructure	No	$647,286,061.00	$725,124,659.00
4	3	Technology Infrastructure	No	$82,430,154.00	$140,441,240.00
4	4	Budget and Operations	No	$77,978,029.00	$2,642,503.00
4	5	Magnet Schools	No	$45,246,078.00	$41,482,383.00
4	6	Transportation	No	$211,619,806.00	$73,200,977.00
5	1	Recruitment	No	$187,725,274.00	$181,471,209.00
5	2	Teacher Pipeline Support	No	$7,158,161.00	$2,056,766.00
5	3	Beginning Teacher Support	No	$10,455,392.00	$7,984,055.00
5	4	Professional Development	No	$22,121,732.00	$32,706,401.00
5	5	Staff Wellness	No	$66,793,449.00	$415,214,829.00
5	6	High Performance Standards	No	$1,934,654.00	$1,589,391.00
6	1	UTK-12 English Learner Services	Yes	$9,156,807.00	$7,721,661.00
6	2	International Newcomer Supports	Yes	$4,578,403.00	$3,860,831.00
6	3	Potential Long-Term English Learner (PLTEL) Interventions	Yes	$4,578,403.00	$3,860,831.00
6	4	Long-Term English Learner (LTEL) Interventions	Yes	$4,578,403.00	$3,860,831.00
6	5	Multilingual Programs and Pathways and Dual Language Education	No	$1,486,847.00	$2,400,711.00
7	1	BSAP Academic Supports	No	$20,114,990.00	$17,828,538.00
7	2	BSAP Community Partnerships	No	$8,061,603.00	$7,351,166.00
7	3	Development of an African American Studies Course	No	$717,639.00	$322,670.00
7	4	BSAP School Climate &	No	$68,859,530.00	$2,582,212.00

		Wellness Personnel Support			
7	5	BSAP Community-Based Safety Pilots	No	$27,246,239.00	$11,864,455.00
8	1	English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools	No	$4,483,244.00	$2,397,453.00
8	2	Mathematics: Use of Evidence-Based Services and Supports by Identified Schools	No	$3,224,409.00	$1,480,031.00
8	3	English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools	No	$984,267.00	$574,234.00
8	4	Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools	No	$2,782,221.00	$1,026,737.00
8	5	College/Career: Use of Evidence-Based Services and Supports by Identified Schools	No	$5,629,804.00	$1,603,247.00
8	6	Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools	No	$2,938,013.00	$1,495,012.00
8	7	Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools	No	$1,184,978.00	$470,737.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$1,523,593,959.00	$2,212,991,384.00	$1,837,396,133.00	$375,595,251.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	5	Instructional Technology Initiative	Yes	$28,200,819.00	$26,386,893.00	0.00%	0.00%
1	7	Supplemental Arts Education	Yes	$34,605,198.00	$14,615,426.00	0.00%	0.00%
1	9	Supplemental Afterschool Programs	Yes	$8,339,860.00	$8,320,320.00	0.00%	0.00%
1	11	Differentiated Local Supports for Students	Yes	$13,965,319.00	$13,234,756.00	0.00%	0.00%
1	12	School-Level Supports for Individualized Learning	Yes	$1,023,490,890.00	$761,147,942.00	0.00%	0.00%
1	13	Early Education and Universal Transitional Kindergarten	Yes	$193,023,921.00	$176,991,421.00	0.00%	0.00%
1	14	Literacy and Numeracy Interventionist Program	Yes	$856,123.00	$399,625.00	0.00%	0.00%
1	15	Secondary Literacy Supports and Interventions	Yes	$9,255,506.00	$8,881,935.00	0.00%	0.00%
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	$46,976,892.00	$47,451,073.00	0.00%	0.00%
1	25	Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	$5,595,248.00	$10,021,026.00	0.00%	0.00%
1	26	Districtwide A-G Interventions	Yes	$10,245,659.00	$4,632,352.00	0.00%	0.00%
1	27	Diploma Program	Yes	$3,176,672.00	$2,721,445.00	0.00%	0.00%
1	28	College Access Program	Yes	$641,837.00	$0.00	0.00%	0.00%
1	30	Linked Learning	Yes	$1,886,008.00	$2,708,551.00	0.00%	0.00%
1	31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	$260,247,214.00	$231,120,157.00	0.00%	0.00%
1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Yes	$74,002,090.00	$65,719,722.00	0.00%	0.00%

1	33	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	$138,390,941.00	$123,040,464.00	0.00%	0.00%
2	4	Supplemental School Climate Support Staff	Yes	$12,719,309.00	$11,919,953.00	0.00%	0.00%
2	6	Supplemental Student Health Services	Yes	$16,627,544.00	$13,093,553.00	0.00%	0.00%
2	9	Mental Health and Student Supports	Yes	$1,336,479.00	$1,093,527.00	0.00%	0.00%
2	10	Positive Behavior Interventions and Restorative Practices	Yes	$2,642,146.00	$2,287,873.00	0.00%	0.00%
2	11	Attendance Interventions	Yes	$7,696,427.00	$7,176,771.00	0.00%	0.00%
2	12	School Enrollment Placement and Assessment (S.E.P.A.) Centers	Yes	$1,387,442.00	$1,544,655.00	0.00%	0.00%
2	13	FamilySource System	Yes	$2,022,347.00	$1,872,148.00	0.00%	0.00%
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	$105,232,428.00	$102,863,405.00	0.00%	0.00%
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	$40,543,344.00	$39,630,620.00	0.00%	0.00%
2	16	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	$63,700,783.00	$62,266,732.00	0.00%	0.00%
3	4	Student Empowerment	Yes	$301,598.00	$282,274.00	0.00%	0.00%
3	5	Aligned Strategic Planning and Accountability	Yes	$733,358.00	$818,313.00	0.00%	0.00%
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	$35,347,121.00	$32,593,933.00	0.00%	0.00%
3	7	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Yes	$16,298,980.00	$15,029,452.00	0.00%	0.00%

3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	$30,609,865.00	$28,225,662.00	0.00%	0.00%
6	1	UTK-12 English Learner Services	Yes	$9,156,807.00	$7,721,661.00	0.00%	0.00%
6	2	International Newcomer Supports	Yes	$4,578,403.00	$3,860,831.00	0.00%	0.00%
6	3	Potential Long-Term English Learner (PLTEL) Interventions	Yes	$4,578,403.00	$3,860,831.00	0.00%	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	Yes	$4,578,403.00	$3,860,831.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$4,356,838,989.00	$1,523,593,959.00	9.01%	43.98%	$1,837,396,133.00	0.00%	42.17%	$78,858,785.70	1.81%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).