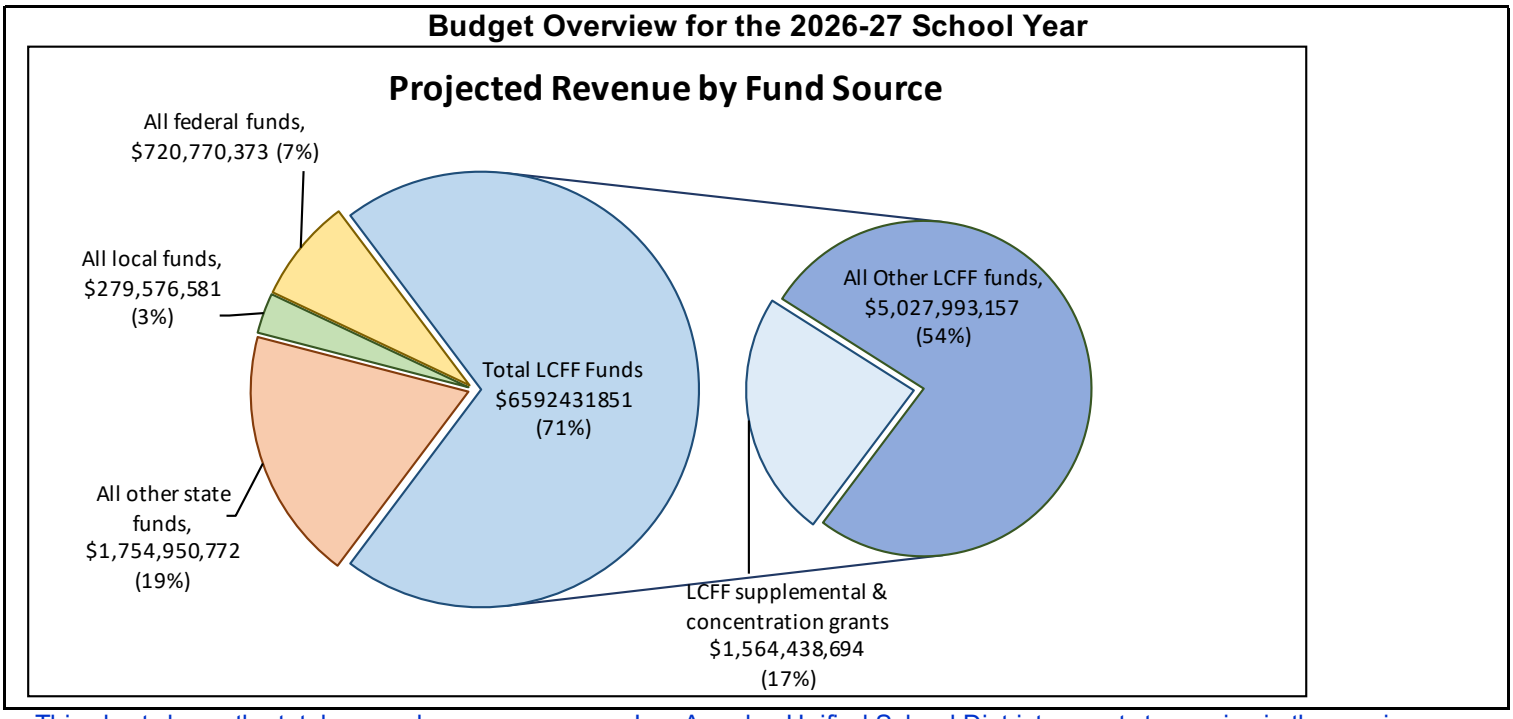
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles Unified School District
CDS Code: 19 64733 0000000
School Year: 2026-27
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).

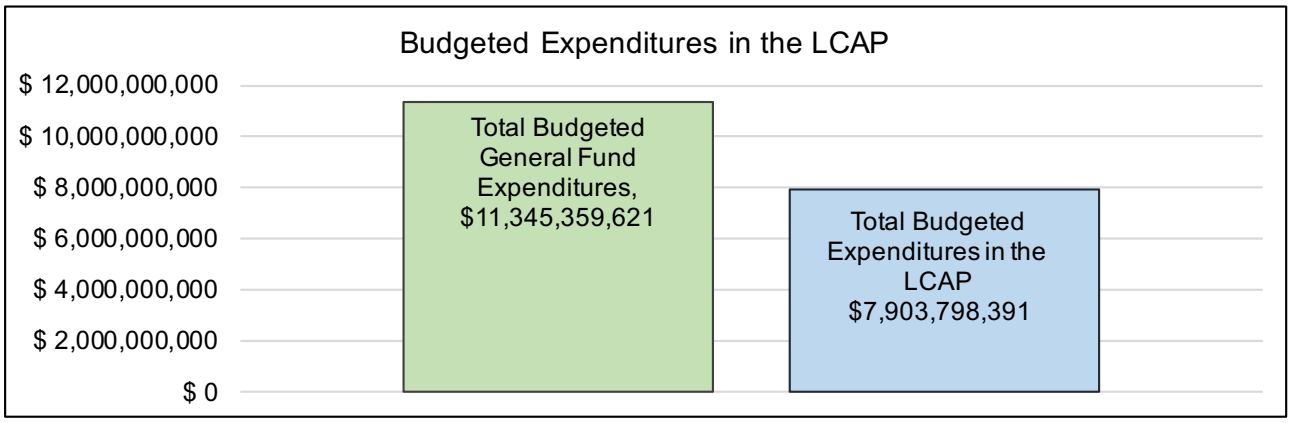


This chart shows the total general purpose revenue Los Angeles Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Unified School District is $9,347,729,577.00, of which $6,592,431,851.00 is Local Control Funding Formula (LCFF), $1,754,950,772.00 is other state funds, $279,576,581.00 is local funds, and $720,770,373.00 is federal funds. Of the $6,592,431,851.00 in LCFF Funds, $1,564,438,694.00 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 2026-27. 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 $11,345,359,621.00 for the 2026-27 school year. Of that amount, $7,903,798,391.00 is tied to actions/services in the LCAP and $3,441,561,230.00 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 LCFF funds for 2026-27 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 2026-27 LCAP includes all LCFF base carryover and ending balances (in addition to supplemental/concentration carryover, as has been the established practice in our District).

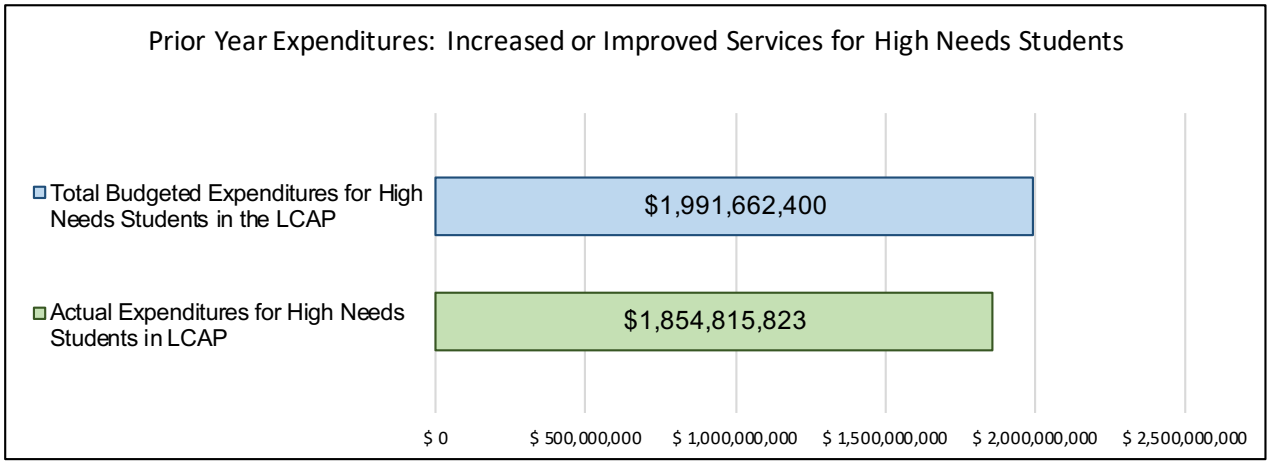
Due to the timing of the ratification of the District's collective bargaining agreements in June 2026 and the LCAP development timeline, the salary increases are not reflected in the planned expenditures. The District is committed to ensuring transparency and will include estimated actual expenditures, including salary increases, as part of the 2026-27 LCAP educational partner engagement process and within LCAP updates.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Los Angeles Unified School District is projecting it will receive $1,564,438,694.00 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 $1,772,331,300.00 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 2025-26



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 2025-26, Los Angeles Unified School District's LCAP budgeted $1,991,662,400.00 for planned actions to increase or improve services for high needs students. Los Angeles Unified School District actually spent $1,854,815,823.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $136,846,577.00 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 2025-26 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 [2026-27]

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") 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 710 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 2025-26, the District served over 549,487 students in Pre-Kindergarten through Adult School. Approximately 86% of our student population are either eligible for free and reduced-price meals, are English Learners, and/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 75,338 students are learning to speak English proficiently and 72.7% of our student population is Latino, 10.0% is White, 7.0% is Black / African American, 3.5% 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 83,000 employees, which includes teachers, substitute 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://communications.lausd.org/apps/pages/index.jsp?uREC_ID=4401650&type=d&pREC_ID=2654752.

During 2025-26, federal immigration enforcement in Los Angeles significantly impacted students, families, and staff in Los Angeles Unified by increasing student anxiety, reducing student attendance and family engagement, and placing additional professional and emotional demands

on educators and staff.

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

In accordance with 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 2024-25 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 91 schools have been identified in 2025-26 as Equity Multiplier-eligible schools to use allocated funding beginning in 2026-27:

Aggeler Community Day	Cheviot Hills Continuation	Harold McAlister High (Opportunity)	Martin Luther King Jr. Elementary	Simon Rodia Continuation
Albert Einstein Continuation	Cimarron Avenue Elementary	Harris Newmark Continuation	Metropolitan Continuation	Stoney Point Continuation
Amelia Earhart Continuation	City of Angels	Henry David Thoreau Continuation	Mission Continuation	Susan Miller Dorsey Senior High
Angel's Gate (Continuation)	Coliseum Street Elementary	Highland Park Continuation	Moneta Continuation	Thomas Riley High
Audubon Middle	Computer Science Virtual Academy	Hillcrest Drive Elementary	Monterey Continuation	Tri-C Community Day
Barack Obama Global Preparation Academy	Crenshaw STEMM	Horace Mann UCLA Community	Mt. Lukens Continuation	View Park Continuation

Belmont Senior High	Dan M. Issacs Avalon High	Independence Continuation	Ninth Street Elementary	Virtual Academy of Business & Entrepreneurship
Berenece Carlson Home Hospital	Dorothy V. Johnson Community Day	Jack London Community Day	Odyssey Continuation	Virtual Academy of Int. Studies/Humanities
Boyle Heights Continuation	Eagle Tree Continuation	Jack London Continuation	Olympic Primary Center	Virtual Academy of the Arts & Entertainment
Boys Academic Leadership Academy	Edwin Markham Middle	Jane Addams Continuation	Owensmouth Continuation	Virtual Academy STEAM
Bret Harte Preparatory Middle	El Dorado Avenue Elementary	John Hope Continuation	Phoenix Continuation	West Athens Elementary
Cal Burke High	Ellington (Duke) High (Continuation)	John R. Wooden High	Pueblo de Los Angeles Continuation	Whitman Continuation
CDS Elementary	Evergreen Continuation	Johnnie Cochran, Jr., Middle	Purche Avenue Elementary	Whitney Young Continuation
CDS Secondary	Forty-Second Street Elementary	Jordan High	Ramona Opportunity High	Will Rogers Continuation
Central High	Frida Kahlo High	La Salle Avenue Elementary	Richard A. Alonzo Community Day	William J. Johnston Community Day
Century Park Elementary	George S. Patton Continuation	Lankershim Elementary	Robert H. Lewis Continuation	William Tell Aggeler Opportunity High
Charles Drew Middle	George Washington Preparatory High	Leadership & Public Service Virtual Academy	Samuel Gompers Middle	Woodcrest Elementary
Charles Maclay Middle	Glen Alta Elementary	Manhattan Place Elementary	San Antonio Continuation	Youth Opportunities Unlimited
				Zane Grey Continuation

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 58.4% in 2024-25, an increase of 2.0% from 2023-24. The District's success is aligned with the adopted District 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 7.3 points on the Smarter Balanced Assessment in English Language Arts to 17.6 points below grade-level standards in 2024-25, up from 24.9 points below in 2023-24. 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 7.6 points on the Smarter Balanced Assessment in mathematics to 22.9 points below grade-level standards in 2024-25, up from 30.5 points below in 2023-24. Grades 6-8 students increased 14.1 points on the Smarter Balanced Assessment in mathematics to 57.8 points below grade-level standards in 2024-25, up from 71.9 points below in 2023-24. 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.

2025 California School Dashboard ("Dashboard") Indicators

- Graduation Rate:
  - Over the past year, Los Angeles Unified maintained a Medium performance level in overall four-year cohort graduation rate at 86.7% in 2024-25, slightly down from 87.0% in 2023-24, as well as increased its four-year cohort graduation rate for most numerically significant student groups.
    - The four-year cohort graduation rate for most student groups increased in 2024-25 from 2023-24.
      - African American/Black: Increased to 87.7% in 2024-25, up from 84.2% in 2023-24.
      - Hispanic/Latino: Decreased to 86.0% in 2024-25, down from 86.7% in 2023-24.
      - English Learners: Decreased to 66.2% in 2024-25, down from 71.0% in 2023-24.
      - Reclassified Fluent English Proficient: Increased to 92.9% in 2024-25, up from 90.9% in 2023-24.
      - Standard English Learners: Increased to 91.0% in 2024-25, up from 88.1% in 2023-24.
      - Low Income: Increased to 87.0% in 2024-25, up from 86.9% in 2023-24.
      - Students with Disabilities: Increased to 77.5% in 2024-25, up from 71.0% in 2023-24.
      - Foster Youth: Increased to 73.6% in 2024-25, up from 68.9% in 2023-24.

        - To foster an increased graduation rate, the District sustains student programs and services outlined in LCAP Goal 1: Academic Excellence, including the ability for students 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 2023-24 and 2024-25 is the increased College/Career Indicator (CCI) of graduates to 54.9% in 2024-25, up from 45.4% in 2023-24. 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 2024-25 from 2023-24.
            - African American/Black: Increased to 46.6% in 2024-25, up from 32.4% in 2023-24.
            - Hispanic/Latino: Increased to 53.4% in 2024-25, up from 44.3% in 2023-24.
            - English Learner: Increased to 26.3% in 2024-25, up from 19.3% in 2023-24.
            - Low Income: Increased to 54.1% in 2024-25, up from 44.1% in 2023-24.
            - Students with Disabilities: Increased to 26.7% in 2024-25, up from 15.9% in 2023-24.
            - Foster Youth: Increased to 28.1% in 2024-25, up from 19.3% in 2023-24.
        - 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.

- Chronic Absenteeism Rate:
    - District Chronic Absenteeism Rate: The overall chronic absenteeism rate decreased to 20.8% in 2024-25, down from 21.9% in 2023-24. The Dashboard indicator measures the percentage of grades TK-8 students who are absent 10% or more instructional days.
        - The chronic absenteeism rate comparing 2024-25 to 2023-24:
            - African American/Black: Declined to 33.2%, down from 34.4% in 2023-24.
            - Hispanic/Latino: Decined to 21.4%, down from 22.7% in 2023-24.
            - English Learner: Declined to 23.1%, down from 23.5% in 2023-24.
            - Low Income: Declined to 22.9%, down from 24.3% in 2023-24.
            - Students with Disabilities: Declined to 27.4%, down from 30.3% in 2023-24.
            - Foster Youth: Declined to 27.1%, down from 27.3% in 2023-24.

- English Language Progress Indicator (ELPI):
    - English Learners who progressed in English Proficiency: The overall rate increased to 51.5% of English Learners in 2024-25, up from 47.5% in 2023-24.

- Suspension Rate:
    - District Suspension Rate: The overall student suspension rate decreased from 2023-24 to 2024-25, 0.4% to 0.3%, and continues to be lower than the state (2.9%) 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 2025 Dashboard, Los Angeles Unified has no areas where All Students are in the lowest performance level rating (i.e., Red). The District did have Foster Youth perform at the lowest level on two Dashboard indicators, as well as English Learners and Long-Term English Learners each perform at the lowest level on one Dashboard indicator:

- Chronic Absenteeism: (1 Student Group)- Foster Youth
- Suspension Rate: (None)
- Graduation Rate: (1 Student Group)- English Learners
- College/Career: (None)
- English Language Arts: (1 Student Group)- Foster Youth
- Mathematics: (None)
- Science: (1 Student Group)- Long-Term English Learners
- English Learner Progress Indicator (ELPI): (None)

Attached to the District's LCAP is Appendix A: Red 2025 Dashboard Indicators with a table displaying the lowest performance level (i.e., Red) ratings for Los Angeles Unified schools within the eight indicators on the 2025 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, Science, and Suspension. Note: The Science Indicator was added to the Dashboard beginning in 2024, moving from seven indicators in 2023 to eight indicators beginning in 2024.

There are 529 District schools with Red designation in 1,706 areas based on the 2025 Dashboard. Appendix A: Red 2025 Dashboard Indicators includes lowest performance ratings for student groups as reported on the California School Dashboard by school. Included are African American/Black, Asian, English Learner, Filipino, Foster Youth, Homeless Youth, Hispanic/Latino, Long-Term English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Multiple Races, and White 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 2025 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 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 2, 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 Practices; 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 Practices; 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 2026-27 SPSAs and TSP plans are in completion and will be made public on the Los Angeles Unified School Directory in August 2026.

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

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, by employing Pupil Services and Attendance (PSA) Counselors, the District supports students' social-emotional well-being, wellness, attendance, and school engagement through case management, family outreach, attendance interventions, home visits, and coordinated re-engagement supports aimed at reducing chronic absenteeism and removing barriers to student success. The District also 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 2024-25 compared to 2023-24.
            - Grades TK-12:
                - Increased to 46.5% in 2024-25 from 44.8% in 2023-24.

- 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 25.8% in 2024-25, down from 28.4% in 2023-24.
    - Grades 6-8:
      - Decreased to 27.5% in 2024-25, down from 28.5% in 2023-24.
    - Grades 9-12:
      - Decreased to 37.0% in 2024-25, down from 37.3% in 2023-24.

Input from Educational Partners

- In the development of the 2026-27 LCAP, our educational partners continued to emphasize that college and career readiness, the focus on LCAP Goal 1: Academic Excellence, is most important to the success of students and their future opportunities. For more information on input from Educational Partners, review the Engaging Educational Partners section of the LCAP.

Learning Recovery Emergency Block Grant (LREBG)

In August 2025, the District received $35,584,611 in new LREBG funds from the state and expended the funds during the 2025-26 school year under Goal 1, Action 2: School Staffing and Operations and Goal 2, Action 5: Base-Funded Student Health Services based on the completed District needs assessment and educational partner feedback.

LREBG funds are non-LCFF funds given to school districts, county offices of education, and charter schools in the effort to assist students recover academically and emotionally from pandemic-related disruptions. Under LREBG guidelines, the District can spend funds on specific learning recovery activities including academic supports, student well-being, and graduation and progress support.

The District's LREBG Needs Assessment completed in 2024-25 highlighted two areas for growth and investment: chronic absenteeism and grade level proficiency in English Language Arts (ELA) and mathematics.

- **Chronic Absenteeism**:
  - Based on the 2024 California School Dashboard, 624 schools serving grades K-8 students had one or more student groups in the Very High or High status levels for chronic absenteeism. Across the District, the below listed student groups had Very High or High status levels for Chronic Absenteeism.

Student Group	Indicator	Status Level	Student Count
All Students	CHRO	Very High	278,500
African American/Black	CHRO	Very High	20,962

American Indian or Alaska Native	CHRO	Very High	190
English Learner	CHRO	Very High	74,722
Filipino	CHRO	High	4,615
Foster Youth	CHRO	Very High	2,671
Homeless Youth	CHRO	Very High	10,476
Latino	CHRO	Very High	209,679
Long-Term English Learner	CHRO	Very High	6,062
Pacific Islander	CHRO	Very High	450
Socioeconomically Disadvantaged	CHRO	Very High	234,101
Students with Disabilities	CHRO	Very High	46,466
Two or More Races	CHRO	Very High	11,593
White	CHRO	High	22,064

- In completing the needs assessment, the District identified a need to expand student health services based on the rates of chronic absenteeism. Goal 2, Action 2.05: Base-Funded Student Health Services funds services and resources to support the health of all students, including health assessments, immunizations, referrals to medical, dental, vision, as well as mental health counseling at schools with student groups in the Dashboard status levels of Very High or High for Chronic Absenteeism. The LREBG funds support services to address and reduce chronic absenteeism of students at identified schools. Action 2.05 aligns with allowable fund uses in Area C: “Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services”, or “programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.”

- **English Language Arts (ELA)**
  - Based on the 2024 California School Dashboard, 729 schools had one or more student groups in the Very Low or Low Status levels for ELA. Across the District, the below listed student groups had Very Low or Low status levels for ELA.

Student Group	Indicator	Status Level	Student Count

All Students	ELA	Low	185,923
African American/Black	ELA	Low	13,448
American Indian or Alaska Native	ELA	Low	127
English Learner	ELA	Very Low	56,760
Foster Youth	ELA	Very Low	1,243
Homeless Youth	ELA	Very Low	4,631
Latino	ELA	Low	143,393
Long-Term English Learner	ELA	Very Low	6,461
Pacific Islander	ELA	Low	361
Socioeconomically Disadvantaged	ELA	Low	157,943
Students with Disabilities	ELA	Very Low	30,142

- **Mathematics**
  - Based on the 2024 California School Dashboard, 704 schools had one or more student groups in the Very Low or Low status levels for mathematics. Across the District, the below listed student groups had Very Low or Low status levels for mathematics.

Student Group	Indicator	Status Level	Student Count
All Students	MATH	Low	187,242
African American/Black	MATH	Low	13,420
American Indian or Alaska Native	MATH	Low	127
English Learner	MATH	Very Low	58,314
Foster Youth	MATH	Very Low	1,236
Homeless Youth	MATH	Very Low	5,016

Latino	MATH	Low	144,369
Long-Term English Learner	MATH	Very Low	6,418
Pacific Islander	MATH	Low	360
Socioeconomically Disadvantaged	MATH	Low	159,223
Students with Disabilities	MATH	Very Low	30,005

- In completing the needs assessment, the District identified a need to increase targeted math instruction based on the Dashboard results. Goal 1, Action 1.02: School Staffing and Operations funds instructional staff including teachers assistants and instructional aides focused on numeracy and math instruction to close learning gaps at schools with student groups in the Dashboard status levels of Very Low or Low for Mathematics. The LREBG funds support services to increase grade-level Mathematics proficiency of targeted student groups at identified schools. Action 1.02 aligns with allowable fund uses in Area B: "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff or by providing professional development and coaching on the Mathematics Framework for California Public Schools grades K-12."

- LREBG Allocation for 2026-27:
  - The state LREBG allocation for the 2026-27 school year is expected to be released in August 2026. The District's allocation will likely be the same amount of allocation as 2025-26; $35,584,611. Based on the completed needs assessment and continued focus of our educational partners on increased academic proficiency in ELA and math, as well as decreased chronic absenteeism and better student attendance, the District will continue in 2026-27 to use LREBG funds in goal actions 2.05: Base-Funded Student Health Services and 1.02: School Staffing and Operations.

Reflections: Technical Assistance

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

On the 2025 California School Dashboard ("Dashboard"), Los Angeles Unified was identified for technical or differentiated assistance for the Foster Youth student group due to lowest performance (Red) in Chronic Absenteeism and English Language Arts. The Foster Youth student group also received an Orange performance level in Mathematics. The District is in its first year of differentiated assistance due to Foster Youth performance on the Dashboard indicators.

District personnel attended the Differentiated Assistance conference on February 4-6, 2026 organized by the Los Angeles County Office of Education. The conference provided District staff the chance to exchange ideas and collaborate with fellow educators from across Los Angeles County in order to guide District initiatives aimed at improving outcomes for Foster Youth as well as all student groups on Dashboard indicators.

The District will continue to implement actions that prioritize targeted and differentiated supports for foster youth 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; Goal 1, Action 15: Secondary Literacy Supports and Interventions; Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness; Goal 2, Action 6: Supplemental Student Health Services; Goal 2, Action 9: Positive Behavior Interventions and Restorative Practices; and Goal 2, Action 10: Attendance Interventions.

In 2025-26, the District has continued to provide wraparound services for foster youth, including mental health, attendance interventions, and academic supports, to improve student attendance and academic outcomes. The Foster Youth Achievement Program continues to be implemented by the District which pairs foster youth with counselors to help the students meet their educational needs, among additional actions by the District outlined in the stated goal actions focused on providing specific and tailored supports for individual foster youth.

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."

In 2026-27, 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 2025, the California Department of Education (CDE) updated the list of schools continuing to be identified for Comprehensive Support and Improvement (CSI). For 2026-27 implementation, the total number of CSI schools in LAUSD is 28. This represents a decrease in the total number of schools identified for CSI compared to the prior year, as all 4 CSI Low Performing schools met exit criteria. For this year, Los Angeles Unified only has schools in the CSI Low Graduation category. As this was not a CSI identification year, no new CSI sites were identified.

Below are the 28 CSI schools identified for low-graduation. 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)

Support for Identified Schools

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

LAUSD 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, LAUSD aligned additional resources to provide supplemental supports and resources to CSI schools to support ongoing improvement and student achievement.

LAUSD 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 regional 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 regional 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 stakeholders.

Comprehensive Needs Assessment: The LAUSD 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, LAUSD 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, our Whole Child Integrated Data System, ELPAC, student grades, and more.
Our 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: LAUSD 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, LAUSD provides

guidance and training at multiple levels of the organization. Further, the Strategic Data and Evaluation Branch assesses 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. Regional 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.

Training for Principals and Regional Staff and Ongoing Guidance: All CSI principals were notified of the status in January 2026 (the state release of the list occurred at the start of LAUSD's winter recess). LAUSD provided the toolkit with a recorded training module and offered office hours for principals of CSI schools in January 2026 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 regional 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 LAUSD is approximately $18.3 million to support CSI school improvement efforts. This amount was not available to LAUSD in time for our earlier budget development cycle, and was notably higher than previous years, even though there were 4 fewer schools in CSI. LAUSD provided an initial allocation to CSI schools based on an estimated amount determined in consultation with the California Department of Education. 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 education 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 will consider increasing supports and/or services that will benefit identified schools and is considering the feasibility, needs data and cost. 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). LAUSD is providing the following additional Tier 2/Tier 3 resources to support student learning opportunities for students, including those attending CSI schools in Summer 2026 or during the 2026-27 school year:

- Summer Term: To create ongoing learning opportunities for at-risk students over the summer, LAUSD offers 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 graduation will be eligible to receive for 2026-27 include:
    - Academic Counseling: Given the high number of alternative schools that are qualifying for CSI due to low graduation, LAUSD uses CSI grant funds to ensure that CSI continuation schools will have two additional days (beyond the norm) of academic counselor time to support students' academic needs. This was based on historical discussions of resource inequities and needs of options schools.
    - Psychiatric Social Worker (PSW): Given the high needs of students attending CSI schools and the high amount of the CSI grant for SY2026-27, LAUSD will provide supplemental PSW time.

Lastly, LAUSD has prioritized additional supports for schools with low performance based on LAUSD-determined criteria (i.e., LAUSD "Priority" schools). Priority schools, one of which is still 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 provides 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.

LAUSD 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 LAUSD will monitor and evaluate the implementation of effectiveness of the CSI plans:

- Regional staff and the Office of Virtual Academy and Educational Options Schools 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 Regional 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 regional 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, LAUSD 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 plan implementation part way through the year alongside regional staff. Additionally, CSI schools supported by the Office of Virtual Academy and Educational Options Schools or the Educational Transformation Office will participate in data digs to review progress, assess impact, and commit to next steps.

- 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 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 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 district-wide 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 22-23 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 2021-2022, LAUSD launched the Executive Dashboard to support the Superintendent's Office, central office executives, and regional 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 ELA and Math summative assessments, CAST summative assessment, ELPAC, Elementary Marks, GPA, graduation on-track status, CSU/UC 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 regional 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 regional 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 collaborated with the Region Family and Community Engagement (FACE) teams and various District departments to present LCAP goals and actions across the District's Regions—North, South, East, and West—throughout the school year. The Region LCAP Ambassador meetings were publicized through Region communications to educational partners and in District forums. These presentations provided each Region with the opportunity to highlight key actions and services, share Region-specific data, dialogue with educational partners, and allow content experts to discuss the Regions' work. Each 1.5-hour session included a Question and Answer segment and gave participants the opportunity to share insights as the District developed its 2026-27 LCAP. Spanish translation and interpretation were also provided at every meeting, which were held in both in-person and virtual formats. 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; LCAP Goal 8 - Equity Multiplier Funding ○ September 24, 2025: Region South ○ October 13, 2025: Region North ○ October 16, 2025: Region East ○ October 17, 2025: Region West ● LCAP Topics: LCAP Goal 1 - Academic Excellence; LCAP Goal 2 - Joy and Wellness ○ October 24, 2025: Region South ○ December 1, 2025: Region North

Educational Partner(s)	Process for Engagement
	○ December 4, 2025: Region East ○ November 14, 2025: Region West ● LCAP Topics: LCAP Goal 5- Investing in Staff; LCAP Goal 6- English Learner Supports; LCAP Goal 7- Black Student Achievement Plan ○ February 12, 2026: Region North ○ January 22, 2026: Region South ○ February 26, 2026: Region East ○ March 20, 2026: Region West Attendees at the Region-level LCAP engagement meetings included parents and families, community partners, 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 LCAP survey. The Districtwide LCAP survey captured anonymous feedback, allowing the District to track demographic information by Region, including the participants' affiliation to Los Angeles Unified to facilitate analysis of feedback. 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 highlights the feedback and input from educational partners across the District in the development of the District's LCAP through the same Districtwide LCAP survey used at the Region LCAP Ambassador meetings.
Parents, Students, Teachers, Principals, Administrators, Other School Personnel, Community Partners and the General Public	Regular Board Meetings: The Los Angeles Board of Education's ongoing work on budget planning and monitoring actions including school safety, facilities, early education, and student academic performance has helped shape the development and implementation of the District's Local Control and Accountability Plan (LCAP), aligning it with the District's 2022-26 Strategic Plan. The following presentations from District Board of Education meetings are a sample of materials aligned to LCAP actions and the Board adopted Strategic Plan: ● September 16, 2025: 2024-25 Unaudited Actuals

Educational Partner(s)	Process for Engagement
	○ 2024-25 Unaudited Actuals Presentation; Spanish ● November 4, 2025: Fiscal Stabilization Plan Updates ○ Fiscal Stabilization Plan Updates Presentation; Spanish ● November 18, 2025: Superintendent's Report ○ Superintendent's Report Presentation; Spanish ● December 16, 2025: 2025-26 First Interim Financial Report ○ FY 2026 First Interim Financial Report Presentation; Spanish ● January 20, 2026: Fiscal Update ○ Fiscal Update Presentation; Spanish ● January 20, 2026: Budget Update: Governor's Budget ○ Budget Update: Governor's Budget Presentation; Spanish ● January 27, 2026: Annual Comprehensive Financial Report (ACFR) ○ Annual Comprehensive Financial Report (ACFR) Presentation; Spanish ● February 17, 2026: Staffing and Resource Alignment ○ Staffing and Resource Alignment Presentation; Spanish ● February 24, 2026: 2025-26 Mid-Year Update of the Annual LCAP ○ Mid-Year Update of the Annual LCAP Update Presentation; Spanish ● February 24, 2026: Fiscal Update ○ Fiscal Update Presentation; Spanish ● March 10, 2026: Fiscal Year 2025-26 Second interim Financial Report ○ Fiscal Year 2025-26 Second interim Financial Report Presentation; Spanish ● April 28, 2026: Fiscal and Program Update ○ Fiscal and Program Update; Spanish ● April 28, 2026: Social Emotional Learning (SEL) Goal and Target ○ SEL Goal/Target for 2026-2030 Strategic Plan; Spanish ● May 19, 2026: May Revision Overview ○ May Revision Overview; Spanish ● May 21, 2026: Proposed FY 2026-27 Fiscal Stabilization Plan ○ Proposed FY 2026-27 Fiscal Stabilization Plan; Spanish The Board of Education held a public hearing of the 2026-27 draft LCAP and the District budget at the Tuesday, June 16, 2026 Board meeting. The 2026-27 LCAP and District budget adoption by the Board of Education was held on Tuesday, June 23, 2026.
Students	The LCAP team collaborated with the District's Student Empowerment Unit to provide students with opportunities to share feedback and input on the District's LCAP. The year-long collaboration with the LCAP team presenting to District student advisory committees and the Superintendent's Student

Educational Partner(s)	Process for Engagement
	Advisory Council gathered feedback. Students primarily focused their feedback on school safety, curriculum development, communication strategies, student engagement, and focus on the use of technology in the classroom. Students provided feedback during school-level meetings and forums, including District-level forums, through the Districtwide LCAP survey. In the following meetings, students were provided with additional opportunities to provide input on the development of the District's 2026-27 LCAP. The Superintendent's Student Advisory Council serves as the District's LCAP student advisory committee and presented LCAP comments and recommendations at the LCAP and District budget public hearing at the June 16, 2026 Board of Education meeting. ● August 1, 2025: Superintendent's Student Advisory Council ● August 7, 2025: International Relations Student Advisory Council ● August 16, 2025: Asian Pacific Student Advisory Council ● September 22, 2025: Superintendent's Student Advisory Council ● October 11, 2025: Superintendent's Student Advisory Council ● October 20, 2025: Superintendent's Student Advisory Council ● November 10, 2025: Asian Pacific Student Advisory Council ● November 11, 2025: Superintendent's Student Advisory Council ● November 18, 2025: Gifted And Talented Education Student Advisory Council ● December 6, 2025: Superintendent's Student Advisory Council ● April 11, 2026: Superintendent's Student Advisory Council ● May 9, 2026: Superintendent's Student Advisory Council The Superintendent's Student Advisory Council serves as the District's student advisory committee and presented LCAP comments and recommendations at the June 12, 2026 Board of Education meeting. In addition, on the Districtwide Community LCAP survey, 4,276 participants identified as students. The 4,276 student participants represent a 24% increase, up from 3,450 student participants in 2024-25.
Community Partners	In 2025-26, the District engaged 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

Educational Partner(s)	Process for Engagement
	individual community members identified priority areas, such as social and emotional support, parental and community engagement, educational resources and support, teacher and staff support, school safety and environment and equitable education. 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: ● September 17, 2025: Overview of the Local Control and Accountability Plan (LCAP); LCAP Alignment to the District's 2022-26 Strategic Plan; Modern Budget Tool for Student Achievement. ● November 5, 2025: Local Control Funding Formula (LCFF); Student Equity Needs Index (SENI); Budgeting for Equity Need; Engagement on the District's Fiscal Stabilization Plan. ● February 18, 2026: Community-Voices on the Next Strategic Plan and 2026-27 Vision. ● March 25, 2026: Overview of the Mid-Year Update of the Annual Update 2025-26. ● April 23, 2026: Community Partner input into the District's School Experience Survey; Overview of Annual LCAP Update & Looking to 2026-27. ● May 20, 2026: Overview of the 2025-26 Local Control and Accountability Plan (LCAP) Annual Update. ● June 3, 2026: Proposed 2026-27 District Fiscal Stabilization Plan/California State Budget Updates; Impact on Los Angeles Unified ● June 10, 2026: Proposed 2026-27 District Fiscal Stabilization Plan/California State Budget Updates; Impact on Los Angeles Unified ● June 17, 2026: Overview of the 2026-27 Local Control and Accountability Plan (LCAP). In addition, the Districtwide Community LCAP survey had 188 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 2025-26 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 2026-27 LCAP via a designated survey for the District level committees, which allowed members to provide insight and prioritize feedback. The PAC primarily focused their feedback on English Learner supports, parent and community engagement, resource allocation and budgeting, safety and school climate, and curriculum and instruction.

Educational Partner(s)	Process for Engagement
	• October 23, 2025: The LCAP team provided an overview of the purpose of the Parent Advisory Committee (PAC), including an overview of the LCAP; Comment development process; State's Local Control Funding Formula (LCFF) and the District's use of Student Equity Needs Index (SENI) funding; LCAP Engagement. • November 13, 2025: The LCAP team with the Office of Data and Accountability (ODA) completed a presentation on the California School Dashboard; Review of Districtwide 2025 Smarter Balanced Assessment (SBA) results in comparison to prior year results. • December 11, 2025: The LCAP team with the Division of Instruction (DOI) developed a presentation on Instructional Strategy; Numeracy Grades Kindergarten-12; Literacy Grades Kindergarten-12; Science Grades Kindergarten-12. • January 29, 2026: The LCAP team with the Finance Division developed a presentation on School budgeting; District budgeting; State budgeting. • February 19, 2026: The LCAP team with the Division of School Operations (DSO) developed a presentation on Student Support and Attendance Services; Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP). • March 12, 2026: The PAC membership engaged in a collaborative process to develop comments and recommendations towards the LCAP, incorporating feedback gathered throughout PAC meetings. The process included presentations from the LCAP team on the Overview of the LCAP, LCFF, SENI funding, the Mid-Year Annual LCAP Update, and LCAP engagement. PAC members also received presentations from the Office of Data and Accountability (ODA) on the California Dashboard and the Smarter Balanced Assessments (SBA); from the Division of Instruction (DOI) on numeracy, literacy, and science; from the Finance Division on school, District, and State budgets; and from the Division of School Operations (DSO) on attendance services, as well as schoolwide Positive Behavior Interventions and Supports (PBIS) and Restorative Practices. Additional feedback was collected through a member-specific LCAP survey, which helped inform identified priorities. • April 23, 2026: The LCAP team developed a summary presentation on the District's Equity Multiplier Focus Goal and the Learning Recovery Emergency Block Grant (LREBG) reviewing previously discussed information. Specific focus on funded actions within LCAP Goal 8: Equity Multiplier Focus Goal and LREBG. During the April 23rd meeting, the PAC finalized comments

Educational Partner(s)	Process for Engagement
	and recommendations towards the development of the 2026-27 LCAP, which includes comments for the Superintendent. Additionally, the LCAP team hosted three PAC LCAP Study Sessions to further support the work of PAC members. These sessions were offered in addition to the regular PAC meetings to help deepen the understanding of key LCAP components. Furthermore, the sessions included opportunities for questions and answers and were recorded for convenience of later viewing. ● November 6, 2025: Review Adopted 2025-26 LCAP, including goal actions and planned expenditures. ● November 12, 2025: Understanding Correlation and Causation in our District's LCAP ● November 19, 2025: LCAP Comment Development: How to Give Effective Feedback / Recommendations At the June 12, 2026 Board of Education meeting, the PAC presented comments and recommendations for the LCAP. In addition, the Districtwide Community LCAP survey, 8,070 participants identified as parents or family members. 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 2025-26 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 2026-27 LCAP via designated survey for the District level committees, which allowed members to provide insight and prioritize feedback. The DELAC primarily focused their feedback on English Learner supports, parent involvement, school safety and security, resource allocation, and bilingual and dual language programs. ● October 1, 2025: Virtual Academy DELAC Elections ● October 6, 2025: Region East DELAC Elections ● October 8, 2025: Region West DELAC Elections ● October 9, 2025: Region South DELAC Elections

Educational Partner(s)	Process for Engagement
	• October 10, 2025: Region North DELAC Elections • October 17, 2025: The LCAP team provided an overview of the purpose of the District English Learner Advisory Committee (DELAC), at the member orientation meeting, including an overview of the LCAP; the State's Local Control Funding Formula (LCFF); and LCAP engagement. • November 20, 2025: The LCAP team provided an overview of the purpose of the District English Learner Advisory Committee (DELAC), including an overview of the LCAP, comment development process, State's Local Control Funding Formula (LCFF) and the District's use of Student Equity Needs Index (SENI) funding; LCAP Engagement. • April 9, 2026: The LCAP team provided a refresher of the LCAP; Overview of the 2025-2026 Mid-Year Update of the Annual Update; Equity Multiplier Focus Goal (LCAP Goal 8) and the Learning Recovery Emergency Block Grant (LREBG). The DELAC membership engaged in a collaborative comment development process, incorporating the feedback that was collected through the DELAC member-specific LCAP survey feedback and priorities addressing LCAP Goals. • April 30, 2026: The LCAP team continued the collaboration with DELAC membership from the April 9, 2026 meeting on finalizing comments and recommendations for the 2026-27 LCAP, including planning for the June 16, 2026 DELAC presentation to the District's Board of Education. • May 21, 2026: The LCAP team built on prior sessions held throughout the year, during which DELAC members received foundational overviews of the LCAP, LCFF, and funding priorities while strengthening their advisory role. This meeting focused on preparing DELAC for their presentation to the Board of Education at the June 16, 2026 Public Hearing. Additionally, the LCAP team hosted a DELAC LCAP Study Session to further support the work of DELAC members. This session was offered in addition to the regular DELAC meetings to help deepen the understanding of key LCAP components. Furthermore, the session included opportunities for questions and answers and were recorded for convenience. • March 19, 2026: LCAP Comment Development: How to give effective feedback / recommendations

Educational Partner(s)	Process for Engagement
	At the June 16, 2026 Board of Education meeting, the DELAC, presented comments and recommendations for the LCAP at the Public Hearing for the LCAP and District budget. In addition, on the Districtwide Community LCAP survey, 8,070 participants identified as parents or family members.
Labor Partners	While developing the 2026-27 LCAP, the LCAP team collaborated with our Labor Partners to make sure a wide range of perspectives were included in shaping and 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 12, 2026 and May 14, 2026. These sessions provided an opportunity for input and discussion, helping to refine the goals and actions for the 2026-27 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 2026-27 LCAP; providing awareness and opportunity for feedback on Districtwide initiatives; and an opportunity for collaboration. • September 26, 2025: Modern Budget Tool for Student Achievement; Mid-Year 2025-26 Annual LCAP Update; Equity Multiplier Reports; We are One campaign; School Experience Survey; Smarter Balanced Assessment; Key performance LCAP indicators; English Learner targets; Initial ELPAC. • November 7, 2025: A Review of the District's Strategic Plan Year 3 Report; Priority schools; Dashboard indicator updates; Inclusivity Training for Schools; English Learner data. • December 12, 2025: Differentiated Assistance criteria; Review State identifications; CA School Dashboard Results; California School Dashboard English Learner Progress Indicator (ELPI) results. • January 30, 2026: College/Career Indicator; District Goals; Strategic Plan Year 3 Results; Review School Identifications for CSI, ATSI, 2025 School Experience Survey results, Region Family Resource Fairs, SENI menu items; ELPAC Testing and Pathway to Biliteracy, State Seal of Biliteracy.

Educational Partner(s)	Process for Engagement
	• March 13, 2026: Equity Multiplier Funding for 2026-2027; Beyond 2026 Strategic Plan Engagement; Updates on School Experience Survey and Smarter Balanced Assessment (SBA); Family and Community Engagement, including District level committees and Ambassador programs and Microcredentials; Professional Development opportunities for Teachers of Long-Term English Learners with Disabilities; TK-12 Dual Language Education. • April 17, 2026: Updates on Beyond 2026 Strategic Plan, LCAP timeline; Middle-of-Year data; 2025 Multilingual Multicultural Master Plan; Graduation Dashboard. • May 29, 2026: Strategic Plan End-of-Year Reporting; Draft 2026-27 LCAP; 2026-27 Targeted Student Population (TSP) plan updates; 2025-26 School Experience Survey results.
Special Education Local Plan Area (SELPA) Administrator Engagement	Throughout 2025-26, 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 gathered input to inform our District's special education program through monthly meetings, beginning in August 2025, 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	The District-wide LCAP survey was utilized to receive valuable feedback and input from our educational partners, e.g, parents, students, staff. The online engagement platform allowed participants to input anonymous feedback as well as the ability to engage with each other by rating and prioritizing comments and thoughts at any point from August 2025 through May 2026 at the participants convenience. 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 2026-27 LCAP and the implementation of the aligned District Strategic Plan. The digital forum generated 99,192 ratings on 6,265 comments from 16,908 participants, as of May 4, including: • 8,070 parents / family members • 4,276 students • 2,050 staff members

Educational Partner(s)	Process for Engagement
	The 4,276 participants identified as students. The 4,276 student participants represent a 24% increase, up from 3,450 in 2024-25.
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 2026-27 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 91 eligible District schools. In addition, please see the District's Equity Multiplier Funding webpage: www.lausd.org/EMF With the State's November 2025 release of the 2025 California School Dashboard results, the 91 Equity Multiplier eligible District schools met with educational partners in various school-level forums including Local School Leadership Councils beginning in winter 2026 to review student performance data by student group within Dashboard Indicators- Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, College/Career, English Language Arts, and Mathematics. Equity Multiplier eligible schools received budget allocation notices in spring 2026 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 continued 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, 16,908 partners participated through the District's LCAP survey, generating 6,265 comments and providing 99,192 ratings.

The comments and ratings in 2025-26 from our educational partners highlighted key themes related to safety and security, support and resources for students, teacher and staff support, and parental and community involvement.

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

Student Engagement

The District collected student input through advisory council meetings and school-based forums, and incorporated the most highly rated suggestions that aligned with LCAP goals into the District's LCAP. The responses emphasized the need for Los Angeles Unified to enhance mental health support, school safety, desire for engaging and diverse curriculum and courses, college and career readiness programs, expansion of extracurricular and arts among additional responses, as themed in the below by LGAP goal:

- LCAP Goal 1: Academic Excellence
  - Strong support for tutoring (in-person, after-school) and to continue to ensure afterschool tutoring, especially for students with low-income backgrounds, foster youth, and English learners (addressed in Goal 1 Action 8: Base-Funded Afterschool Programs; Goal 1, Action 9: Supplemental Afterschool Programs).
  - Desire for more arts integration and enrichment (addressed in Goal 1 Action 6: Base-Funded Arts Education; Goal 1 Action 7: Supplemental Arts Education).

- LCAP Goal 2: Joy and Wellness
  - Increased access to mental health services and access to counseling for students (addressed in Goal 2, Action 8: Mental Health and Student Supports).
  - Improving school safety and school climate (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
  - Expanded student engagement opportunities, including increased student leadership opportunities (addressed in Goal 3, Action 4: Student Empowerment).

- LCAP Goal 4: Operational Effectiveness
  - Provide additional efficient transportation routes (addressed in Goal 4, Action 6: Transportation).
  - Improve maintenance and sanitation at school facilities (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure).

- LCAP Goal 5: Investing in Staff
  - Ensure ongoing professional development and coaching (addressed in Goal 5, Action 3: Beginning Teacher Support; Action 4: Professional Development).
  - Improve hiring and developing educators who reflect the student demographics (addressed in Goal 5, Action 1: Recruitment and Staffing).

- LCAP Goal 6: English Learner Supports
  - Increase support for Newcomers, PLTEL, and LTEL students (addressed in Goal 6, Action 2: International Newcomer Supports; Action 3: Potential Long-Term English Learner (PLTEL) Interventions; Action 4: Long-Term English Learner (LTEL) Interventions).

- Expand dual language program offerings (addressed in Goal 6, Action 5: Dual Language Education).

- LCAP Goal 7: Black Student Achievement Plan Implementation
  - Increase community partnerships (addressed in Goal 7, Action 2: Community Partnerships).
  - Continue culturally responsive courses and materials (addressed in Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy and Action 3: Development of an African American Studies Course).

Parent, Family, and Community Engagement

Los Angeles Unified gathered feedback from the districtwide LCAP survey 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
  - Emphasized the need for smaller class sizes (addressed in Goal 1, Action 2: School Staffing and Operations).
  - Highlighted the need for additional teacher assistants and instructional aides (addressed in Goal 5, Action 1: Recruitment).
  - Sustain the supports for academic recovery such as summer credit recovery (addressed in Goal 1, Action 16: Summer School Credit Recovery), and A-G counseling so students are college-ready(addressed in Goal 1, Action 26: Districtwide A-G Interventions).
  - Maintain schools' supports for career and technical education (addressed in Goal 1, Action 2: School Staffing and Operations; Goal 1, Actions 28: Career Technical Education (CTE)).
  - Support arts education (addressed in Goal 1, Action 6: Base-Funded Arts Education; Goal 1, Action 7: Supplemental Arts Education) and afterschool programming (addressed in Goal 1, Action 8: Base-Funded Afterschool Programs; Goal 1, Action 9: Supplemental Afterschool Programs).

- LCAP Goal 2: Joy and Wellness
  - Strong interest for mental health services (addressed in Goal 2, Action 8: Mental Health and Student Supports; Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools; Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools), antibullying enforcement (addressed in Goal 2 Action 3: Base-Funded School Climate Support Staff) and support for additional student health services (addressed in Goal 2 Action 5: Student Health Services).
  - Provide additional support addressing safety (addressed in Goal 2, Actions 1-4) and restorative practices (addressed in Goal 2, Action 9: Positive Behavior Interventions and Restorative Practices).

- LCAP Goal 3: Engagement and Collaboration
  - Desire for consistent, transparent, bilingual communication (addressed in Goal 3, Action 3: Technology for Communications and Accessibility; Goal 3 Actions 6-8: SENI Investments to increase access to programs and support for engagement and collaboration).

    - Use of school Parent centers, Coffee with the Principal events, and multi-channel engagement efforts, including LCAP Ambassador meetings, were identified as effective and positively received strategies for fostering engagement (addressed in Goal 3, Action 1: Parent and Family Engagement; Goal 3, Action 5: Aligned Strategic Planning and Accountability).

- LCAP Goal 4: Operational Effectiveness
    - Concerns related to supply shortages, facility conditions (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure); inconsistent transportation services for students (addressed in Goal 4, Action 6: Transportation).
    - Interest in strengthening safety infrastructure (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure).

- LCAP Goal 5: Investing in Staff
    - Emphasis on retaining teachers and staff (addressed in Goal 5, Action 1: Recruitment) and mentorship support for new teachers (Goal 5, Action 3: Beginning Teacher Support).
    - Maintain high-quality instruction and staffing (addressed in Goal 5, Actions 1-6).

- LCAP Goal 6: English Learner (EL) Supports
    - Increased EL tutoring, bilingual aides, designated and integrated ELD and dual language (addressed in Goal 6, Actions 1-5).
    - Requests for better language access (e.g., Chinese, Spanish) and clearer reclassification pathways (addressed in Goal 6, Action 1: K-12 English Learner Services)
    - Maintain PLTEL/LTEL interventions (addressed in Goal 6, Action 3: Potential Long-Term English Learner (PLTEL) Interventions, Goal 6, Action 4: Long-Term English Learner (LTEL) Interventions), newcomer supports (addressed in Goal 6, Action 2: International Newcomer Supports) and dual language (addressed in Goal 6, Action 5: Dual Language Education).

- LCAP Goal 7: Black Student Achievement Plan (BSAP) Implementation
    - Continued representation, equity, Black history teaching, and culturally responsive practices; ensure safe, welcoming climates and addressing harassment/bullying (addressed in Goal 7, Action 1: BSAP Academic Supports).
    - Maintain BSAP's academically focused supports, wellness staffing, community partnerships, and African American Studies courses (addressed in Goal 7, Actions 1-4).

- LCAP Goal 8: Equity Multiplier Funding Focus Goal
    - The Equity Multiplier and SENI were recognized as effective in providing targeted resources to support operations at high-need school sites.

During 2025-26, the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) provided valuable feedback through formal meetings, dedicated LCAP survey for the PAC and a robust comment development session. Their input emphasized the importance of strengthening parent and community engagement, continue to boost operational transparency and fiscal accountability, upgrade campus facilities, safety and transportation, expand student safety and wellness supports, deepen academic intervention, enhance English Learners supports, continue to elevate Black Student Achievement Plan efforts, , broaden enrichment and streamline the volunteer

and community partnership infrastructure. 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:
    - Reduce class sizes and increase adult support—especially in TK–5 (addressed in Goal 1, Action 2: School Staffing and Operations).
    - Expand intervention for after-school, Saturday, and summer tutoring (addressed in Goal 1, Action 16: Summer School Credit Recovery), A-G counseling (addressed in Goal 1, Action 26: Districtwide A-G Interventions).
    - Increase access to after-school sports, music, arts, field trips, and extracurricular programs for all grade spans (addressed in Goal 1, Action 6: Base-Funded Arts Education; Goal 1, Action 7: Supplemental Arts Education) and afterschool programming (addressed in Goal 1, Action 8: Base-Funded Afterschool Programs; Goal 1, Action 9: Supplemental Afterschool Programs).
    - Improve communication methods (multi-platform, accessible, translated) to reach under-resourced communities (addressed in Goal 3, Action 1: Parent and Family Engagement; Goal 3, Action 2: Translation Services; Goal 3, Action 3: Technology for Communications and Accessibility).
    - Improve the cleanliness and safety of school facilities (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure).
    - Improve bus transportation and ensuring adequate buses/drivers (addressed in Goal 4, Action 6: Transportation).
    - Improving the use of technology within the classroom environment (addressed in Goal 1, Action 5: Instructional Technology Initiative; Goal 4, Action 3: Technology Infrastructure).
    - Increase staffing and teacher wellness supports (addressed in Goal 5, Action 5: Staff Wellness).
    - Expand cultural celebrations, workshops, and African American studies courses (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>Teachers</u>

Teacher and staff feedback emphasized consistent staffing and compensation. Input also highlighted the need for smaller class sizes and a positive school culture that fosters safe, supportive work and learning environments. This input aligned with and informed the evaluation and execution of targeted LCAP actions at school sites:

- Increase classroom aides and instructional support staff (addressed in Goal 1, Action 2: School Staffing and Operations; Goal 5, Action 1: Recruitment).
- Fair and competitive teacher compensation to recruit and retain certificated staff (addressed in Goal 1, Action 2; Staffing and Operations; Goal 4, Action 4: Budget and Operations).
- Maintain clean and safe campuses (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure).
- Provide high-quality instructional materials, curriculum and resources (addressed in Goal 1, Action 1: Curriculum).
- Mental health services for students and staff (addressed in Goal 2, Action 8: Mental Health and Student Supports; Goal 5, Action 5: Staff Wellness)

Principals

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

- Maintain positions of Psychiatric Social Workers (PSWs) and Pupil Services and Attendance (PSA) counselors (addressed in Goal 2, Action 8: Mental Health and Student Supports); Goal 5, Action 1: Recruitment and Staffing).
- More robust professional development that is differentiated and ongoing (addressed in Goal 5, Action 4: Professional Development).
- Continue providing schools with the flexibility to address the unique needs of their students and site communities (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).
- Strengthen foundational literacy and math across grades (addressed in Goal 1, Action 1: Curriculum; Goal 1, Action 3: Central District Supports for Instruction; 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)
- Ensure a safe environment for students and staff while fostering a positive and supportive school climate (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).

Administrators

Feedback from school, Region, and District administrators highlighted increased support for students with special needs, expanded mental health resources, and smaller class sizes to support personalized learning, strengthening teacher training along with strengthening family and community engagement. Additionally, there was a need for resource allocation with a focus on many components, including the arts and classroom resources. This input aligned with and informed the evaluation and execution of targeted LCAP actions at school sites:

- Sustain ongoing investment in mental health resources and comprehensive student health services for all students. (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).
- Strengthen English Learner supports to improve reclassification rates to fluent English proficiency (addressed in Goal 6: English Learner Supports).
- Increased support for educating students with disabilities (addressed in Goal 1, Action 19: Special Education: Base Program; Goal 1, Action 20: Special Education: Intensive Diagnostic Education Centers (IDEC); Goal 1, Action 21: Special Education- Inclusive Practices; Goal 1, Action 22: Special Education- Special Day Program; Goal 1, Action 23: Special education Transition Services).
- Continue to expand evidence-based interventions at school sites (addressed in Goal 1, Action 1: Curriculum, Action 14: Literacy and Numeracy Interventionist Program; Goal 1, Action 15: Secondary Literacy Supports and Interventions).
- Improved family and community engagement (addressed in Goal 3, Action 1: Parent and Family Engagement).
- Continued teacher professional development (addressed in Goal 5, Action 3: Beginning Teacher Support; Goal 5, Action 4: Professional Development).

Other School Personnel

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

- Maintain campus cleanliness and facility upgrades (addressed in Goal 4)
- Recruit and retain teachers and staff by strengthening compensation (addressed in Goal 4, Action 4: Budget and Operations).
- Consistent consequences when addressing 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).
- Continue strengthening investment in mental health resources and comprehensive student health services for students (addressed in Goal 2, Action 8: Mental Health and Student Supports; Goal 2, Action 5: Student Health Services; Goal 2, Action 6: Supplemental Student Health Services).
- Expanded access to afterschool sports, music, arts, field trips, and extracurricular programs across all grade levels (addressed in Goal 1, Action 8: Base-Funded Afterschool Programs; Goal 1, Action 9: Supplemental Afterschool Programs).

Labor Partner Engagement

In discussions with our Labor Partners and insights gathered from meetings and the Districtwide LCAP survey, recurring themes emerged, reflecting similar input from additional educational partners:

- LCAP Goal 1: Academic Excellence
    - Goal Action 1.02: School Staffing & Operations
        - Increased compensation for instructional staff
- LCAP Goal 2: Joy and Wellness
    - Goal Action 2.01: Safe School Facilities
        - Continue strengthening school safety by enhancing protective measures for students and staff while improving overall safety protocols.
- LCAP Goal 4: Operational Effectiveness
    - Goal Action 4.04: Budget and Operations
        - Increased compensation for teachers, staff, and administration.
- LCAP Goal 5: Investing in Staff
    - Goal Action 5.01: Continue investing in staff by creating promotion opportunities, hiring and keeping strong teachers, and improving pay, salaries, and benefits.
    - Goal Action 5.04: Continue to improve the alignment of District professional development with real classroom needs.
    - Goal Action 5.05: Continue to support staff wellness and mental health.

- In the May 2026 meetings, labor partner feedback also centered on the District continuing to investigate providing affordable housing options to its employees.

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 2026, the state identified 91 District schools for Equity Multiplier funding for use beginning in 2026-27. 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 2025 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 2026, the 91 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 school-level 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 2026 on the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/.

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

Learning Recovery Emergency Block Grant (LREBG): 2025-26 and 2026-27

Through engagement with educational partners, there was support for using LREBG funds to strengthen student health services and provide academic intervention supports for students. In August 2025, the District received $35,584,611 in new LREBG funds from the state and expended the 2025-26 funds with no carryover funds moving into 2026-27. There is an understanding the state will allocate additional LREBG funds in August 2026 for use beginning in 2026-27.

Through the District's LREBG Needs Assessment with educational partner input, two priority areas for improvement were identified: chronic absenteeism and grade level proficiency in English Language Arts (ELA) and mathematics. As outlined in the Reflections: Annual Performance section, feedback centered on using the LREBG funds to increase student health services in supporting improved student attendance and increasing learning recovery supports, including the use of ELA and math interventions. For additional information on the use of LREBG funds during 2025-26 and 2026-27, see Goal 1, Action 2: School Staffing and Operations and Goal 2, Action 5: Base-Funded Student Health Services.

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 K-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 2025-26 LCAP, the District aligned LCAP goals 1-5 with the District's Board adopted 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** All Students: 71.4% African American / Black: 63.8% Hispanic / Latino: 68.4% English Learner: 51.0% RFEP: 100% Standard English Learner: 72.8% Students with Disabilities: 46.7% Low Income: 68.7% Foster Youth: 54.8% *Source: LAUSD Open Data Dashboard*	**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: +2.4% African American / Black: +3.1% Hispanic / Latino: +2.3% English Learner: -5.3% RFEP: +0.1% Standard English Learner: +3.7% Students with Disabilities: +2.5% Low Income: -1.0% Foster Youth: -1.8%
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%	**2023-24** All Students: 70.1% African American / Black: 61.8% Hispanic / Latino: 66.6%	**2024-25** All Students: 72.3% African American / Black: 66.0% Hispanic / Latino: 68.7%	**2025-26** All Students: 80% African American / Black: 80% Hispanic / Latino: 80%	All Students: +2.4% African American / Black: +4.5% Hispanic / Latino: +2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 50.3% 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*	English Learner: 51.1% 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*	English Learner: 47.1% RFEP: 97.4% Standard English Learner: 73.1% Students with Disabilities: 46.4% Low Income: 69.1% Foster Youth: 62.9% *Source: LAUSD Open Data Dashboard*	English Learner: 80% RFEP: 100% Standard English Learner: 80% Students with Disabilities: 80% Low Income: 80% Foster Youth: 80%	English Learner: -3.2% RFEP: -0.2% Standard English Learner: +3.5% Students with Disabilities: +3.0% Low Income: +2.0% Foster Youth: +6.1%
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%	**2024-25** All Students: 68.4% African American / Black: 59.9% Hispanic / Latino: 64.9% English Learner: 39.0% RFEP: 94.3% Standard English Learner: 69.0% Students with Disabilities: 39.9% Low Income: 65.0% Foster Youth: 44.8%	**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: +2.3% African American / Black: +2.5% Hispanic / Latino: +3.0% English Learner: -3.9% RFEP: -2.2% Standard English Learner: +2.9% Students with Disabilities: +7.3% Low Income: +2.3% Foster Youth: -8.3%

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*	*Source: LAUSD Open Data Dashboard*	*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** All Students: -17.6 African American / Black: -47.8 Hispanic / Latino: -32.6 English Learner: -95.9 RFEP: +17.6 Standard English Learner: -20.5 Students with Disabilities: -83.2 Low Income: -33.5 Foster Youth: -63.6 *Source: LAUSD Open Data Dashboard*	**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: +10.8 African American / Black: +13.2 Hispanic / Latino: +11.3 English Learner: +5.4 RFEP: -7.6 Standard English Learner: +12.2 Students with Disabilities: +18.7 Low Income: +12.3 Foster Youth: +10.4
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:	**2023-24** All Students: -23.5 African American / Black: -53.5	**2024-25** All Students: -14.4 African American / Black: -42.9	**2025-26** All Students: -6.0 African American / Black: -43.0	All Students: +13.2 African American / Black: +16.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-43.6 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*	Hispanic / Latino: -39.0 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*	Hispanic / Latino: -29.8 English Learner: -102.5 RFEP: +4.2 Standard English Learner: -16.4 Students with Disabilities: -89.8 Low Income: -30.5 Foster Youth: -66.5 *Source: LAUSD Open Data Dashboard*	Hispanic / Latino: -24.4 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	Hispanic / Latino: +13.8 English Learner: +11.9 RFEP: -4.1 Standard English Learner: +15.8 Students with Disabilities: +17.7 Low Income: +14.5 Foster Youth: +11.0
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	**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	**2024-25** All Students: -18.8 African American / Black: -49.9 Hispanic / Latino: -34.2 English Learner: -139.6 RFEP: -15.6 Standard English Learner: -19.7 Students with Disabilities: -112.9	**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	All Students: +15.8 African American / Black: +17.4 Hispanic / Latino: +15.7 English Learner: +19.7 RFEP: +15.1 Standard English Learner: +15.5 Students with Disabilities: +16.4 Low Income: +16.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: -50.4 Foster Youth: -91.2 *Source: LAUSD Open Data Dashboard*	Foster Youth: -88.6 *Source: LAUSD Open Data Dashboard*	Low Income: -34.1 Foster Youth: -86.4 *Source: LAUSD Open Data Dashboard*	Foster Youth: -54.0	Foster Youth: +4.8
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** All Students: +0.7 African American / Black: -23.6 Hispanic / Latino: -8.5 English Learner: -145.6 RFEP: +6.1 Standard English Learner: +10.4 Students with Disabilities: -98.9 Low Income: -7.1 Foster Youth: -53.4 *Source: LAUSD Open Data Dashboard*	**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: +12.6 African American / Black: +22.9 Hispanic / Latino: +13.5 English Learner: +17.2 RFEP: +18.7 Standard English Learner: +19.3 Students with Disabilities: +19.2 Low Income: +13.6 Foster Youth: +35.6
1.08	Smarter Balanced Results: Distance from Standard (DFS) Met	**2022-23** All Students: -37.4 African American / Black: -72.7	**2023-24** All Students: -30.5 African American / Black: -64.1	**2024-25** All Students: -22.9 African American / Black: -59.3	**2025-26** All Students: -4.5 African American / Black: -28.1	All Students: +14.5 African American / Black: +13.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in Mathematics - Grades 3-5 *(Aligned to Board Goals)*	Hispanic / Latino: -52.3 English Learner: -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*	Hispanic / Latino: -45.2 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*	Hispanic / Latino: -36.9 English Learner: -87.1 RFEP: -6.3 Standard English Learner: -29.6 Students with Disabilities: -95.5 Low Income: -37.2 Foster Youth: -70.1 *Source: LAUSD Open Data Dashboard*	Hispanic / Latino: -10.0 English Learner: -60.9 RFEP: 10.5 Standard English Learner: 10.5 Students with Disabilities: -62.8 Low Income: -10.4 Foster Youth: -37.9	Hispanic / Latino: +15.4 English Learner: +16.6 RFEP: +4.2 Standard English Learner: +14.1 Students with Disabilities: +13.4 Low Income: +15.7 Foster Youth: +13.5
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	**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	**2024-25** All Students: -57.8 African American / Black: -97.1 Hispanic / Latino: -76.8 English Learner: -160.8 RFEP: -56.8 Standard English Learner: -64.4 Students with Disabilities: -156.8	**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	All Students: +22.3 African American / Black: +24.4 Hispanic / Latino: +21.0 English Learner: +27.2 RFEP: +21.1 Standard English Learner: +20.4 Students with Disabilities: +16.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: -96.8 Foster Youth: -143.9 *Source: LAUSD Open Data Dashboard*	Foster Youth: -140.1 *Source: LAUSD Open Data Dashboard*	Low Income: -75.0 Foster Youth: -133.9 *Source: LAUSD Open Data Dashboard*	Foster Youth: -88.9	Low Income: +21.8 Foster Youth: +10.0
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** All Students: -85.1 African American / Black: -115.9 Hispanic / Latino: -97.2 English Learner: -178.4 RFEP: -85.7 Standard English Learner: -85.0 Students with Disabilities: -177.5 Low Income: -94.0 Foster Youth: -142.2 *Source: LAUSD Open Data Dashboard*	**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: +25.6 African American / Black: +30.1 Hispanic / Latino: +26.5 English Learner: +46.0 RFEP: +28.9 Standard English Learner: +27.8 Students with Disabilities: +26.9 Low Income: +26.5 Foster Youth: +44.7
1.11	Percent Met/Exceed Standard on California Science Test - Grade 5	**2022-23** All Students: 24.8% African American / Black: 14.2%	**2023-24** All Students: 27.4% African American / Black: 17.0%	**2024-25** All Students: 29.4%	**2025-26** All Students: 35.4% African American / Black: 26.3%	All Students: +4.6% African American / Black: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic / Latino: 18.3% 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*	Hispanic / Latino: 20.7% 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*	African American / Black: 17.6% Hispanic / Latino: 22.8% English Learner: 2.6% RFEP: 28.5% Standard English Learner: 26.8% Students with Disabilities: 9.3% Low Income: 23.0% Foster Youth: 9.4% *Source: LAUSD Open Data Dashboard*	Hispanic / Latino: 30.5% 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%	Hispanic / Latino: +4.5% English Learner: +1.8% RFEP: +2.7% Standard English Learner: +4.4% Students with Disabilities: +2.8% Low Income: +4.9% Foster Youth: +1.2%
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%	**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%	**2024-25** All Students: 26.5% African American / Black: 17.3% Hispanic / Latino: 20.5% English Learner: 1.3% RFEP: 22.4% Standard English Learner: 25.3%	**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%	All Students: +5.5% African American / Black: +5.8% Hispanic / Latino: +5.2% English Learner: +1.0% RFEP: +6.3% Standard English Learner: +5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 4.9% Low Income: 15.7% Foster Youth: 8.9% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 5.9% Low Income: 17.7% Foster Youth: 8.4% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 8.3% Low Income: 21.2% Foster Youth: 7.5% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 10.8% Low Income: 23.8% Foster Youth: 14.8%	Students with Disabilities: +3.4% Low Income: +5.5% Foster Youth: -1.4%
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** All Students: 26.8% African American / Black: 20.6% Hispanic / Latino: 23.3% English Learner: 2.6% RFEP: 25.1% Standard English Learner: 27.6% Students with Disabilities: 7.7% Low Income: 24.0% Foster Youth: 13.4% *Source: LAUSD Open Data Dashboard*	**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: +5.2% African American / Black: +7.2% Hispanic / Latino: +5.6% English Learner: +2.4% RFEP: +6.8% Standard English Learner: +6.4% Students with Disabilities: +3.0% Low Income: +5.5% Foster Youth: +6.3%
1.14	Percent of Students with Disabilities Who Are in the General	**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
	Education Program at Least 80% of the School Day	All Students with Disabilities: 61.6% African American / Black: 55.4% Hispanic / Latino: 61.5% 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*	All Students with Disabilities: 63.9% African American / Black: 57.1% Hispanic / Latino: 63.9% 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*	All Students with Disabilities: 67.5% African American / Black: 61.1% Hispanic / Latino: 67.5% English Learner: 60.5% RFEP: 65.7% Standard English Learner: 68.7% Low Income: 66.6% Foster Youth: 64.6% *Source: LAUSD Open Data Dashboard*	All Students with Disabilities: 80.0% African American / Black: 80.0% Hispanic / Latino: 80.0% English Learner: 80.0% RFEP: 80.0% Standard English Learner: 80.0% Low Income: 80.0% Foster Youth: 80.0%	All Students with Disabilities: +5.9% African American / Black: +5.7% Hispanic / Latino: +6.0% English Learner: +6.7% RFEP: +2.6% Standard English Learner: +5.5% Low Income: +6.2% Foster Youth: +4.2%
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%	**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%	**2024-25** All Students with Disabilities: 71.7% African American / Black: 71.4% Hispanic / Latino: 71.1% English Learner: 69.3% RFEP: 65.8% Standard English Learner: 69.8%	**2025-26** All Students with Disabilities: 100% African American / Black: 100% Hispanic / Latino: 100% English Learner: 100% RFEP: 100% Standard English Learner: 100%	All Students with Disabilities: +6.2% African American / Black: +3.5% Hispanic / Latino: +5.6% English Learner: +4.8% RFEP: +11.7% Standard English Learner: +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 65.6% Foster Youth: 63.6% *Source: LAUSD Open Data Dashboard*	Low Income: 77.7% Foster Youth: 72.1% *Source: LAUSD Open Data Dashboard*	Low Income: 72.0% Foster Youth: 71.3% *Source: LAUSD Open Data Dashboard*	Low Income: 100% Foster Youth: 100%	Low Income: +6.4% Foster Youth: +7.7%
1.16	Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	**2022-23** 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*	**2023-24** 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*	**2024-25** All Students with Disabilities: 75.6% African American / Black: 69.7% Hispanic / Latino: 77.1% English Learner: 69.8% RFEP: 81.7% Standard English Learner: 75.4% Low Income: 76.0% Foster Youth: 68.0% *Source: LAUSD Open Data Dashboard*	**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: +3.0% African American / Black: +3.4% Hispanic / Latino: +2.9% English Learner: -1.2% RFEP: +4.2% Standard English Learner: +3.0% Low Income: +2.6% Foster Youth: -2.4%
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%	**2023-24** All Students: 46.3% African American / Black: 34.0% Hispanic / Latino: 38.1%	**2024-25** All Students: 50.2% African American / Black: 38.2% Hispanic / Latino: 42.4%	**2025-26** All Students: 87.3% African American / Black: 73.0% Hispanic / Latino: 84.2%	All Students: +9.3% African American / Black: +10.2% Hispanic / Latino: +9.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 47.2% RFEP: 33.9% Standard English Learner: 34.9% Students with Disabilities: 23.3% Low Income: 34.9% Foster Youth: 16.7% *Source: LAUSD Open Data Dashboard*	English Learner: 53.5% RFEP: 38.7% Standard English Learner: 40.3% Students with Disabilities: 26.5% Low Income: 40.3% Foster Youth: 20.2% *Source: LAUSD Open Data Dashboard*	English Learner: 53.3% RFEP: 42.7% Standard English Learner: 45.0% Students with Disabilities: 32.2% Low Income: 44.4% Foster Youth: 31.3% *Source: LAUSD Open Data Dashboard*	English Learner: 71.74% RFEP: 84.0% Standard English Learner: 82.5% Students with Disabilities: 77.9% Low Income: 83.8% Foster Youth: 72.1%	English Learner: +6.1% RFEP: +8.8% Standard English Learner: +10.1% Students with Disabilities: +8.9% Low Income: +9.5% Foster Youth: +14.6%
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%	**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%	**2024-25** All Students: 58.4% African American / Black: 53.7% Hispanic / Latino: 56.2% English Learner: 34.7% RFEP: 65.2% Standard English Learner: 60.0% Students with Disabilities: 34.1% Low Income: 57.4% Foster Youth: 34.2%	**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: +5.4% African American / Black: +8.2% Hispanic / Latino: +5.6% English Learner: +3.4% RFEP: +6.8% Standard English Learner: +7.7% Students with Disabilities: +6.2% Low Income: +6.3%

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*	*Source: LAUSD Open Data Dashboard*		Foster Youth: +10.9%
1.19	CTE Completion Rate	**2022-23** All Students: 19.7% 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*	**2023-24** All Students: 19.7% 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*	**2024-25** All Students: 24.7% African American / Black: 21.7% Hispanic / Latino: 26.0% English Learner: 13.8% RFEP: 31.0% Standard English Learner: 25.8% Students with Disabilities: 19.7% Low Income: 25.4% Foster Youth: 15.0% *Source: LAUSD Open Data Dashboard*	**2025-26** All Students: 26.0% African American / Black: 24.0% Hispanic / Latino: 26.0% English Learner: 17.0% RFEP: 32.0% Standard English Learner: 26.0% Students with Disabilities: 24.0% Low Income: 26.0% Foster Youth: 19.0%	All Students: +5.0% African American / Black: +5.2% Hispanic / Latino: +5.3% English Learner: +3.5% RFEP: +6.5% Standard English Learner: +6.0% Students with Disabilities: +4.6% Low Income: +5.3% Foster Youth: +7.9%
1.20	A-G and CTE Completion Rate	**2022-23** All Students: 13.8% African American / Black: 10.2% Hispanic / Latino: 14.3%	**2023-24** All Students: 14.1% African American / Black: 11.4% Hispanic / Latino: 14.7%	**2024-25** All Students: 19.1% African American / Black: 16.9% Hispanic / Latino: 19.7%	**2025-26** All Students: 26% African American / Black: 24% Hispanic / Latino: 26%	All Students: +5.3% African American / Black: +6.7% Hispanic / Latino: +5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 6.2% RFEP: 17.5% Standard English Learner: 13.5% Students with Disabilities: 8.1% Low Income: 13.9% Foster Youth: 4.0% *Source: LAUSD Open Data Dashboard*	English Learner: 7.4% RFEP: 17.2% Standard English Learner: 13.8% Students with Disabilities: 7.8% Low Income: 14.3% Foster Youth: 8.0% *Source: LAUSD Open Data Dashboard*	English Learner: 9.5% RFEP: 24.2% Standard English Learner: 19.6% Students with Disabilities: 12.0% Low Income: 19.5% Foster Youth: 10.6% *Source: LAUSD Open Data Dashboard*	English Learner: 23% RFEP: 26% Standard English Learner: 26% Students with Disabilities: 24% Low Income: 26% Foster Youth: 23%	English Learner: +3.3% RFEP: +6.7% Standard English Learner: +6.1% Students with Disabilities: +3.9% Low Income: +5.6% Foster Youth: +6.6%
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%	**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%	**2024-25** All Students: 23.7% African American / Black: 17.4% Hispanic / Latino: 20.6% English Learner: 0.5% RFEP: 21.8% Standard English Learner: 25.2% Students with Disabilities: 4.6% Low Income: 21.1% Foster Youth: 13.6%	**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: +2.9% African American / Black: +3.9% Hispanic / Latino: +3.1% English Learner: +0.5% RFEP: +3.9% Standard English Learner: +4.4% Students with Disabilities: +1.8% Low Income: +3.1% Foster Youth: +6.1%

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*	*Source: LAUSD Open Data Dashboard*		
1.22	Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics	**2022-23** All Students: 7.3% 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*	**2023-24** All Students: 7.5% 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*	**2024-25** All Students: 10.3% African American / Black: 6.4% Hispanic / Latino: 7.4% English Learner: 2.7% RFEP: 8.7% Standard English Learner: 8.8% Students with Disabilities: 2.6% Low Income: 8.4% Foster Youth: 7.0% *Source: LAUSD Open Data Dashboard*	**2025-26** All Students: 16% 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%	All Students: +3.0% African American / Black: +3.2% Hispanic / Latino: +2.7% English Learner: +2.6% RFEP: +3.3% Standard English Learner: +2.8% Students with Disabilities: +1.6% Low Income: +3.0% Foster Youth: +7.0%
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** All Students: 2.1% *Source: LAUSD Open Data Dashboard*	**2025-26** All Students: 0.2%	All Students: +0.3%
1.24	High School Dropout 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
		All Students: 9.7% African American / Black: 10.5% Hispanic / Latino: 10.0% 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*	All Students: 7.4% African American / Black: 9.4% Hispanic / Latino: 7.4% 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*	All Students: 8.1% African American / Black: 6.7% Hispanic / Latino: 8.7% English Learner: 25.2% RFEP: 3.1% Standard English Learner: 4.2% Students with Disabilities: 8.5% Low Income: 7.6% Foster Youth: 15.5% *Source: LAUSD Open Data Dashboard*	All Students: 5.0% African American / Black: 5.0% Hispanic / Latino: 5.0% 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%	All Students: -1.6% African American / Black: -3.8% Hispanic / Latino: -1.3% English Learner: -1.8% RFEP: -1.6% Standard English Learner: -3.1% Students with Disabilities: -2.8% Low Income: -2.1% Foster Youth: -6.5%
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%	**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%	**2024-25** All Students: 86.7% African American / Black: 87.7% Hispanic / Latino: 86.0% English Learner: 66.2% RFEP: 92.9%	**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%	All Students: +2.7% African American / Black: +5.3% Hispanic / Latino: +2.5% English Learner: +3.8% RFEP: +2.7% Standard English Learner: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 70.5% Low Income: 83.7% Foster Youth: 66.7% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 71.0% Low Income: 86.9% Foster Youth: 68.9% *Source: LAUSD Open Data Dashboard*	Standard English Learner: 91.0% Students with Disabilities: 77.5% Low Income: 87.0% Foster Youth: 73.6% *Source: LAUSD Open Data Dashboard*	Students with Disabilities: 81.0% Low Income: 93.0% Foster Youth: 79.9%	Students with Disabilities: +7.0% Low Income: +3.3% Foster Youth: +6.9%
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** All Students: 88.7% African American / Black: 85.9% Hispanic / Latino: 88.6% English Learner: 74.7% Students with Disabilities: 74.1% Low Income: 88.7% Foster Youth: 69.9% *Source: LAUSD Open Data Dashboard*	**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: +1.0% African American / Black: -2.1% Hispanic / Latino: +1.2% English Learner: +9.0% Students with Disabilities: -0.7% Low Income: +1.0% Foster Youth: -3.4%
1.27	Implementation of Academic Standards: Purchase of Curriculum and	**2023-24** Health Education: Full Implementation	**2024-25** Health Education: Full Implementation	**2025-26** Health Education: Full Implementation	**2026-27** Health Education: Full Implementation	Health Education: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ongoing Professional Development for State Academic Standards *(as aligned to Local Indicator on CA School Dashboard)*	Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation *Source: Local Indicator Priority 2 Self-Assessment*	Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation *Source: Local Indicator Priority 2 Self-Assessment*	Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation *Source: Local Indicator Priority 2 Self-Assessment*	Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	Physical Education: No change Visual and Performing Arts: No change World Language Standards: No change
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** 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*	**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 [2025-26]

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 2025-26, the District's Division of Instruction (DOI) provided professional development to teachers and instructional staff to effectively implement adopted evidence-based, standards-aligned curriculum to improve students' academic success.

- Successes:
  - Students had their highest ever proficiency levels in math with more students meeting or exceeding standards than in prior years, as evidenced by state assessments.
  - All 437 elementary schools are in year two of 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.
  - Regions have provided school sites with CKLA instructional coaches completing 277 school visits and training sessions across the District.
  - Instructional coaches and Region Coordinators collaborated to provide targeted support to schools with the greatest instructional needs.
  - Progress Monitoring Measure: Increased number of teachers who complete required series of implementation trainings
    - English Language Arts (ELA):
      - Increased: over 11,500 teachers completed ELA professional development training, as of March 2026, compared to approximately 11,000 participants in 2024-25.
      - In the second year of Districtwide implementation of grades K-5 English Language Arts (ELA) curriculum, Core Knowledge Language Arts (CKLA), schools are focused on whole-class Tier 1 instruction to ensure all students receive high-quality literacy instruction.
        - Teachers: To support implementation, a five-part professional development training was provided to elementary teachers. The training centered on strategies promoting oral language, academic discourse, and writing, among other topics. As of March 2026, 4,209 elementary teachers completed Year 2 CKLA training with a final remaining session before the end of the school year. Of the four professional development sessions, attendance has averaged 1,052 per session.
        - Instructional Coaches: A three-part professional development training, CKLA Collaborative, was facilitated for grades K-5 instructional coaches to implement and support teachers with student-centered instruction, foundational literacy skill development, and increased engagement. Two sessions have been completed, as of March 2026, with session attendance averaging 302 participants.
        - Literacy Summer Professional Development 2025 for K-5 Elementary Teachers: Focused on questioning and how students engage with texts in thinking about main ideas and details to promote critical thinking. In the summer training, 2,507 teachers submitted feedback stating more than 90% of responses indicated the

information was applicable and 85% of teachers stated they were ready or extremely ready to implement the training.
        - Grades K-2 teachers improved Tier 1 literacy instruction through a four-part CKLA training focused on using data and research-based strategies to build student foundational reading skills.
            - Teachers: As of March 2026, 4,479 teachers completed three of the four professional development sessions, an average of 1,493 participants per session.
        - Grades 3-6 teachers completed a three-part professional development training centered on literacy development through Tier 1 whole classroom instruction and Tier 2 small group instruction. With 3,863 participants over the three sessions, an average attendance of 1,287 teachers per session.
    - Mathematics:
        - Increased: Over 8,000 teachers attended the 2025 Math Summer Teacher Professional Development series, compared to 6,853 teachers in summer 2024.
        - Eureka Math and Illustrative Math curriculum professional development for new teachers:
            - 150 new teachers with fewer than two years in the District attended curriculum implementation training.
            - Professional development survey results: Teachers indicated on average a 5.2 on a 6-point scale that they felt prepared to use the knowledge and skills gained in the training.

- Challenges:
    - Participation in math professional development was lower than prior year as training was focused on new teachers with two years or less experience.
    - Student engagement was lower than anticipated with the i-Ready Personalized Learning online program with just 53% of students averaging 30 minutes per week in February 2026, below the 45-minute goal, potentially reducing its effectiveness.

Despite the challenges, professional development was successfully completed to help teachers implement the adopted curricula and support students' academic success in 2025-26 as planned.

<u>Goal 1, Action 2: School Staffing and Operations</u>
In 2025-26, 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. In addition, Human Resources continued a thorough teacher evaluation process that included observations, meetings, goal setting, reflection, and ongoing coaching based on the District's Teaching and Learning Framework (TLF).

- Successes:
    - Continued implementation of the District's teacher pipeline programs, Career Ladder and District Intern, to support the growth of high-quality teacher candidates.
    - Hired 1,327 classroom teachers and 169 certificated related services and support services employees, e.g., nurses, therapists, and counselors to ensure classrooms and schools are fully staffed. The District has fully staffed 99.9% of appropriately credentialed classroom positions, as of March 2026.

- Targeted recruitment at university career fairs and non-education specific career fairs prioritizing high needs subject areas such as science, mathematics, and special education.
- Expanded nationwide recruitment efforts including recruitment at Historically Black Colleges and Universities.
- Continued partnerships with local university partners to expand teacher residency programs.
- Assigned dedicated substitute teachers to Priority schools each day to provide consistent coverage and classroom support and help maintain stability and continuity of instruction.
- Implemented weekly webinar sessions for Priority schools focused on 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
    - 2025-26: 96% of K-12 schools (755 of 784) recorded informal observations on the MyGPS platform, as of March 2026. A total of 44,610 classroom teacher observations have been conducted or are in-progress.
- Progress Monitoring Measure: Increased teacher participation in the formal evaluation cycle
    - 2025-26: On track to exceed the goal of 37.5% teacher participation. As of March 2026, 36.2% of 24,000 TK-12 teachers (8,699) have been rostered for evaluation.
- Progress Monitoring Measure: Improved final evaluation ratings for teachers who participated in the formal evaluation cycle
    - 2024-25: 16% of teachers Exceeded Standard Performance; 82% of teachers Met Standard Performance, and 2% were Below Standard Performance, maintaining similar final evaluation ratings in 2023-24: 16% of teachers Exceeded Standard Performance; 82% of teachers Met Standard Performance, and 2% were Below Standard Performance. For 2025-26, final evaluation ratings for teachers who participated in the formal evaluation cycle will be identified by summer 2026.
- 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
    - 2024-25: 2.3% of teachers (187) were rated Below Standard Performance. Of those, 62 remain in Los Angeles Unified in 2025-26 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 2025-26, identification of teachers who received Below Standard Evaluations will be completed in summer 2026.
- Progress Monitoring Measure: Observation ratings in the teacher evaluation cycle to determine professional development needs, opportunities for growth, and areas of strength
    - 2024-25: Average observation of practice ratings of unified focus elements were highest for Standard-Based Projects, Activities, and Assignments (2.82 of 3) with other elements rates lower- Feedback to Students (2.69 of 3) and Discussion Techniques and Student Participation (2.65 of 3). Final evaluations for 2025-26 will be available in summer 2026. 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: 99.9% of teacher positions are staffed, as of March 2026, up from

99.7% in 2024-25.

- Challenges:
  - An ongoing challenge in California and across the country is the teacher shortage in certain subject areas, including mathematics, science, special education, and the arts. Due to the scarcity of fully credentialed teachers, 30.6% of new teacher hires in the District enter the profession under an Internship Credential or Provisional Permit.

Despite the challenge, the recruitment, hiring, and onboarding of school-based instructional and operations staff was successfully implemented in 2025-26 to ensure effective student instruction as planned.

Goal 1, Action 3: Central District Supports for Instruction

In 2025-26, 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:
  - The Literacy and Numeracy Interventionist Program implemented by the DOI continued to support foundational reading and math skills growth for grades K-5 students, increasing student academic achievement as evidenced by state assessment results.
  - Facilitated and led 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.
  - Supported school administration and teachers in analyzing student data to better plan Tier 1 (universal, whole class) instruction, as well as the use of Tier 2 targeted instruction or intervention for students who need additional support.
  - Planned and developed 2026-27 professional development training through needs analysis from teachers and school administration, in addition to Region leadership. Student outcome data from i-Ready assessments was also used to inform next year's training.
  - Supported principals in aligning school-level plans, e.g., Targeted Student Population (TSP) plans, with District instructional priorities.
  - Student math assessment outcomes increased throughout 2025-26 as evidenced by i-Ready math middle-of-year (MOY) results compared to beginning-of-year (BOY) results.
- Challenges:
  - Although K–5 math scores improved, as evidenced by state and District assessments, many students are still below grade level, highlighting the need for stronger instruction and targeted support.

Despite the challenge, support for instruction at school sites and at Region offices was successfully implemented Districtwide in 2025-26 as

planned.

Goal 1, Action 4: Options Program

In 2025-26, the Office of Virtual Academy and Educational Options Schools in the Office of Transitional Programs provided high school students with credit recovery opportunities to graduate and access post-secondary opportunities. The Office of Virtual Academy and Educational Options Schools (VAEOS) oversees alternative education programs such as continuation high schools, community day schools, opportunity schools, and virtual academies to meet the needs of students who may benefit from a non-traditional learning environment rather than a traditional high school. Additionally, the VAEOS provides teachers with professional development training to support high-needs students.

- Successes:
    - Principals of Educational Options schools such as continuation high schools implemented structured meetings, DATA Digs, with school leadership teams to analyze student data to better inform instructional decisions for better teaching and learning.
    - Implemented credit recovery options for students within and outside the school day, including weekends. Over 1,200 virtual courses were completed by students.
    - On average, over 100 teachers in Educational Options schools are participating in monthly professional development sessions.
    - Use of i-Ready assessments to guide instruction by measuring individual student skills in literacy and math and identifying areas for improvement.
    - Expanded use of the online learning platform, Edgenuity, to personalize learning across content areas.
    - Progress Monitoring Measure: Increased percentage of schools participating in District sponsored tutoring programs.
        - 2025-26: 36% increase of Educational Options schools (19) participating in a District-sponsored tutoring program, as of March 2026, up from 14 schools in 2024-25.
- Challenges:
    - Providing professional development at convenient times so all teachers can attend.
    - Ensuring schools effectively track and support student completion of credit recovery courses towards graduation.

Despite the challenges, Educational Options schools providing credit recovery opportunities for students to graduate was successfully implemented in 2025-26 as planned.

Goal 1, Action 5: Instructional Technology Initiative

In 2025-26, the EdTech Innovation Office within the Division of Instruction leads the District's instructional technology strategy for students, principally students from low-income families, in the use of digital tools, computer science, artificial intelligence, esports, and digital citizenship.

- Successes:
    - Developed Region Innovation Hubs in select schools to accelerate implementation of hand-on experiences and students

learning with digital tools, computer science, esports, and other emerging technologies, principally for students from low-income families who represent over 86% of our overall student population.
    - Progress Monitoring Measure: Provide continued access to targeted schools serving high percentages of low-income students
        - Beginning in 2025-26, the EdTech Innovation Office implemented a Region Innovation Hub model allowing the eight Instructional Technology Facilitators (ITFs) to scale support and equitable access to 294 schools across the four District Regions- North, South, East, and West. The model ensures high-needs schools receive equitable resources such as devices, training, and innovative learning opportunities. Each of the 294 schools is assigned an ITF who supports on-site instructional coaching such as redesigning an instructional unit with digital tools, supporting student projects such as coding, increasing student use of technology, and increase student participation in computer science, among other services. The ITF position is funded through the use of Targeted Student Population (TSP) funds- LCFF supplemental and concentration grants. These state funds help close equity gaps for students from low-income families. In total, in 2025-26, there were 148,006 students from low income families, approximately 84.0% of the schools' total enrollment.
    - Continued implementation of mandatory Digital Citizenship instruction through the use of resources in the District's Digital Citizenship Toolkit for all grades UTK-12 students to support and increase digital student literacy.
    - Progress Monitoring Measure: One lesson in Digital Citizenship (K-12 students)
        - Increased: 197,535 students Districtwide completed one Digital Citizenship lesson, as of April 2026, up from 120,955 students during the same period in 2025.
- Challenges:
    - Variability in school-level capacity such as resources, readiness, and training as well as the capacity of one ITF supporting 30+ schools.

Despite the challenge, the Instructional Technology Initiative was successfully implemented in 2025-26 as planned.

Note: A current list of participating Instructional Technology Initiative schools receiving support from 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 2025-26, 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. The implementation of the LCFF base-funded action is additionally supported with instructional staff allocated through goal action 1.02: School Staffing and Operations.

- Successes:
    - Provided arts integration professional development workshops for teachers to bring arts into classroom instruction and support cross-curriculum learning.
    - Initiated Arts Fest 2026 in April to showcase student artwork, performances, and projects from across the District to highlight the value of arts education and inspire students.
    - The AEB and its 83 Arts Community Network (ACN) partners provided arts programs and expanded learning opportunities for

students across the District.
    - Completed monthly meetings with the ACN partners, an average of 30 participants per month.
    - Progress Monitoring Measure: Improved engagement with arts partners
        - Completed six monthly meetings with arts partners in the ACN between October 2025 and March 2026 to share resources and improve arts instruction across the District.
        - Increased: 36 ACN partners have provided arts instruction to 504 schools and 51,234 students, as of January 2026, up from 311 schools and 50,198 students during the same period in 2024-25.
        - Maintained: 83 arts partners, as of January 2026, the same number as of January 2025.
- Challenges:
    - In June 2026, the current Arts Community Network (ACN) roster of pre-approved arts organizations and vendors that the District's AEB partners with to provide arts education services will end. A new application process opened in February 2026, which could initially limit access to arts education services in the beginning of the school year if some organizations require additional support to complete their applications.

Despite the challenge, the AEB successfully implemented the base-funded arts education program for students in 2025-26 as planned.

<u>Goal 1, Action 7: Supplemental Arts Education</u>

In 2025-26, the District's Arts Education Branch (AEB) continued to offer supplemental arts instruction to elementary schools, which included programs in dance, theater, visual arts, general/vocal, and orchestra with an emphasis on supporting targeted student populations of English Learners, students from low-income families, and students in foster care. The District has increased LCFF funding and spending over recent years to support implementation of additional arts education opportunities for our unduplicated student groups, in alignment with educational partner feedback.

- Successes:
    - Expanded arts offerings and orchestra programs with the addition of new elementary itinerant arts teachers.
    - Progress Monitoring Measure: Expanded access and additional programming (based on the Student Equity Needs Index (SENI))
        - Hired 96 new elementary itinerant arts teachers, increased staffing to 378 teachers. Increased the number of elementary itinerant arts teachers by 24% in 2025-26, up from 2024-25, to expand access and arts education to high-needs schools. Of the 96 new teachers, 74 are newly added positions for 2025-26, while 22 fill vacancies from retirements and resignations.
- Challenges:
    - Staffing of elementary itinerant arts teachers has improved, but nationwide shortages and limited credentialing still affect full staffing. There are 76 vacant positions in the elementary arts program, as of March 2026. The AEB has 378 elementary itinerant teachers on staff with a goal of reaching full staffing at 454.

Despite the challenge, the AEB successfully implemented supplemental arts education in 2025-26 as planned.

Goal 1, Action 8: Base-Funded Afterschool Programs

In 2025-26, 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:
    - The regional competition ended in February 2026, with eight LAUSD high schools advancing to the State competition in March.
    - Progress Monitoring Measure: Increased number of schools and students participating in Pentathlon and Decathlon
      - Number of participating schools:
        - Decreased: 46 Decathlon high schools in 2025-26, down from 47 high schools in 2024-25.
        - Increased: 22 Pentathlon middle schools in 2025-26, up from 20 middle schools in 2024-25.
      - Number of participating students:
        - Increased: 723 participating high school students in Decathlon in 2025-26, up from 722 students in 2024-25.
        - Increased: 490 participating middle school students in Pentathlon in 2025-26, up from 471 students in 2024-25.
  - Marching Band:
    - The Marching Band performed at major events including the Tournament of Roses Parade, Disneyland, and the Kingdom Day Parade.
    - Progress Monitoring Measure: All District Honor Marching Band: Increased school participation rates and student participation rates
      - Maintained: 53 high schools represented in 2025-26, the same number in 2024-25.
      - Increased: 435 participating students in 2025-26, up from 350 students in 2024-25.
- Challenges:
  - Academic Decathlon: Adding new schools is difficult as some staff are occupied with their regular responsibilities and are not able to take on extra duties beyond school hours.
  - Marching Band: Student recruitment is limited at schools without a music teacher to promote and support the program.

Despite the challenges, the base-funded afterschool programs were successfully implemented in 2025-26 as planned.

Goal 1, Action 9: Supplemental Afterschool Programs

In 2025-26, the District's Beyond the Bell (BTB) program continued offering Youth Services, a free, supervised afterschool program providing academic help, recreational activities, and enrichment for students in grades 2-8 at all elementary and middle schools.

- Successes:
  - Focused recruitment has increased program staffing including adding over 180 high school workers increasing support for participating students, especially English Learners, low-income students, and those in foster care.
  - Progress Monitoring Measure: Increased student attendance and participation
    - Increased: Serving an average of 4,632 students per day, as of March 2026, up from 2,677 in October 2025.
- Challenges:
  - The hiring process is currently extended resulting in slower than expected onboarding for new staff positions.
  - Progress Monitoring Measure: Staffing for Youth Services program
    - Decreased staffing percentage: 82.0% of staffing positions are filled (492 of 602), as of March 2026, down from 95.0% of staffing positions filled (591 of 621) in the same time last year.

Despite the challenge, supplemental afterschool programs were successfully implemented in 2025-26 as planned.

<u>Goal 1, Action 10: Gifted and Talented Education (GATE) Programs</u>
In 2025-26, 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) to identify and support underrepresented students such as multilingual learners for gifted and talented programs. TIP supports schools with training and guidance for developing equitable GATE referrals and screening.
  - Provided Districtwide GATE training and support to help educators address the academic and social-emotional needs of gifted and talented students.
  - Progress Monitoring Measure: Increase the Districtwide percentage of students identified for gifted/talented programs to 14.8% by June 2026.
    - Increased: 19.0% of K-12 students are identified as gifted/talented, as of April 2026, up from 16.7% of K-12 students during the same time last year.
- Challenges:
  - Meeting increased 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 staffing.
  - As gifted/talented referrals rise, there is greater demand for GATE professional development and testing support from GATE psychologists especially in high-needs schools.

Despite the challenges, the Advanced Learning Options department successfully implemented the GATE program in 2025-26 as planned.

Goal 1, Action 11: Differentiated Local Supports for Students

In 2025-26, the District focused support and resources using LCFF supplemental and concentration 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:
  - Supplemental funding was provided to identified schools to support targeted student populations attain grade level mastery in English Language Arts (ELA) and mathematics.
  - Implementation of instructional leadership teams at the school and Region level to use student data to identify needs and plan instruction, including the support of teachers with professional development training.
  - Progress monitoring using academic, behavior, and attendance data to provide differentiated student supports, including the use of interventions, when necessary.
  - Tracked and monitored student attendance to identify frequent absences or tardiness and decrease chronic absenteeism.
  - Provided resources to parents and families if student attendance issues are connected to health, transportation, or other attendance barriers.
  - Designed and led professional development for instructional staff using the District's Teaching and Learning Framework.
  - Created opportunities across schools and Regions for collaboration to share and evaluate effective teaching and operational practices.
  - Region leadership teams supported schools in using instructional resources effectively.
  - Facilitated and led training with Resource Teachers to help them support the specific learning needs of students with disabilities.
  - Continued implementation of the Plan-Do-Study-Act (PDSA) as a continuous improvement process to improve teaching and student outcomes through data and reflection.
  - Created opportunities for schools and Regions to collaborate in sharing and assessing effective teaching and operational practices.
- Challenges:
  - None identified

The District successfully implemented differentiated local supports for students in identified schools in 2025-26 as planned.

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

In 2025-26, the District's Division of Instruction (DOI) provided targeted and differentiated student instruction for students, principally English Learners, students from low-income families, and students in foster care at grade levels within literacy and mathematics.

- Successes:
  - Elementary Schools:

        - Completed implementation of the digital English Language Arts (ELA) and mathematics assessment platform, i-Ready, to personalize instruction and inform teaching.
        - Facilitated and led professional development training for teachers in supporting tiered student instruction for all students, especially for English Learners, students from low-income families, and foster youth; Tier 1 provides whole classroom instruction; Tier 2 offers small group instruction for students requiring additional assistance; and Tier 3 provides individualized support with guided practice and consistent progress monitoring.
        - School leaders and staff developed and carried out Tier 2 and Tier 3 student support programs, including providing teachers with coaching on effective instructional strategies.
        - Provided individual students below grade level in literacy and/or mathematics with support by addressing learning barriers through targeted counseling, learning strategies, and social-emotional support.
        - i-Ready Personalized Instruction (PI) usage in Literacy:
            - 74% of K-5 Students are passing 70-100% of their personalized learning lessons
            - 20% of K-5 students are passing 50-69% of their personalized learning lessons
            - 6% of K-5 students are only passing 0-49% of their personalized learning lessons
        - Assisted schools in delivering focused literacy and math supports using the K-8 digital learning platform, i-Ready Personalized Learning program.
    - Middle Schools:
        - Facilitated and led professional development training for teachers in supporting tiered student instruction for all students, especially for English Learners, students from low-income families, and foster youth; Tier 1 provides whole classroom instruction; Tier 2 offers small group instruction for students requiring additional assistance; and Tier 3 provides individualized support with guided practice and consistent progress monitoring.
        - Completed implementation of the digital English Language Arts (ELA) and mathematics assessment platform, i-Ready, to personalize instruction and inform teaching.
        - Assisted schools in delivering focused literacy and math supports using the K-8 digital learning platform, i-Ready Personalized Learning program.
    - High Schools:
        - Completed implementation of the digital English Language Arts (ELA) and mathematics assessment platform, i-Ready, to personalize instruction and inform teaching.
        - Facilitated and led professional development training for teachers in supporting tiered student instruction for all students, especially for English Learners, students from low-income families, and foster youth; Tier 1 provides whole classroom instruction; Tier 2 offers small group instruction for students requiring additional assistance; and Tier 3 provides individualized support with guided practice and consistent progress monitoring.
- Challenges:
    - Achievement gaps remain for our targeted student populations of English Learners, students from low-income families, and foster youth when compared to the all students group continuing to highlight the need for focused literacy and math interventions.

Despite the challenge, the action provides students with increased opportunities to be at or above grade level proficiency in literacy and

mathematics in 2025-26 as planned.

Goal 1, Action 13: Early Education and Universal Transitional Kindergarten

In 2025-26, the District's Early Childhood Education Division (ECED) expanded and offered the Universal Transitional Kindergarten (UTK) program in elementary schools to children who will turn five after September 2. UTK is a voluntary 180 instructional day program providing early education to students, especially for English Learners, students from low-income families, and students in foster care.

- Successes:
    - Increased the number of enrolled UTK students to 15,422 students, as of March 2026, up from 15,017 students in October 2025.
    - Continued to implement professional development training to assist teachers strengthen early math and literacy instruction, including strategies to build students' phonological awareness, literacy skills, and mathematical reasoning.
    - 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: 697 elementary schools offering UTK in 2025-26, up from 521 elementary schools in 2024-25. Over 57% of schools offering UTK (401 of 697) have greater than 80% of students participating in the Free and Reduced Meal Program.
- Challenges:
    - Many programs have reached capacity due to strong community demand. The District is exploring options to continue to expand access to early education programs in 2026-27.

UTK was expanded and successfully implemented in 2025-26 as planned.

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

In 2025-26, 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:
    - Elementary students continued to make strong progress in reading and math as evidenced in state and District assessments.
    - Centrally funded interventionists and instructional aides were assigned to 162 high-needs schools, guided by student performance data and Region leadership, to help students who are below grade-level standards.
    - Facilitated and led monthly meetings for over 350 interventionists in areas such as providing high-quality Tier 1 universal instruction to students and strategies for targeted and personalized literacy and numeracy instruction.
    - Instructional aides participated in twice-monthly training sessions focused on teaching support and effective instructional practices.

- Challenges:
    - Students show increased grade level proficiency in math and literacy as a result of the interventions, however some intervention students require continued support into middle school grades.

Despite the challenge, the Division of Instruction successfully implemented the Literacy and Numeracy Interventionist Program in 2025-26 as planned.

Goal 1, Action 15: Secondary Literacy Support and Interventions

In 2025-26, the District's Division of Instruction (DOI) continued to implement a Tier 3 secondary literacy support and intervention program 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:
    - Small group instruction provided by 98 middle school literacy interventionists to students who are three grade levels or below on i-Ready Overall Reading and Phonics.
    - Implemented a new progress monitoring system to track and monitor student progress to grade level literacy proficiency.
    - Participating students in the Tier 3 English Language Arts (ELA) Program: At the beginning of year (BOY), 90% of students receiving intervention support were three or more grade levels behind, which decreased to 73% by middle of year (MOY) in 2025-26.
- Challenges:
    - Due to the challenge of coordinating intervention schedules, a fidelity dashboard is under development so intervention coordinators can better track implementation.

Despite the challenge, secondary literacy support and interventions were successfully implemented in 2025-26 as planned.

Goal 1, Action 16: Summer School Credit Recovery

For summer 2025, the District's Beyond the Bell (BTB) program implemented a summer school credit recovery program, in-person and online, for students in grades 9-12 to recover academic credits and stay on track for graduation.

- Successes:
    - 89% of students passed their summer 2025 courses with a grade of C or better, up from 83% in summer 2024.
    - Students were able to enroll in up to four courses during the summer term.
    - Progress Monitoring Measure: Increased participation rates
        - Decreased in-person course participation:
            - Student participation in summer term 2025 decreased 1.1% compared to 2024; 20,188 participating students in summer term 2024, down from 20,419 in summer term 2024.

        - Increased virtual course participation:
            - Student participation in summer 2025 increased 4.6% compared to 2024; 20,892 participating students in summer term 2025, up from 19,982 in summer 2024.
- Challenges:
    - 11% 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).
    - Ensuring early intervention for students who miss excessive days or fall behind academically by working with principals, teachers, and counselors.

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 2025 as planned.

<u>Goal 1, Action 17: Standard English Learner Supports</u>
In 2025-26, 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 professional development training for teachers and administrators at the 66 Academic English Mastery Program (AEMP) schools and 28 participating UCLA-LAUSD Collaborative schools.

- Successes:
    - From the beginning of the year (BOY) to the middle of the year (MOY), the percentage of participating students scoring mid or above grade level in reading increased by 10 percentage points (from 8% to 18%), while those scoring early on grade level increased by six percentage points (from 12% to 18%) in 2025-26, according to the i-Ready Dashboard.
    - Each participating UCLA-LAUSD Collaborative school developed a leadership team, including Black Student Achievement Plan (BSAP) counselors, college counselors, and instructional coordinators responsible for supporting cohorts of at least 10 students across grade levels to better monitor student progress and apply interventions, when necessary.
    - Led professional development at AEMP schools to help teachers use culturally and linguistically responsive teaching to better support SEL students and improve their English development and learning outcomes.
    - Progress Monitoring Measure: Increase percent of African American (AA) students at UCLA-LAUSD Collaborative schools enrolled in at least one Advanced Placement (AP) course by 3% from 18% to 21%.
        - Increased: 30.0% of AA students were enrolled in at least one AP course in 2025-26, up from 26.0% in 2024-25.
- Challenges:
    - Progress Monitoring Measure: Improved outcomes on AEMP Culturally and Linguistically Responsive (CLR) professional development surveys and analysis to evaluate implementation and effectiveness
        - Decreased: 81% 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 2025 survey, down from 85% in fall 2024. Note: Met the department goal of reaching 80% or greater of participants strongly agreeing.
    - Progress Monitoring Measure: Increase percent of African American (AA) students at UCLA-LAUSD Collaborative schools that

meet or are on track to meet UC A-G requirements by 3% from 46% to 49%.
    - Decreased: 44.0% of students are on track to meet A-G requirements, as of March 2026, down from 45.7% during the same time period in 2024-25.

Despite the challenges, the academic programs to support African American students and Standard English Learners (SEL) were successfully implemented in 2025-26 as planned.

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

In 2025-26, 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 14,000 students identified as experiencing homelessness and approximately 7,000 students in foster care with access to credit recovery courses, graduation exemptions, and alternative education options, among other supportive services.
    - Over 700 students in foster care or experiencing homelessness have participated in 15 Pathways to College tours, as of January 2026, gaining exposure to colleges and current college students.
    - 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: 719 BIDs meetings in 2024-25, up from 705 in 2023-24. As of January 2026, there are 387 completed BIDs meetings in 2025-26, up from 299 during the same period in 2024-25.
    - Progress Monitoring Measure: Increased attendance rates for students in foster care
        - Increased: 89.0% attendance rate, as of January 2026, up from 88.1% in 2024-25.
    - Progress Monitoring Measure: Increased on-track for graduation rate for students in foster care
        - Increased: Four students in grades 10-12 are on-track to graduate, as of February 2026, up from one student during the same period in 2024-25.
    - Progress Monitoring Measure: Increased number of District students properly identified as homeless under the McKinney-Vento Act definition
        - Increased: 18,487 students identified as homeless, in 2024-25, up from 17,104 in 2023-24. As of January 2026, there are 14,361 students identified as homeless, compared to 15,779 during the same period in 2024-25.
    - Progress Monitoring Measure: Increased attendance rates for students experiencing homelessness
        - Increased: 87.2% in 2024-25, up from 87.0% in 2023-24. As of January 2026, students experiencing homelessness have an attendance rate of 88.4%.
    - Progress Monitoring Measure: Increased on-track for graduation rate for students experiencing homelessness

        - Increased: 36 students in grades 10-12 are on-track for graduation, as of February 2026, up from 16 students during the same period in 2024-25.
- Challenges:
    - Recent federal immigration enforcement in Los Angeles has reduced the number of families willing to engage with the District to receive resources.

Despite the challenge, the Specialized Student Services (SSS) programs for students in foster care and students experiencing homelessness were successfully implemented in 2025-26 as planned.

Goal 1, Action 19: Special Education: Base Program

In 2025-26, the District's Division of Special Education served over 77,000 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 118,246 Individualized Education Programs (IEPs) and 85% assigned assessments (125,770) in 2024-25. Assessment completion was dependent on parent consent and student availability.
    - In 2024-25, 90% of all IEP services were delivered with a rate of 70% or higher.
    - Progress Monitoring Measure: Percentage of Individualized Education Programs (IEPs) held on time
        - Maintained: 84% of IEPs held on time, as of March 2026, compared to 84% during the same period in 2024-25.
    - Progress Monitoring Measure: Percentage of assessments completed on time on IEPs held with an assessment plan
        - Increased: 78% of individual assessments were completed on or before the IEP due date, as of March 2026, up from 59.4% during the same period in 2024-25.
- Challenges:
    - The primary cause of overdue IEPs was parents rescheduling assessments which the state does not consider a complaint.

Despite the challenge, the Division of Special Education successfully implemented the base program for students with disabilities in 2025-26 as planned.

Goal 1, Action 20: Special Education: Intensive Diagnostic Education Centers (IDEC)

In 2025-26, the District's Division of Special Education provided targeted Tier 3 reading intervention to over 700 students with specific learning disabilities within 27 IDEC locations at select elementary schools as well as professional development training for instructional staff to better support student literacy.

- Successes:
    - Identified students made 62% 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 152%

progress towards annual typical growth, the expected amount of academic progress a student is projected to make over the course of a year.
    - Partnering with the University of California/California State University Collaborative to study changes in IDEC students' self-perception before and after intervention.
    - Developing an IDEC course dually focused on English Language Development (ELD) standards and foundational reading skills to support the needs of identified students who are also English Learners.
    - Organized and led training for Special Day Program teachers to improve literacy instruction and increase students' word-level reading skills.
    - Continued partnership with the National Center for Intensive Intervention to support the implementation of the IDEC Data-Based Individualization Process to differentiate student instruction based on individual student need.
- Challenges:
    - IDEC middle school scheduling has become more complicated due to new reclassification legislation, hindering student access to IDEC blocks due to mandatory ELD requirements.

Despite the challenge, evidence-based literacy intervention was successfully implemented in IDEC locations in 2025-26 as planned.

Goal 1, Action 21: Special Education: Inclusion Services

In 2025-26, the District's Division of Special Education implemented the District's plan towards a teaching model where students with disabilities learn alongside general education peers with access to grade-level curriculum and differentiated supports.

- Successes:
    - Developed seven demonstration sites at schools, one in each Board of Education District, allowing educators to observe and learn strategies such as co-teaching and differentiated instruction to accelerate the use of inclusive classrooms for students with disabilities.
    - Continued implementation of a micro-credential program to help general education teachers better support students with disabilities in their classrooms.
    - Increased professional development opportunities for educators and families to understand and support the intentional design of increased inclusion of students with disabilities in general education classes.
    - Ongoing implementation of 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, on a three part Inclusion Academy to prepare school teams including administrators, general and special education teachers, and additional staff for implementation of inclusive classrooms.
- Challenges:
    - There is a need to expand the understanding that differentiated support can be successfully provided in integrated settings,

enabling schools to develop and sustain necessary local supports and services.

Despite the challenges, the Division of Special Education successfully implemented inclusion services in 2025-26 as planned.

Goal 1, Action 22: Special Education: Special Day Program

In 2025-26, 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 34% of students with disabilities (22,246 in total. Of the students, 14,746 are on the core curriculum and 7,500 are on a modified core curriculum).

- Successes:
  - Decreased to 55.4% the average time a student in a core curriculum Special Day class spent in a special education setting, as of March 2026, down from 65.4% in August 2025.
  - Maintained 70.3% the average time a student in a modified core curriculum Special Day class spent in a special education setting, as of March 2026, compared to 70.3% in August 2025.
  - Expanded professional learning opportunities for special education teachers of deaf and hard-of-hearing students.
  - Developed and facilitated in-person and virtual training for over 1,030 teachers, paraprofessionals, and administrators on topics including curriculum, assessments, and adaptations to better support students with extensive needs in general education settings.
  - Provided afterschool literacy intervention for over 1,000 students.
  - Implementation of instructional guides for multigrade classrooms through a collaboration with Eureka Math and Illustrative Math.
  - 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.
  - Maintained literacy training for multigrade classrooms, along with new teacher trainings and regular targeted meetings for Resource Specialist Program teachers and Special Day Program teachers throughout the year.
  - Progress Monitoring Measure: Increased participation in credit recovery and general education summer programs
    - Increased: 4.8% increase in students with disabilities (4,404) enrolled in summer credit recovery in 2025, up from 4,192 in summer 2024. Note: Of the 4,404 students with disabilities enrolled in the summer 2025 program, 64 students were regularly served in the Special Day Program
- Challenges:
  - We need to increase the participation and implementation of professional development, and use of instructional materials and resources available to support Special Day Class teachers and their administrators.

Despite the challenge, the Special Day Program was successfully implemented in 2025-26 as planned.

Goal 1, Action 23: Special Education: Transition Services

In 2025-26, 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 grade 12 advisories and family engagement to assist students with disabilities prepare for life after high school by building self-advocacy and independent living skills while connecting them and their families to needed supports.
  - Progress Monitoring Measure: Grade 12 Student Advisories: Number of senior (12th grade) student advisories/progress towards four senior advisories per student per year.
    - 2025-26: 4,086 seniors with disabilities completed advisories, as of March 2026, for a total of 11,504 advisories conducted.
      - Students who received four or more senior advisories- Increased: 38.0% in 2025-26, up from 28.9% in 2024-25.
      - Students who received three or more senior advisories: 64.3%
      - Students who received two or more senior advisories: 85.2%
      - Students who received one senior advisory: 94.0%
      - Students who have not received a senior advisory: With the scope of the 2024-25 LCAP, the percentage of seniors who had not received a senior advisory by March 2025 was 4.26%. For the 2025-26 LCAP, the percent of students who had not received a senior advisory by March 2026 was 6.05%.
    - Decreased: 94.0% of 12th grade students with disabilities completed at least one advisory session in March 2026, down from 95.7% in March 2025.
  - 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.
    - 2025-26: 100% of transition teachers created and implemented Family Engagement Plans, reaching a total of 3,749 parents of students with disabilities in grades 9-12.
- Challenges:
  - None identified.

The Office of Transition Services successfully implemented services for students with disabilities ages 14+ in 2025-26 as planned.

<u>Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams</u>

In 2025-26, the District's Division of Instruction (DOI) continued to provide instructional support for the Advanced Placement (AP) program, including funding for AP Summer Training, AP Readiness, and AP Coordinator training. District high schools offer AP courses in over 34 subjects such as science, language, math, and art.

- Successes:

    - Completed planning and preparation for two new AP courses in 2026-27; AP Cyber Security and AP Personal Business and Finance.
    - Completed AP coordinator training in fall 2025 and spring 2026 to maintain high program quality and maintain alignment in teaching practices.
    - Continued the AP Equitable Access Policy in all high schools to allow students to complete AP courses despite scheduling conflicts or other requirements.
    - Paid all AP exam fees so no student is kept from participating due to cost.
    - Implemented AP Summer Training in summer 2025, a multi-day training for experienced and new AP teachers with a focus on curriculum, exam preparation, and teaching college-level material in high school.
    - Expanded AP course access across the District; AP African American Studies is now offered at 40 schools, up from 35 schools in 2024-25, 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: 29.5% of grade 9-12 students were enrolled in at least one AP course, as of March 2026, up from 26.8% in 2024-25.
- Challenges:
    - Achievement gaps persist in AP test scores between student groups.
    - Progress Monitoring Measure: Increased AP Readiness student participation
        - Decreased: 0.6% decrease in student attendance; 1,939 in fall 2025, down from 1,950 in fall 2024.

Despite the challenges, the District's action to increase student access to Advanced Placement courses and college readiness exams was successfully implemented in 2025-26 as planned.

Goal 1, Action 25: Increased Access to International Baccalaureate (IB) Programs

In 2025-26, the District's Division of Instruction Division of Instruction (DOI) implemented IB programs in 12 District authorized schools. The IB is an internationally recognized program for students aged 3-19 that emphasizes critical thinking, independent research, and intercultural understanding across academic disciplines.

- Successes:
    - Eagle Rock High School launched its first Career-related Programme cohort with 114 students.
    - Provided mentors and professional development for participating IB teachers to improve instruction and integrate the six IB approaches to teaching, such as inquiry, differentiation, and conceptual understanding.
    - The IB Diploma Programme in grades 9-12 had 129 students tested with 80 earning full diplomas and 98 students earning at least one IB certificate in 2025.
    - IB exam fees are covered for all students to reduce financial barriers that may limit student participation in the IB college and career-aligned program.
    - Across IB schools, 141 11th graders joined the IB Diploma Programme and 124 joined the IB Career-related Programme. Note:

While the IB Diploma Programme is an academic, college-prep program, the Career-related Programme provides a mix of college-prep program and career-related technical training.

- Challenges:
  - Maintaining student participation in IB with competing academic pathways at schools.
  - Expanding the number of IB courses due to limited and qualified staffing.
  - Supporting students in balancing high academic expectations and social emotional well-being.

Despite the challenges, the District's action to increase student access to International Baccalaureate programs was successfully implemented in 2025-26 as planned.

Goal 1, Action 26: Districtwide A-G Interventions

In 2025-26, 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:
  - Monitored student progress toward A-G course requirements Districtwide, including English Learners, foster youth, and students from low-income families, and gave Region administrators lists of students not on track of meeting A-G requirements for follow up and support.
  - Increase in the percentage of students on track for meeting A-G requirements with grades of C or better as of the Spring 2026 5-Week Reporting Period:
    - Grades 9-12: Increased: 48.1% in spring 2026, up from 45.2% during the same period in 2025.
    - Grade 12: Increased: 61.9% in spring 2026, up from 60.4% during the same period in 2025.
  - Redesigned and implemented student intervention programs in spring 2026 to support A-G course completion; Just-in-Time Interventions, Academic Course Extension (ACE), and Performance Assessment Student Support (PASS). Asynchronous trainings have been redesigned to improve the effectiveness of the interventions.
  - Facilitated and led virtual and in-person training for teachers to successfully implement the student intervention programs supporting A-G course completion.
  - Implementation of Winter Academy 2026, a free optional program from January 5-9 gave K-12 students extra academic support, enrichment activities, and the opportunity to improve or replace course grades.
  - Addition of PASS for World History and US History with the US Government course under development.
- Challenges:
  - Expanding teacher support to help students with final semester grades below a C complete extra time and assignments through the ACE program to raise their final semester grades.

Despite the challenge, Districtwide A-G interventions and supports were successfully implemented in 2025-26 as planned.

Goal 1, Action 27: Diploma Program

In 2025-26, the Student Support and Attendance Services (SSAS) branch within the Division of School Operations implemented the A-G Diploma Program to help identified students in the 20 selected schools improve grades, attendance, and school engagement to stay on track toward graduation.

- Successes:
  - Pupil Service and Attendance (PSA) counselors provided targeted (Tier 2) and intensive support (Tier 3) in areas of case management and tutoring to identified students to improve outcomes.
  - As of January 2026, 51.9% of the identified students avoided failing additional classes, marking a 14.9% improvement compared to the same time in 2024-25.
  - The program is fully staffed for the first time since 2020.
- Challenges:
  - The high school Diploma Program has one staffing vacancy, which has improved over prior years.

The Diploma Program was successfully implemented in 2025-26 as planned.

Goal 1, Action 28: Career Technical Education

In 2025-26, 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:
  - Increased collaboration with high school counselors through CTE workshops to expand the number of available CTE courses and the number of students completing CTE certifications.
  - Added 14 new CTE dual enrollment course equivalencies, including Cyber Defense Fundamentals, Clinical Medical Science, Graphic Communication Production, Education Foundations, and Machining and Tool Technology.
  - Progress Monitoring Measure: Increased number of students earning a Work Ready Badge.
    - Increased: 1,161 students earned Work Ready Badges in Career Technical Education (CTE) pathways across 93 high schools in 2024-25, compared to 517 students across 49 high schools in 2023-24.
  - Increased to 2,753 the number of students earning the Internship Ready Certificate in 2024-25, up from 975 students in 2023-24. As of May 2026, 4,080 students have earned the Internship Ready Certificate.
  - CTE teachers received additional training on work-based learning, instructional planning, student engagement, and completing certification assessments.
  - The number of schools offering CTE programs has grown to 166 schools, up from 133 schools in 2024-25.
- Challenges:
  - Nearly 40% of schools serving grades 9-12 students do not offer CTE pathways and not all CTE pathways were implemented

as planned.
- The traditional six-period daily instructional schedule limits high school students' ability to enroll in and complete CTE courses within four years.

Despite the challenges, the CTE-Linked Learning department successfully implemented CTE pathways course opportunities for students in 2025-26 as planned.

Goal 1, Action 29: Linked Learning

In 2025-26, 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:
  - Improved Linked Learning pathways by giving more students access to work-based learning opportunities.
  - Provided professional development for school administrators and Linked Learning pathway teams to better coordinate industry partnerships.
  - Progress Monitoring Measure: Increased number of Linked Learning silver and gold certified pathways in Los Angeles Unified
    - Increased: One pathway, Hollywood High School's New Media Arts Academy, received a gold certification in fall 2025, while four additional Linked Learning pathways are projected to receive gold certification in spring 2026 (Chatsworth High School G+STEAM Magnet, Huntington Park Institute of Applied Medicine, Laurel Cinematic Arts and Creative Technologies Magnet, and Los Angeles Academy Middle School STEAM Magnet). One pathway, Roosevelt High School's Academy of Music and Digital Production, earned a silver certification in fall 2025, while three additional Linked Learning pathways are expected to receive silver certification by June 2026 (Roybal Learning Center's Film, Video, and Television Magnet, Carson High School's MEDiA Magnet, and University Pathways Public Service Academy).
- Challenges:
  - Coordinating work-based learning and Integrating academic and CTE courses 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 2025-26 as planned.

Goal 1, Action 30: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools

In 2025-26, 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109

- Successes:
  - Implemented expanded learning opportunities such as after-school tutoring services for students below grade level proficiency in math and/or English Language Arts, principally focused on targeted student populations- English Learners, students from low-income families, and students in foster care.
  - Hired additional staff such as instructional aides and reading and math interventionists to assist with classroom instruction and provide targeted academic interventions for individual students or small groups, increasing time to learn.
  - Trained teachers and staff on the effective use of student assessment data monitoring to plan instruction and differentiate for diverse learning needs.
  - Purchased supplemental instructional materials to support students' learning levels.
  - Worked on building students' reading, writing, and comprehension skills in class and through technology for learning beyond the classroom to grade level proficiency.
  - Focused on improving numeracy skills, such as counting, number recognition, addition, subtraction, and other math concepts, through hands-on learning activities to grade level proficiency.
- Challenges:
  - Finding and hiring qualified instructional staff is a continuing challenge for some schools, as is the negative effect of recent federal immigration enforcement on student academic achievement due to lost instructional time and anxiety.

Despite the challenges, elementary schools used SENI funds in 2025-26 to improve academic supports for targeted student populations of English Learners, low-income students, and foster youth, and help close equity gaps.

Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools

In 2025-26, 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109

- Successes:
  - Worked on building students' reading, writing, and comprehension skills in class and through technology for learning beyond the classroom to grade level proficiency.
  - Focused on improving math skills, such as understanding variables and expressions, geometry, and other math concepts, through learning activities to grade level proficiency.
  - Implemented expanded learning opportunities such as after-school tutoring services for students below grade level proficiency in math and/or English Language Arts, principally focused on targeted student populations- English Learners, students from low-income families, and students in foster care.
  - Hired additional staff such as instructional aides and reading and math interventionists to assist with classroom instruction and provide targeted academic interventions for individual students or small groups, increasing time to learn.
  - Trained teachers and staff on the effective use of student assessment data monitoring to plan instruction and differentiate for

diverse learning needs.
    - Purchased supplemental instructional materials to support students' learning levels.
- Challenges:
    - Finding and hiring qualified instructional staff is a continuing challenge for some schools, as is the negative effect of recent federal immigration enforcement on student academic achievement due to lost instructional time and anxiety.

Despite the challenges, middle schools used SENI funds in 2025-26 to improve academic supports for targeted student populations of English Learners, low-income students, and foster youth, and help close equity gaps.

Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools

In 2025-26, 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109

- Successes:
    - Implemented expanded learning opportunities such as before, during, or after-school tutoring services for students below grade level proficiency in math and/or English Language Arts, principally focused on targeted student populations- English Learners, students from low-income families, and students in foster care.
    - Worked on building students' reading, writing, and comprehension skills in class and through technology for learning beyond the classroom to grade level proficiency.
    - Focused on improving math skills, such as understanding variables and expressions, geometry, and other math concepts, through learning activities to grade level proficiency.
    - Hired additional staff such as instructional aides and reading and math interventionists to assist with classroom instruction and provide targeted academic interventions for individual students or small groups, increasing time to learn.
    - Trained teachers and staff on the effective use of student assessment data monitoring to plan instruction and differentiate for diverse learning needs.
    - Purchased supplemental instructional materials to support students' learning levels.
    - Additional high school counseling services to guide students with Individualized Graduation Plans to meet graduation requirements and complete A-G courses for four-year university eligibility.
    - School teams created and provided school-level programs such as peer mentoring programs to meet the academic needs of English Learners, students in foster care, and students from low-income families.
    - Implemented programs to help students explore careers and prepare for college including providing workshops on careers and financial aid.
- Challenges:
    - Finding and hiring qualified instructional staff is a continuing challenge for some schools, as is the negative effect of recent federal immigration enforcement on student academic achievement due to lost instructional time and anxiety.

Despite the challenges, high schools used SENI funds in 2025-26 to improve academic supports for targeted student populations of English Learners, low-income students, and foster youth, and help 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
No material differences were observed for the actions.

Goal 1, Action 3: Central District Supports for Instruction
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is primarily due to an overestimation of initial budgeted expenditures in books and supplies for this action.

Goal 1, Action 4: Options Program
Goal 1, Action 5: Instructional Technology Initiative
No material differences were observed for the actions.

Goal 1, Action 6: Base-Funded Arts Education
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to the initial budget projection of expenditures being covered with one-time funds. However, state funds were used. Note: LCFF base-funded arts education is additionally supported with instructional staff allocated through goal action 1.02: School Staffing and Operations.

Goal 1, Action 7: Supplemental Arts Education
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is the assumption one-time funding, non-LCFF funds, would cover costs however the one-time funding was not utilized and supplemental LCFF funds were expended to benefit students from low-income families, English Learners, and students in foster care. Note: Based on educational partner feedback, the District has increased LCFF funding and spending over recent years to provide additional arts education opportunities for our unduplicated student groups.

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
Goal 1, Action 12: School-Level Supports for Individualized Learning
Goal 1, Action 13: Early Education and Universal Transitional Kindergarten
No material differences were observed for the actions.

Goal 1, Action 14: Literacy and Numeracy Interventionist Program
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is the result of an initial budget overestimation of expenditures for implementation.

Goal 1, Action 15: Secondary Literacy Support and Interventions
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to lower-than-anticipated costs for employee salaries and benefits.

Goal 1, Action 16: Summer School Credit Recovery
Goal 1, Action 17: Standard English Learner Supports
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: Intensive Diagnostic Education Centers (IDEC)
Goal 1, Action 21: Special Education: Inclusion Services
Goal 1, Action 22: Special Education: Special Day Program
Goal 1, Action 23: Special Education: Transition Services
Goal 1, Action 25: Increased Access to International Baccalaureate (IB) Programs
No material differences were observed for the actions.

Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to increased costs associated with instructional materials due to an increased number of students and the higher costs of supplementary instructional materials.

Goal 1, Action 26: Districtwide A-G Interventions
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to an overestimate of planned expenditures of instructional materials and supplies compared to actual expenditures.

Goal 1, Action 27: Diploma Program
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to staffing vacancies.

Goal 1, Action 28: Career Technical Education
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to unfilled CTE teacher positions and some planned pathways were delayed in being implemented.

Goal 1, Action 29: Linked Learning
No material difference was observed for the action.

Goal 1, Action 30: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools
Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools
Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools
The material difference between planned expenditures and estimated actual 2025-26 expenditures for goal actions 1.30-1.32 is primarily due to lower-than-anticipated school site expenditures at elementary, middle, and high school levels and challenges recruiting highly qualified instructional staff to support SENI-funded actions across schools. SENI funds are school-based allocations and used to provide allowable services and programs supporting students from low income families, students in foster care, and English Learners in achieving academic success.

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 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 students from low-income families and students in foster care. However, English Learners showed declines in the elementary grades within ELA and math. Further effectiveness will be assessed in 2026-27.
    - Improved outcomes on i-Ready Reading (TK-2 Reading)
        - Increase of Students in the Percent Mid or Above Grade Level from Beginning-of-Year (BOY) to Middle-of-Year (MOY): 2025-26

- Overall:
  - Students in the Percent Mid or Above Grade Level improved from 20.8% to 49.3%.
- English Learners:
  - Students in the Percent Mid or Above Grade Level improved from 4.6% to 25.9%.
- Low Income:
  - Students in the Percent Mid or Above Grade Level improved from 15.6% to 43.4%.
- Foster Youth:
  - Students in the Percent Mid or Above Grade Level improved from 8.5% to 32.7%.

■ Decrease of Students in the Two or Three Grade Levels Below from Beginning-of-Year (BOY) to Middle-of-Year (MOY): 2025-26

- Overall:
  - Decreased- 9.7% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 18.8% on the Beginning-of-Year (BOY) assessment.
- English Learners:
  - Decreased- 19.5% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 34.5% on the Beginning-of-Year (BOY) assessment.
- Low Income:
  - Decreased- 11.3% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 21.8% on the Beginning-of-Year (BOY) assessment.
- Foster Youth:
  - Decreased- 17.6% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 28.4% on the Beginning-of-Year (BOY) assessment.

○ i-Ready Math Grades 3-5: 2025-26

■ Percentage Met Annual Target Growth. Middle-of-Year (MOY) data indicates the median percent towards Meeting Annual Target Growth in math was 27.7% for grade 3, 27.6% for grade 4, and 33.9% for grade 5. Overall, the percentage of grades 3-5 students Meeting Annual Stretch Growth averaged 7.8%. Improved from 2024-25 Middle-of-Year (MOY) data- 21.5% for grade 3, 22.4% for grade 4, and 29.7% for grade 5. Overall, the percentage of grades 3-5 students Meeting Annual Stretch Growth averaged 5.5%.

○ 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 2025-26: 35.6% mid or above grade level; 21.9% of students at one grade level below; 11.1% of students two grade levels below; 31.4% of students three grade levels below.
  - Beginning-of-Year (BOY) Assessment 2025-26: 25.8% mid or above grade level; 21.8% of students at one grade level below; 12.7% of students two grade levels below; 39.6% of students three grade levels below.

■ Grades TK-12 i-Ready Math scores:

- Improved:
  - Middle-of-Year (MOY) Assessment 2025-26: 32.6% mid or above grade level; 31.8% of students at one

grade level below; 11.1% of students two grade levels below; 24.6% of students three grade levels below.
    - Beginning-of-Year (BOY) Assessment 2025-26: 17.7% mid or above grade level; 34.5% of students at one grade level below; 16.2% of students two grade levels below; 31.5% of students three grade levels below.
- Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
    - All Students- Increased: +1.0%; 71.4% in 2024-25, up from 70.4% in 2023-24.
    - African American / Black- Increased: +3.4%; 68.3% in 2024-25, up from 64.9% in 2023-24.
    - Hispanic / Latino- Increased: +1.2%; 68.4% in 2024-25, up from 67.2% in 2023-24.
    - English Learner- Decreased: -8.6%; 51.0% in 2024-25, down from 59.6% in 2023-24.
    - RFEP- Maintained: 0.0%; 100% in 2024-25, compared to 100% in 2023-24.
    - Standard English Learner- Increased: +1.5%; 72.8% in 2024-25, up from 71.3% in 2023-24.
    - Students with Disabilities- Increased: +2.1%; 46.7% in 2024-25, up from 44.6% in 2023-24.
    - Low-Income- Decreased: -3.4%; 68.7% in 2024-25, down from 72.1% in 2023-24.
    - Foster Youth- Decreased: -7.1%; 54.8% in 2024-25, down from 61.9% in 2023-24.
- Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
    - All Students- Increased: +2.2%; 72.3% in 2024-25, up from 70.1% in 2023-24.
    - African American / Black- Increased: +4.2%; 66.0% in 2024-25, up from 61.8% in 2023-24.
    - Hispanic / Latino- Increased: +2.1%; 68.7% in 2024-25, up from 66.6% in 2023-24.
    - English Learner- Decreased: -4.0%; 47.1% in 2024-25, down from 51.1% in 2023-24.
    - RFEP- Increased: +1.0%; 97.4% in 2024-25, up from 96.4% in 2023-24.
    - Standard English Learner- Increased: +2.6%; 73.1% in 2024-25, up from 70.5% in 2023-24.
    - Students with Disabilities- Increased: +1.6%; 46.4% in 2024-25, up from 44.8% in 2023-24.
    - Low-Income- Increased: +0.6%; 69.1% in 2024-25, up from 68.5% in 2023-24.
    - Foster Youth- Increased: +12.4%; 62.9% in 2024-25, down from 50.5% in 2023-24.
- Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
    - All Students- Increased: +1.4%; 68.4% in 2024-25, up from 67.0% in 2023-24.
    - African American / Black- Increased: +4.2%; 59.9% in 2024-25, up from 55.7% in 2023-24.
    - Hispanic / Latino- Increased: +1.8%; 64.9% in 2024-25, up from 63.1% in 2023-24.
    - English Learner- Decreased: -7.6%; 39.0% in 2024-25, down from 46.6% in 2023-24.
    - RFEP- Increased: +0.3%; 94.3% in 2024-25, up from 94.0% in 2023-24.
    - Standard English Learner- Increased: +1.8%; 69.0% in 2024-25, up from 67.2% in 2023-24.
    - Students with Disabilities- Increased: +1.8%; 39.9% in 2024-25, up from 38.1% in 2023-24.
    - Low-Income- Increased: +0.3%; 65.0% in 2024-25, up from 64.7% in 2023-24.
    - Foster Youth- Decreased: -5.4%; 44.8% in 2024-25, down from 50.2% in 2023-24.
- Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
    - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
    - African American / Black- Decreased: -0.4 points; -47.8 DFS in 2024-25, down from -47.4 in 2023-24.
    - Hispanic / Latino- Increased: +7.7 points; -32.6 DFS in 2024-25, up from -40.3 in 2023-24.
    - English Learner- Decreased: -5.6 points; -95.9 DFS in 2024-25, down from -90.3 in 2023-24.

        - RFEP- Decreased: -1.2 points; +17.6 DFS in 2024-25, down from +18.8 in 2023-24.
        - Standard English Learner- Increased: +6.6 points; -20.5 DFS in 2024-25, up from -27.1 in 2023-24.
        - Students with Disabilities- Increased: +13.5 points; -83.2 DFS in 2024-25, up from -96.7 in 2023-24.
        - Low-Income- Increased: +6.2 points; -33.5 DFS in 2024-25, up from -39.7 in 2023-24.
        - Foster Youth- Increased: +7.9 points; -63.6 DFS in 2024-25, up from -71.5 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - African American / Black- Increased: +10.6 points; -42.9 DFS in 2024-25, up from -53.5 in 2023-24.
        - Hispanic / Latino- Increased: +9.2 points; -29.8 DFS in 2024-25, up from -39.0 in 2023-24.
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 in 2023-24.
        - RFEP- Increased: +1.4 points; +4.2 DFS in 2024-25, up from +2.8 in 2023-24.
        - Standard English Learner- Increased: +10.3 points; -16.4 DFS in 2024-25, up from -26.7 in 2023-24.
        - Students with Disabilities- Increased: +15.0 points; -89.8 DFS in 2024-25, up from -104.8 in 2023-24.
        - Low-Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
        - Foster Youth- Increased: +6.4 points; -66.5 DFS in 2024-25, up from -72.9 in 2023-24.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
        - African American / Black- Increased: +13.2 points; -49.9 DFS in 2024-25, up from -63.1 in 2023-24.
        - Hispanic / Latino- Increased: +11.0 points; -34.2 DFS in 2024-25, up from -45.2 in 2023-24.
        - English Learner- Increased: +4.3 points; -139.6 DFS in 2024-25, up from -143.9 in 2023-24.
        - RFEP- Increased: +9.2 points; -15.6 DFS in 2024-25, up from -24.8 in 2023-24.
        - Standard English Learner- Increased: +11.0 points; -19.7 DFS in 2024-25, up from -30.7 in 2023-24.
        - Students with Disabilities- Increased: +10.4 points; -112.9 DFS in 2024-25, up from -123.3 in 2023-24.
        - Low-Income- Increased: +10.1 points; -34.1 DFS in 2024-25, up from -44.2 in 2023-24.
        - Foster Youth- Increased: +2.2 points; -86.4 DFS in 2024-25, up from -88.6 in 2023-24.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
        - African American / Black- Increased: +23.2 points; -23.6 DFS in 2024-25, up from -46.8 in 2023-24.
        - Hispanic / Latino- Increased: +13.4 points; -8.5 DFS in 2024-25, up from -21.9 in 2023-24.
        - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
        - RFEP- Increased: +11.0 points; +6.1 DFS in 2024-25, up from -4.9 in 2023-24.
        - Standard English Learner- Increased: +13.9 points; +10.4 DFS in 2024-25, up from -3.5 in 2023-24.
        - Students with Disabilities- Increased: +10.6 points; -98.9 DFS in 2024-25, up from -109.5 in 2023-24.
        - Low-Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
        - Foster Youth- Increased: +32.5 points; -53.4 DFS in 2024-25, up from -85.9 in 2023-24.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5:
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
        - African American / Black- Increased: +4.8 points; -59.3 DFS in 2024-25, up from -64.1 in 2023-24.

        - Hispanic / Latino- Increased: +8.3 points; -36.9 DFS in 2024-25, up from -45.2 in 2023-24.
        - English Learner- Decreased: -1.8 points; -87.1 DFS in 2024-25, down from -85.3 in 2023-24.
        - RFEP- Increased: +4.3 points; -6.3 DFS in 2024-25, up from -10.6 in 2023-24.
        - Standard English Learner- Increased: +6.5 points; -29.6 DFS in 2024-25, up from -36.1 in 2023-24.
        - Students with Disabilities- Increased: +6.6 points; -95.5 DFS in 2024-25, up from -102.1 in 2023-24.
        - Low-Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
        - Foster Youth- Increased: +7.2 points; -70.1 DFS in 2024-25, up from -77.3 in 2023-24.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8:
        - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
        - African American / Black-Increased: +16.8 points; -97.1 DFS in 2024-25, up from -113.9 in 2023-24.
        - Hispanic / Latino- Increased: +14.1 points; -76.8 DFS in 2024-25, up from -90.9 in 2023-24.
        - English Learner- Increased: +12.1 points; -160.8 DFS in 2024-25, up from -172.9 in 2023-24.
        - RFEP- Increased: +11.3 points; -56.8 DFS in 2024-25, up from -68.1 in 2023-24.
        - Standard English Learner- Increased: +13.3 points; -64.4 DFS in 2024-25, up from -77.7 in 2023-24.
        - Students with Disabilities- Increased: +9.1 points; -156.8 DFS in 2024-25, up from -165.9 in 2023-24.
        - Low-Income- Increased: +12.9 points; -75.0 DFS in 2024-25, up from -87.9 in 2023-24.
        - Foster Youth- Increased: +6.2 points; -133.9 DFS in 2024-25, up from -140.1 in 2023-24.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11:
        - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
        - African American / Black- Increased: +24.1 points; -115.9 DFS in 2024-25, up from -140.0 in 2023-24.
        - Hispanic / Latino- Increased: +19.9 points; -97.2 in 2024-25, up from -117.1 in 2023-24.
        - English Learner- Increased: +24.9 points; -178.4 DFS in 2024-25, up from -203.3 in 2023-24.
        - RFEP- Increased: +17.5 points; -85.7 DFS in 2024-25, up from -103.2 in 2023-24.
        - Standard English Learner- Increased: +19.4 points; -85.0 DFS in 2024-25, up from -104.4 in 2023-24.
        - Students with Disabilities- Increased: +15.8 points; -177.5 DFS in 2024-25, up from -193.3 in 2023-24.
        - Low-Income- Increased: +19.6 points; -94.0 DFS in 2024-25, up from -113.6 in 2023-24.
        - Foster Youth- Increased: +22.1 points; -142.2 DFS in 2024-25, up from -164.3 in 2023-24.
    - Metric 1.18- A-G Completion Rate:
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - African American / Black- Increased: +3.3%; 53.7% in 2024-25, up from 50.4% in 2023-24.
        - Hispanic / Latino- Increased: +1.9%; 56.2% in 2024-25, up from 54.3% in 2023-24.
        - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
        - RFEP- Increased: +4.9%; 65.2% in 2024-25, up from 60.3% in 2023-24.
        - Standard English Learner- Increased: +3.8%; 60.0% in 2024-25, up from 56.2% in 2023-24.
        - Students with Disabilities- Increased: +4.7%; 34.1% in 2024-25, up from 29.4% in 2023-24.
        - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
        - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.
    - Metric 1.25- Four-Year Cohort Graduation Rate:

        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - African American / Black- Increased: +3.5%; 87.7% in 2024-25, up from 84.2% in 2023-24.
        - Hispanic / Latino- Decreased: -0.7%; 86.0% in 2024-25, down from 86.7% in 2023-24.
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - RFEP- Increased: +2.0%; 92.9% in 2024-25, up from 90.9% in 2023-24.
        - Standard English Learner- Increased: +0.9%; 91.0% in 2024-25, up from 88.1% in 2023-24.
        - Students with Disabilities- Increased: +6.5%; 77.5% in 2024-25, up from 71.0% in 2023-24.
        - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
        - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.
    - 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 2024-25, compared to 100% in 2023-24.
        - Secondary Course Access- Maintained: 100% in 2024-25, compared to 100% in 2023-24.
        - A-G Course Access- Maintained: 100% in 2024-25, compared to 100% in 2023-24.
        - English Learner Course Access- Maintained: 100% in 2024-25, compared to 100% in 2023-24.
    - Metric: 5.01- Percent of Teachers Are Appropriately Credentialed for the Student They are Assigned to Teach:
        - Increased: 93.0% in 2024-25, compared to 90.0% in 2023-24.
    - 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:
        - Decreased: 33.7% in 2024-25, down from 37.5% in 2023-24.

<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. Most student groups demonstrated growth in graduation and A-G completion rates, with five of nine student groups experiencing a decrease in the high school dropout rate. In addition, students increased math proficiency by Middle-of-Year (MOY) i-Ready assessments compared to Beginning-of-Year (BOY) in 2025-26. There was an increase in summer credit recovery pass rates and the one-year graduation rate of enrolled 12th graders in the Options program. Further effectiveness will be assessed in 2026-27.
    - 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:
            - 2025-26: Baseline: Percentage of students performing Mid or Above Grade Level or Early On Grade Level decreased to 17% on the Middle-of-Year (MOY) assessment, down from 20% 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 65% on the BOY assessment.
        - i-Ready Math assessment:
            - 2025-26 Baseline: Percentage of students performing Mid or Above Grade Level or Early On Grade Level increased to 13% on the MOY assessment, up from 10% on the BOY assessment. Additionally, the percentage of students performing 3+ grade levels below grade level maintained at 81% on the MOY assessment, the same percentage on the BOY assessment.
    - Options Program: Increased one-year graduation rate of enrolled 12th graders
        - Increased: 73.2% of enrolled 12th grade students (1,745 of 2,384) met the one-year graduation rate in 2024-25, up from 71.5% in 2023-24.
    - Options Program: Increase four/five-year cohort graduation rates
        - Increased: 6% increase in graduation rate to 61% in 2024-25, from 55% in 2023-24.
    - Summer School Credit Recovery: Increased number of students who successfully pass their summer term courses with a final grade of C or better
        - Increased: 89% of students passed their summer term 2025 courses with a final grade of C or better, up from 83% of students in summer term 2024.
    - Metric 1.18- A-G Completion Rate:
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - African American / Black- Increased: +3.3%; 53.7% in 2024-25, up from 50.4% in 2023-24.
        - Hispanic / Latino- Increased: +1.9%; 56.2% in 2024-25, up from 54.3% in 2023-24.
        - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
        - RFEP- Increased: +4.9%; 65.2% in 2024-25, up from 60.3% in 2023-24.
        - Standard English Learner- Increased: +3.8%; 60.0% in 2024-25, up from 56.2% in 2023-24.
        - Students with Disabilities- Increased: +4.7%; 34.1% in 2024-25, up from 29.4% in 2023-24.
        - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
        - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.
    - Metric 1.24: High School Dropout Rate
        - All Students- Increased: +0.7%; 8.1% in 2024-25, up from 7.4% in 2023-24.
        - African American / Black- Decreased: -2.7%; 6.7% in 2024-25, down from 9.4% in 2023-24.
        - Hispanic / Latino- Increased: +1.3%; 8.7% in 2024-25, up from 7.4% in 2023-24.
        - English Learner- Increased: +6.4%; 25.2% in 2024-25, up from 18.8% in 2023-24.
        - RFEP- Decreased: -1.3%; 3.1% in 2024-25, down from 4.4% in 2023-24.
        - Standard English Learner- Decreased: -2.4%; 4.2% in 2024-25, down from 6.6% in 2023-24.
        - Students with Disabilities- Decreased: -3.6%; 8.5% in 2024-25, down from 12.1% in 2023-24.
        - Low Income- Increased: +0.3%; 7.6% in 2024-25, up from 7.3% in 2023-24.

        - Foster Youth- Decreased: -7.0%; 15.5% in 2024-25, down from 22.5% in 2023-24.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - African American / Black- Increased: +3.5%; 87.7% in 2024-25, up from 84.2% in 2023-24.
        - Hispanic / Latino- Decreased: -0.7%; 86.0% in 2024-25, down from 86.7% in 2023-24.
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - RFEP- Increased: +2.0%; 92.9% in 2024-25, up from 90.9% in 2023-24.
        - Standard English Learner- Increased: +0.9%; 91.0% in 2024-25, up from 88.1% in 2023-24.
        - Students with Disabilities- Increased: +6.5%; 77.5% in 2024-25, up from 71.0% in 2023-24.
        - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
        - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.

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

- 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. Identified student groups demonstrated consistent gains in Distance from Standard (DFS) across all grade spans in ELA and math, except for English Learners which saw a decrease in ELA and math scores in elementary. In addition, graduation rates increased for two of the four identified student groups. Excellent attendance improved for all student groups, except for Foster Youth, with decreased chronic absenteeism student groups, except for English Learners and Foster Youth in high school (grades 9-12). Further effectiveness will be assessed in 2026-27.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
        - English Learner- Decreased: -5.6 points; -95.9 DFS in 2024-25, down from -90.3 in 2023-24.
        - Low-Income- Increased: +6.2 points; -33.5 DFS in 2024-25, up from -39.7 in 2023-24.
        - Foster Youth- Increased: +7.9 points; -63.6 DFS in 2024-25, up from -71.5 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 in 2023-24.
        - Low-Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
        - Foster Youth- Increased: +6.4 points; -66.5 DFS in 2024-25, up from -72.9 in 2023-24.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
        - English Learner- Increased: +4.3 points; -139.6 DFS in 2024-25, up from -143.9 in 2023-24.
        - Low-Income- Increased: +10.1 points; -34.1 DFS in 2024-25, up from -44.2 in 2023-24.

        - Foster Youth- Increased: +2.2 points; -86.4 DFS in 2024-25, up from -88.6 in 2023-24.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
        - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
        - Low-Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
        - Foster Youth- Increased: +32.5 points; -53.4 DFS in 2024-25, up from -85.9 in 2023-24.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
        - English Learner- Decreased: -1.8 points; -87.1 DFS in 2024-25, down from -85.3 in 2023-24.
        - Low-Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
        - Foster Youth- Increased: +7.2 points; -70.1 DFS in 2024-25, up from -77.3 in 2023-24.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
        - English Learner- Increased: +12.1 points; -160.8 DFS in 2024-25, up from -172.9 in 2023-24.
        - Low-Income- Increased: +12.9 points; -75.0 DFS in 2024-25, up from -87.9 in 2023-24.
        - Foster Youth- Increased: +6.2 points; -133.9 DFS in 2024-25, up from -140.1 in 2023-24.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
        - English Learner- Increased: +24.9 points; -178.4 DFS in 2024-25, up from -203.3 in 2023-24.
        - Low-Income- Increased: +19.6 points; -94.0 DFS in 2024-25, up from -113.6 in 2023-24.
        - Foster Youth- Increased: +22.1 points; -142.2 DFS in 2024-25, up from -164.3 in 2023-24.
    - Metric 1.25: Four-Year Cohort Graduation Rate:
        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
        - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.
    - 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 2025-26, compared to 100% in 2024-25.
        - Secondary Course Access- Maintained: 100% in 2025-26, compared to 100% in 2024-25.
        - A-G Course Access- Maintained: 100% in 2025-26, compared to 100% in 2024-25.

        - English Learner Course Access- Maintained: 100% in 2025-26, compared to 100% in 2024-25.
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +1.7%; 46.5% in 2024-25, up from 44.8% in 2023-24.
        - English Learner- Increased: +1.0%; 42.8% in 2024-25, up from 41.8% in 2023-24.
        - Low Income- Increased: +2.1%; 44.5% in 2024-25, up from 42.4% in 2023-24.
        - Foster Youth- Decreased: -0.9%; 39.6% in 2024-25, down from 40.5% in 2023-24.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -2.6%; 25.8% in 2024-25, down from 28.4% in 2023-24.
        - English Learner- Decreased: -2.7%; 26.8% in 2024-25, down from 29.5% in 2023-24.
        - Low-Income- Decreased: -3.3%; 28.0% in 2024-25, down from 31.3% in 2023-24.
        - Foster Youth- Decreased: -2.1%; 30.1% in 2024-25; down from 32.3% in 2023-24.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8:
        - All Students- Decreased: -1.0%; 27.5% in 2024-25, down from 28.5% in 2023-24.
        - English Learner- Decreased: -0.1%; 34.2% in 2024-25, down from 34.3% in 2023-24.
        - Low-Income- Decreased: -1.4%; 29.5% in 2024-25, down from 30.9% in 2023-24.
        - Foster Youth- Decreased: -4.0%; 36.7% in 2024-25, down from 40.7% in 2023-24.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -0.3%; 37.0% in 2024-25, down from 37.3% in 2023-24.
        - English Learner- Increased: +2.3%; 50.6% in 2024-25, up from 48.3% in 2023-24.
        - Low-Income- Decreased: -0.7%; 38.5% in 2024-25, down from 39.2% in 2023-24.
        - Foster Youth- Increased: +0.6%; 48.5% in 2024-25, up from 47.9% in 2023-24.
    - Attendance Rate 2025-26: Students in Foster Care
        - As of January 2026, there is a 89.7% attendance rate for students in foster care.
    - Attendance Rate 2025-26: Students from Low-Income Families
        - As of January 2026, there is a 93.0% 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, student groups increased in ELA and math performance, except for the English Learner student group in elementary. All student groups demonstrated reductions in chronic absenteeism, while increases in school connectedness were observed for all student groups. Further effectiveness will be assessed in 2026-27.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - African American / Black- Increased: +10.6 points; -42.9 DFS in 2024-25, up from -53.5 in 2023-24.
        - Hispanic / Latino- Increased: +9.2 points; -29.8 DFS in 2024-25, up from -39.0 in 2023-24.
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 in 2023-24.

        - RFEP- Increased: +1.4 points; +4.2 DFS in 2024-25, up from +2.8 in 2023-24.
        - Standard English Learner- Increased: +10.3 points; -16.4 DFS in 2024-25, up from -26.7 in 2023-24.
        - Students with Disabilities- Increased: +15.0 points; -89.8 DFS in 2024-25, up from -104.8 in 2023-24.
        - Low-Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
        - Foster Youth- Increased: +6.4 points; -66.5 DFS in 2024-25, up from -72.9 in 2023-24.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5:
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
        - African American / Black- Increased: +4.8 points; -59.3 DFS in 2024-25, up from -64.1 in 2023-24.
        - Hispanic / Latino- Increased: +8.3 points; -36.9 DFS in 2024-25, up from -45.2 in 2023-24.
        - English Learner- Decreased: -1.8 points; -87.1 DFS in 2024-25, down from -85.3 in 2023-24.
        - RFEP- Increased: +4.3 points; -6.3 DFS in 2024-25, up from -10.6 in 2023-24.
        - Standard English Learner- Increased: +6.5 points; -29.6 DFS in 2024-25, up from -36.1 in 2023-24.
        - Students with Disabilities- Increased: +6.6 points; -95.5 DFS in 2024-25, up from -102.1 in 2023-24.
        - Low-Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
        - Foster Youth- Increased: +7.2 points; -70.1 DFS in 2024-25, up from -77.3 in 2023-24.
    - Metric 2.03: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -2.6%; 25.8% in 2024-25, down from 28.4% in 2023-24.
        - African American / Black- Decreased: -2.9%; 38.0% in 2024-25, down from 40.9% in 2023-24.
        - Hispanic / Latino- Decreased: -3.0%; 26.8% in 2024-25, down from 29.8% in 2023-24.
        - English Learner- Decreased: -2.7%; 26.8% in 2024-25, down from 29.5% in 2023-24.
        - RFEP- Decreased: -1.2%; 14.8% in 2024-25, down from 16.0% in 2023-24.
        - Standard English Learner- Decreased: -3.3%; 31.2% in 2024-25, down from 34.5% in 2023-24.
        - Students with Disabilities- Decreased: -4.3%; 32.3% in 2024-25, down from 36.6% in 2023-24.
        - Low-Income- Decreased: -3.3%; 28.0% in 2024-25, down from 31.3% in 2023-24.
        - Foster Youth- Decreased: -2.1%; 30.1% in 2024-25; down from 32.3% 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: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
        - African American / Black- Increased: 59.9% agreed in 2025-26, up from 55.9% in 2024-25.
        - Hispanic / Latino- Increased: 61.3% agreed in 2025-26, up from 58.3% in 2024-25.
        - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
        - RFEP- Increased: 59.5% agreed in 2025-26, up from 55.7% in 2024-25.
        - Standard English Learner- Increased: 63.9% agreed in 2025-26, up from 60.8% in 2024-25.
        - Students with Disabilities- Increased: 61.7% agreed in 2025-26, up from 59.0% in 2024-25.
        - Low-Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
        - Foster Youth- Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.
    - Metric 1.27: Implementation of Academic Standards: Purchase of Curriculum and Ongoing Professional Development for State Academic Standards
        - Visual and Performing Arts: Full Implementation

Goal 1, Action 8: Base-Funded Afterschool Programs

- 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 2026-27.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
        - African American / Black- Increased: +23.2 points; -23.6 DFS in 2024-25, up from -46.8 in 2023-24.
        - Hispanic / Latino- Increased: +13.4 points; -8.5 DFS in 2024-25, up from -21.9 in 2023-24.
        - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
        - RFEP- Increased: +11.0 points; +6.1 DFS in 2024-25, up from -4.9 in 2023-24.
        - Standard English Learner- Increased: +13.9 points; +10.4 DFS in 2024-25, up from -3.5 in 2023-24.
        - Students with Disabilities- Increased: +10.6 points; -98.9 DFS in 2024-25, up from -109.5 in 2023-24.f
        - Low-Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
        - Foster Youth- Increased: +32.5 points; -53.4 DFS in 2024-25, up from -85.9 in 2023-24.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11:
        - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
        - African American / Black- Increased: +24.1 points; -115.9 DFS in 2024-25, up from -140.0 in 2023-24.
        - Hispanic / Latino-Increased: +19.9 points; -97.2 in 2024-25, up from -117.1 in 2023-24.
        - English Learner- Increased: +24.9 points; -178.4 DFS in 2024-25, up from -203.3 in 2023-24.
        - RFEP- Increased: +17.5 points; -85.7 DFS in 2024-25, up from -103.2 in 2023-24.
        - Standard English Learner- Increased: +19.4 points; -85.0 DFS in 2024-25, up from -104.4 in 2023-24.
        - Students with Disabilities- Increased: +15.8 points; -177.5 DFS in 2024-25, up from -193.3 in 2023-24.
        - Low-Income- Increased: +19.6 points; -94.0 DFS in 2024-25, up from -113.6 in 2023-24.
        - Foster Youth- Increased: +22.1 points; -142.2 DFS in 2024-25, up from -164.3 in 2023-24.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -0.3%; 37.0% in 2024-25, down from 37.3% in 2023-24.
        - African American / Black- Increased: +0.1%; 46.3% in 2024-25, up from 46.2% in 2023-24.
        - Hispanic / Latino- Decreased: -0.5%; 37.6% in 2024-25, down from 38.1% in 2023-24.
        - English Learner- Increased: +2.3%; 50.6% in 2024-25, up from 48.3% in 2023-24.
        - RFEP- Decreased: -0.7%; 33.1% in 2024-25, down from 33.8% in 2023-24.
        - Standard English Learner- Decreased: -0.4%; 39.8% in 2024-25, down from 40.2% in 2023-24.
        - Students with Disabilities- Decreased: -1.0%; 43.7% in 2024-25, down from 44.7% in 2023-24.
        - Low-Income- Decreased: -0.7%; 38.5% in 2024-25, down from 39.2% in 2023-24.

        - Foster Youth- Increased: +0.6%; 48.5% in 2024-25, up from 47.9% 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: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
        - African American / Black- Increased: 59.9% agreed in 2025-26, up from 55.9% in 2024-25.
        - Hispanic / Latino- Increased: 61.3% agreed in 2025-26, up from 58.3% in 2024-25.
        - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
        - RFEP- Increased: 59.5% agreed in 2025-26, up from 55.7% in 2024-25.
        - Standard English Learner- Increased: 63.9% agreed in 2025-26, up from 60.8% in 2024-25.
        - Students with Disabilities- Increased: 61.7%agreed in 2025-26, up from 59.0% in 2024-25.
        - Low-Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
        - Foster Youth- Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.

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

- The District considers the action to promote and increase GATE program participation as positively impacting student achievement, 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, except for English Learner and Hispanic/Latino student groups. Further effectiveness will be assessed in 2026-27.
    - Metric 1.17: Advanced Placement (AP) Pass Rate (Percent of AP Exams with a Score of 3 or higher)
        - All Students- Increased: +3.9%; 50.2% in 2024-25, up from 46.3% in 2023-24.
        - African American / Black- Increased: +4.2%; 38.2% in 2024-25, up from 34.0% in 2023-24.
        - Hispanic / Latino- Increased: +4.3%; 42.4% in 2024-25, up from 38.1% in 2023-24.
        - English Learner - Decreased: -0.2%; 53.3% in 2024-25, down from 53.5% in 2023-24.
        - RFEP- Increased: +4.0%; 42.7% in 2024-25, up from 38.7% in 2023-24.
        - Standard English Learner- Increased: +4.7%; 45.0% in 2024-25, up from 40.3% in 2023-24.
        - Students with Disabilities- Increased: +4.1%; 32.2% in 2024-25, up from 26.5% in 2023-24.
        - Low-Income- Increased: +4.1%; 44.4% in 2024-25, up from 40.3% in 2023-24.
        - Foster Youth- Increased: +11.1%; 31.3% in 2024-25, up from 20.2% in 2023-24.
    - Metric 1.18- A-G Completion Rate:
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - African American / Black- Increased: +3.3%; 53.7% in 2024-25, up from 50.4% in 2023-24.
        - Hispanic / Latino- Increased: +1.9%; 56.2% in 2024-25, up from 54.3% in 2023-24.
        - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
        - RFEP- Increased: +4.9%; 65.2% in 2024-25, up from 60.3% in 2023-24.
        - Standard English Learner- Increased: +3.8%; 60.0% in 2024-25, up from 56.2% in 2023-24.
        - Students with Disabilities- Increased: +4.7%; 34.1% in 2024-25, up from 29.4% in 2023-24.
        - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
        - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.

- Metric 1.25- Four-Year Cohort Graduation Rate:
  - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
  - African American / Black- Increased: +3.5%; 87.7% in 2024-25, up from 84.2% in 2023-24.
  - Hispanic / Latino- Decreased: -0.7%; 86.0% in 2024-25, down from 86.7% in 2023-24.
  - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
  - RFEP- Increased: +2.0%; 92.9% in 2024-25, up from 90.9% in 2023-24.
  - Standard English Learner- Increased: +0.9%; 91.0% in 2024-25, up from 88.1% in 2023-24.
  - Students with Disabilities- Increased: +6.5%; 77.5% in 2024-25, up from 71.0% in 2023-24.
  - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
  - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.

<u>Goal 1, Action 11: Differentiated Local Supports for Students</u>

- 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 2026-27.
  - District Goal 1: Postsecondary Success
    - Metric 1.18- A-G Completion Rate
      - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
      - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
  - District Goal 2: Literacy
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
      - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
      - Low-Income- Increased: +6.2 points; -33.5 DFS in 2024-25, up from -39.7 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
      - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
      - Low-Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
      - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
      - Low-Income- Increased: +10.1 points; -34.1 DFS in 2024-25, up from -44.2 in 2023-24.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
      - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
      - Low-Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
  - District Goal 3: Numeracy
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
      - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.

        - Low-Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
        - Low-Income- Increased: +12.9 points; -75.0 DFS in 2024-25, up from -87.9 in 2023-24.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
        - Low-Income- Increased: +19.6 points; -94.0 DFS in 2024-25, up from -113.6 in 2023-24.

<u>Goal 1, Action 12: School-Level Supports for Individualized Learning Interventions</u>

- 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 2026-27.
    - Increased number of secondary students receiving C or better grades on report cards
        - Overall: Increased- 60.0%, as of March 2026, compared to 59.2% in March 2025.
        - English Learners: Decreased- 35.4%, as of March 2026, compared to 38.9% in March 2025.
        - Low Income: Increased- 56.6%, as of March 2026, compared to 55.7% in March 2025.
        - Foster Youth: Decreased- 34.0%, as of March 2026, compared to 36.1% in March 2025.
    - 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” (2025-26)
            - Elementary School (Overall): 88.2% agreed compared to 87.3% in 2024-25.
                - English Learners: 86.7% agreed compared to 86.2% in 2024-25.
                - Foster Youth: 86.9% agreed compared to 86.2% in 2024-25.
                - Low Income: 88.4% agreed compared to 87.3% in 2024-25.
            - Middle School (Overall): 75.0% agreed compared to 72.9% in 2024-25.
                - English Learners: 75.8% agreed compared to 75.5% in 2024-25.
                - Foster Youth: 72.5% agreed compared to 69.9% in 2024-25.
                - Low Income: 75.1% agreed compared to 73.2% in 2024-25.
            - High School (Overall): 71.2% agreed compared to 69.7% in 2024-25.
                - English Learners: 74.7% agreed compared to 75.5% in 2024-25.
                - Foster Youth: 67.6% agreed compared to 66.8% in 2024-25.
                - Low Income: 71.4% agreed compared to 69.9% in 2024-25.

        - Students agreeing that “Teachers go out of their way to help students” (2025-26)
            - Elementary School (Overall): 77.8% agreed compared to 77.4% in 2024-25.
                - English Learners: 80.3% agreed compared to 80.2% in 2024-25.
                - Foster Youth: 77.6% agreed compared to 76.8% in 2024-25.
                - Low Income: 78.4% agreed compared to 77.8% in 2024-25.
            - Middle School (Overall): 61.4% agreed compared to 59.8% in 2024-25.
                - English Learners: 67.3% agreed compared to 67.9% in 2024-25.
                - Foster Youth: 59.6% agreed compared to 55.2% in 2024-25.
                - Low Income: 61.8% agreed compared to 60.2% in 2024-25.
            - High School (Overall): 62.5% agreed compared to 61.0% in 2024-25.
                - English Learners: 68.8% agreed compared to 69.3% in 2024-25.
                - Foster Youth: 59.3% agreed compared to 58.7% in 2024-25.
                - Low Income: 62.7% agreed compared to 61.3% in 2024-25.
        - Students agreeing that “My teachers make learning fun” (2025-26)
            - Elementary School (Overall): 67.4% agreed compared to 66.2% in 2024-25.
                - English Learners: 69.5% agreed compared to 68.6% in 2024-25.
                - Foster Youth: 66.3% agreed compared to 69.1% in 2024-25.
                - Low Income: 67.2% agreed compared to 66.0% in 2024-25.
            - Middle School (Overall): 44.0% agreed compared to 41.3% in 2024-25.
                - English Learners: 46.0% agreed compared to 45.5% in 2024-25.
                - Foster Youth: 40.8% agreed compared to 32.6% in 2024-25.
                - Low Income: 43.4% agreed compared to 40.5% in 2024-25.
            - High School (Overall): 48.1% agreed compared to 45.5% in 2024-25.
                - English Learners: 51.6% agreed compared to 52.3% in 2024-25.
                - Foster Youth: 45.6% agreed compared to 40.9% in 2024-25.
                - Low Income: 48.0% agreed compared to 45.1% in 2024-25.
    - Improved outcomes on i-Ready Reading (TK-2 Reading): 2025-26
        - Increase of Students in the Percent Mid or Above Grade Level from Beginning-of-Year (BOY) to Middle-of-Year (MOY): 2025-26
            - Overall:
                - Students in the Percent Mid or Above Grade Level improved from 20.8% to 49.3%.
            - English Learners:
                - Students in the Percent Mid or Above Grade Level improved from 4.6% to 25.9%.
            - Low Income:
                - Students in the Percent Mid or Above Grade Level improved from 15.6% to 43.4%.
            - Foster Youth:
                - Students in the Percent Mid or Above Grade Level improved from 8.5% to 32.7%.
        - Decrease of Students in the Two or Three Grade Levels Below from Beginning-of-Year (BOY) to Middle-of-Year (MOY):

2025-26
- Overall:
  - Decreased- 9.7% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 18.8% on the Beginning-of-Year (BOY) assessment.
- English Learners:
  - Decreased- 19.5% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 34.5% on the Beginning-of-Year (BOY) assessment.
- Low Income:
  - Decreased- 11.3% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 21.8% on the Beginning-of-Year (BOY) assessment.
- Foster Youth:
  - Decreased- 17.6% on the Middle-of-Year (MOY) i-Ready Reading assessment, down from 28.4% on the Beginning-of-Year (BOY) 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 2025-26: 35.6% mid or above grade level; 21.9% of students at one grade level below; 11.1% of students two grade levels below; 31.4% of students three grade levels below.
      - Beginning-of-Year (BOY) Assessment 2025-26: 25.8% mid or above grade level; 21.8% of students at one grade level below; 12.7% of students two grade levels below; 39.6% of students three grade levels below.
  - Grades TK-12 i-Ready Math scores:
    - Improved:
      - Middle-of-Year (MOY) Assessment 2025-26: 32.6% mid or above grade level; 31.8% of students at one grade level below; 11.1% of students two grade levels below; 24.6% of students three grade levels below.
      - Beginning-of-Year (BOY) Assessment 2025-26: 17.7% mid or above grade level; 34.5% of students at one grade level below; 16.2% of students two grade levels below; 31.5% of students three grade levels below.
- Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
  - All Students- Increased: +1.0%; 71.4% in 2024-25, up from 70.4% in 2023-24.
  - English Learner- Decreased: -8.6%; 51.0% in 2024-25, down from 59.6% in 2023-24.
  - Low-Income- Decreased: -3.4%; 68.7% in 2024-25, down from 72.1% in 2023-24.
  - Foster Youth- Decreased: -7.1%; 54.8% in 2024-25, down from 61.9% in 2023-24.
- Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
  - All Students- Increased: +2.2%; 72.3% in 2024-25, up from 70.1% in 2023-24.
  - English Learner- Decreased: -4.0%; 47.1% in 2024-25, down from 51.1% in 2023-24.
  - Low-Income- Increased: +0.6%; 69.1% in 2024-25, up from 68.5% in 2023-24.
  - Foster Youth- Increased: +12.4%; 62.9% in 2024-25, up from 50.5% in 2023-24.
- Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
  - All Students- Increased: +1.4%; 68.4% in 2024-25, up from 67.0% in 2023-24.

        - English Learner- Decreased: -7.6%; 39.0% in 2024-25, down from 46.6% in 2023-24.
        - Low-Income- Increased: +0.3%; 65.0% in 2024-25, up from 64.7% in 2023-24.
        - Foster Youth- Decreased: -5.4%; 44.8% in 2024-25, down from 50.2% in 2023-24.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
        - English Learner- Decreased: -5.6 points; -95.9 DFS in 2024-25, down from -90.3 in 2023-24.
        - Low-Income- Increased: +6.2 points; -33.5 DFS in 2024-25, up from -39.7 in 2023-24.
        - Foster Youth- Increased: +7.9 points; -63.6 DFS in 2024-25, up from -71.5 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 in 2023-24.
        - Low-Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
        - Foster Youth- Increased: +6.4 points; -66.5 DFS in 2024-25, up from -72.9 in 2023-24.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
        - English Learner- Increased: +4.3 points; -139.6 DFS in 2024-25, up from -143.9 in 2023-24.
        - Low-Income- Increased: +10.1 points; -34.1 DFS in 2024-25, up from -44.2 in 2023-24.
        - Foster Youth- Increased: +2.2 points; -86.4 DFS in 2024-25, up from -88.6 in 2023-24.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
        - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
        - Low-Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
        - Foster Youth- Increased: +32.5 points; -53.4 DFS in 2024-25, up from -85.9 in 2023-24.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
        - English Learner- Decreased: -1.8 points; -87.1 DFS in 2024-25, down from -85.3 in 2023-24.
        - Low-Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
        - Foster Youth- Increased: +7.2 points; -70.1 DFS in 2024-25, up from -77.3 in 2023-24.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
        - English Learner- Increased: +12.1 points; -160.8 DFS in 2024-25, up from -172.9 in 2023-24.
        - Low-Income- Increased: +12.9 points; -75.0 DFS in 2024-25, up from -87.9 in 2023-24.
        - Foster Youth- Increased: +6.2 points; -133.9 DFS in 2024-25, up from -140.1 in 2023-24.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
        - English Learner- Increased: +24.9 points; -178.4 DFS in 2024-25, up from -203.3 in 2023-24.
        - Low-Income- Increased: +19.6 points; -94.0 DFS in 2024-25, up from -113.6 in 2023-24.
        - Foster Youth- Increased: +22.1 points; -142.2 DFS in 2024-25, up from -164.3 in 2023-24.

- Metric 1.18- A-G Completion Rate
  - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
  - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
  - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
  - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.
- Metric 1.25- Four-Year Cohort Graduation Rate
  - All Students- Decreased: -0.3%; 86.7% in 2024-25, up from 87.0% in 2023-24.
  - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
  - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
  - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.
- Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
  - All Students- Increased: 68.1% agreed in 2025-26, up from 64.3% in 2024-25.
  - English Learner- Increased: 68.6% agreed in 2025-26, up from 67.1% in 2024-25.
  - Low Income- Increased: 67.1% agreed in 2025-26, up from 63.3% in 2024-25.
  - Foster Youth- Increased: 66.9% agreed in 2025-26, up from 65.0% in 2024-25.
- Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
  - All Students- Increased: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
  - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
  - Low-Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
  - Foster Youth- Increased/Decreased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.

<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 early childhood education and UTK. Metrics show improvement in early literacy for K-2 students, especially for low-income students, as reflected in DIBELS results. Further effectiveness will be assessed in 2026-27.
  - Metric 1.01: DIBELS- Percent of Students Meeting Early Literacy Benchmarks in Kindergarten:
    - All Students- Increased: +1.0%; 71.4% in 2024-25, up from 70.4% in 2023-24.
    - Low-Income- Decreased: -3.4%; 68.7% in 2024-25, down from 72.1% in 2023-24.
  - Metric 1.02: DIBELS- Percent of Students Meeting Early Literacy Benchmarks in Grade 1:
    - All Students- Increased: +2.2%; 72.3% in 2024-25, up from 70.1% in 2023-24.
    - Low-Income- Increased: +0.6%; 69.1% in 2024-25, up from 68.5% in 2023-24.
  - Metric 1.03: DIBELS- Percent of Students Meeting Early Literacy Benchmarks in Grade 2:
    - All Students- Increased: +1.4%; 68.4% in 2024-25, up from 67.0% in 2023-24.
    - Low-Income- Increased: +0.3%; 65.0% in 2024-25, up from 64.7% in 2023-24.
- Improved outcomes for UTK classrooms three times a year for progress reports and parent conferences
  - 2025-26: By March 2026, the following student progress was determined:
    - Language and Literacy: Increased- 9%, 47%, as of March 2026, up from 38% of students met kindergarten readiness

standards in Language and Literacy as of December 2025.
        - Mathematics: Increased- 9%; 54%, as of March 2026, up from 45% of students met kindergarten readiness standards in Mathematics as of December 2025.
        - Social Emotional Learning: Increased- 37%; 100%, as of March 2026, up from 63% of students met kindergarten readiness standards in Social Emotional Learning as of December 2025.
    - 2024-25: By the end of 2024-25, the following student progress was determined:
        - 39% of students met kindergarten readiness standards in Language and Literacy.
        - 40% of students met kindergarten readiness standards in Mathematics.
        - 72% of students met kindergarten readiness standards in Social Emotional Learning.
    - As students complete the 2025-26 school year, based on results from February 2026, the expectation is that outcomes will improve as measured by kindergarten readiness standards in Language and Literacy, Mathematics, and Social Emotional Learning.

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

- The District considers the action effective in supporting elementary students, particularly English Learners and students from low-income families, 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 targeted student populations in kindergarten as evidenced by DIBELS assessments (grades K-2) in 2042-25, while i-Ready results highlight 2025-26 student progress. Identified student groups showed increases in ELA and math proficiency on Smarter Balanced Assessments (grades 3-5), except for English Learners. Further effectiveness will be assessed in 2026-27.
    - Literacy: Improved outcomes on i-Ready Reading Diagnostic for grades K-2 (Students in Intervention Only)
        - Overall: Improved 21.0%- 26.7% of grades K-2 students in intervention scored 2+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 47.7% on the Beginning-of-Year (BOY) assessment in 2025-26.
        - English Learner: Improved 21.3%- 32.5% of grades K-2 students in intervention scored 2+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 53.8% on the Beginning-of-Year (BOY) assessment in 2025-26.
        - Low Income: Improved 20.9%- 27.2% of grades K-2 students in intervention scored 2+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 48.1% on the Beginning-of-Year (BOY) assessment in 2025-26.
        - Foster Youth: Improved 20.0%- 26.3% of grades K-2 students in intervention scored 2+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Reading Diagnostic assessment, down from 46.3% on the Beginning-of-Year (BOY) assessment in 2025-26.
    - Literacy: i-Ready Reading Diagnostic for grades 3-12 students as applicable (Students in Intervention Only)
        - Overall: Improved 20.4%- 33.1% 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 53.5% on the Beginning-of-Year (BOY)

assessment in 2025-26.
    - English Learner: Improved 22.4%- 45.6% 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 68.0% on the Beginning-of-Year (BOY) assessment in 2025-26.
    - Low Income: Improved 21.7%- 32.9% 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 54.6% on the Beginning-of-Year (BOY) assessment in 2025-26.
    - Foster Youth: Decreased 32.7%- 67.7% 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 35.0% on the Beginning-of-Year (BOY) assessment in 2025-26.
  - Math: Improved outcomes on i-Ready mathematics diagnostic and progress monitoring data within the platform (Students in Intervention Only)
    - Overall: Improved 12.3%- 17.0% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 29.3% on the Beginning-of-Year (BOY) assessment in 2025-26.
    - English Learner: Improved 23.1%- 22.9% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 46.0% on the Beginning-of-Year (BOY) assessment in 2025-26.
    - Low Income: Improved 20.4%- 18.3% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 38.7% on the Beginning-of-Year (BOY) assessment in 2025-26.
    - Foster Youth: Improved 14.4%- 21.1% of grades K-12 students in intervention scored 3+ Grade Levels Below on the Middle-of-Year (MOY) i-Ready Math assessment, down from 35.5% on the Beginning-of-Year (BOY) assessment in 2025-26.
  - Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
    - All Students- Increased: +1.0%; 71.4% in 2024-25, up from 70.4% in 2023-24.
    - English Learner- Decreased: -8.6%; 51.0% in 2024-25, down from 59.6% in 2023-24.
    - Low-Income- Decreased: -3.4%; 68.7% in 2024-25, down from 72.1% in 2023-24.
    - Foster Youth- Decreased: -7.1%; 54.8% in 2024-25, down from 61.9% in 2023-24.
  - Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
    - All Students- Increased: +2.2%; 72.3% in 2024-25, up from 70.1% in 2023-24.
    - English Learner- Decreased: -4.0%; 47.1% in 2024-25, down from 51.1% in 2023-24.
    - Low-Income- Increased: +0.6%; 69.1% in 2024-25, up from 68.5% in 2023-24.
    - Foster Youth- Increased: +12.4%; 62.9% in 2024-25, up from 50.5% in 2023-24.
  - Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
    - All Students- Increased: +1.4%; 68.4% in 2024-25, up from 67.0% in 2023-24.
    - English Learner- Decreased: -7.6%; 39.0% in 2024-25, down from 46.6% in 2023-24.
    - Low-Income- Increased: +0.3%; 65.0% in 2024-25, up from 64.7% in 2023-24.

        - Foster Youth- Decreased: -5.4%; 44.8% in 2024-25, down from 50.2% in 2023-24.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
        - English Learner- Decreased: -5.6 points; -95.9 DFS in 2024-25, down from -90.3 in 2023-24.
        - Low-Income- Increased: +6.2 points; -33.5 DFS in 2024-25, up from -39.7 in 2023-24.
        - Foster Youth- Increased: +7.9 points; -63.6 DFS in 2024-25, up from -71.5 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 in 2023-24.
        - Low-Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
        - Foster Youth- Increased: +6.4 points; -66.5 DFS in 2024-25, up from -72.9 in 2023-24.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
        - English Learner- Decreased: -1.8 points; -87.1 DFS in 2024-25, down from -85.3 in 2023-24.
        - Low-Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
        - Foster Youth- Increased: +7.2 points; -70.1 DFS in 2024-25, up from -77.3 in 2023-24.

<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, except for Foster Youth. All identified student groups increased in ELA proficiency as demonstrated on Smarter Balanced Assessment results (grades 6-8, 11). Further effectiveness will be assessed in 2026-27.
    - 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 6-8 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 2025-26.
            - Overall: Improved
                - Middle-of-Year (MOY) Assessment 2025-26: 3.3% mid or above grade level; 10.4% of students at one grade level below; 10.1% of students two grade levels below; 73.1% of students three grade levels below.
                - Beginning-of-Year (BOY) Assessment 2025-26: 0.29% mid or above grade level; 3.5% of students at one grade level below; 5.9% of students two grade levels below; 89.9% of students three grade levels below.
            - English Learners: Improved
                - Middle-of-Year (MOY) Assessment 2025-26: 3.0% mid or above grade level; 2.5% of students at one grade level below; 5.0% of students two grade levels below; 87.9% of students three grade levels below.
                - Beginning-of-Year (BOY) Assessment 2025-26: 0.0% mid or above grade level; 0.9% of students at one grade level below; 1.9% of students two grade levels below; 97.3% of students three grade levels below.

- Low-Income: Improved
    - Middle-of-Year (MOY) Assessment 2025-26: 3.5% mid or above grade level; 9.9% of students at one grade level below; 9.3% of students two grade levels below; 74.2% of students three grade levels below.
    - Beginning-of-Year (BOY) Assessment 2025-26: 0.24% mid or above grade level; 3.7% of students at one grade level below; 5.6% of students two grade levels below; 90.1% of students three grade levels below.
- Foster Youth: Decreased
    - Middle-of-Year (MOY) Assessment 2025-26: 0.0% mid or above grade level; 4.6% of students at one grade level below; 0.0% of students two grade levels below; 95.5% of students three grade levels below.
    - Beginning-of-Year (BOY) Assessment 2025-26: 4.6% mid or above grade level; 0.0% of students at one grade level below; 0.0% of students two grade levels below; 95.5% 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: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
    - English Learner- Increased: +4.3 points; -139.6 DFS in 2024-25, up from -143.9 in 2023-24.
    - Low-Income- Increased: +10.1 points; -34.1 DFS in 2024-25, up from -44.2 in 2023-24.
    - Foster Youth- Increased: +2.2 points; -86.4 DFS in 2024-25, up from -88.6 in 2023-24.
- Metric 1.07- Smarter Balanced Results: Distance from Standard (DFS) Met in ELA - Grade 11
    - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
    - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
    - Low-Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
    - Foster Youth- Increased: +32.5 points; -53.4 DFS in 2024-25, up from -85.9 in 2023-24.
- Metric 1.21- Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - ELA
    - All Students- Increased: +1.8%; 23.7% in 2024-25, up from 21.9% in 2023-24.
    - English Learner- Increased: +0.4%; 0.5% in 2024-25, up from 0.1% in 2023-24.
    - Low-Income- Increased: +2.2%; 21.1% in 2024-25, up from 18.9% in 2023-24.
    - Foster Youth- Increased: +9.8%; 13.6% in 2024-25, up from 3.8% in 2023-24.

<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 2026-27.
    - Academic English Mastery Program (AEMP)
        - Improved LAS Links beginning-of-year (BOY) and middle-of-year (MOY) assessment data
            - The use of LAS Links was not implemented in 2025-26.
        - Improved i-Ready Reading and Smarter Balanced Assessment (SBA) English Language Arts (ELA) scores
            - i-Ready Reading:
                - Increased: The percentage of students scoring at benchmark and above on the Beginning-of-Year (BOY)

assessment increased 10.0% in 2025-26, from 8.0% in BOY to 18.0% in MOY.
- Smarter Balanced Assessment (SBA) ELA scores
  - Increased: 33% of SEL students who Met or Exceeded standards in 2024-25, up from 30% in 2023-24.

- 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: 44.0% of African American students attending UCLA-LAUSD Collaborative schools are on track to meet A-G requirements in 2025-26, as of March 2026, compared to 40.4% in 2024-25 during the same time period. Expected improvement by June 2026.
- Metric 1.18: A-G Completion Rate
  - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
  - African American / Black- Increased: +3.3%; 53.7% in 2024-25, up from 50.4% in 2023-24.
  - Standard English Learner- Increased: +3.8%; 60.0% in 2024-25, up from 56.2% in 2023-24.
- Metric 1.24: High School Dropout Rate
  - All Students- Increased: +0.7%; 8.1% in 2024-25, up from 7.4% in 2023-24.
  - African American / Black- Decreased: -2.7%; 6.7% in 2024-25, down from 9.4% in 2023-24.
  - Standard English Learner- Decreased: -2.4%; 4.2% in 2024-25, down from 6.6% in 2023-24.
- Metric 1.25: Four-Year Cohort Graduation Rate
  - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
  - African American / Black- Increased: +3.5%; 87.7% in 2024-25, up from 84.2% in 2023-24.
  - Standard English Learner- Increased: +0.9%; 91.0% in 2024-25, up from 88.1% in 2023-24.

<u>Goal 1, Action 19: Special Education: Base Program</u>
<u>Goal 1, Action 23: 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 2026-27.
  - Metric 1.01: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten
    - All Students- Increased: +1.0%; 71.4% in 2024-25, up from 70.4% in 2023-24.
    - Students with Disabilities- Increased: +2.1%; 46.7% in 2024-25, up from 44.6% in 2023-24.
  - Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1
    - All Students- Increased: +2.2%; 72.3% in 2024-25, up from 70.1% in 2023-24.
    - Students with Disabilities- Increased: +1.6%; 46.4% in 2024-25, up from 44.8% in 2023-24.
  - Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2
    - All Students- Increased: +1.4%; 68.4% in 2024-25, up from 67.0% in 2023-24.

        - Students with Disabilities- Increased: +1.8%; 39.9% in 2024-25, up from 38.1% in 2023-24.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3
        - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
        - Students with Disabilities- Increased: +13.5 points; -83.2 DFS in 2024-25, up from -96.7 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - Students with Disabilities- Increased: +15.0 points; -89.8 DFS in 2024-25, up from -104.8 in 2023-24.
    - Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
        - Students with Disabilities- Increased: +10.4 points; -112.9 DFS in 2024-25, up from -123.3 in 2023-24.
    - Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11
        - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
        - Students with Disabilities- Increased: +10.6 points; -98.9 DFS in 2024-25, up from -109.5 in 2023-24.
    - Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
        - Students with Disabilities- Increased: +6.6 points; -95.5 DFS in 2024-25, up from -102.1 in 2023-24.
    - Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
        - Students with Disabilities- Increased: +9.1 points; -156.8 DFS in 2024-25, up from -165.9 in 2023-24.
    - Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11
        - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
        - Students with Disabilities- Increased: +15.8 points; -177.5 DFS in 2024-25, up from -193.3 in 2023-24.
    - Metric 1.16: Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs
        - All Students with Disabilities- Increased: +0.9%; 75.6% in 2024-25, up from 74.7% in 2023-24.
    - Metric 1.18: A-G Completion Rate
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - Students with Disabilities- Increased: +4.7%; 34.1% in 2024-25, up from 29.4% in 2023-24.
    - Metric 1.25: Four-Year Cohort Graduation Rate:
        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - Students with Disabilities- Increased: +6.5%; 77.5% in 2024-25, up from 71.0% in 2023-24.

<u>Goal 1, Action 20: Special Education: Intensive Diagnostic Education Centers (IDEC)</u>

- 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 2026-27.
    - Improved Benchmark assessment data (WIAT and/or Woodcock-Johnson)

        - Improved: From fall 2024 to Spring 2025, IDEC students grew an average of 15.6 standard score points on the Wechsler Individual Achievement Test (WIAT)/Woodcock-Johnson IV Tests of Achievement (WJIV) pseudoword decoding measures, up from 12.5 during the same period in 2023-24, and 10.8 standard score points on word identification measures, up from 7.25 during the same period in 2023-24.
    - Improved i-Ready scores
        - 2025-26: Increased- From fall 2025 to winter 2026, IDEC students grew by an average of 34 scaled score points on the i-Ready Reading Diagnostic, a score that reflects 62% progress towards annual Stretch Growth and 152% progress toward annual Typical Growth. 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.

<u>Goal 1, Action 21: Special Education: Inclusion Services</u>

- 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 and math on the Smarter Balanced Assessment. On i-Ready assessments, students with disabilities showed growth in ELA and math. Further effectiveness will be assessed in 2026-27.
    - 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: +3.5%; 67.5% in 2024-25, up from 63.9% in 2023-24.
    - Increased percent of students with disabilities who are in the general education program at least 80% of the school day
        - Increased: 66.2% 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 2026, up from 65.2% during the same period in 2024-25.
    - Decreased percent of students with disabilities who are in the general education program 40% or less of the school day
        - Decreased: 20.0% of students with disabilities served in general education classrooms 40% or less of the school day, as of March 2026, down from 23.0% during the same period in 2024-25.
    - 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: 20.7% of students with disabilities who spent 80% or more of the day in general education met or exceeded standards, in spring 2025, up from 18.9% in spring 2024.
        - Mathematics Smarter Balanced Assessment (SBA):
            - Increased: 16.2% of students with disabilities who spent 80% or more of the day in general education met or exceeded standards, in spring 2025, up from 15.0% in spring 2024.
    - 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: 20.5% 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 10.3% on the Beginning-of-Year (BOY) assessment in fall 2025.

        - i-Ready Mathematics:
            - Increased: 16.4% 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 7.0% on the Beginning-of-Year (BOY) assessment in fall 2025.

Goal 1, Action 22: Special Education: Special Day Program

- 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 2025-26. Further effectiveness will be assessed in 2026-27.
    - Increased time spent in general education classes
        - Increased the percentage of students served in general education classes, 0-40% of the time from 2.3% in June 2025, to 7.3% in March 2026. 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- 2.7% of students in the Special Day Program scored proficient and above in i-Ready Reading in fall 2025, up from 1.6% in fall 2024. The percentage of students scoring proficient and above in fall 2025 grew to 6.1% in January 2026 on the MOY assessment.
        - Math: Increased- 1.7% of students in Special Day Program scored proficient and above in i-Ready Math in fall 2025, up from 1.35% in fall 2024. The percentage of students scoring proficient and above in fall 2025 grew to 4.6% in January 2026 on the MOY assessment.

Goal 1, Action 24: Increased Access to Advanced Placement (AP) and College Readiness Exams

- The District considers the action partially effective in increasing achievement of English Learners, students from low-income families, and students in foster care in AP exam pass rates and the A-G completion rate. Identified student groups demonstrated improvement in the metrics from prior year, except for English Learners in AP exam pass rates. Further effectiveness will be assessed in 2026-27.
    - Metric 1.17: Advanced Placement (AP) Pass Rate (Percent of AP Exams with a Score of 3 or higher)
        - All Students- Increased: +3.9%; 50.2% in 2024-25, up from 46.3% in 2023-24.
        - English Learner - Decreased: -0.2%; 53.3% in 2024-25, down from 53.5% in 2023-24.
        - Low-Income- Increased: +4.1%; 44.4% in 2024-25, up from 40.3% in 2023-24.
        - Foster Youth- Increased: +11.1%; 31.3% in 2024-25, up from 20.2% in 2023-24.
    - Metric 1.18: A-G Completion Rate
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
        - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
        - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.

Goal 1, Action 25: Increased Access to International Baccalaureate (IB) Programs

- The District considers the action partially effective in increasing IB Diploma achievement. While the percent of Diploma Programme students receiving an IB Diploma decreased from prior year, 56% of students did receive an IB Diploma in 2024-25. Further effectiveness will be assessed in 2026-27.
    - Metric: Increased percentage of Diploma Programme students receiving an IB Diploma
        - Decreased: 56% of students enrolled in the Diploma Programme received IB Diplomas in 2024-25, down from 62% in 2023-24. IB schools expect to administer a total of 833 IB exams in May 2026.

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

- The District considers the actions 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, except for English Learners and Low-Income students. As of February 2026, more 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 2025, except for Foster Youth. Further effectiveness will be assessed in 2026-27.
    - Metric 1.18: A-G Completion Rate
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
        - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
        - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.
    - Metric 1.21: Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts
        - All Students- Increased: +1.8%; 23.7% in 2024-25, up from 21.9% in 2023-24.
        - English Learner- Increased: +0.4%; 0.5% in 2024-25, up from 0.1% in 2023-24.
        - Low Income- Increased: +2.2%; 21.1% in 2024-25, up from 18.9% in 2023-24.
        - Foster Youth - Increased: +9.8%; 13.6% in 2024-25, up from 3.8% in 2023-24.
    - Metric 1.22- Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics
        - All Students- Increased: +7.5%; 10.3% in 2024-25, up from 7.5% in 2023-24.
        - English Learner- Increased: +2.3%; 2.7% in 2024-25, up from 0.4% in 2023-24.
        - Low Income- Increased: +2.8%; 8.4% in 2024-25, up from 5.6% in 2023-24.
        - Foster Youth - Increased: +4.2%; 7.0% in 2024-25, up from 2.8% in 2023-24.
    - Metric 1.24- High School Dropout Rate:
        - All Students- Increased: +0.7%; 8.1% in 2024-25, up from 7.4% in 2023-24.
        - English Learner- Increased: +6.4%; 25.2% in 2024-25, up from 18.8% in 2023-24.
        - Low Income- Increased: +0.3%; 7.6% in 2024-25, up from 7.3% in 2023-24.

        - Foster Youth- Decreased: -7.0%; 15.5% in 2024-25, down from 22.5% in 2023-24.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
        - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.
    - Increasing percentage of students on track for passing A-G courses with a “C” or better: 2025-26
        - All Students: Increased- 48.1% of students are on track for passing A-G courses with a “C” grade or better, as of February 2026, compared to 45.2% in the same period in 2025.
        - English Learner: Increased- 19.6% of students are on track for passing A-G courses with a “C” grade or better, as of February 2026, compared to 16.8% in the same period in 2025.
        - Low Income: Increased- 45.7% of students are on track for passing A-G courses with a “C” grade or better, as of February 2026, compared to 42.9% in the same period in 2025.
        - Foster Youth: Decreased- 21.5% of students are on track for passing A-G courses with a “C” grade or better, as of February 2026, compared to 21.8% in the same period in 2025.
    - Reduced D’s and F’s for middle school students in English Language Arts (ELA) and Math
        - English Language Arts (ELA):
            - All Students- Decreased: 14,152 grades of D or F in fall 2025, down from 14,320 in fall 2024.
        - Math:
            - All Students- Decreased: 18,220 grades of D or F in fall 2024, down from 18,636 in fall 2024.
    - Middle School: 2025-26
        - 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- Maintained: 37.7% of identified students failed two or more courses, as of Fall Semester 2025, compared to 37.6% in Fall Semester 2024.
            - English Learner- Decreased: 39.9% of identified students failed two or more courses, as of Fall Semester 2025, down from 40.4% in Fall Semester 2024.
            - Low Income- Maintained: 37.6% of identified students failed two or more courses, as of Fall Semester 2025, compared to 37.6% in Fall Semester 2024.
            - Foster Youth- Decreased: 30.0% of identified students failed two or more courses, as of Fall Semester 2025, compared to 52.3% in Fall Semester 2024.
            - Homeless- Decreased: 34.2% of identified students failed two or more courses, as of Fall Semester 2025, compared to 40.5% in Fall Semester 2024.
    - High School: 2025-26
        - Increased percentage of identified students who do not fall further behind (maintain or decrease number of courses off track)
            - All Students: Increased- 51.9% of identified students did not fall further behind, as of Fall Semester 2025, up from 37.0% in Fall Semester 2024.

- English Learner- Increased: 56.5% of identified students did not fall further behind, as of Fall Semester 2025, up from 43.5% in Fall Semester 2024.
- Low Income- Increased: 51.3% of identified students did not fall further behind, as of Fall Semester 2025, up from 37.1% in Fall Semester 2024.
- Foster Youth- Increased: 40.3% of identified students did not fall further behind, as of Fall Semester 2025, up from 29.0% in Fall Semester 2024.
- Homeless- Increased: 54.8% of identified students did not fall further behind, as of Fall Semester 2025, up from 38.4% in Fall Semester 2024.

- 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- Increased: 16.8% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2025, up from 5.4% in Fall Semester 2024.
  - English Learner- Increased: 14.3% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2025, up from 3.1% in Fall Semester 2024.
  - Low Income- Increased: 13.7% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2025, up from 5.2% in Fall Semester 2024.
  - Foster Youth- Increased: 10.5% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2025, up from 2.2% in Fall Semester 2024.
  - Homeless- Increased: 12.5% of Tier 3 students improved to Tier 2, Tier 1 or On-Track, as of Fall Semester 2025, up from 3.6% in Fall Semester 2024.
- Increased percentage of senior students completing the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA)
  - Increased: 91.1% of senior students completed the FAFSA or CADAA, as of April 2026, up from 81.7% in the same period in 2024-25.

<u>Goal 1, Action 28: Career Technical Education</u>

- The District considers the action effective in equipping high school students with practical skills in career fields and increasing the graduation rate and CTE completion rate. All student groups improved their CTE completion rates compared to the prior year. The All Students student group saw a slight decrease in the four-year cohort graduation rate. Six of eight student groups showed an increase in their four-year graduation rates with Hispanic/Latino and English Learner students seeing declines. Further effectiveness will be assessed in 2026-27.
  - Metric 1.19- CTE Completion Rate:
    - All Students- Increased: +5.0%; 24.7% in 2024-25, up from 19.7% in 2023-24.
    - African American / Black- Increased: +5.3%; 21.7% in 2024-25, up from 16.4% in 2023-24.
    - Hispanic / Latino- Increased: +5.2%; 26.0% in 2024-25, up from 20.8% in 2023-24.
    - English Learner- Increased: +1.8%; 13.8% in 2024-25, up from 12.0% in 2023-24.
    - RFEP- Increased: +7.5%; 31.0% in 2024-25, up from 23.5% in 2023-24.

        - Standard English Learner - Increased: 6.1%: 25.8% in 2024-25, up from 19.7% in 2023-24.
        - Students with Disabilities- Increased: +4.6%; 19.7% in 2024-25, up from 15.1% in 2023-24.
        - Low Income- Increased: +5.2%; 25.4% in 2024-25, up from 20.2% in 2023-24.
        - Foster Youth- Increased: +2.6%; 15.0% in 2024-25, up from 12.4% in 2023-24.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - African American / Black- Increased: +3.5%; 87.7% in 2024-25, up from 84.2% in 2023-24.
        - Hispanic / Latino- Decreased: -0.7%; 86.0% in 2024-25, down from 86.7% in 2023-24.
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - RFEP- Increased: +2.0%; 92.9% in 2024-25, up from 90.9% in 2023-24.
        - Standard English Learner- Increased: +0.9%; 91.0% in 2024-25, up from 88.1% in 2023-24.
        - Students with Disabilities- Increased: +6.5%; 77.5% in 2024-25, up from 71.0% in 2023-24.
        - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
        - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.
    - Increased number of Pathway Completers' graduation rate compared to non-Pathway Completers
        - Maintained: 99.0% of students who completed a CTE Pathway graduated in 2024-25, while 82.6% of students who did not complete a CTE Pathway graduated. This aligns with 2023-24, when 99.6% of CTE Pathway Completers graduated compared with 83.8% of non-Pathway Completers.

<u>Goal 1, Action 29: Linked Learning</u>

- 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 targeted student populations from prior year, except for the All Students and English Learner students groups in graduation rate. Further effectiveness will be assessed in 2026-27.
    - Metric 1.19- CTE Completion Rate:
        - All Students- Increased: +5.0%; 24.7% in 2024-25, up from 19.7% in 2023-24.
        - English Learner- Increased: +1.5%; 13.8% in 2024-25, up from 12.3% in 2023-24.
        - Low Income- Increased: +5.2%; 25.4% in 2024-25, up from 20.2% in 2023-24.
        - Foster Youth- Increased: +2.6%; 15.0% in 2024-25, up from 12.4% in 2023-24.
    - Metric 1.20- A-G and CTE Completion Rate:
        - All Students- Increased: +5.0%; 19.1% in 2024-25, up from 14.1% in 2023-24.
        - English Learner- Increased: +2.1%; 9.5% in 2024-25, up from 7.4% in 2023-24.
        - Low Income- Increased: +5.2%; 19.5% in 2024-25, up from 14.3% in 2023-24.
        - Foster Youth- Increased: +2.6%; 10.6% in 2024-25, up from 8.0% in 2023-24.
    - Metric 1.25- Four-Year Cohort Graduation Rate:
        - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.

        - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
        - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.
    - Increased percentage of Linked Learning students graduating A-G ready compared to non-Linked Learning students
        - Increased: 63.5% of Linked Learning students graduated A-G ready, compared to 58.4% of non-Linked Learning students graduating A-G ready in 2024-25. This is an improvement from 2023-24, when 63.2% of Linked Learning students and 56.8% of non-Linked Learning students graduated A-G ready.

Goal 1, Action 30: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools
Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools
Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools

- 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: +1.0%; 71.4% in 2024-25, up from 70.4% in 2023-24.
        - English Learner- Decreased: -8.6%; 51.0% in 2024-25, down from 59.6% in 2023-24.
        - Low Income- Decreased: -3.4%; 68.7% in 2024-25, down from 72.1% in 2023-24.
        - Foster Youth- Decreased: -7.1%; 54.8% in 2024-25, down from 61.9% in 2023-24.
    - Metric 1.02: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1:
        - All Students- Increased: +2.2%; 72.3% in 2024-25, up from 70.1% in 2023-24.
        - English Learner- Decreased: -4.0%; 47.1% in 2024-25, down from 51.1% in 2023-24.
        - Low Income- Increased: +0.6%; 69.1% in 2024-25, up from 68.5% in 2023-24.
        - Foster Youth- Increased: +12.4%; 62.9% in 2024-25, up from 50.5% in 2023-24.
    - Metric 1.03: DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2:
        - All Students- Increased: +1.4%; 68.4% in 2024-25, up from 67.0% in 2023-24.
        - English Learner- Decreased: -7.6%; 39.0% in 2024-25, down from 46.6% in 2023-24.
        - Low Income- Increased: +0.3%; 65.0% in 2024-25, up from 64.7% in 2023-24.
        - Foster Youth- Decreased: -5.4%; 44.8% in 2024-25, down from 50.2% in 2023-24.
    - Metric 1.04: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3:
        - All Students- Increased: +7.3 points; -17.6 DFS in 2024-25, up from -24.9 in 2023-24.
        - English Learner- Decreased: -5.6 points; -95.9 DFS in 2024-25, down from -90.3 in 2023-24.
        - Low Income- Increased: +6.2 points; -33.5 DFS in 2024-25, up from -39.7 in 2023-24.
        - Foster Youth- Increased: +7.9 points; -63.6 DFS in 2024-25, up from -71.5 in 2023-24.
    - Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5:
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 in 2023-24.
        - Low Income- Increased: +8.5 points; -30.5 DFS in 2024-25, up from -39.0 in 2023-24.
        - Foster Youth- Increased: +6.4 points; -66.5 DFS in 2024-25, up from -72.9 in 2023-24.

- Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8:
  - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
  - English Learner- Increased: +4.3 points; -139.6 DFS in 2024-25, up from -143.9 in 2023-24.
  - Low Income- Increased: +10.1 points; -34.1 DFS in 2024-25, up from -44.2 in 2023-24.
  - Foster Youth- Increased: +2.2 points; -86.4 DFS in 2024-25, up from -88.6 in 2023-24.
- Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11:
  - All Students- Increased: +12.0 points; +0.7 DFS in 2024-25, up from -11.3 in 2023-24.
  - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
  - Low Income- Increased: +13.3 points; -7.1 DFS in 2024-25, up from -20.4 in 2023-24.
  - Foster Youth- Increased: +32.5 points; -53.4 DFS in 2024-25, up from -85.9 in 2023-24.
- Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5:
  - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
  - English Learner- Decreased: -1.8 points; -87.1 DFS in 2024-25, down from -85.3 in 2023-24.
  - Low Income- Increased: +6.6 points; -37.2 DFS in 2024-25, up from -43.8 in 2023-24.
  - Foster Youth- Increased: +7.2 points; -70.1 DFS in 2024-25, up from -77.3 in 2023-24..
- Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8:
  - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
  - English Learner- Increased: +12.1 points; -160.8 DFS in 2024-25, up from -172.9 in 2023-24.
  - Low Income- Increased: +12.9 points; -75.0 DFS in 2024-25, up from -87.9 in 2023-24.
  - Foster Youth- Increased: +6.2 points; -133.9 DFS in 2024-25, up from -140.1 in 2023-24.
- Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11:
  - All Students- Increased: +18.3 points; -85.1 DFS in 2024-25, up from -103.5 in 2023-24.
  - English Learner- Increased: +24.9 points; -178.4 DFS in 2024-25, up from -203.3 in 2023-24.
  - Low Income- Increased: +19.6 points; -94.0 DFS in 2024-25, up from -113.6 in 2023-24.
  - Foster Youth- Increased: +22.1 points; -142.2 DFS in 2024-25, up from -164.3 in 2023-24.
- Metric 1.18- A-G Completion Rate:
  - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
  - English Learner- Increased: +0.3%; 34.7% in 2024-25, up from 34.4% in 2023-24.
  - Low Income- Increased: +2.4%; 57.4% in 2024-25, up from 55.0% in 2023-24.
  - Foster Youth- Increased: +2.7%; 34.2% in 2024-25, up from 31.5% in 2023-24.
- Metric 1.25- Four-Year Cohort Graduation Rate:
  - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
  - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
  - Low Income- Increased: +0.1%; 87.0% in 2024-25, up from 86.9% in 2023-24.
  - Foster Youth- Increased: +4.8%; 73.7% in 2024-25, up from 68.9% in 2023-24.

- Additional measures of effectiveness of the SENI investments in Goal 1, Actions 30-32 by grade span and by need (SENI Quintiles) are listed below:

Goal 1, Action 30: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools
In 2025-26, 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 29 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 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Early Literacy Benchmarks (DIBELS) - Kindergarten	60.2%	61.8%	63.1%
Early Literacy Benchmarks (DIBELS) - Grade 1	58.9%	60.0%	63.4%
Early Literacy Benchmarks (DIBELS) - Grade 2	54.2%	56.1%	58.5%
SBA ELA - Distance from Standard Met (Grades 3-5)	-69.7	-61.2	-50.0
SBA Math - Distance from Standard Met (Grades 3-5)	-73.8	-63.9	-54.0
English Learner Reclassification Rate (Elementary Schools)	17.9%	20.8%	22.2%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Early Literacy Benchmarks (DIBELS) - Kindergarten	66.0%	66.3%	66.6%
Early Literacy Benchmarks (DIBELS) - Grade 1	64.4%	64.4%	67.6%
Early Literacy Benchmarks (DIBELS) - Grade 2	58.6%	61.5%	63.2%
SBA ELA - Distance from Standard Met (Grades 3-5)	-54.1	-49.9	-37.4
SBA Math - Distance from Standard Met (Grades 3-5)	-60.7	-54.7	-44.0

English Learner Reclassification Rate (Elementary Schools)	17.9%	20.8%	23.6%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Early Literacy Benchmarks (DIBELS) - Kindergarten	67.9%	69.8%	69.5%
Early Literacy Benchmarks (DIBELS) - Grade 1	66.9%	68.7%	69.2%
Early Literacy Benchmarks (DIBELS) - Grade 2	64.2%	64.3%	65.8%
SBA ELA - Distance from Standard Met (Grades 3-5)	-37.2	-39.4	-30.5
SBA Math - Distance from Standard Met (Grades 3-5)	-47.9	-43.4	-38.0
English Learner Reclassification Rate (Elementary Schools)	18.6%	21.1%	23.7%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Early Literacy Benchmarks (DIBELS) - Kindergarten	70.9%	71.7%	73.3%
Early Literacy Benchmarks (DIBELS) - Grade 1	75.2%	72.5%	74.0%
Early Literacy Benchmarks (DIBELS) - Grade 2	70.3%	68.5%	70.3%
SBA ELA - Distance from Standard Met (Grades 3-5)	-20.6	-15.4	-7.2
SBA Math - Distance from Standard Met (Grades 3-5)	-31.4	-25.9	-15.1
English Learner Reclassification Rate (Elementary Schools)	20.9%	23.0%	27.1%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25

Early Literacy Benchmarks (DIBELS) - Kindergarten	80.2%	82.2%	83.8%
Early Literacy Benchmarks (DIBELS) - Grade 1	83.9%	84.2%	86.3%
Early Literacy Benchmarks (DIBELS) - Grade 2	82.4%	83.3%	83.6%
SBA ELA - Distance from Standard Met (Grades 3-5)	42.13	43.1	49.6
SBA Math - Distance from Standard Met (Grades 3-5)	26.5	32.6	35.8
English Learner Reclassification Rate (Elementary Schools)	25.2%	29.3%	33.2%

Goal 1, Action 31: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools

In 2025-26, 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 15 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 2024-25 was higher than the rates observed in 2023-24.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
SBA ELA - Distance from Standard Met (Grades 6-8)	-90.0	-85.9	-73.9
SBA Math - Distance from Standard Met (Grades 6-8)	-141.8	-133.6	-119.5
English Learner Reclassification Rate (Middle Schools)	34.7%	17.7%	24.1%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25

SBA ELA - Distance from Standard Met (Grades 6-8)	-63.8	-62.3	-51.3
SBA Math - Distance from Standard Met (Grades 6-8)	-112.9	-106.3	-92.0
English Learner Reclassification Rate (Middle Schools)	36.2%	22.9%	32.2%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
SBA ELA - Distance from Standard Met (Grades 6-8)	-54.9	-49.1	-41.4
SBA Math - Distance from Standard Met (Grades 6-8)	-99.3	-92.5	-88.8
English Learner Reclassification Rate (Middle Schools)	39.2%	25.5%	32.6%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
SBA ELA - Distance from Standard Met (Grades 6-8)	-40.3	-31.8	-17.8
SBA Math - Distance from Standard Met (Grades 6-8)	-81.6	-74.5	-54.8
English Learner Reclassification Rate (Middle Schools)	34.2%	26.0%	33.1%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
SBA ELA - Distance from Standard Met (Grades 6-8)	23.7	28.8	33.2

SBA Math - Distance from Standard Met (Grades 6-8)	-17.1	-6.7	3.4
English Learner Reclassification Rate (Middle Schools)	46.3%	25.7%	33.3%

Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools
In 2025-26, 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 30 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 2024-25 was higher than the rates observed in 2023-24.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Four-Year Cohort Graduation Rate	83.4%	87.3%	84.0%
Four-Year Cohort Dropout Rate	13.0%	8.6%	13.2%
A-G Completion Rate	52.4%	52.4%	60.1%
CTE Completion Rate	21.1%	26.6%	27.6%
AP Exams with a Score of 3 or Higher	19.6%	25.4%	28.9%
SBA ELA - Distance from Standard Met (Grade 11)	-56.3	-53.7	-41.0
SBA Math - Distance from Standard Met (Grade 11)	-156.1	-148.4	-124.4
English Learner Reclassification Rate	17.1%	8.6%	15.8%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Four-Year Cohort Graduation Rate	87.0%	92.5%	88.1%
Four-Year Cohort Dropout Rate	9.4%	4.7%	9.3%
A-G Completion Rate	51.4%	60.9%	60.1%
CTE Completion Rate	26.6%	20.9%	35.4%
AP Exams with a Score of 3 or Higher	27.5%	31.1%	37.7%
SBA ELA - Distance from Standard Met (Grade 11)	-36.5	-34.1	-18.6
SBA Math - Distance from Standard Met (Grade 11)	-134.6	-122.1	-97.0
English Learner Reclassification Rate	17.3%	9.5%	17.0%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Four-Year Cohort Graduation Rate	90.9%	92.8%	91.3%
Four-Year Cohort Dropout Rate	5.6%	4.2%	5.4%
A-G Completion Rate	56.8%	60.0%	63.1%
CTE Completion Rate	25.9%	31.5%	30.2%
AP Exams with a Score of 3 or Higher	30.1%	35.6%	37.5%

SBA ELA - Distance from Standard Met (Grade 11)	-21.0	-17.1	-2.4
SBA Math - Distance from Standard Met (Grade 11)	-123.9	-111.6	-96.8
English Learner Reclassification Rate	20.7%	11.1%	19.3%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Four-Year Cohort Graduation Rate	92.3%	95.1%	95.4%
Four-Year Cohort Dropout Rate	5.0%	2.9%	2.8%
A-G Completion Rate	60.8%	64.8%	67.7%
CTE Completion Rate	23.4%	24.1%	26.8%
AP Exams with a Score of 3 or Higher	38.0%	50.0%	54.2%
SBA ELA - Distance from Standard Met (Grade 11)	14.0	14.8	24.2
SBA Math - Distance from Standard Met (Grade 11)	-89.6	-82.0	-70.1
English Learner Reclassification Rate	24.8%	11.1%	20.5%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Four-Year Cohort Graduation Rate	94.1%	96.0%	95.9%
Four-Year Cohort Dropout Rate	3.9%	2.1%	2.4%

A-G Completion Rate	68.7%	72.4%	73.9%
CTE Completion Rate	17.0%	12.6%	21.0%
AP Exams with a Score of 3 or Higher	57.7%	59.2%	65.0%
SBA ELA - Distance from Standard Met (Grade 11)	36.9	45.8	50.6
SBA Math - Distance from Standard Met (Grade 11)	-57.3	-43.5	-29.1
English Learner Reclassification Rate	24.6%	17.0%	25.7%

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 2026-27 LCAP Goal 1: Academic Excellence will continue to align with Pillar 1: Academic Excellence in the District's Board adopted Strategic Plan. As stated in the 2025-26 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 1.08: Smarter Balanced Results:Distance from Standard (DFS) Met in Mathematics - Grades 3-5

- English Learner: target was modified to -60.9 from -10.

Metric 1.19: CTE Completion Rate

- All Students: target was modified to 26.0% from 27.0%.
- Hispanic/Latino: target was modified to 26.0% from 27.0%.
- English Learner: target was modified to 17.0% from 21.0%.
- RFEP: target was modified to 32.0% from 30.0%.
- Standard English Learner: target was modified to 26.0% from 27.0%.
- Low Income: target was modified to 26.0% from 27.0%.
- Foster Youth: target was modified to 19.0% from 23.0%.

Goal 1, Action 1: Curriculum

- The action has been modified by removing DIBELS from the following progress monitoring measure:
    - Improved i-Ready and Smarter Balanced Assessment (SBA) Growth Data

Goal 1, Action 2: School Staffing & Operations

- The action has been modified by removing DIBELs from the following progress monitoring measure:
  - Improved i-Ready data
- The action will include LREBG funding. The action description has been updated to include research and metrics to measure progress.

Goal 1, Action 3: Central District Supports for Instruction

- The action has been modified by adding the following progress monitoring measures:
  - Evaluation data for Professional Development sessions and coaching cycles
  - Professional development attendance
- The action has been modified by removing the following progress monitoring measure:
  - Improved outcomes on DIBELS (TK-2 Reading)
- The action has been modified by updating the following progress monitoring measure to begin in Kindergarten:
  - Improved outcomes on i-Ready (Grades K-12 Reading; Grades K-12 Math)

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 updating goal action description language:
  - Removed references to distance learning and the pandemic.
  - Added District monitoring process of access and participation, instructional implementation, and student learning and outcomes.
- This action has been modified by adding the following progress monitoring measures:
  - Increased number and percentage of targeted schools receiving differentiated EdTech support
  - Increased student participation in digital citizenship, computer science, and digital learning experiences including an increased participation of targeted student populations, low-income students.
  - Increased number and percentage of schools completing Digital Citizenship Certification and Moonshot Learning Certification
  - Increased frequency and depth of co-teaching coaching cycles
  - Growth in student proficiency aligned to technology standards and digital literacy competencies
  - Increased enrollment and representation of low-income students in computer science and emerging technology pathways (courses, certifications, clubs, and competitions)
- This action has been modified by removing 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)

Goal 1, Action 6: Base-Funded Arts Education

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

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

- 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 14.8% by June 2026" to "Increase the Districtwide percentage of students identified or verified for Gifted and Talented Education (GATE) programs to 18% by June 2027."

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

- The action has been modified by updating the following progress monitoring measure to begin in Kindergarten:
  - Improved outcomes on i-Ready (Grades K-12 Reading; Grades TK-12 Math)
- The action has been modified by removing the following progress monitoring measure:
  - Improved outcomes on DIBELS (TK-2 Reading)

Goal 1, Action 13: Early Education and Universal Transitional Kindergarten

- This action has been modified by adding the following progress monitoring measure:
  - "For the 2026–2027 school year, the Transitional Kindergarten (TK) Progress Report will be updated to align with the new Preschool Transitional Kindergarten Learning Foundation (PTKLF). This alignment ensures consistency with current state learning expectations and supports differentiated instruction to meet the diverse needs of all learners in TK classrooms."

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

- This action has been modified by removing the following progress monitoring measure:
  - Improved outcomes on DIBELS benchmark growth and progress monitoring data for K-2
- The action has been modified by updating the following progress monitoring measure to begin in Kindergarten
  - i-Ready Reading Diagnostic for grades K-12 students as applicable

Goal 1, Action 15: Secondary Literacy Supports and Interventions

- This action has been modified by removing the following progress monitoring measure:
  - Increased number of lessons created for Secondary ELA lesson bank

Goal 1, Action 17: Standard English Learner Supports

- This action has been modified to reflect the update 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 6% from 44% to 50%.
    - 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 5% from 30% to 35%
- This action has been modified to reflect the removal of the following progress monitoring measure for the Academic English Mastery Program (AEMP):
    - Improved LAS Links beginning- and middle-of-year assessment data
- The action has been modified by removing DIBELS from the following progress monitoring measure for the Academic English Mastery Program (AEMP) and adding i-Ready:
    - Increased i-Ready and SBA ELA scores

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

- This action has been modified by providing additional context to foster youth students supported by SSS counselors:
    - Students with an open case in delinquency court and an educational transition plan (foster)

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

- This action has been modified to show an expansion of a portion of the base program to address Black students with disabilities not only Black students with disabilities identified with an Emotional Disability (ED).
- This action has been modified by adding the following progress monitoring measure:
    - Reduce the number of students with disabilities who receive out-of-school suspensions lasting fewer than 10 school days

<u>Goal 1, Action 21: Special Education: Inclusive Practices</u>

- This action has been modified by removing social emotional learning outcomes as a program focus.
- This action has been modified by adding the following progress monitoring measure:
    - Increased graduation rates for students with disabilities included in general education for 80% or more of the day
- This action has been modified by removing the following progress monitoring measure:
    - 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

<u>Goal 1, Action 22: Special Education: Special Day Program</u>

- This action has been modified by adding the following progress monitoring measure:
    - Increased scores on statewide assessments- SBA and CAA
- This action has been modified by removing 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

Goal 1, Action 23: Special Education Transition Services

- This action has been modified to reflect the amendment of the following progress monitoring measure to remove a goal for a minimum number of engagements per family:
    - “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 they have engaged with. Family engagement is defined as two-way communication between families and schools that supports a student’s learning and transition to adult life. A goal will be set to increase the number of families engaged per school year.”

Goal 1, Action 25: Increased Access to International Baccalaureate (IB) Programs

- This action was modified by removing UCLA AP readiness and career pathway actions

Goal 1, Action 26: Districtwide A-G Interventions

- This action has been modified by adding the following program as a new student resource:
    - Rising Freshman Success (RFS), summer term elective course
        - The A-G team created The Compass Course section of RFS, which launched in Summer 2025. The course is designed for rising 9th grade students to learn fundamental skills for high school preparation (such A-G courses and graduation requirements, ELA and math skill-building, taking on new high school opportunities and extracurriculars, early postsecondary awareness, self advocacy and effective communications with adults and peers, etc.). Students can earn 5 Elective Credits for their high school transcript upon successful course completion.

Goal 1, Action 27: Diploma Program

- This action has been modified to reflect the focus on high schools, grades 9-12, rather than middle schools, grades 6-8.
- This action has been modified by removing the following progress monitoring measure:
    - 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

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 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: California elementary and middle school science ● 2020-2021: Elementary and middle school mathematics ● 2024-2025: Elementary English Language Arts 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 support educators in understanding and applying evidence-based research aligned to the science of reading to strengthen students' reading and comprehension skills across grade levels. Instruction will include explicit, systematic approaches grounded in structured literacy, with intentional integration of reading, writing, and oral language to promote deep comprehension and knowledge transfer. ● Instruction will prioritize building background knowledge, academic vocabulary, and literacy across content areas and is guided by multiple data sources (e.g., i-Ready Diagnostic, formative assessments, student writing samples) to inform differentiation and instructional decision-making. ● Ongoing professional development will be provided to classroom educators and certificated support staff to strengthen their understanding of effective instructional practices and ensure high-quality implementation of Tier 1 instruction. ● Math: In addition to providing support for our adopted mathematics curriculum to teachers new to the curriculum, the district will provide professional development in best practices and evidence based instruction to build conceptual development, support increasing problem-solving strategies and engage in Math Practices that enhance algebraic reasoning as outlined in the California Content	$64,024,143	N

Action #	Title	Description	Total Funds	Contributing
		Standards. Los Angeles Unified will provide all students with learning experiences that promote sense-making, algebraic thinking, and meaningful problem-solving, while nurturing mathematical identity and a growth mindset, so they become confident, curious, and flexible thinkers. ■ Elementary Math (K-5) and select Secondary Math courses are currently undergoing the 2025–2027 adoption process and are scheduled for implementation in 2027–2028. ● 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. ● Science: In addition to providing new teacher professional development on the effective implementation of the District adopted science curriculum, the District will provide ongoing professional development to develop the capacity of teachers to deliver cognitively demanding instruction grounded in understanding/explaining real world phenomenon through the use of the the three dimensions of the Next Generation Science Standards: ○ Disciplinary Core Ideas ○ Science and Engineering Practices ○ Crosscutting Concepts Professional development on the related CA Content Standards, the newly adopted textbook series, and accompanying high-leverage instructional practices aligned to data (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 and Smarter Balanced Assessment (SBA) Growth Data		

Action #	Title	Description	Total Funds	Contributing
		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)* Learning Recovery Emergency Block Grant (LREBG) Supported Action 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 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 ● Reduced number of unfilled teaching positions As new data becomes available moving forward, these progress monitoring measures are subject to change. **Learning Recovery Emergency Block Grant (LREBG) Supported Action** ● As outlined in Reflections: Annual Performance, the District will support students with targeted instructional supports focused on literacy and numeracy to increase grade-level proficiency in English Language Arts (ELA) and math. Research	$2,663,298,505	N

Action #	Title	Description	Total Funds	Contributing
		shows that high-dosage tutoring including targeted small-group instruction and structured lessons in literacy and math are effective in increasing student learning. ● Metrics Used to Monitor the LREBG Investment: ○ Metric 1.05: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ○ Metric 1.06: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8 ○ Metric 1.07: Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11 ○ Metric 1.08: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 ○ Metric 1.09: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8 ○ Metric 1.10: Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11 ● Total LREBG Funds supporting this action: $9,000,000		
1.03	Central District Supports for Instruction	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* The Chief Academic Officer, in collaboration with other Division of Instruction leaders, provides direction and oversight to ensure all students receive differentiated academic and social-emotional support. This includes a focused commitment to meeting the needs of all students, including our high-need student groups. 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 District's Division of Instruction provides additional data analysis and targeted support to Regions, Community Schools, and school sites to identify and implement evidence-based intervention strategies that accelerate learning for English Learners,	$45,513,091	N

Action #	Title	Description	Total Funds	Contributing
		students in foster care, and low-income students. This ongoing support and oversight ensure fidelity of implementation of District programs and service, as well as accountability for student progress throughout the District. The Division of Instruction provides evidence-based professional development to strengthen instructional quality across the District. This professional learning supports educators in implementing research-aligned practices, using data to inform instruction, and responding effectively to diverse student needs. Key focus areas include building educator capacity in evidence-based, high leverage areas including: ● ELA: Deepening teacher knowledge of reading, writing, and language development while strengthening instructional practices that maintain or elevate the cognitive demand of high-quality instructional materials, ensuring all students consistently engage in rigorous, grade-level literacy tasks. ● Science: Deepening teachers' content knowledge and building their capacity to plan and facilitate phenomenon-based instruction that maintains high cognitive demand, support students in engaging in science practices—asking questions, analyzing data, constructing explanations, and arguing from evidence—while using strategic scaffolds that preserve rigor and ensure equitable access to grade-level learning. ● Math: Deepening teacher content knowledge of mathematical concepts and practices while strengthening instructional strategies that maintain or elevate the cognitive demand of high-quality instructional materials, ensuring all students consistently engage in rigorous, grade-level mathematical thinking and problem-solving. Professional development also emphasizes coherence betweenTier 1 instruction and intervention through coordinated learning series, collaborative structures, and coaching cycles. The Division of Instruction supports services and programs designed to address the unique circumstances of high-need students by increasing access to standards-based		

Action #	Title	Description	Total Funds	Contributing
		instruction and support, decreasing the achievement gap, and ensuring that all students are academically proficient and college- and career-ready upon graduation. By providing coordinated support and services, the District offers students opportunities that may not otherwise be available. The Division of Instruction also guides staff in differentiating these opportunities to meet the needs of English Learners, students in foster care, and low-income students. Through these coordinated services for our students, the District ensures students receive the services they need for a well-rounded educational experience. The District will monitor the effectiveness of these District-level supports for instruction using the following progress monitoring measures: ● Improved outcomes on i-Ready (Grades K-12 Reading; Grades K-12 Math) ● Evaluation data for Professional Development sessions and coaching cycles ● Professional Development attendance 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:	$106,287,258	N

Action #	Title	Description	Total Funds	Contributing
		• Increased percentage of students improving one or more performance levels by end-of-year District formative assessments in math and reading • Increased percentage of schools 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.		
1.05	Instructional Technology Initiative	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* While Los Angeles Unified has successfully expanded access to devices and connectivity, closing the digital divide now requires a deeper focus on how technology is used to support high-quality instruction, student well-being, and future-ready skills. Persistent gaps still exist for low-income students around digital participation and digital citizenship including access to computer science and emerging technologies pathways, even as access to devices and technologies has increased. Low-income students are spending more time in front of screens, yet continue to be underrepresented in pathways towards computer science careers. To address these needs, the District is advancing a human-centered approach to educational technology that prioritizes safe, purposeful, and empowering use of digital tools in teaching and learning. This includes expanding instruction and support in digital citizenship, AI literacy, digital balance and well-being, and computer science education, ensuring that technology enhances, not replaces, high quality standards-aligned instruction. Through the District's educational technology and innovation efforts, school sites will receive targeted, differentiated support through the Instructional Technology Facilitators and Central Office Teams. Support includes job-embedded professional learning, coaching, co-teaching, and model lessons that align with the LAUSD Teaching and Learning Framework, and technology integration standards. These efforts are prioritized for schools serving high percentages of low-income students while benefitting all	$24,620,183	Y

Action #	Title	Description	Total Funds	Contributing
		students through schoolwide implementation. Additionally, the District will expand opportunities for students to demonstrate digital citizenship and technology competencies through authentic, project-based learning experiences, such as multimedia creation, responsible AI use, and real-world problem-solving. These experiences are designed to increase engagement, agency, and access to future-ready pathways, including computer science, AI, and digital media. Beginning in 2026-2027 school year, participating schools will engage in an expanded Digital Citizenship and Moonshot Learning certification process that will include AI literacy, critical media literacy, and digital balance and well-being, ensuring sustained and measurable implementation over time. The District will monitor effectiveness through a combination of access, implementation, and impact metrics, including: ● **Access and Participation**: How are we measuring equitable access and meaningful implementation? ○ Metrics: number and percentage of targeted schools receiving differentiated edtech support; student participation in digital citizenship, AI, computer science, and digital learning experiences; and distribution of opportunities across student groups, with a focus on low-income, multilingual learners, and historically underserved populations. ○ Data Sources: service logs and school support records; course enrollment data; program participation trackers. ○ Key Questions: Are we reaching the schools and students with greatest need? Are opportunities equitably distributed across Regions and student groups? Is participation translating into sustained engagement and not just one-time exposure? ● **Instructional Implementation:** How are we measuring the quality and consistency of technology integration in teaching and learning? ○ Metrics: number and quality of standards-aligned lesson design exemplars incorporating technology; frequency and depth of co-teaching coaching cycles, and classroom implementation artifacts; number and percentage of schools completing Digital Citizenship Certification and Moonshot Learning		

Action #	Title	Description	Total Funds	Contributing
		Certification ○ Data Sources: lesson artifacts and instructional walkthrough tools; coaching logs and co-teaching documentation; certification completion records and school submissions ○ Key Questions: Is technology being used in ways that are safe, purposeful, and empowering, not just present? Are we seeing shifts in instructional practice such as student-centered, inquiry-based, real-world application?; How consistent is implementation across classrooms and schools? ● **Student Learning and Outcomes:** How are we measuring impact on student skills, competencies, and pathways? ○ Metrics: student demonstration of digital citizenship, critical media literacy, and AI literacy through performance-based assessments, projects, and portfolios; growth in student proficiency aligned to technology standards and digital literacy competencies; increased enrollment and representation of low-income students in computer science and emerging technology pathways (courses, certifications, clubs, competitions). ○ Data Sources: Student work samples, portfolios, and rubric-based performance tasks; assessment data using digital literacy rubrics, local measures, etc; course-taking patterns and pathway enrollment data. ○ Key Questions: Are students demonstrating deeper learning, critical thinking, and responsible use of technology? Are we closing opportunity gaps in access to advanced technology pathways? How do these experiences translate into long-term readiness such as college, career, and life? The District will monitor the effectiveness of the Instructional Technology Initiative using the following progress monitoring measures: ● Increased number and percentage of targeted schools receiving differentiated EdTech support ● Increased student participation in digital citizenship, computer science, and digital learning experiences including an increased participation of targeted student populations ● Increased number and percentage of schools completing Digital Citizenship Certification and Moonshot Learning Certification		

Action #	Title	Description	Total Funds	Contributing
		● Increased frequency and depth of co-teaching coaching cycles ● Growth in student proficiency aligned to technology standards and digital literacy competencies ● Increased enrollment and representation of low-income students in computer science and emerging technology pathways (courses, certifications, clubs, and competitions). As new data becomes available, these measures will continue to evolve to ensure alignment with District priorities and student needs. Low-income students will experience the greatest benefits from this expanded approach by gaining access not only to devices, but to high quality learning experiences that build critical digital, academic, and future ready skills. At the same time, this LCAP goal action is designed to elevate instructional practice and student outcomes for all learners, ensuring that technology is used intentionally to promote equity, engagement, and opportunity across all participating schools. For the list of participating schools, please see Appendix B.		
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.	$1,146,156	N

Action #	Title	Description	Total Funds	Contributing
		● 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 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		

Action #	Title	Description	Total Funds	Contributing
		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. The District will monitor the effectiveness of base-funded Arts Education programs using the following progress monitoring measure: ● Improved engagement with arts partners As new data becomes available moving forward, the progress monitoring measure is 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.	$42,761,554	Y

Action #	Title	Description	Total Funds	Contributing
		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 in 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. 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, the progress monitoring measure is 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.		

Action #	Title	Description	Total Funds	Contributing
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 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*	$6,905,431	N

Action #	Title	Description	Total Funds	Contributing
		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 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.	$163,750	Y

Action #	Title	Description	Total Funds	Contributing
		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 Education (GATE) Programs	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* For the upcoming 2026-27 school year, Gifted/Talented Programs, Advanced Learning 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 Districts 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 or verified for Gifted and Talented Education (GATE) programs to 18% by June 2027.	$6,398,231	N

Action #	Title	Description	Total Funds	Contributing
		As new data becomes available moving forward, the progress monitoring measure is 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, 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, 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.	$10,596,962	Y

Action #	Title	Description	Total Funds	Contributing
		■ 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 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		

Action #	Title	Description	Total Funds	Contributing
		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). ● 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 390,000 students in grades UTK-12, each student 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 2026-27 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	$820,922,308	Y

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		• Improved outcomes on i-Ready (Grades K-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 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, 2026 and September 1, 2027. • In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need 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.	$138,741,046	Y

Action #	Title	Description	Total Funds	Contributing
		• For 2026-27, 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. 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. • For the 2026–2027 school year, the Transitional Kindergarten (TK) Progress Report will be updated to align with the new Preschool Transitional Kindergarten Learning Foundation (PTKLF). This alignment ensures consistency with current state learning expectations and supports differentiated instruction to meet the diverse needs of all learners in TK classrooms. 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		

Action #	Title	Description	Total Funds	Contributing
		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.* 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)* 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 reflect variability in the implementation of high-quality Tier I instruction and targeted Tier II supports within a Multi-Tiered System of Support (MTSS). To address these needs, Los Angeles Unified will implement the Literacy and Numeracy Interventionist Model to support students in K–5/6 by strengthening foundational literacy and numeracy skills by implementing targeted elementary literacy and mathematics interventions. These efforts are designed to strengthen instruction, align supports to student needs, and accelerate progress toward grade-level proficiency. Schools are identified based on student performance data in early literacy (K–3) and mathematics (Grades 1–5). Priority is given to schools with the highest levels of need, including those with significant percentages of students performing below expectations. Identified schools receive:	$856,123	Y

Action #	Title	Description	Total Funds	Contributing
		• Interventionists and instructional aides to deliver consistent Tier II small-group instruction • Leadership coaching and support for continuous improvement cycles • Access to aligned professional development and instructional resources Program effectiveness will be measured through: • Literacy: Growth on i-Ready Reading Diagnostic and aligned progress monitoring measures • Mathematics: Growth on i-Ready Mathematics Diagnostic and aligned progress monitoring measures • **Literacy Interventions**: ○ Targeted Instruction**:** Students receive explicit, systematic, and cumulative reading instruction aligned to the science of reading. Instruction is informed by ongoing data analysis to address specific skill needs within Tier II supports. ○ Professional Learning**:** Educators engage in job-embedded professional learning focused on early literacy and the science of reading. Through collaborative inquiry cycles (e.g., PDSA), teachers strengthen their ability to deliver evidence-based instruction. ○ Instructional Materials**:** Students use aligned, multi-sensory materials that reinforce foundational skills and support application of learning. • **Math Interventions** ○ Targeted direct instruction in number sense and problem solving: The program supports educators in using progress-monitoring data to move students along concept progressions toward grade-level understanding, address key concepts for the grade, and provide support through a Multi-Tiered System of Support using the Concrete–Pictorial–Abstract (CPA) model to strengthen mathematical understanding. ○ Professional Development on Early Numeracy and Mathematical Understanding: The program supports educators in deepening their		

Action #	Title	Description	Total Funds	Contributing
		knowledge of mathematics content and instructional practices, and in using student data to identify learning needs, provide differentiated support, and build mathematical understanding through concrete, visual, and abstract instruction. ○ Instructional Materials: Hands-on materials support a multi-sensory, multi-modal approach to learning and align with professional development by helping educators provide concrete, visual, and abstract learning experiences that deepen mathematical understanding, address student needs, and reinforce instruction. The District will monitor the effectiveness of the Literacy and Numeracy Interventionist Program using the following progress monitoring measures: ● Literacy: ○ i-Ready Reading Diagnostic for grade K-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 that all students will benefit from this program, therefore, these supports are provided to all students at participating schools. *Note: The Interventionist Program is primarily supported with non-LCFF funds.*		

Action #	Title	Description	Total Funds	Contributing
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 ● 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 Interventionists ● Secondary Literacy Intervention Workshop Series ● Secondary Literacy Intervention Symposium In alignment with this policy, the Division of Instruction, in collaboration with school site	$9,417,558	Y

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		intervention program 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, 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.*	$2,000,000	N

Action #	Title	Description	Total Funds	Contributing
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 Probable Standard English Learners and Standard English Learners, the Los Angeles Unified School District's Academic English Mastery Program works to ensure culturally relevant, sustaining, and high-quality instruction to recognize these students' strengths, abilities, and potential. The AEMP team will continue to provide professional development 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 Academic English Mastery Program 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,improved iReady literacy proficiency rates, increased academic language 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) ○ Increased i-Ready and SBA ELA scores ○ Improved outcomes on AEMP CLR professional development surveys and analysis to evaluate implementation and effectiveness ● UCLA-LAUSD Collaborative	$1,777,892	N

Action #	Title	Description	Total Funds	Contributing
		○ 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 6% from 44% to 50%. ○ 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 5% from 30% to 35% 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 Experiencing Homelessness	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* The Specialized Student Services (SSS) program goals are to: ● Increase attendance rates and school engagement ● Increase academic achievement and graduation rates ● Increase school stability SSS counselors provide services to over 8,000+ students in foster care and 17,000+ students experiencing homelessness annually.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 in special populations which include: ● 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 with tribal dependency court ● Students with a voluntary placement agreement under the supervision of DCFS	$40,135,426	Y

Action #	Title	Description	Total Funds	Contributing

		• 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
		• 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 monitors 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		

Action #	Title	Description	Total Funds	Contributing
		○ 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 becomes available, these progress monitoring measures are subject to change. For more information (including the list of schools), see the Specialized Student Services webpage: https://studentsupport.lausd.org/apps/pages/SSS		
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 targeted goals and that the District is systemically striving to meet State Performance Plan Indicators (SPPI). Further, a portion of our base program (15%) is set aside to reduce the disproportionate number of African American students with disabilities given an out of school suspension of less than 10 school days. To reduce this area, the Division of Special Education has developed partnerships with other divisions and prioritized comprehensive support in the following six priorities: 1. Early Interventions 2. UTK-12th Grade Student Supports 3. Student Engagement and Well-being 4. Family and Community Engagement	$1,135,917,280	N

Action #	Title	Description	Total Funds	Contributing
		5. Professional Development and Staff Training 6. Universal CCEIS Supports *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 ● Reduce the number of students with disabilities who receive out-of-school suspensions lasting fewer than 10 school days 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 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	$3,930,687	N

Action #	Title	Description	Total Funds	Contributing
		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)* The Division of Special Education supports general education and special education staff in educating students with disabilities inside general education classrooms. In collaboration with the Division of Instruction, the Division of Special Education will support schools implementing inclusive practices, students with disabilities in general education classrooms, by creating professional development, monitoring progress through data dialogues and instructional rounds, and communicating with parents on the effectiveness of the programs. Our expectation is that this will continue to increase academic (Math and English Language Arts) 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 graduation rates 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.	$37,080,926	N
1.22	Special Education: Special Day Program	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* Los Angeles Unified offers Special Day Programs (SDP) for students on both the Core Curriculum and Modified Core Curriculum. A special day program is an IEP team-determined instructional setting that is implemented for a portion of the school day	$241,269,680	N

Action #	Title	Description	Total Funds	Contributing
		for students with disabilities taught by a Special Education teacher. IEP teams determine how and where a student will receive their education and may determine that a student requires the support of a Special Day class/program for a portion of the school day. Students in Modified Core Curriculum Special Day Programs receive instruction aligned to grade-level standards through a modified core curriculum while also developing daily living skills and social-emotional growth. These programs provide academic instruction, employment readiness, and social skills development to prepare students for further education, independent living, and employment. The curriculum is standards-based with modifications for students with extensive support needs who cannot access the general education core curriculum without significant modifications. 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 scores on statewide assessments- SBA and CAA ● 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.		
1.23	Special Education Transition Services	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In Los Angeles Unified, there are 19,047 students with disabilities ages 14 and above (Fall 2025-26 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	$11,282,844	N

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 four (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 they have engaged with. Family engagement is defined as two-way communication between families and schools that supports a student's learning and transition to adult life. A goal will be set to increase the number of families engaged per school 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 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	$5,417,689	Y

Action #	Title	Description	Total Funds	Contributing
		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://serviceapps.lausd.net/opendata/landing_page. 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 ● 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		

Action #	Title	Description	Total Funds	Contributing
		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 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.		

Action #	Title	Description	Total Funds	Contributing
		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. 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,	$2,890,634	N

Action #	Title	Description	Total Funds	Contributing
		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 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 college and career 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	$8,657,005	Y

Action #	Title	Description	Total Funds	Contributing
		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 and completed in MyPLN. Educators can earn two (2) hours at training rate for each PD completion. Payroll is processed through the A-G Intervention and Support office. Teachers and school teams can receive in-person support from the team by request. ● 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		

Action #	Title	Description	Total Funds	Contributing
		self-exploration. ● Rising Freshman Success (RFS), summer term elective course ○ The A-G team created The Compass Course section of RFS, which launched in Summer 2025. The course is designed for rising 9th grade students to learn fundamental skills for high school preparation (such A-G courses and graduation requirements, ELA and math skill-building, taking on new high school opportunities and extracurriculars, early postsecondary awareness, self advocacy and effective communications with adults and peers, etc.). Students can earn 5 Elective Credits for their high school transcript upon successful course completion. ● 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		

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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 ● Increase A-G course completions to promote college and career readiness A-G Diploma Program Pupil Services and Attendance (PSA) counselors provide services to approximately 17,000 in high school who are identified as off-track to graduate (tier 2/tier 3). 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 PSA counselors also support student success by collaborating with school counselors, Student Support and Attendance Services (SSAS) colleagues, 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	$2,067,507	Y

Action #	Title	Description	Total Funds	Contributing
		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 students in special populations ● MiSiS Focus and Elevate reports to identify students off track to graduate ● New Free Application for Federal Student Aid (FAFSA) / California Dream Act Application (CAADA) 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 for students in high school: ● 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.		

Action #	Title	Description	Total Funds	Contributing
		For more information (including the list of schools), see the A-G Diploma Program webpage: https://studentsupportprograms.lausd.org/apps/pages/index.jsp?uREC_ID=4413724&type=d&pREC_ID=2645821		
1.28	Career Technical Education	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* 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 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	$21,287,667	N

Action #	Title	Description	Total Funds	Contributing
		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 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 students from low-income families 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	$2,595,860	Y

Action #	Title	Description	Total Funds	Contributing
		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. 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		

Action #	Title	Description	Total Funds	Contributing
		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, 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://ctelinkedlearning.lausd.org/apps/pages/index.jsp?uREC_ID=3803891&type=d&pREC_ID=2463493		
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.	$206,013,887	Y

Action #	Title	Description	Total Funds	Contributing
		In 2024-25, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations) ○ Early Literacy Benchmarks (DIBELS) - Kindergarten: 63.1% ○ Early Literacy Benchmarks (DIBELS) - Grade 1: 63.4% ○ Early Literacy Benchmarks (DIBELS) - Grade 2: 58.5% ○ SBA ELA - Distance from Standard Met (Grades 3-5): -50.0 points below standard ○ SBA Math - Distance from Standard Met (Grades 3-5): -54.0 points below standard ○ English Learner reclassification rate: 22.2% ● High Need (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations) ○ Early Literacy Benchmarks (DIBELS) - Kindergarten: 66.6% ○ Early Literacy Benchmarks (DIBELS) - Grade 1: 67.6% ○ Early Literacy Benchmarks (DIBELS) - Grade 2: 63.2% ○ SBA ELA - Distance from Standard Met (Grades 3-5): -37.4 points below standard ○ SBA Math - Distance from Standard Met (Grades 3-5): -44.0 points below standard ○ English Learner reclassification rate: 23.6% Note: The District has transitioned from the use of DIBELS as an early literacy diagnostic to i-Ready Reading on a go forward basis. 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		

Action #	Title	Description	Total Funds	Contributing
		needs. Elementary schools invested 64.0% 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 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 2025-26 school year to develop 2026-27 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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://serviceapps.lausd.net/opendata/dashboard?language=en) for school profiles to		

Action #	Title	Description	Total Funds	Contributing
		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.		
1.31	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 2024-25, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grades 6-8): -73.9 points below standard ○ SBA Math - Distance from Standard Met (Grades 6-8): -119.5 points below standard ○ English Learner reclassification rate: 24.1%	$58,916,512	Y

Action #	Title	Description	Total Funds	Contributing
		● High Need (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grades 6-8): -51.3 points below standard ○ SBA Math - Distance from Standard Met (Grades 6-8): -92.0 points below standard ○ English Learner reclassification rate: 32.2% 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 middle schools to address the academic needs of their students. 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 57.0% 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 2025-26 school year to develop these 2026-27 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		

Action #	Title	Description	Total Funds	Contributing
		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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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 (https://serviceapps.lausd.net/opendata/dashboard?language=en) 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.	$109,151,927	Y

Action #	Title	Description	Total Funds	Contributing
		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 2024-25, high and highest-need high schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grade 11): -41.0 points below standard ○ SBA Math - Distance from Standard Met (Grade 11): -124.4 points below standard ○ English Learner reclassification rate: 15.8% ○ A-G Completion Rate: 60.1% ○ CTE Completion Rate: 27.6% ○ Four-Year Cohort Graduation Rate: 84.0% ● High Need (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grade 11): -18.6 points below standard ○ SBA Math - Distance from Standard Met (Grade 11): -97.0 points below standard ○ English Learner reclassification rate: 17.0% ○ A-G Completion Rate: 60.1% ○ CTE Completion Rate: 35.4% ○ Four-Year Cohort Graduation Rate: 88.1% 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 60.0% 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 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 2025-26 school year to develop 2026-27 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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://serviceapps.lausd.net/opendata/dashboard?language=en) for school profiles to		

Action #	Title	Description	Total Funds	Contributing
		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 2025-26 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 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** All Students: 46.5% African American / Black: 36.7% Hispanic / Latino: 45.1% English Learner: 42.8% RFEP: 53.3% Standard English Learner: 40.5% Students with Disabilities: 39.5% Low Income: 44.5% Foster Youth: 39.6% *Source: LAUSD Open Data Dashboard*	**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: +11.0% African American / Black: +8.1% Hispanic / Latino: +11.2% English Learner: +10.1% RFEP: +9.6% Standard English Learner: +11.7% Students with Disabilities: +11.9% Low Income: +10.7% Foster Youth: +5.0%
2.01.1	Student Attendance: Annual	**2023-24** All Students: 91.5% African American / Black: 88.7% Hispanic / Latino:	N/A	**2024-25** All Students: 92.3% African American / Black: 89.9% Hispanic / Latino: 92.0%	**2025-26** All Students: 93.3% African American / Black: 90.9% Hispanic / Latino: 93.0%	All Students: +0.8% African American / Black: +1.2% Hispanic / Latino: +0.7%

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*		English Learner: 91.5% RFEP: 92.9% Standard English Learner: 91.5% Students with Disabilities: 90.7% Low Income: 91.8% Foster Youth: 90.3% *Source: LAUSD Open Data Dashboard*	English Learner: 92.5% RFEP: 93.9% Standard English Learner: 92.5% Students with Disabilities: 91.7% Low Income: 92.8% Foster Youth: 91.3%	English Learner: +0.5% RFEP: +0.8% Standard English Learner: +0.3% Students with Disabilities: +1.1% Low Income: +0.8% Foster Youth: +3.4%
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** All Students: 20.8% African American / Black: 33.3% Hispanic / Latino: 21.5% English Learner: 23.1% RFEP: 14.4% Standard English Learner: 25.6% Students with Disabilities: 27.4%	**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: -9.2% African American / Black: -8.7% Hispanic / Latino: -10.1% English Learner: -9.2% RFEP: -5.9% Standard English Learner: -11.3% Students with Disabilities: -10.8%

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: 23.0% Foster Youth: 27.5% *Source: LAUSD Open Data Dashboard*	Low Income: 9.6% Foster Youth: 9.2%	Low Income: -10.0% Foster Youth: -2.0%
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** All Students: 25.8% African American / Black: 38.0% Hispanic / Latino: 26.8% English Learner: 26.8% RFEP: 14.8% Standard English Learner: 31.2% Students with Disabilities: 32.3% Low Income: 28.0% Foster Youth: 30.1% *Source: LAUSD Open Data Dashboard*	**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: -10.6% African American / Black: -10.4% Hispanic / Latino: -11.6% English Learner: -10.6% RFEP: -6.1% Standard English Learner: -12.8% Students with Disabilities: -13.0% Low Income: -11.3% Foster Youth: -3.2%
2.04	Chronic Absenteeism Rate (District Calculation:	**2022-23** All Students: 32.4%	**2023-24** All Students: 28.5%	**2024-25** All Students: 27.5%	**2025-26** All Students: 9.6%	All Students: -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	91% or Lower) - Grades 6-8	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*	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*	African American / Black: 40.3% Hispanic / Latino: 28.2% English Learner: 34.2% RFEP: 21.8% Standard English Learner: 33.1% Students with Disabilities: 36.5% Low Income: 29.5% Foster Youth: 36.7% *Source: LAUSD Open Data Dashboard*	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%	African American / Black: -3.7% Hispanic / Latino: -5.6% English Learner: -5.2% RFEP: -4.6% Standard English Learner: -5.6% Students with Disabilities: -6.5% Low Income: -5.2% Foster Youth: -2.2%
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% RFEP: 36.3%	**2023-24** All Students: 37.3% African American / Black: 46.2% Hispanic / Latino: 38.1% English Learner: 48.3% RFEP: 33.8%	**2024-25** All Students: 37.0% African American / Black: 46.3% Hispanic / Latino: 37.6% English Learner: 50.6% RFEP: 33.1%	**2025-26** All Students: 19.5% African American / Black: 23.8% Hispanic / Latino: 20.1% English Learner: 25.8% RFEP: 17.8%	All Students: -2.4% African American / Black: +1.0% Hispanic / Latino: -2.9% English Learner: -0.4% RFEP: -3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard English Learner: 42.4% Students with Disabilities: 48.9% Low Income: 41.0% Foster Youth: 49.8% *Source: LAUSD Open Data Dashboard*	Standard English Learner: 40.2% Students with Disabilities: 44.7% Low Income: 39.2% Foster Youth: 47.9% *Source: LAUSD Open Data Dashboard*	Standard English Learner: 39.8% Students with Disabilities: 43.7% Low Income: 38.5% Foster Youth: 48.5% *Source: LAUSD Open Data Dashboard*	Standard English Learner: 21.2% Students with Disabilities: 24.7% Low Income: 20.4% Foster Youth: 25.2%	Standard English Learner: -2.6% Students with Disabilities: -5.2% Low Income: -2.5% Foster Youth: -1.3%
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** All Students: 0.36% African American / Black: 1.04% Hispanic / Latino: 0.32% English Learner: 0.34% RFEP: 0.35% Standard English Learner: 0.42% Students with Disabilities: 0.64% Low Income: 0.40% Foster Youth: 1.92% *Source: LAUSD Open*	**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% Foster Youth: 1.21%	All Students: -0.03% African American / Black: +0.4% Hispanic / Latino: -0.03% English Learner: +0.04% RFEP: -0.06% Student English Learner: -0.4% Students with Disabilities: -0.10% Low Income: -0.03% Foster Youth: +0.66%

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*	*Data Dashboard*		
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** All Students: 3,392 African American / Black: 760 Hispanic / Latino: 2,187 English Learner: 502 RFEP: 860 Standard English Learner: 1,716 Students with Disabilities: 1,156 Low Income: 3,083 Foster Youth: 103 *Source: LAUSD Open Data Dashboard*	**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: -458 African American / Black: +15 Hispanic / Latino: -376 English Learner: -90 RFEP: -190 Standard English Learner: -91 Students with Disabilities: +108 Low Income: -338 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** All Students: 0.02%	**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*	All Students: 68.1% African American / Black: 63.5% Hispanic / Latino: 67.4% English Learner: 68.6% RFEP: 65.8% Standard English Learner: 69.4% Students with Disabilities: 66.8% Low Income: 67.1% Foster Youth: 66.9% *Source: LAUSD Open Data Dashboard*	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: +4.6% African American / Black: +5.5% Hispanic / Latino: +4.3% English Learner: +1.9% RFEP: +5.2% Standard English Learner: +4.8% Students with Disabilities: +2.9% Low Income: +4.6% Foster Youth: +0.5%
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** All Parents: 87.4% *Source: LAUSD Open Data Dashboard*	**2026-27** All Parents: 91.0%	All Parents: +2.5%
2.11	Percent of Staff Reporting on the School Experience Survey: *"I feel safe on*	**2023-24** All Staff: 94.1%	**2024-25** All Staff: 94.6%	**2025-26** All Staff: 95.4%	**2026-27** All Staff: 94.0%	All Staff: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school grounds during the day"	*Source: LAUSD Open Data Dashboard*	*Source: LAUSD Open Data Dashboard*	*Source: LAUSD Open Data Dashboard*		
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** All Students: 62.4% African American / Black: 59.9% Hispanic / Latino: 61.3% English Learner: 63.8% RFEP: 59.5% Standard English Learner: 63.9% Students with Disabilities: 61.7% Low Income: 61.2% Foster Youth: 58.0% *Source: LAUSD Open Data Dashboard*	**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: +3.9% African American / Black: +4.1% Hispanic / Latino: +3.6% English Learner: +0.4% RFEP: +4.9% Standard English Learner: +3.8% Students with Disabilities: +2.8% Low Income: +3.7% Foster Youth: +1.2%

Goal Analysis for [2025-26]

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 2025-26, 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: 100% of schools (857 of 857) with completed environmental, safety, and emergency readiness assessments, as of March 2026, compared to 85% of schools (732 of 857) during the same period in 2024-25. The number of schools includes early education and adult education centers.
  - 82 schools earned Environmental Excellence Awards (9.5% of all District schools) by earning safety badges in eight or more categories during their assessment.
- Challenges:
  - Staffing is a main challenge as emergencies and urgent complaints delay scheduled school assessments and reports.

Despite the challenge, the OEHS provided services to ensure compliance with health and safety standards in 2025-26 as planned.

Goal 2, Action 2: School Police

In 2025-26, the Los Angeles School Police Department (LASPD) patrolled schools daily, responded to safety threats, investigated crimes to support school-based School Climate Advocates, and worked to reduce District property crimes to keep students and staff safe.

- Successes:
  - Progress Monitoring Measure: Supervisory oversight of daily patrol-based deployments to support safety and security for students and staff Districtwide
    - Met: 67 patrol units were deployed daily, on average as of March 2026, exceeding the LASPD goal of fielding 60 patrol units daily on average by 12%. In comparison, the average decreased from 76% during the same period in 2024-25.
  - 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
    - Decreased: An average response time of eight minutes, as of March 2026, compared to a seven minute response time during the same period in 2024-25.

    - 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
        - Met: LASPD attended 98% of safety collaborative meetings Districtwide (81 of 83), as of March 2026, exceeding the intended goal of 90%. In comparison, LASPD attended 98% during the same period in 2024-25.
    - Responded to 43,875 calls for service to schools during the first half of the 2025-26 school year (July 2025-January 2026), a decrease from 55,707 during the same period in 2023-24. The calls for service were performed Monday-Friday during school hours.
- Challenges:
    - Reduction in available patrol units as a result of aligning expenditures with the District's Fiscal Stabilization Plan.

Despite the challenge, the LASPD successfully implemented the action to establish safe and secure school learning environments in 2025-26 as planned.

<u>Goal 2, Action 3: Base-Funded School Climate Support Staff</u>

In 2025-26, the District's Division of School Operations (DSO) continued to provide base-funded campus aides to foster safe and positive learning environments at school sites.

- Successes:
    - Completed four campus aide training sessions in 2025-26 with an average of 1,321 participants per session in areas of safety and security and positive behavior and restorative practices to enable students to resolve conflicts. The trainings are differentiated for new hires and experienced staff.
    - All campus aides completed training on the District's "We Are One" campaign to create welcoming, safe school environments, and protect immigrant students' rights.
    - Implemented monthly Every School Safe modules focused on emergency response plans, restorative practices, suicide prevention, and other topics to support school administration and staff in maintaining a safe school environment.
    - Implemented Semester Operational Site Walks allowing school principals to observe and adopt best practices in safety and school climate with sessions held in October 2025 focusing on Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices.
- 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 2025-26 as planned.

<u>Goal 2, Action 4: Supplemental School Climate Support Staff</u>

In 2025-26, the District's Division of School Operations continued to provide supplemental campus aides to foster safe and positive learning environments at school sites for all students, principally for students from low-income families, English Learners, and students in foster care.

- Successes:
    - Completed professional development for supplemental campus aides on cultural competency, de-escalation techniques like active listening, and student conflict resolution to support diverse learners, including English Learners, foster youth, and low-income students.
    - Launched Semester Operational Site Walks for principals to observe and apply best practices in safety and school climate, with October 2025 sessions focused on PBIS and Restorative Practices.
- Challenges:
    - Maintaining full staffing of supplemental campus aide positions as employees move to new roles or are promoted.

Despite the challenge of not fully staffing supplemental campus aide positions at schools, the Division of School Operations successfully implemented the action in 2025-26 as planned.

<u>Goal 2, Action 5: Student Health Services</u>
In 2025-26, the District's Nursing Services within the Medical Services Division (MSD) implemented an LCFF 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:
    - School nurses implemented and completed training of school office staff across the District on CA school immunization requirements.
    - Provided weekly immunization data to all principals and Region Administrators of Operations to inform actions to increase the Districtwide student immunization rate.
    - School nurses continued to assist families by referring them to free or low-cost clinics for immunizations.
    - 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 2026).
        - Increased: 98.0% vaccination compliance in 2025-26, up from 97.2% in 2024-25.
- Challenges:
    - Decrease of family visits to the immunization clinics due to federal immigration enforcement in Los Angeles since January 2025, particularly among English Learners and students from low-income families.

Despite the challenge, the District's Nursing Services successfully implemented base-funded student health services in 2025-26 as planned.

Goal 2, Action 6: Supplemental Student Health Services

In 2025-26, 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:
  - Over 99% of school-based nurse positions are staffed, as of March 2026.
  - Progress Monitoring Measure: Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need
    - 1.9% increase of health care professionals from July 2025 to March 2026 to provide necessary services for Low Income students; increased to 938 health care professionals (768 registered school nurses and 170 licensed vocational nurses (LVNs)) in 2025-26, up from 921 health care professionals (741 registered school nurses and 180 LVNs).
  - Held weekly meetings with the Human Resources Division to assess and improve school nurse recruitment strategies.
- Challenges:
  - Limited number of nursing administrators available to mentor and supervise school nurses.

Despite the challenge, the District's Nursing Services continued to offer supplemental student health services in 2025-26 as planned.

Goal 2, Action 7: Community Schools Initiative

In 2025-26, the District's Community Schools Initiative (CSI) used LCFF funding to support student wellness centers, work-based learning for high school students, college-readiness programs, and other resources to help students prepare for college and careers.

- Successes:
  - 70 community schools in Cohorts 1-4 implemented Plan-Do-Study-Act (PDSA) cycles using i-Ready English Language Arts (ELA) and math assessment data, attendance interventions led by counselors and coordinators, and parent workshops led by community representatives to improve student outcomes.
  - Parent perceptions of high quality instruction grew to 89.4%, up from 87.6% in 2024-25, and extra activities for personal growth grew to 88.2%, up from 84.9% in 2024-25.
- Challenges:
  - Continuing to meet developing student needs tied to mental health, attendance supports, and academic supports.

The Community Schools Initiative was successfully implemented in 2025-26 as planned.

Goal 2, Action 8: Mental Health and Student Supports

In 2025-26, 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. Student and family mental health needs remain high due to federal immigration enforcement in Los Angeles since January 2025, particularly

among English Learners and students from low-income families.

- Successes:
  - In 2024-25, over 60,000 students were connected to mental health resources.
  - Initiated the iMatter Mental Health initiative across the District to increase awareness of mental health supports and resources and reduce stigmas associated with reporting mental health challenges.
  - Implemented the 4th Annual Youth Mental Health and Wellness Symposium at East Los Angeles College on May 1, 2026 to empower students with information, resources, and a safe space to discuss mental health, build coping skills, and advocate for well being.
  - Increased parent and family workshops by partnering with the District's Office of Student, Family, and Community Engagement and joining Family Academy meetings.
  - Increased mental health support staffing improved equitable access to student services such as expanded intervention and counseling as evaluated by the below progress monitoring measures.
  - Progress Monitoring Measure: Increased the number of students receiving intensive mental health support
    - 2025-26- as of March 2026:
      - Overall: 50,773
      - English Learners: 8,608
      - Low Income: 39,370
      - Foster Youth: 997
    - 2024-25- as of March 2025:
      - Overall: 41,901
      - English Learners: 7,038
      - Low Income: 34,170
      - Foster Youth: 898
  - Progress Monitoring Measure: Increased number of interventions (including individual, group, classroom, and school-wide interventions)
    - Increased: 244,212 interventions, as of March 2026, up from 227,861 during the same period in 2024-25.
  - Progress Monitoring Measure: Increased number of mental health trainings for staff, parents, and school community
    - Increased: 3,655 mental health trainings for staff, parents, and school community, as of March 2026, compared to 2,586 in 2024-25.
  - Progress Monitoring Measure: Increased number of mental health consultations for staff and parents
    - Increased: 51,380 total mental health consultations for staff and parents, as of March 2026, compared to 37,778 during the same period in 2024-25.
- Challenges:
  - Students are experiencing increased mental health challenges because financial stress, recent federal immigration enforcement, and global instability are increasing fear, uncertainty, and emotional strain.

Despite the challenge, the Student Mental Health and Wellness Services office successfully implemented mental health supports in 2025-26

as planned.

Goal 2, Action 9: Positive Behavior Interventions and Restorative Practices
In 2025-26, 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:
  - Improved student outcomes evidenced by reduced student suspension across the District by assisting schools to create safe and inclusive learning environments through the implementation of PBIS/RP.
  - Implemented the Tiered Fidelity Inventory (TIF) tool to assess PBIS/RP in schools and identify strengths and areas for improvement to support student behavior and school climate.
  - Increased to approximately 26,500 District staff accessing ready-to-use resources in the PBIS/RP Schoology group, up from 25,000 in 2024-25.
- Challenges:
  - The extended hiring timeline for Systems of Support Advisers slowed the progress of implementing support and training for schools.

Despite the challenge, the SSAS successfully implemented PBIS/RP for students across the District in 2025-26 as planned.

Goal 2, Action 10: Attendance Interventions
In 2025-26, the District's Pupil Services and Attendance department within the Student Support and Attendance Services (SSAS) office 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:
  - Implementation of the iAttend initiative has contributed to a reduction in chronic absenteeism through coordinated, student-centered strategies that address root causes of non-attendance, including health concerns, transportation barriers, and family-related challenges.
  - Provided individualized support and case management through the Child Welfare and Attendance (CWA) component to students and families experiencing barriers such as health concerns, housing instability, transportation difficulties, and social-emotional needs to help improve consistent school attendance.
  - Continued implementation of School Attendance Review Team (SART) meetings to collaboratively engage families in attendance improvement planning, identify barriers to attendance, and connect students and families with appropriate school and community-based resources.
  - Ongoing use of digital communication tools, including Blackboard Connect, to send automated attendance calls, messages,

and notifications to families in a timely manner regarding student absences and attendance expectations.
    - Conducted home visits, student counseling, wellness check-ins, and referrals to school and community support services to strengthen family engagement and improve student attendance outcomes.
    - Continued use of positive attendance incentives, recognition activities, and schoolwide events to promote a culture of attendance awareness while reinforcing the importance of daily school participation and student engagement.
- Challenges:
    - Federal immigration enforcement activity since January 2025 has continued to impact student attendance, contributing to increased absences and concerns among some families regarding student safety and stability.

Despite the challenge, the Pupil Services and Attendance department successfully implemented the iAttend initiative during the 2025–26 school year as planned, continuing to provide coordinated attendance supports, family outreach, and intervention strategies focused on improving student engagement and attendance outcomes.

<u>Goal 2, Action 11: School Enrollment Placement and Assessment (S.E.P.A.) Centers</u>
In 2025-26, the Medical Services Division through the School Enrollment Placement and Assessment (S.E.P.A.) centers assisted International Newcomer students, including refugees and unaccompanied minors, enroll in school and access medical care, 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 High School and Los Angeles S.E.P.A. at Plasencia Elementary School. 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 6,963 vaccinations to 2,170 students, as of February 2026.
    - Educating families about their rights to help them access resources and advocate for the needs of their children.
    - Expanded support for newly arrived students and families, including clothing and shoe donations and shelter referrals, offered by Health Start Navigators- certified enrollment counselors who provide case management and referrals through Healthy Start programs.
- Challenges:
    - Federal immigration enforcement since January 2025 has continued to decrease the number of students and families accessing services, as many avoid leaving home out of fear of deportation.
    - Progress Monitoring Measure: Increased number of Newcomer students and families served by the centers
        - Decreased: 2,170 students and families served by the centers, as of February 2026, down from 3,441 during the same period in 2024-25. Of the 2,170 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: 468 students served by the centers successfully enrolled in school, as of February 2026, down from 909 students during the same period in 2024-25. The S.E.P.A. Los Angeles location enrolled 239 students, while S.E.P.A.

Panorama enrolled 229 students.
    - Progress Monitoring Measure: Increased percentage of students compliant with all vaccinations served by the centers
        - Decreased: 2,170 students received required vaccinations, as of February 2026, down from 3,441 students during the same period in 2024-25.

Despite the challenges, the District's S.E.P.A. program successfully supported our immigrant children and their families throughout the District in 2025-26 as planned.

Goal 2, Action 12: FamilySource System

In 2025-26, the District's Pupil Services and Attendance department within the Student Support and Attendance Services (SSAS) office 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 to improve student attendance and achievement.

- Successes:
    - Maintained 19 FamilySource centers in 2025-26, same number in 2024-25.
    - FamilySource counselors completed 450 outreach events from July 2025 through February 2026 to increase community awareness of services and connect families to basic needs assistance such as food and housing and additional supports.
    - Pupil Services and Attendance (PSA) counselors facilitated and led 88 workshops with a total of 851 parent participants linking families to educational, socio-emotional, and attendance supportive services, as of March 2026.
    - Increased number of students provided child welfare and attendance supports through the FamilySource Program
        - Overall: Decreased- 2,253 student assessments were completed, as of December 2025, down from 2,406 in the same period in fall 2024. Final numbers will be available in summer 2026. Of the 2,253 student assessments completed, as of December 2025:
            - English Learner: 22% (503 assessments)
            - Low Income: 72% (1,631 assessments)
            - Foster Youth: 2% (35 assessments)
        - End-of-Year 2024-25: 3,894 students assessments were completed. Of the completed student assessments,
            - English Learner: 23% (897 assessments)
            - Low Income: 72% (2,795 assessments)
            - Foster Youth: 2% (77 assessments)
- Challenges:
    - Decrease of families accessing FamilySource centers and services due to federal immigration enforcement in Los Angeles since January 2025.

Despite the challenge, the FamilySource System was successfully implemented in 2025-26 as planned.

Goal 2, Action 13: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools
In 2025-26, 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: Student Needs Equity Index (SENI) Documents

- Successes:
  - Expanded mental health services by hiring additional staff such as psychologists and Psychiatric Social Workers (PSWs) to improve attendance, principally for targeted student populations of English Learners, students from low-income families, and students in foster care.
  - Provided professional development opportunities for teachers and staff on social-emotional learning (SEL) strategies to develop a nurturing and safe school learning environment for students.
  - Increased attendance monitoring and interventions including unique supports for individual students and families based on needs assessments.
  - Added additional staff such as campus aides to promote school safety and positive learning environments by supporting good student behavior through conflict resolution.
  - Increased communication with families strengthened school-to-home connections, including providing resources and support through Pupil Services and Attendance (PSA) counselors to improve student attendance.
  - Additional nursing and healthcare services to increase student access to health care and address physical barriers that affect attendance and wellness.
- Challenges:
  - Finding and hiring qualified staff, such as counselors and social workers, is a continuing challenge for some schools, as is recent federal immigration enforcement negatively impacting student attendance and school climate.

Despite the challenges, elementary schools used SENI funds in 2025-26 to support targeted student populations of English Learners, low-income students, and foster youth, and help close equity gaps.

Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools
In 2025-26, 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: Student Needs Equity Index (SENI) Documents

- Successes:
  - Increased communication with families strengthened school-to-home connections, including providing resources and support through Pupil Services and Attendance (PSA) counselors to improve student attendance.

    - Additional nursing and healthcare services to increase student access to health care and address physical barriers that affect attendance and wellness.
    - Expanded mental health services by hiring additional staff such as psychologists and Psychiatric Social Workers (PSWs) to improve attendance, principally for targeted student populations of English Learners, students from low-income families, and students in foster care.
    - Increased attendance monitoring and interventions including unique supports for individual students and families based on needs assessments.
    - Provided professional development opportunities for teachers and staff on social-emotional learning (SEL) strategies to develop a nurturing and safe school learning environment for students.
    - Added additional staff such as campus aides to promote school safety and positive learning environments by supporting good student behavior through conflict resolution.
- Challenges:
    - Finding and hiring qualified staff, such as counselors and social workers, is a continuing challenge for some schools, as is recent federal immigration enforcement negatively impacting student attendance and school climate.

Despite the challenges, middle schools used SENI funds in 2025-26 to support targeted student populations of English Learners, low-income students, and foster youth, and help close equity gaps.

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

In 2025-26, 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: Student Needs Equity Index (SENI) Documents

- Successes:
    - Increased attendance monitoring and interventions including unique supports for individual students and families based on needs assessments.
    - Added additional staff such as campus aides to promote school safety and positive learning environments by supporting good student behavior through conflict resolution.
    - Expanded mental health services by hiring additional staff such as psychologists and Psychiatric Social Workers (PSWs) to improve attendance, principally for targeted student populations of English Learners, students from low-income families, and students in foster care.
    - Provided professional development opportunities for teachers and staff on social-emotional learning (SEL) strategies to develop a nurturing and safe school learning environment for students.
    - Increased communication with families strengthened school-to-home connections, including providing resources and support through Pupil Services and Attendance (PSA) counselors to improve student attendance.
    - Additional nursing and healthcare services to increase student access to health care and address physical barriers that affect

attendance and wellness.
- Challenges:
    - Finding and hiring qualified staff, such as counselors and social workers, is a continuing challenge for some schools, as is recent federal immigration enforcement negatively impacting student attendance and school climate.

Despite the challenges, high schools used SENI funds in 2025-26 to support targeted student populations of English Learners, low-income students, and foster youth, and help 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
No material difference was observed for the action.

Goal 2, Action 2: School Police
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is based on overtime costs and salary increases not included in the initial budget development.

Goal 2, Action 3: Base-Funded School Climate Support Staff
Goal 2, Action 4: Supplemental School Climate Support Staff
Goal 2, Action 5: Student Health Services
No material differences were observed for the actions.

Goal 2, Action 6: Supplemental Student Health Services
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is based on lower-than-anticipated expenditures due to unfilled staff positions such as Licensed Vocational Nurses (LVNs).

Goal 2, Action 7: Community Schools Initiative
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is primarily due to unfilled positions at school sites and lower-than-anticipated costs for professional development training.

Goal 2, Action 8: Mental Health and Student Supports

The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to increased staffing of Psychiatric Social Workers during the school year at specific schools to support targeted student populations.

Goal 2, Action 9: Positive Behavior Interventions and Restorative Practices
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is a result of a budget adjustment that shifted staffing costs after the initial budget forecast was completed.

Goal 2, Action 10: Attendance Interventions
Goal 2, Action 11: School Enrollment Placement and Assessment (S.E.P.A.) Centers
No material differences were observed for the actions.

Goal 2, Action 12: FamilySource System
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to an unfilled position.

Goal 2, Action 13: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools
Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools
Goal 2, Action 15: 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 2026-27.
    - Metric 4.01- Percent of Facilities in Good Repair
        - 2024-25: 100% of Facilities in Good Repair or Better, compared to 100% in 2023-24.

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. All student groups reported increased feelings of safety. Parents and staff reported increased confidence in campus safety. Further effectiveness will be assessed in 2026-27.

- Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
  - All Students- Increased: 68.1% agreed in 2025-26, up from 64.3% in 2024-25.
  - African American / Black- Increased: 63.5% agreed in 2025-26, up from 58.8% in 2024-25.
  - Hispanic / Latino- Increased: 67.4% agreed in 2025-26, up from 63.8% in 2024-25.
  - English Learner- Increased: 68.6% agreed in 2025-26, up from 67.1% in 2024-25.
  - RFEP- Increased: 65.8% agreed in 2025-26, up from 61.6% in 2024-25.
  - Standard English Learner- Increased: 69.4% agreed in 2025-26, up from 65.3% in 2024-25.
  - Students with Disabilities- Increased: 66.8% agreed in 2025-26, up from 64.4% in 2024-25.
  - Low Income- Increased: 67.1% agreed in 2025-26, up from 63.3% in 2024-25.
  - Foster Youth- Increased: 66.9% agreed in 2025-26, up from 65.0% in 2024-25.
- Metric 2.10- Percent of Parents Reporting on the School Experience Survey: “My child is safe on school grounds.”
  - All Parents- Increased: 87.4% agreed in 2025-26, up from 86.9% in 2024-25.
- Metric 2.11- Percent of Staff Reporting on the School Experience Survey: “I feel safe on school grounds during the day.”
  - All Staff- Increased: 95.4% agreed in 2025-26, up from 94.6% in 2024-25.

<u>Goal 2, Action 3: Base-Funded School Climate Support Staff</u>

- The District considers the action effective in improving school climate, with increases for all student groups. 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 2026-27.
  - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
    - All Students- Increased: 68.1% agreed in 2025-26, up from 64.3% in 2024-25.
    - African American / Black- Increased: 63.5% agreed in 2025-26, up from 58.8% in 2024-25.
    - Hispanic / Latino- Increased: 67.4% agreed in 2025-26, up from 63.8% in 2024-25.
    - English Learner- Increased: 68.6% agreed in 2025-26, up from 67.1% in 2024-25.
    - RFEP- Increased: 65.8% agreed in 2025-26, up from 61.6% in 2024-25.
    - Standard English Learner- Increased: 69.4% agreed in 2025-26, up from 65.3% in 2024-25.
    - Students with Disabilities- Increased: 66.8% agreed in 2025-26, up from 64.4% in 2024-25.
    - Low Income- Increased: 67.1% agreed in 2025-26, up from 63.3% in 2024-25.
    - Foster Youth- Increased: 66.9% agreed in 2025-26, up from 65.0% in 2024-25.
  - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
    - All Students- Increased: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
    - African American / Black- Increased: 59.9% agreed in 2025-26, up from 55.9% in 2024-25.
    - Hispanic / Latino- Increased: 61.3% agreed in 2025-26, up from 58.3% in 2024-25.
    - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
    - RFEP- Increased: 59.5% agreed in 2025-26, up from 55.7% in 2024-25.
    - Standard English Learner- Increased: 63.9% agreed in 2025-26, up from 60.8% in 2024-25.
    - Students with Disabilities- Increased: 61.7% agreed in 2025-26, up from 59.0% in 2024-25.

        - Low-Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
        - Foster Youth- Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.
    - Overall 2025-26 School Experience Survey results for “There is at least one adult at my school who supports me”
        - Elementary School: 79.7% agreed compared to 77.1% in 2024-25.
        - Middle School: 68.7% agreed compared to 64.9% in 2024-25.
        - High School: 68.2% agreed compared to 65.6% in 2024-25.

<u>Goal 2, Action 4: Supplemental School Climate Support Staff</u>

- The District considers the action 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, English Learners, and Foster Youth reported improvement in their perception of school safety and school connectedness. Further effectiveness will be assessed in 2026-27.
    - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - All Students- Increased: 68.1% agreed in 2025-26, up from 64.3% in 2024-25.
        - English Learner- Increased: 68.6% agreed in 2025-26, up from 67.1% in 2024-25.
        - Low Income- Increased: 67.1% agreed in 2025-26, up from 63.3% in 2024-25.
        - Foster Youth- Increased: 66.9% agreed in 2025-26, up from 65.0% in 2024-25.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - All Students- Increased: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
        - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
        - Low Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
        - Foster Youth- Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.
    - 2025-26 School Experience Survey results for “Adults at this school treat all students with respect”
        - English Learners:
            - Elementary School: 76.3% agreed compared to 75.6% in 2024-25.
            - Middle School: 65.1% agreed compared to 63.7% in 2024-25.
            - High School: 68.5% agreed compared to 68.6% in 2024-25.
        - Low-Income Students:
            - Elementary School: 72.8% agreed compared to 72.0% in 2024-25.
            - Middle School: 58.7% agreed compared to 55.5% in 2024-25.
            - High School: 59.3% agreed compared to 57.2% in 2024-25.
        - Students in Foster Care:
            - Elementary School: 72.4% agreed compared to 75.8% in 2024-25.
            - Middle School: 58.0% agreed compared to 48.6% in 2024-25.
            - High School: 54.6% agreed compared to 55.3% in 2024-25.
    - 2025-26 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: 72.1% agreed compared to 69.5% in 2024-25.
            - Middle School: 56.2% agreed compared to 55.1% in 2024-25.
            - High School: 57.8% agreed compared to 55.0% in 2024-25.
        - Low-Income Students:
            - Elementary School: 71.9% agreed compared to 70.3% in 2024-25.
            - Middle School: 57.1% agreed compared to 54.8% in 2024-25.
            - High School: 58.9% agreed compared to 56.8% in 2024-25.
        - Students in Foster Care:
            - Elementary School: 70.5% agreed compared to 70.4% in 2024-25.
            - Middle School: 57.0% agreed compared to 53.0% in 2024-25.
            - High School: 54.3% agreed compared to 56.4% in 2024-25.
    - 2025-26 School Experience Survey results for “There is at least one adult at my school who supports me”
        - English Learners:
            - Elementary School: 75.3% agreed compared to 72.6% in 2024-25.
            - Middle School: 62.5% agreed compared to 60.7% in 2024-25.
            - High School: 63.8% agreed compared to 62.3% in 2024-25.
        - Low-Income Students:
            - Elementary School: 78.7% agreed compared to 76.1% in 2024-25.
            - Middle School: 67.4% agreed compared to 63.5% in 2024-25.
            - High School: 67.5% agreed compared to 64.9% in 2024-25.
        - Students in Foster Care:
            - Elementary School: 77.7% agreed compared to 74.5% in 2024-25.
            - Middle School: 65.4% agreed compared to 59.5% in 2024-25.
            - High School: 63.2% agreed compared to 66.1% in 2024-25.

<u>Goal 2, Action 5: Student Health Services</u>

- 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, except students in foster care, in 2024-25 compared to 2023-24. In addition, all student groups saw decreases in chronic absenteeism in 2024-25 compared to 2023-24. Further effectiveness will be assessed in 2026-27.
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +1.7%; 46.5% in 2024-25, up from 44.8% in 2023-24.
        - African American / Black- Increased: +1.1%; 36.7% in 2024-25, up from 35.6% in 2023-24.
        - Hispanic / Latino- Increased: +1.9%; 45.1% in 2024-25, up from 43.2% in 2023-24.
        - English Learner- Increased: +1.0%; 42.8% in 2024-25, up from 41.8% in 2023-24.
        - RFEP- Increased: +1.6%; 53.3% in 2024-25, up from 51.7% in 2023-24.

        - Standard English Learner- Increased: +2.0%; 40.5% in 2024-25, up from 38.5% in 2023-24.
        - Students with Disabilities- Increased: +2.9%; 39.5% in 2024-25, up from 36.6% in 2023-24.
        - Low Income- Increased: +2.1%; 44.5% in 2024-25, up from 42.4% in 2023-24.
        - Foster Youth- Decreased: -0.9%; 39.6% in 2024-25, down from 40.5% in 2023-24.
    - Metric 2.02- Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8
        - All Students- Decreased: -1.1%; 20.8% in 2024-25, down from 21.9% in 2023-24.
        - African American / Black- Decreased: -1.3%; 33.2% in 2024-25, down from 34.4% in 2023-24.
        - Hispanic / Latino- Decreased: -1.3%; 21.4% in 2024-25, down from 22.7% in 2023-24.
        - English Learner- Decreased: -0.4%; 23.1% in 2024-25, down from 23.5% in 2023-24.
        - RFEP- Decreased: -1.2%; 14.3% in 2024-25, down from 15.5% in 2023-24.
        - Standard English Learner- Decreased: -1.6%; 25.5% in 2024-25, down from 27.1% in 2023-24.
        - Students with Disabilities- Decreased: -2.9%; 27.4% in 2024-25, down from 30.3% in 2023-24.
        - Low-Income- Decreased: -1.3%; 22.9% in 2024-25, down from 24.2% in 2023-24.
        - Foster Youth- Decreased: -0.2%; 27.1% in 2024-25, down from 27.3% in 2023-24.

<u>Goal 2, Action 6: Supplemental Student Health Services</u>
<u>Goal 2, Action 8: Mental Health and Student Supports</u>
<u>Goal 2, Action 10: Attendance Interventions</u>
<u>Goal 2, Action 11: School Enrollment Placement and Assessment (S.E.P.A.) Centers</u>
<u>Goal 2, Action 12: FamilySource System</u>

- 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 decreased in chronic absenteeism, with the exception of Foster Youth and English Learners in grades 9-12 in 2024-25. In 2025-26, federal immigration enforcement, among other factors, negatively affected attendance by lowering the percentage of students with excellent attendance and increasing chronic absenteeism based on mid-year data from January 2026. Further effectiveness will be assessed in 2026-27.
    - Metric 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher):
        - All Students- Increased: +1.7%; 46.5% in 2024-25, up from 44.8% in 2023-24.
        - English Learner- Increased: +1.0%; 42.8% in 2024-25, up from 41.8% in 2023-24.
        - Low-Income- Increased: +2.1%; 44.5% in 2024-25, up from 42.4% in 2023-24.
        - Foster Youth- Decreased: -0.9%; 39.6% in 2024-25, down from 40.5% in 2023-24.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -2.6%; 25.8% in 2024-25, down from 28.4% in 2023-24.
        - English Learner- Decreased: -3.0%; 26.8% in 2024-25, down from 29.5% in 2023-24.
        - Low-Income- Decreased: -3.3%; 28.0% in 2024-25, down from 31.3% in 2023-24.
        - Foster Youth- Decreased: -2.1%; 30.1% in 2024-25; down from 32.3% in 2023-24.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8:

        - All Students- Decreased: -1.0%; 27.5% in 2024-25, down from 28.5% in 2023-24.
        - English Learner- Decreased: -0.1%; 34.2% in 2024-25, down from 34.3% in 2023-24.
        - Low-Income- Decreased: -1.4%; 29.5% in 2024-25, down from 30.9% in 2023-24.
        - Foster Youth- Decreased: -4.0%; 36.7% in 2024-25, down from 40.7% in 2023-24.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12:
        - All Students- Decreased: -0.3%; 37.0% in 2024-25, down from 37.3% in 2023-24.
        - English Learner- Increased: +2.3%; 50.6% in 2024-25, up from 48.3% in 2023-24.
        - Low-Income- Decreased: -0.7%; 38.5% in 2024-25, down from 39.2% in 2023-24.
        - Foster Youth- Increased: +0.6%; 48.5% in 2024-25, up from 47.9% in 2023-24.
    - Increased percentage of students achieving 96% or greater attendance: 2025-26
        - All Students: Decreased- 52.5%, as of January 2026, down from 53.0% during the same period in 2024-25.
        - English Learner: Decreased- 49.6%, as of January 2026, down from 52.2% during the same period in 2024-25.
        - Low Income: Decreased- 50.1%, as of January 2026, down from 51.0% during the same period in 2024-25.
        - Foster Youth: Decreased- 36.0%, as of January 2026, down from 38.7% during the same period in 2024-25.
    - Decreased percentage of students who are chronically absent (i.e., below 91% attendance): 2025-26
        - All Students: Increased- 27.1%, as of January 2026, up from 26.5% during the same period in 2024-25.
        - English Learner: Increased- 30.2%, as of January 2026, up from 27.5% during the same period in 2024-25.
        - Low Income: Increased- 29.3%, as of January 2026, up from 28.4% during the same period in 2024-25.
        - Foster Youth: Increased- 44.9%, as of January 2026, up from 42.0% during the same period in 2024-25.

<u>Goal 2, Action 7: Community Schools Initiative</u>

In 2025-26, the District's Community Schools Initiative was partially 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 did not meet the benchmark of results increasing by at least three (3) percentage points annually on designated questions, comparing 2025-26 to 2024-25. Further effectiveness will be assessed in 2026-27.

- Students in grades K-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.
    - Grades K-12: i-Ready Math Performance Levels- 2025-26:
        - Students Mid or Above Grade Level increased to 11% on the Middle of Year (MOY) i-Ready Math assessment, up from 7% on the Beginning of Year (BOY) i-Ready Math assessment.
        - Students Early On Grade Level increased to 15% on the Middle of Year (MOY) i-Ready Math assessment, up from 11% on the Beginning of Year (BOY) i-Ready Math assessment.
        - Students One Grade Level Below increased to 29% on the Middle of Year (MOY) i-Ready Math assessment, up from 28% on the Beginning of Year (BOY) i-Ready Math assessment.
        - Students Two Grade Levels Below decreased to 12% 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 34% on the Middle of Year (MOY) i-Ready Math assessment, down from 40% on the Beginning of Year (BOY) i-Ready Math assessment.
    - Grades K-12: i-Ready ELA Performance Levels- 2025-26:
        - Students Mid or Above Grade Level increased to 15% on the Middle of Year (MOY) i-Ready ELA assessment, up from 7% on the Beginning of Year (BOY) i-Ready ELA assessment.
        - Students Early On Grade Level increased to 16% on the Middle of Year (MOY) i-Ready ELA assessment, up from 11% on the Beginning of Year (BOY) i-Ready ELA assessment.
        - Students One Grade Level Below decreased to 26% on the Middle of Year (MOY) i-Ready ELA assessment, down from 28% on the Beginning of Year (BOY) i-Ready ELA assessment.
        - Students Two Grade Levels Below decreased to 11% on the Middle of Year (MOY) i-Ready ELA assessment, down from 14% on the Beginning of Year (BOY) i-Ready ELA assessment.
        - Students Three or More Grade Levels Below decreased to 32% on the Middle of Year (MOY) i-Ready ELA assessment, down from 40% on the Beginning of Year (BOY) i-Ready ELA assessment.
- Attendance rates at participating Community Schools will increase by 6 percentage points annually
    - Increased: 5% increase in Excellent Attendance (students with a 96% or higher average daily attendance) to 47% through February 2026, up from 42% in 2024-25.
- Chronic absenteeism rates at participating Community Schools will decrease by 5 percentage points annually
    - Decreased: 4% reduction in chronic absenteeism, dropping to 29% through February 2026, down from 33% in 2024-25.
- School Experience Survey aggregate results of participating Community Schools will increase by at least 3 percentage points annually on designated questions
    - 2025-26 School Experience Survey results for “This school offers extra activities for my child’s personal growth”:
        - Decreased: 87.4% of parent respondents at participating Community Schools agreed or strongly agreed, compared to 87.9% in 2024-25.
    - 2025-26 School Experience Survey results for “This school provides high quality instruction to my child”:
        - Maintained: 88.9% of parent respondents at participating Community Schools agreed or strongly agreed, compared to 89.0% in 2024-25.
    - 2025-26 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”:
        - Increased: 74.3% of parent respondents at participating Community Schools agreed or strongly agreed, compared to 72.2% in 2024-25.

<u>Goal 2, Action 9: Positive Behavior Interventions and Restorative Practices</u>

- 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 2025-26 data shows declines in suspensions and lost instructional days suggesting decreases by year-end. The increase in office discipline referrals in 2025-26 from prior year reflects increased use of alternatives to suspension. Although the single student suspension rate increased for the English Learner and Foster Youth student groups in 2024-25, the

instructional days lost to suspension decreased for all identified student groups except for Foster Youth. In addition, there was an increase in perception of school connectedness for all students, students from low-income families, and Foster Youth. Further effectiveness will be assessed in 2026-27.

- Decreased out of school single student suspension: 2025-26
  - Decreased: 414 single student suspensions, as of February 2026, down from 583 during the same period in 2024-25. Of the 414 single student suspensions: 60 were English Learners; 35 were Foster Youth; and 382 were Low Income students. For 2024-25, there were 1,689 single student suspensions, down from 1,859 in 2023-24. The final 2025-26 numbers will be available in summer 2026.
- Decreased instructional days lost to out of school suspensions: 2025-26
  - Decreased: 750 instructional days lost to out of school suspension, as of January 2026, down from 1,352 during the same period in 2024-25. Of the 750 instructional days: 107 days were for English Learners; 72 days were for Foster Youth; and 695 days were for Low Income students. For 2024-25, there were 3,392 instructional days lost to out of school suspensions, down from 4,051 in 2023-24. The final 2025-26 numbers will be available in summer 2026.
- Decreased number of Office Discipline Referrals (ODR): 2025-26
  - Increased: 13,517 referrals, as of January 2026, up from 12,822 during the same period in 2024-25. Of the 13,517 referrals: 2,135 were for English Learners; 676 were for Foster Youth; and 12,431 were for Low Income students. For 2024-25, there were 23,507 Office Discipline Referrals, up from 23,226 in 2023-24. The final 2025-26 numbers will be available in summer 2026.
- Metric 2.06- Single Student Suspension Rate
  - All Students- Decreased: -0.05%; 0.36% in 2024-25, down from 0.41% in 2023-24.
  - English Learner- Increased: +0.01%; 0.34% in 2024-25, up from 0.33% in 2023-24.
  - Low-Income- Decreased: -0.08%; 0.40% in 2024-25, down from 0.48% in 2023-24.
  - Foster Youth- Increased: +0.24%; 1.92% in 2024-25, up from 1.68% in 2023-24.
- Metric 2.07- Instructional Days Lost to Suspension
  - All Students- Decreased: -659 days; 3,392 days in 2024-25, down from 4,051 in 2023-24.
  - English Learner- Decreased: -176 days; 502 days in 2024-25, down from 678 in 2023-24.
  - Low Income- Decreased: -228 days; 3,083 days in 2024-25, down from 3,311 in 2023-24.
  - Foster Youth- Increased: +10 days; 103 days in 2024-25, up from 93 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: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
  - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
  - Low-Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
  - Foster Youth- Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.

Goal 2, Action 13: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools
Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools
Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools

- 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: +1.7%; 46.5% in 2024-25, up from 44.8% in 2023-24.
        - English Learner- Increased: +1.0%; 42.8% in 2024-25, up from 41.8% in 2023-24.
        - Low Income- Increased: +2.1%; 44.5% in 2024-25, up from 42.4% in 2023-24.
        - Foster Youth- Decreased: -0.9%; 39.6% in 2024-25, down from 40.5% in 2023-24.
    - Metric 2.02- Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8
        - All Students- Decreased: -1.1%; 20.8% in 2024-25, down from 21.9% in 2023-24.
        - English Learner- Decreased: -0.4%; 23.1% in 2024-25, down from 23.5% in 2023-24.
        - Low-Income- Decreased: -1.2%; 23.0% in 2024-25, down from 24.2% in 2023-24.
        - Foster Youth- Increased: +0.6%; 27.5% in 2024-25, up from 26.9% in 2023-24.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5:
        - All Students- Decreased: -2.6%; 25.8% in 2024-25, down from 28.4% in 2023-24.
        - English Learner- Decreased: -2.7%; 26.8% in 2024-25, down from 29.5% in 2023-24.
        - Low-Income- Decreased: -3.3%; 28.0% in 2024-25, down from 31.3% in 2023-24.
        - Foster Youth- Decreased: -2.1%; 30.1% in 2024-25; down from 32.3% in 2023-24.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8:
        - All Students- Decreased: -1.0%; 27.5% in 2024-25, down from 28.5% in 2023-24.
        - English Learner- Decreased: -0.1%; 34.2% in 2024-25, down from 34.3% in 2023-24.
        - Low-Income- Decreased: -1.4%; 29.5% in 2024-25, down from 30.9% in 2023-24.
        - Foster Youth- Decreased: -4.0%; 36.7% in 2024-25, down from 40.7% in 2023-24.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Students- Decreased: -0.3%; 37.0% in 2024-25, down from 37.3% in 2023-24.
        - English Learner- Increased: +2.3%; 50.6% in 2024-25, up from 48.3% in 2023-24.
        - Low-Income- Decreased: -0.7%; 38.5% in 2024-25, down from 39.2% in 2023-24.
        - Foster Youth- Increased: +0.6%; 48.5% in 2024-25, up from 47.9% in 2023-24.
    - Metric 2.06- Single Student Suspension Rate
        - All Students- Decreased: -0.05%; 0.36% in 2024-25, down from 0.41% in 2023-24.
        - English Learner- Increased: +0.01%; 0.34% in 2024-25, up from 0.33% in 2023-24.
        - Low-Income- Decreased: -0.08%; 0.40% in 2024-25, down from 0.48% in 2023-24.
        - Foster Youth- Increased: +0.24%; 1.92% in 2024-25, up from 1.68% in 2023-24.
    - Metric 2.09- Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - All Students- Increased: 68.1% agreed in 2025-26, up from 64.3% in 2024-25.
        - English Learner- Increased: 68.6% agreed in 2025-26, up from 67.1% in 2024-25.
        - Low Income- Increased: 67.1% agreed in 2025-26, up from 63.3% in 2024-25.
        - Foster Youth- Increased: 66.9% agreed in 2025-26, up from 65.0% in 2024-25.
    - Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”

    - All Students- Increased: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
    - English Learner- Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
    - Low Income- Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
    - Foster Youth- Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.
- Further effectiveness will be assessed in 2026-27.

- Additional measures of effectiveness of the SENI investments in Goal 2, Actions 13-15 by grade span and by need (SENI Quintiles) are listed below:

Goal 2, Action 13: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools
In 2025-26, 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 16 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 2024-25 remained steady and did not increase compared to 2023-24.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Elementary	30.5%	40.9%	45.5%
Chronic Absenteeism Rate (91% or Lower) - Elementary	41.1%	33.8%	29.7%
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	73.5%	69.1%	70.6%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	70.1%	66.7%	67.7%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Elementary	31.7%	44.2%	46.3%
Chronic Absenteeism Rate (91% or Lower) - Elementary	39.2%	30.0%	27.8%
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	77.7%	73.0%	74.0%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	71.9%	70.5%	70.5%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Elementary	31.0%	43.9%	46.5%
Chronic Absenteeism Rate (91% or Lower) - Elementary	38.6%	29.2%	26.9%
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	78.2%	75.5%	75.2%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	73.7%	71.4%	70.8%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Elementary	31.7%	44.5%	48.6%
Chronic Absenteeism Rate (91% or Lower) - Elementary	36.5%	28.2%	24.8%

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	81.2%	77.3%	78.2%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	75.6%	72.9%	74.1%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Elementary	40.3%	53.5%	54.9%
Chronic Absenteeism Rate (91% or Lower) - Elementary	25.4%	19.4%	18.3%
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	84.8%	82.5%	81.9%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	78.2%	76.0%	76.2%

Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools
In 2025-26, 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 middle schools, ranging from highest to lowest needs. The District uses this metric data to evaluate action effectiveness with 17 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 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25

Students with Excellent Attendance (96% or Higher) - Middle	35.1%	41.8%	43.6%
Chronic Absenteeism Rate (91% or Lower) - Middle	40.3%	36.2%	34.2%
Single Student Suspension Rate - Middle	0.9%	1.2%	1.3%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	54.1%	49.8%	49.9%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	49.0%	46.0%	45.7%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Middle	37.4%	45.3%	46.1%
Chronic Absenteeism Rate (91% or Lower) - Middle	35.8%	31.5%	30.5%
Single Student Suspension Rate - Middle	1.0%	1.1%	1.1%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	59.8%	51.5%	55.3%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	54.5%	47.7%	50.9%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Middle	40.3%	48.1%	47.1%
Chronic Absenteeism Rate (91% or Lower) - Middle	33.1%	28.8%	29.2%
Single Student Suspension Rate - Middle	1.0%	2.0%	0.8%
School Safety (Student Perception - Middle Schools) Percent of students who	59.6%	53.7%	55.6%

feel safe at school			
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	55.2%	49.8%	51.2%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Middle	40.4%	48.3%	50.3%
Chronic Absenteeism Rate (91% or Lower) - Middle	31.3%	27.6%	25.7%
Single Student Suspension Rate - Middle	0.8%	0.5%	0.5%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	62.3%	57.9%	60.9%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	56.1%	52.7%	55.7%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - Middle	46.7%	55.0%	54.2%
Chronic Absenteeism Rate (91% or Lower) - Middle	24.0%	21.5%	21.9%
Single Student Suspension Rate - Middle	1.0%	0.9%	0.8%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	66.2%	61.0%	62.3%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	58.7%	54.6%	58.3%

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

In 2025-26, 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 13 out of 25 total metric results, including the rate of Students with Excellent Attendance, showing improvement through the SENI initiatives for high schools. For each of the SENI quintiles in the below tables, the Single Student Suspension Rate for high schools remained below 0.5% in 2024-25.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - High	31.9%	34.6%	35.8%
Chronic Absenteeism Rate (91% or Lower) - High	45.2%	44.5%	42.3%
Single Student Suspension Rate - High	0.6%	0.5%	0.4%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	56.9%	54.9%	53.1%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	53.6%	51.8%	49.7%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - High	36.1%	38.1%	38.7%
Chronic Absenteeism Rate (91% or Lower) - High	38.9%	39.3%	38.7%
Single Student Suspension Rate - High	0.8%	0.4%	0.5%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	63.9%	59.6%	58.2%
School Climate (Student Perception - High Schools) Percent of students who	58.4%	53.8%	52.6%

feel they are part of their school			

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - High	47.6%	42.8%	42.6%
Chronic Absenteeism Rate (91% or Lower) - High	38.5%	34.8%	34.8%
Single Student Suspension Rate - High	0.4%	0.3%	0.4%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	64.0%	58.3%	59.6%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	58.1%	53.7%	54.3%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Students with Excellent Attendance (96% or Higher) - High	40.0%	48.5%	48.2%
Chronic Absenteeism Rate (91% or Lower) - High	31.7%	27.6%	28.1%
Single Student Suspension Rate - High	0.3%	0.6%	0.4%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	60.5%	59.3%	60.2%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	57.0%	55.6%	55.3%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25

Students with Excellent Attendance (96% or Higher) - High	45.0%	50.3%	51.5%
Chronic Absenteeism Rate (91% or Lower) - High	27.3%	25.9%	25.4%
Single Student Suspension Rate - High	0.5%	0.5%	0.3%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	66.2%	63.2%	63.9%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	58.2%	56.4%	57.2%

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 Strategic Plan. As stated in the 2025-26 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.

<u>Goal 2, Action 4: Supplemental School Climate Support Staff</u>

- The action description has been updated to reflect 2024-25 School Experience Survey results by grade span rather than 2023-24 results.

<u>Goal 2, Action 5: Base-Funded Student Health Services</u>

- The action will include Learning Recovery Emergency Block Grant (LREBG) funding. The action description has been updated to include research and metrics to measure progress.
- This action has been modified by adding goal action description language:
    - To address the increasing demand for student health services, the District Nursing Services Branch has worked closely with Human Resources over the past several years to advance our goal of staffing full-time nurses at most school sites. As a result of these collaborative efforts, only a small number of vacancies remain. We continue to partner with Human Resources to actively recruit and maintain an eligibility list, ensuring we are prepared to promptly fill vacancies as they arise.

<u>Goal 2, Action 6: Supplemental Student Health Services</u>

- This action has been modified by adding the following progress monitoring measure:
    - Maintain a 90% retention rate of school nurses at school sites and in school communities with greatest need.
- This action has been modified by removing the following progress monitoring measure:
    - Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need.

Goal 2, Action 7: Community Schools Initiative

- This action has been modified by updating the following progress monitoring measure to reflect grades K-12 rather than grades 3-12:
    - Students in grades K-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
- This action has been modified by removing the following progress monitoring measures:
    - 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

Goal 2, Action 11: School Enrollment Placement and Assessment (S.E.P.A.) Centers

- This action has been modified by updating the goal action description to reflect 2025-26 data on students receiving services at the S.E.P.A. Centers.

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, the progress monitoring measure is subject to change.	$24,632,734	N
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.	$74,905,808	N

Action #	Title	Description	Total Funds	Contributing
		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.*		
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"	$39,661,292	N

Action #	Title	Description	Total Funds	Contributing
		As new data becomes available moving forward, these progress monitoring measures are subject to change.		
2.04	Supplemental School Climate Support Staff	*(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)* Per the 2024-25 School Year School Experience Survey: ● 75% of elementary students designated as low-income, 58% of middle school students designated as low-income, and 60% of high school students designated as low-income felt safe at their school. ● 77% of elementary students in foster care, 56% of middle school students in foster care, and 62% of high school students in foster care felt safe at their school ● 74% of elementary English Learners, 60% of middle school English Learners and 65% of middle school English Learners felt safe at their school. ● 76% of elementary low income students, 64% of middle school low income students, and 65% of high school low income students felt one adult at their school who supported them. ● 74% of elementary students in foster care, 59% of middle school students in foster care, and 66% of high school students in foster care felt one adult at their school who supported them. ● 73% of elementary English Learners, 61% of English Learners, and 62% of English Learners felt one adult at their school who supported them. ● 72% of elementary students designated as low-income, 55% of middle school students designated as low-income, and 57% of high school students designated as low-income felt that adults at this school treat all students with respect. ● 76% of elementary students in foster care, 49% of middle school students in foster care, and 55% of high school students in foster care low-income felt that adults at this school treat all students with respect. ● 76% of elementary English Learners, 64% of middle school English Learners, and 69% of high school English Learners felt that adults at this school treat all students with respect. ● 70% of elementary students designated as low-income, 55% of middle school students designated as low-income, and 57% of high school students designated as low-income felt that there is an adult at my school whom I trust and can talk to no matter what is bothering me.	$12,969,291	Y

Action #	Title	Description	Total Funds	Contributing
		● 70% of elementary students in foster care, 53% of middle school students in foster care, and 56% of high school students in foster care felt that there is an adult at my school whom I trust and can talk to no matter what is bothering me. ● 70% of elementary English Learners, 55% of middle school English Learners, and 55% of high school English Learners felt that there is an adult at my school whom I trust and can talk to no matter what is bothering me. 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 3 above, Los Angeles 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. Campus Aides play a pivotal role to maintain a safe and welcoming environment. Campus Aides are instrumental to prevent 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.		

Action #	Title	Description	Total Funds	Contributing
		● 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. 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	Base-Funded Student Health Services	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)* The District Nursing Services team under the direction of the Medical Services Division (MSD) 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. Studies have shown student health plays a critical role in developing positive student outcomes. Healthier students tend to demonstrate better engagement and higher academic success. 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	$151,306,739	N

Action #	Title	Description	Total Funds	Contributing
		● Health assessments for our students with Individual Education Plans (IEPs) ● Linkages to medical, dental, vision, mental health/counseling, and academic support and tutoring resources To address the increasing demand for student health services, the District Nursing Services Branch has worked closely with Human Resources over the past several years to advance our goal of staffing full-time nurses at most school sites. As a result of these collaborative efforts, only a small number of vacancies remain. We continue to partner with Human Resources to actively recruit and maintain an eligibility list, ensuring we are prepared to promptly fill vacancies as they arise. 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 As new data becomes available moving forward, this progress monitoring measure is subject to change. **Learning Recovery Emergency Block Grant (LREBG) Supported Action** ● As outlined in Reflections: Annual Performance, the District will support students with health services and resources to increase attendance and reduce chronic absenteeism. Research shows that chronic absenteeism is reduced through the use of school nurses and additional health professionals providing health screenings and addressing barriers to consistent student attendance such as untreated illnesses and lack of health care and medication. ● Metric Used to Monitor the LREBG Investment: ○ Metric 2.02: Chronic Absenteeism (State Calculation: 90% or Lower) - Grades K-8 ● Total LREBG Funds supporting this action: $26,584,611		

Action #	Title	Description	Total Funds	Contributing
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: ● Interventions for both actual and potential health problems; ● Collaboration with others to build students’ capacity for adaptation, self-management, self-advocacy, and learning;	$9,786,880	Y

Action #	Title	Description	Total Funds	Contributing
		● 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: ● Maintain a 90% retention rate of school nurses at school sites and in school 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)* 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	$24,683,897	N

Action #	Title	Description	Total Funds	Contributing
		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 K-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 • 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: • Increase the number of students receiving intensive mental health support • Increase the number of interventions (including individual, group, classroom and school-wide interventions)	$853,674	Y

Action #	Title	Description	Total Funds	Contributing
		• 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. The implementation of Positive Behavior Interventions and Strategies (PBIS) and Restorative Practices (RP) strategies and practices are essential to support the social emotional well being 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. • 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	$2,265,786	Y

Action #	Title	Description	Total Funds	Contributing
		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. 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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	$7,555,664	Y

Action #	Title	Description	Total Funds	Contributing
		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 Los Angeles Unified's English learners enrolled in schools are Newcomers from other countries. The following data was filtered from July 2025 to March 2026 on students that received services at the SEPA Centers: it showed 2,238 students from over 61 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) ● 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)	$1,317,314	Y

Action #	Title	Description	Total Funds	Contributing
		• 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) 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.		

Action #	Title	Description	Total Funds	Contributing
		To meet these education and social emotional needs, LAUSD Student Medical Services will continue to collaborate with the LAUSD internal resources including the Multilingual 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 centers aim 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 Centers supports using the following progress monitoring measures: ● 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 centers As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
		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 10), 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 ● 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 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.	$2,084,943	Y

Action #	Title	Description	Total Funds	Contributing
		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 the FamilySource Program As new data become available, the progress monitoring measure is 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 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%	$87,921,852	Y

Action #	Title	Description	Total Funds	Contributing
		○ 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 (SENI), 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 their attendance and school climate needs. Elementary schools invested 28.0% 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		

Action #	Title	Description	Total Funds	Contributing
		• 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 2025-26 school year to develop 2026-27 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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 ("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://serviceapps.lausd.net/opendata/dashboard?language=en) 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		

Action #	Title	Description	Total Funds	Contributing
		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% ○ 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%	$31,169,495	Y

Action #	Title	Description	Total Funds	Contributing
		○ 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 (SENI), 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 30.0% 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 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 2025-26 school year to develop 2026-27 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		

Action #	Title	Description	Total Funds	Contributing
		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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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://serviceapps.lausd.net/opendata/dashboard?language=en) 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.		
2.15	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	$49,803,912	Y

Action #	Title	Description	Total Funds	Contributing
		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% ○ 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 (SENI), 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.		

Action #	Title	Description	Total Funds	Contributing
		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. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2025-26 school year to develop 2026-27 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:		

Action #	Title	Description	Total Funds	Contributing
		https://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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://serviceapps.lausd.net/opendata/dashboard?language=en) 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 2025-26 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 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** All Parents: 86.6% *Source: LAUSD Open Data Dashboard*	**2026-27** All Parents: 90.0%	All Parents: +1.4%
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** All Parents: 91.3% *Source: LAUSD Open Data Dashboard*	**2026-27** All Parents: 95.0%	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** All Parents: 87.8% *Source: LAUSD Open Data Dashboard*	**2026-27** All Parents: 88.0%	All Parents: +1.8%
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*	All Parents: 86.5% *Source: LAUSD Open Data Dashboard*	All Parents: 88.0%	All Parents: +0.5%
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** All Parents: 92.8% *Source: LAUSD Open Data Dashboard*	**2026-27** All Parents: 97.0%	All Parents: +0.3%

Goal Analysis for [2025-26]

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 2025-26, 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:
  - Facilitated and led parent and family engagement across the District on topics such as financial literacy, benefits for immigrant communities, food assistance, and mental health.
  - 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 2025-26.
  - Supported parents with digital navigation tools through the updated Parent Portal and the LAUSD mobile app so parents can access student information and district resources.
  - Continued to provide 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.
  - Developed a Family Academy Channel for educational partners to access recorded content and implemented watch parties at school sites to increase access of families for virtual engagement sessions.
  - Provided parent resources such as Family Academy, in partnership with the Division of Adult and Career Education, and webinars to help families support their child's education.
  - Continued collaboration with District offices including the Strategic Initiatives Office (SIO), the Multilingual and Multicultural Education Department (MMED), and the Division of Special Education to support engagement by parents, students, 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: 4,024 parent participants, as of March 2026, up from 3,072 during the same period in 2025.
    - Increased average number of participants in the Family Academy webinars
      - Increased: An average of 455 participants attended the Family Academy webinars, as of March 2026, up from 357 participants during the same period in 2025.
  - Professional Development: Progress Monitoring Measures
    - Increased percentage of schools offering monthly training
      - Maintained: 98% of schools offered monthly parent and family engagement training in 2024-25, the same percentage of schools in 2023-24.
    - Increased number of school sites per Region of candidates that complete the Family Empowerment

Microcredential
- Maintained: Eight candidates completed the Family Empowerment Microcredential in 2024-25, same number in 2023-24. Currently 19 candidates at 17 schools are enrolled in the microcredential program in 2025-26.

- Parent Participation and Communication: Progress Monitoring Measures
  - Increased number of participants processed annually within 30 days in the Los Angeles Unified School Volunteer Program
    - Increased: 80% of volunteer applications are being processed within 30 days, as of March 2026, up from 78% during the same period in 2024-25.
  - Increased percent of students who have at least one parent enrolled in the Los Angeles Unified Parent Portal
    - Increased: 90% of students have at least one parent registered in the Parent Portal, as of March 2026, up from 87% of students during the same period in 2025.

- Challenges:
  - Federal immigration enforcement in Los Angeles since January 2025 has decreased the number of in-person attendees to engagement events.
  - 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: 702 parents attended the Parent Leaders Course in 2025-26, down from 720 parents in 2024-25. Note: The number of sessions was reduced to two in 2025-26, down from four offered in 2024-25.
    - 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: 591 parent participants in 2025-26, down from 920 in 2024-25.
  - Parent Participation and Communication: Progress Monitoring Measures
    - Increased number of graduates from the Equity Course Pathways
      - Decreased: 97 candidates graduated from the Equity Course pathways in 2024-25, compared to 161 candidates in 2023-24. Graduate data for 2025-26 will be determined by July 2026.

Despite the presented challenges, SFACE successfully implemented parent and family engagement services in 2025-26 as planned by providing an increasing number of virtual and recorded content online to better meet family needs.

<u>Goal 3, Action 2: Translation Services</u>
In 2025-26, the District's Translations Unit provided language interpretation and document translation services across the District to ensure families and additional educational partners have access to meetings, materials, and communications in languages other than English.

- Successes:
  - Increased interpretation request coverage to 80%, as of March 2026, up from 75% in 2024-25.

- Expanded language access and coverage during parent conferences Districtwide by using phone-based interpreters which allowed for more language interpretation at a cost-savings.
- Provided all Board of Education and Committee meetings with simultaneous interpretation in Spanish and American Sign Language (ASL).
- Completion of over 10,000 hours of live language interpretation services, as of March 2026, and written translation of more than 2.5 million words, including translations of Districtwide documents such as the LCAP, the 2025 Multilingual Multicultural Master Plan, and We Are One resource content. The requests cover more than 55 languages, with Spanish making up 70% and the majority of the remaining requests being ASL, Russian, Armenian, and Korean.
- Progress Monitoring Measure: Increased number of requests for oral interpretation submitted and accommodated
  - Projected to increase number of oral interpretation requests accommodated: The Translations Unit is projected to complete approximately 5,000 oral interpretation requests with 80% accommodation by June 2026, an increase from 75% accommodation of the same number of requests in 2024-25.
- Progress Monitoring Measure: Increased number of written translation requests submitted and accommodated
  - Projected to maintain the number of written translated pages: The Translations Unit is projected to translate 12,000 pages of District content by June 2026, the same number in 2024-25, with the number of translation requests decreasing to 1,000, down from 1,200 in 2024-25.

- Challenges:
  - Interpretation coverage has increased to 80%, however, the increased number of in-person meetings limit Spanish translators' time for providing document translation services due to travel and length of in-person meetings.
  - Rising demand and costs for ASL interpretation.

Despite the challenges, the Translations Unit successfully implemented language translation and interpretation services in 2025-26 as planned.

<u>Goal 3, Action 3: Technology for Communications and Accessibility</u>
In 2025-26, 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:
  - Maintained an IT help desk and on-site support system to provide real-time assistance via chat, remote, and in-person for technology support.
  - In 2024–25, all principals and staff completed the annual computer device certification, ensuring every school had student access to devices and internet connectivity.
  - 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.
    - Reduction: 19.5% reduction in weighted Mean Time to Resolution for incidents and work orders to 3.46 days, as of

March 2026, down from 4.30 days in 2024-25.
    - Progress Monitoring Measure: 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.
        - Maintained: 100% of schools were in compliance with certifying their student computing device inventory in 2024-25, the same percentage in 2023-24. As of March 2026, 32% of schools (182/896) have submitted device certifications with 100% projected to be certified by July 2026.
- Challenges:
    - None identified.

The ITS services were successfully implemented in 2025-26 as planned.

<u>Goal 3, Action 4: Student Empowerment</u>
In 2025-26, 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:
    - Increased number of students participating in District student advisory councils to 400 up from 387 in 2024-25.
    - Expanded the number of student advisory councils to eight, up from seven in 2024-25.
    - Members of the Superintendent's Student Advisory Council, serving as the District's LCAP Student Advisory Council, consistently met during the school year to learn about the LCAP, develop feedback, and provide input to the Los Angeles Unified Board of Education.
    - Progress Monitoring Measure: Increase opportunities for student participation in District-level student advisory councils, task forces, and other leadership opportunities
        - Increased: 400 students participated in District-level student advisory councils in 2025-26, up from 387 in 2024-25.
    - Progress Monitoring Measure: The percentage of students participating in the Student Board Member election will increase by 2% annually
        - Increased: 20% increase in 2025-26 with 13,544 participants, up from 11,287 in 2024-25.
    - Progress Monitoring Measure: Increase the participation of student leaders in local and national organizations
        - Increased: 400 student advisory council members participated in local and national organizations in 2025-26, up from 158 in 2024-25.
- Challenges:
    - The program continued this year without a full-time administrator with the Senior Director of Engagement ensuring the program operated as designed.
    - Progress Monitoring Measure: Increase the number of partnerships with community-based organizations, civic leaders, local community colleges, four-year institutions, and workforce leaders
        - Decreased: 50 total partnerships in 2025-26, down from 67 in 2024-25.

Despite the challenges, the SEU successfully implemented student engagement and leadership opportunities in 2025-26.

Goal 3, Action 5: Aligned Strategic Planning and Accountability

In 2025-26, 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
        - Facilitated and led meetings with 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). In addition, the LCAP team facilitated meetings with other District student advisory councils such as the Asian Pacific Student Advisory Council, the Gifted and Talented Education Student Advisory Council, and the International Relations Student Advisory Council.
        - Partnered with Region-level Family and Community Engagement (FACE) teams to implement 12 Region LCAP Ambassador meetings, three per Region, raising awareness of District programs and state LCFF funding, particularly for targeted student groups of English Learners, students from low-income families, and foster youth, and communicate alignment between District services, such as English Learner supports, and Region and school efforts to improve student outcomes.
        - Collaborated with District departments, including the District's Office of Communications, to expand educational partner input on programs and services to develop the 2026-27 LCAP.
        - The LCAP team completed and presented the District's mid-year annual LCAP update to the Board of Education at its February 17, 2026 meeting, including updates for all 51 District-affiliated charter schools.
        - Increased the total number of educational partner (e.g., community, District level committee) meetings to 83, up from 62 in 2024-25.
        - Completed presentations at eight District student advisory council meetings in partnership with the District's Student Empowerment Unit (SEU) and facilitated discussions on the use of state funding to support student programs and improve outcomes.
        - Counseled school principals and District administrators in the use of LCFF Base and Supplemental/Concentration funds as well as LCFF Equity Multiplier funds.
        - Assisted 51 District affiliated charter schools in developing and completing mandated individual school LCAPs; over 36 coaching sessions with affiliated charter school principals and additional school staff.
        - Collaborated with 35 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 2025-26, maintaining the same number as in 2024-25.
        - Progress Monitoring Measure: Maintain ongoing and consistent internal planning and accountability alignment meetings.
            - Increased: 351 meetings projected for 2025-26, up from 346 in 2024-25.
        - Progress Monitoring Measure: Increased number of LCAP educational partner engagement opportunities.
            - Increased: Completed 83 LCAP educational partner engagement meetings in 2025-26, up from 62 in 2024-25.
        - Progress Monitoring Measure: Design and implement a consistent system to assess the effectiveness of engagement strategies
            - Completed: Implemented a feedback-based evaluation system that measures engagement effectiveness through surveys provided during educational partner meetings.
        - Progress Monitoring Measure: Increased number of participants in engagement forums and other feedback / input surveys
            - Decreased: 16,908 participants with 99,192 ratings on 6,265 comments, as of May 2026, compared to 17,877 participants with 161,191 ratings on 10,335 comments in 2024-25.
            - Increased: 4,276 student participants represented a 24% increase, up from 3,450 student participants in 2024-25.
- Challenges:
    - Increased engagement opportunities with limited staffing.

Despite the challenge, the LCAP team successfully implemented actions in 2025-26 as planned.

<u>Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools</u>
In 2025-26, 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: Student Needs Equity Index (SENI) Documents

- Successes:
    - School administrators created programs to involve students, families, and the community, focusing on supporting English Learners, students from low-income families, and students in foster care.
    - Created resources such as guides to community resources for families and information on English language acquisition, child development, and housing.
    - Facilitated and led parent and family workshops on topics including literacy, college readiness, technology access, and accessing immigrant services.
    - Expanded parent and family involvement by hiring parent and community liaisons and additional staff to boost student attendance and achievement.
    - Implemented professional development training for teachers and staff to learn about cultural backgrounds and communication styles, among other topics, to interact effectively with parents and families.
    - Provided translation and interpretation services for non-English speaking parents to participate in school events and to

understand school communications.
    - Partnered with local community organizations to provide supports such as health services and counseling for parents of English Learners, students from low-income families, and students in foster care.
- Challenges:
    - Finding and hiring qualified staff is a continuing challenge for some schools, as is recent federal immigration enforcement negatively impacting parent and family engagement.

Despite the challenges, elementary schools used SENI funds in 2025-26 to support targeted student populations of English Learners, low-income students, and foster youth, and help close equity gaps.

Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools

In 2025-26, 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: Student Needs Equity Index (SENI) Documents

- Successes:
    - Provided translation and interpretation services for non-English speaking parents to participate in school events and to understand school communications.
    - Partnered with local community organizations to provide supports such as health services and counseling for parents of English Learners, students from low-income families, and students in foster care.
    - Facilitated and led parent and family workshops on topics including literacy, college readiness, technology access, and accessing immigrant services.
    - Expanded parent and family involvement by hiring parent and community liaisons and additional staff to boost student attendance and achievement.
    - Implemented professional development training for teachers and staff to learn about cultural backgrounds and communication styles, among other topics, to interact effectively with parents and families.
    - School administrators created programs to involve students, families, and the community, focusing on supporting English Learners, students from low-income families, and students in foster care.
    - Created resources such as guides to community resources for families and information on English language acquisition, child development, and housing.
- Challenges:
    - Finding and hiring qualified staff is a continuing challenge for some schools, as is recent federal immigration enforcement negatively impacting parent and family engagement.

Despite the challenges, middle schools used SENI funds in 2025-26 to support targeted student populations of English Learners, low-income students, and foster youth, and help close equity gaps.

Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools
In 2025-26, 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: Student Needs Equity Index (SENI) Documents

- Successes:
  - Facilitated and led parent and family workshops on topics including literacy, college readiness, technology access, and accessing immigrant services.
  - Expanded parent and family involvement by hiring parent and community liaisons and additional staff to boost student attendance and achievement.
  - Implemented professional development training for teachers and staff to learn about cultural backgrounds and communication styles, among other topics, to interact effectively with parents and families.
  - School administrators created programs to involve students, families, and the community, focusing on supporting English Learners, students from low-income families, and students in foster care.
  - Created resources such as guides to community resources for families and information on English language acquisition, child development, and housing.
  - Provided translation and interpretation services for non-English speaking parents to participate in school events and to understand school communications.
  - Partnered with local community organizations to provide supports such as health services and counseling for parents of English Learners, students from low-income families, and students in foster care.
- Challenges:
  - Finding and hiring qualified staff is a continuing challenge for some schools, as is recent federal immigration enforcement negatively impacting parent and family engagement.

Despite the challenges, high schools used SENI funds in 2025-26 to support targeted student populations of English Learners, low-income students, and foster youth, and help 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 partially effective, with three of five parent-focused metrics on the District's School Experience Survey improving or maintaining 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 2026-27.
    - 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: 86.6% agreed in 2025-26, up from 86.4% in 2024-25.
    - Metric: 3.02- Percent of Parents Reporting on the School Experience Survey: "I feel welcome to participate at this school."
        - Maintained: 91.3% agreed in 2025-26, compared to 91.3% in 2024-25.
    - 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: 87.8% agreed in 2025-26, up from 87.4% in 2024-25.
    - 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."
        - Decreased: 86.5% agreed in 2025-26, slightly down from 86.6% in 2024-25.
    - Metric: 3.05- Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."
        - Decreased: 92.8% agreed in 2025-26, slightly down from 93.0% in 2024-25.

Goal 3, Action 4: Student Empowerment

- The District considers the action 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, English Learners, and Foster

Youth in their sense of school connectedness. The percentage of students stating opportunities for participation and leadership increased in reported student groups and met the 2% annual growth goal for All Students. The survey data highlights the need for targeted support and opportunities to improve student engagement, in particular for English Learners and Foster Youth to meet the 2% annual growth goal. Further effectiveness will be assessed in 2026-27.

- Metric 2.12- Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
  - All Students:
    - Increased: 62.4% agreed in 2025-26, up from 59.3% in 2024-25.
  - English Learner:
    - Increased: 63.8% agreed in 2025-26, up from 62.5% in 2024-25.
  - Low Income:
    - Increased: 61.2% agreed in 2025-26, up from 58.2% in 2024-25.
  - Foster Youth:
    - Increased: 58.0% agreed in 2025-26, up from 54.2% in 2024-25.
- Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually
  - All Students: Increased: 60.9% agreed in 2025-26, up from 58.2% in 2024-25.
  - English Learner: Increased: 57.7% agreed in 2025-26, up from 56.4% in 2024-25.
  - Foster Youth: Increased: 57.2% agreed in 2025-26, up from 56.2% in 2024-25.

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 2024-25 from 2023-24 in reported student groups except for Foster Youth and English Learners in grades 9-12 using the District calculation, while parent feedback on the School Experience Survey shows improved or maintained perceptions in three of five parent engagement metrics.
  - Metric 2.02- Chronic Absenteeism Rate (State Calculation: 90% or Lower)- Grades K-8
    - All Students:
      - Decreased: 20.8% in 2024-25, down from 21.9% in 2023-24.
    - English Learner:
      - Decreased: 23.1% in 2024-25, down from 23.5% in 2023-24.
    - Low Income:

            - Decreased: 23.0% in 2024-25, down from 24.2% in 2023-24.
        - Foster Youth:
            - Increased: 27.5% in 2024-25, up from 26.9% in 2023-24.
    - Metric 2.03- Chronic Absenteeism Rate (District Calculation: 91% or Lower)- Grades K-5
        - All Students:
            - Decreased: 25.8% in 2024-25, down from 28.4% in 2023-24.
        - English Learner:
            - Decreased: 26.8% in 2024-25, down from 29.5% in 2023-24.
        - Low Income:
            - Decreased: 28.0% in 2024-25, down from 31.3% in 2023-24.
        - Foster Youth:
            - Decreased: 30.1% in 2024-25, down from 32.2% in 2023-24.
    - Metric 2.04- Chronic Absenteeism Rate (District Calculation: 91% or Lower)- Grades 6-8
        - All Students:
            - Decreased: 27.5% in 2024-25, down from 28.5% in 2023-24.
        - English Learner:
            - Decreased: 34.2% in 2024-25, down from 34.3% in 2023-24.
        - Low Income:
            - Decreased: 29.5% in 2024-25, down from 30.9% in 2023-24.
        - Foster Youth:
            - Decreased: 36.7% in 2024-25, down from 40.7% in 2023-24.
    - Metric 2.05- Chronic Absenteeism Rate (District Calculation: 91% or Lower)- Grades 9-12
        - All Students:
            - Decreased: 37.0% in 2024-25, down from 37.3% in 2023-24.
        - English Learner:
            - Increased: 50.6% in 2024-25, up from 48.3% in 2023-24.
        - Low Income:
            - Decreased: 38.5% in 2024-25, down from 39.2% in 2023-24.
        - Foster Youth:
            - Increased: 48.5% in 2024-25, up from 47.9% in 2023-24.
    - 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: 86.6% agreed in 2025-26, up from 86.4% in 2024-25.
    - Metric: 3.02- Percent of Parents Reporting on the School Experience Survey: “I feel welcome to participate at this school.”
        - Maintained: 91.3% agreed in 2025-26, compared to 91.3% in 2024-25.
    - 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: 87.8% agreed in 2025-26, up from 87.4% in 2024-25.
    - 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.”
        - Decreased: 86.5% agreed in 2025-26, slightly down from 86.6% in 2024-25.
    - Metric: 3.05- Percent of Parents Reporting on the School Experience Survey: “This school provides me with information (verbal and written) I can understand.”
        - Decreased: 92.8% agreed in 2025-26, slightly down from 93.0% in 2024-25.
- Further effectiveness will be assessed in 2026-27.

- 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:

Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools
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 2023-24 to 2024-25. The District uses this metric data to evaluate the impact of the action, with 8 of 10 total metric results showing an improvement through the SENI initiatives for elementary schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	89.3%	90.4%	91.4%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	87.9%	89.5%	90.9%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	89.7%	91.0%	92.0%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	88.1%	90.2%	91.4%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school includes me in important decisions about my child's education."	89.4%	90.1%	90.7%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school provides instructional resources to help me support my child's education."	87.6%	89.6%	90.0%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
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%	88.4%	88.5%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school provides instructional resources to help me support my child's education."	86.5%	88.6%	88.2%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school includes me in important decisions about my child's education."	81.1%	80.4%	81.2%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school provides instructional resources to help me support my child's education."	82.0%	83.0%	82.4%

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 2023-24 to 2024-25. The District uses this metric data to evaluate the impact of the action, with 6 of 10 total metric results showing an improvement through the SENI initiatives for middle schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	82.7%	86.3%	86.9%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	82.6%	87.1%	87.4%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	84.5%	84.9%	85.4%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	83.1%	85.1%	85.0%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	83.4%	83.4%	82.3%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	83.7%	84.1%	82.7%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	83.4%	81.2%	85.2%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This	80.0%	82.8%	85.0%

school provides instructional resources to help me support my child's education."			

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school includes me in important decisions about my child's education."	79.8%	72.1%	73.8%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school provides instructional resources to help me support my child's education."	75.2%	75.6%	75.5%

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 2023-24 to 2024-25. 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 high schools.

- Highest-need schools (SENI Quintile 1) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (High Schools): "This school includes me in important decisions about my child's education."	82.4%	83.7%	84.7%
Percent of Parents Reporting on the School Experience Survey (High Schools): "This school provides instructional resources to help me support my child's education."	82.6%	84.5%	84.5%

- High-need schools (SENI Quintile 2) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (High Schools): "This school includes me in important decisions about my child's education."	84.4%	83.6%	86.6%
Percent of Parents Reporting on the School Experience Survey (High Schools): "This school provides instructional resources to help me support my child's education."	85.1%	84.0%	87.6%

- Moderate-need schools (SENI Quintile 3) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	83.9%	79.8%	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.”	84.2%	80.5%	84.3%

- Low-need schools (SENI Quintile 4) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	78.9%	80.1%	80.6%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	79.4%	82.3%	82.1%

- Lowest-need schools (SENI Quintile 5) (as identified in 2024-25 for 2025-26 SENI allocations)

Metric	2022-23	2023-24	2024-25
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	75.7%	75.0%	76.4%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	77.8%	79.0%	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 2025-26 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

- This action has been modified by adding the following progress monitoring measures:
  - By June 30, 2027 (Year 1), increase overall device management compliance from the current baseline of 92.72% to a minimum of 93.72%, reducing the total unmanaged and unknown device pool through systematic identification, MDM enrollment, or removal from district inventory, tracked through monthly cross-platform reporting.
  - By June 30, 2028 (Year 2), increase overall device management compliance to a minimum of 94.72%, reducing the total unmanaged and unknown device pool.
  - By June 30, 2029 (Year 3), achieve 95.72% device management compliance across all platforms, eliminating the unmanaged and unknown device pool through full MDM enrollment or formal inventory removal, resulting in complete asset visibility, reduced onsite service dependencies, and measurable recovery of instructional time across approximately district devices.
- The action has been modified by removing 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.
  - 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%

Goal 3, Action 5: Aligned Strategic Planning and Accountability

- This action has been modified by removing the following progress monitoring measure:
  - 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 Multilingual Multicultural Education Department (MMED), Federal State Education Programs (FSEP), and Human Resources (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 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	$661,133	N

Action #	Title	Description	Total Funds	Contributing
		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 (SFACE) 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 SFACE, the Strategic Initiatives Office (SIO), 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 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 SFACE 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.		

Action #	Title	Description	Total Funds	Contributing
		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 Micro-credential: 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> 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		

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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.		
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	$2,702,275	N

Action #	Title	Description	Total Funds	Contributing
		As new data becomes available moving forward, these progress monitoring measures are subject to change.		
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 Information Technology Services (ITS) office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● By June 30, 2027 (Year 1), increase overall device management compliance from the current baseline of 92.72% to a minimum of 93.72%, reducing the total unmanaged and unknown device pool through systematic identification, MDM enrollment, or removal from district inventory, tracked through monthly cross-platform reporting. ● By June 30, 2028 (Year 2), increase overall device management compliance to a minimum of 94.72%, reducing the total unmanaged and unknown device pool. ● By June 30, 2029 (Year 3), achieve 95.72% device management compliance across all platforms, eliminating the unmanaged and unknown device pool through full MDM enrollment or formal inventory removal, resulting in complete asset visibility, reduced onsite service dependencies, and measurable recovery of instructional time across approximately district devices. 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:	$5,395,861	N

Action #	Title	Description	Total Funds	Contributing
		• 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 measures: • By June 30, 2027 (Year 1), increase overall device management compliance from the current baseline of 92.72% to a minimum of 93.72%, reducing the total unmanaged and unknown device pool through systematic identification, MDM enrollment, or removal from district inventory, tracked through monthly cross-platform reporting. • By June 30, 2028 (Year 2), increase overall device management compliance to a minimum of 94.72%, reducing the total unmanaged and unknown device pool. • By June 30, 2029 (Year 3), achieve 95.72% device management compliance across all platforms, eliminating the unmanaged and unknown device pool through full MDM enrollment or formal inventory removal, resulting in complete		

Action #	Title	Description	Total Funds	Contributing
		asset visibility, reduced onsite service dependencies, and measurable recovery of instructional time across approximately district devices. 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 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)	$308,723	Y

Action #	Title	Description	Total Funds	Contributing
		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 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 (within the Strategic Initiatives Office) 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 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	$697,530	Y

Action #	Title	Description	Total Funds	Contributing
		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 As new data becomes available moving forward, these progress monitoring measures are subject to change. 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	$23,405,757	Y

Action #	Title	Description	Total Funds	Contributing
		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, 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 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% ○ 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.		

Action #	Title	Description	Total Funds	Contributing
		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 8.0% 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 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 2025-26 school year to develop 2026-27 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. TSP 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		

Action #	Title	Description	Total Funds	Contributing
		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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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://serviceapps.lausd.net/opendata/dashboard?language=en) 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.		
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	$13,162,368	Y

Action #	Title	Description	Total Funds	Contributing
		English Learners. In order to support meaningful parent, student, and community engagement at the school level, 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 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Within Engagement and Collaboration, 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 13.0% 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. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2025-26 school year to develop 2026-27 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. TSP 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		

Action #	Title	Description	Total Funds	Contributing
		Population Plans, please see: https://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109. 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://serviceapps.lausd.net/opendata/dashboard?language=en) 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.		
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.	$21,454,290	Y

Action #	Title	Description	Total Funds	Contributing
		In order to support meaningful parent, student, and community engagement at the school level, 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 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 "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 Engagement and Collaboration, high schools will invest their funds in additional staffing and supports to implement the District's programs to empower		

Action #	Title	Description	Total Funds	Contributing
		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 12.0% 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. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2025-26 school year to develop 2026-27 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. TSP 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://lcap.lausd.org/apps/pages/index.jsp?uREC_ID=4422046&type=d&pREC_ID=2657109.		

Action #	Title	Description	Total Funds	Contributing
		In addition to ongoing progress monitoring at the school 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://serviceapps.lausd.net/opendata/dashboard?language=en) 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 2025-26 LCAP, the District aligned LCAP goals 1-5 with the District's Board adopted 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** 100% of Facilities in Good Repairs or Better Based on SARC *Source: LAUSD Open Data Dashboard*	**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** All Students: 100% *Source: LAUSD Open Data Dashboard*	**2025-26** All Students: 100%	All Students: +0.0%

Goal Analysis for [2025-26]

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 2025-26, the District's Student Testing Branch in the Office of Data and Accountability (ODA) ensured a compliant state testing environment for the administration of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) to eligible students across the District.

- Successes:
  - Trained testing coordinators at each eligible school and provided targeted support, including make-up training, to meet District and state testing requirements.
  - Improved the number of coordinators who have completed their requirements
    - 100% of ELPAC testing coordinators at eligible school sites completed the necessary requirements to administer the student language proficiency assessment, as of March 2026.
    - 100% of CAASPP coordinators have completed the required training, as of April 2026.
  - 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 2026, compared to 100% in 2024-25.
- Challenges:
  - Staffing changes and scheduling conflicts required ongoing monitoring and support to ensure school testing coordinators are prepared for state test administration.

Despite the challenge, the Student Testing Branch administered state student assessments across the District in 2025-26 as scheduled.

Goal 4, Action 2: Facilities and Physical Infrastructure

In 2025-26, the District's Facilities Services Division improved the District's Operational Effectiveness by keeping schools safe and well maintained by completing repairs, renovations, and other facility 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: Maintain 85% of service calls completed within 90 days
    - Increased: 98.5% of service calls were completed within 90 days, as of March 2026, up from 96.4% during the same

period in 2024-25.
    - Progress Monitoring Measure: Maintained 100% of schools in good repair based on School Accountability Report Card (SARC) inspections
        - Maintained: 100% of schools were in “good repair” in 2024-25, compared to 100% in 2023-24. For 2025-26, as of March 2026, 129 of 129 applicable schools completed SARC inspections with 100% in good repair.
    - Progress Monitoring Measure: Maintained or improved 85% of all service calls are responded to in the policy-dictated timeframe
        - Increased: 94.0% of service calls were responded to within the District policy-dictated timeframe, as of March 2026, up from 90.0% in 2024-25.
    - Progress Monitoring Measure: Maintained 100% of regulatory preventative maintenance work orders completed on time
        - Increased: 99.5% of regulatory preventative maintenance work orders were completed on time, as of March 2026, up from 98.1% in 2024-25.
- Challenges:
    - Staff vacancy rates had a minor impact on carrying out facilities and infrastructure projects.

Despite the challenge, the goal action was principally implemented by the Facilities Services Division in 2025-26 as planned.

<u>Goal 4, Action 3: Technology Infrastructure</u>
In 2025-26, the District’s Information Technology Services (ITS) department provided and maintained a reliable, modern technology infrastructure supporting teaching, learning, communication, and operations across all schools and District offices.

- Successes:
    - 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.
        - Baseline: ITS has upgraded information technology infrastructure at 59% of K-12 schools, as of March 2026, exceeding the 56% goal for June 30, 2026.
    - Ongoing infrastructure updates across the District continue to increase the reliability and capacity of technology systems to support school operations.
- Challenges:
    - None identified

The goal action was implemented in 2025-26 as planned.

<u>Goal 4, Action 4: Budgeting and Operations</u>
In 2025-26, 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 financial report with use of the District's Fiscal Stabilization Plan projects an ending balance of $1.649 billion in general fund unrestricted (unassigned / unappropriated) at the end of fiscal year 2025-26; June 30, 2026. The report was presented to the Board of Education on March 10, 2026: https://media.edlio.net/4e6ffa79/c0382def/fa34e8fa/4158ee7c7de04822815dfb76d5d4f8a3?_=Tab%2038%2C%20BR%20301-%202025-26%202nd%20Interim%20Financial%20Report%20MYP%20Presentation.pdf
  - Progress Monitoring Measure: Maintained positive certification of the District's multi-year budget
    - 2025-26: District budget was positively certified by the Los Angeles County Office of Education (LACOE).
- Challenges:
  - The projected general fund unrestricted ending balance is $10 million in 2026-27, as reported in January 2026. However, student enrollment has declined in both 2024-25 and 2025-26 leading to an overall reduction in state funding.

A substantive difference was identified with the addition of non-Special Education transportation to this action. Despite the challenge of declining student enrollment and associated drop in state funding, the goal action was implemented in 2025-26 as planned.

Goal 4, Action 5: Magnet Schools

In 2025-26, the District's Student Integration Services (SIS) office provided high-quality, themed based student learning opportunities and assisted magnet program coordinators for 335 magnet programs for grades K-12 students.

- Successes:
  - Magnet schools continue to outperform non-magnet schools as evidenced in test scores, attendance, A-G completion, and graduation rates.
  - Improved magnet school attendance rates
    - Increased: 93.4% in 2025-26, as of March 2026, compared to 91.9% in 2024-25.
  - Increased percent of secondary students in one honors course or percent of students in one Advanced Placement (AP)
    - Enrolled in Honors Courses:
      - Increased: 50.5% in 2025-26, as of March 2026, compared to 49.7% in 2024-25.
    - Enrolled in AP Courses:
      - Increased: 25.4% in 2025-26, as of March 2026, compared to 23.5% in 2024-25.
  - Increased percent of students that met or exceeded English Language Arts (ELA) standards on the Smarter Balanced Assessment
    - Increased: 62.7% in 2024-25, up from 59.7% in 2023-24.
  - Increased percent of students that met or exceeded Math standards on the Smarter Balanced Assessment
    - Increased: 49.6% in 2024-25, up from 45.8% in 2023-24.

    - Increased percent of secondary magnet students in 50% or more magnet classes
        - Decreased: 95.0% in 2025-26, as of March 2026, down from 96.0% during the same time in 2024-25.
    - Increased percent of secondary magnet teachers teaching in 50% or more magnet tagged classes
        - Decreased: 95.0% in 2025-26, as of March 2026, compared to 96.5% in 2024-25.
    - Magnet program's magnet theme is integrated into all subjects (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.)
        - Increased: 89.7% in 2025-26, compared to 87.3% in 2024-25.
    - Irving Math/Music/Engineering Middle School Magnet was named the best overall magnet in the country by Magnet Schools of America (MSA). This marks the third time in the past four years that an LAUSD magnet program has earned the nation's top award.
    - 58 District magnet schools were named Schools of Excellence, including 11 receiving the Top Excellence Award, and 62 additional magnet schools were recognized as Schools of Distinction by Magnet Schools of America.
    - Implemented a Plan-Do-Study-Action (PDSA) model in magnet schools to improve instruction to increase student outcomes.
    - Increased student attendance by improving parent communication through school newsletters, social media workshops, and the District's iAttend attendance campaign.
- Challenges:
    - Limited capacity to oversee 335 magnet programs Districtwide with three central office magnet coordinators.

Despite the challenge, the SIS program was implemented in 2025-26 as planned.

<u>Goal 4, Action 6: Transportation</u>
In 2025-26, the District's Transportation Services Branch (TSB) provided transportation to eligible Magnet, Special Education, and other qualifying students, while offering transportation services when available to all students.

- Successes:
    - Implemented the Transportation for All initiative to offer free, voluntary school bus service to qualifying students.
    - Increase student ridership access for transportation services
        - Increased: Average daily student ridership rose to 17,331, as of March 2026, up from 17,003 students during the same period in 2024-25, and up from 17,022 in October 2025.
    - Parent and family access to request transportation for their child through the online Parent Portal.
- Challenges:
    - Varying school bell schedules across the District and limited bus stops impacted the ability to significantly increase student ridership from last year.
    - Recent federal immigration enforcement in Los Angeles lowered student enrollment and attendance and reduced the number of students using District bus transportation.

Despite the challenges, the Transportation Services Branch provided bus services to all eligible students in 2025-26.

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 planned expenditures and estimated actual 2025-26 expenditures for the action is based on implementation costs for the state testing program being lower than expected during initial budgeting.

Goal 4, Action 2: Facilities and Physical Infrastructure
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to higher than anticipated costs of utilities (fuel, electricity, water) and school maintenance.

Goal 4, Action 3: Technology Infrastructure
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is primarily due to the initial budget not reflecting technology contact and licensing costs incurred during the school year to address District needs including cybersecurity.

Goal 4, Action 4: Budgeting and Operations
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is primarily due to increased operating expenses such as utilities and non-Special Education transportation not included in the initial budget development. Moving forward, the cost of the action will be accurately reflected in planned expenditures.

Goal 4, Action 5: Magnet Schools
Goal 4, Action 6: Transportation
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 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. Improvement was made from prior year within associated academic and student engagement metrics. In addition, the two goal 4 metrics were maintained at 100%. Further effectiveness will be assessed in 2026-27.
    - Metric: 1.05- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5
        - All Students- Increased: +9.1 points; -14.4 DFS in 2024-25, up from -23.5 in 2023-24.
    - Metric: 1.06- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8
        - All Students- Increased: +10.8 points; -18.8 DFS in 2024-25, up from -29.6 in 2023-24.
    - Metric: 1.08- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5
        - All Students- Increased: +7.6 points; -22.9 DFS in 2024-25, up from -30.5 in 2023-24.
    - Metric: 1.09- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8
        - All Students- Increased: +14.1 points; -57.8 DFS in 2024-25, up from -71.9 in 2023-24.
    - Metric: 2.01- Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)
        - All Students- Increased: +1.7%; 46.5% in 2024-25, up from 44.8% in 2023-24.
    - Metric: 2.02- Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8
        - All Students- Decreased: -1.1%; 20.8% in 2024-25, down from 21.9% in 2023-24.
    - 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 2025-26 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 3: Technology Infrastructure

- This action has been modified by adding the following progress monitoring measure:
    - By June 30, 2027 (Year 1), establish a verified baseline of Schoology (LMS) availability during core instructional hours of 8:00 AM to 3:00 PM on all school days, implement uptime monitoring with automated alerting for any service degradation or outage, and achieve a minimum of 97.5% availability rate during instructional hours, tracked through monthly availability reports.
    - By June 30, 2028 (Year 2), sustain a minimum 98.5% Schoology (LMS) availability rate during instructional hours across all school days, with a documented incident response procedure that ensures any outage occurring between 8:00 AM and 3:00 PM.

    - By June 30, 2029 (Year 3), achieve and maintain 99.5% LMS availability during instructional hours across all school days, equivalent to no more than 37 minutes of unplanned downtime per school year during core hours, supported by proactive capacity planning, redundancy protocols, and quarterly availability reviews with IT leadership, resulting in consistent and uninterrupted access to digital learning resources in Schoology (LMS).
- The action has been modified by removing 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.

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 (ODA) 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.	$683,658	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.	$638,119,302	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 (ITS) office 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 measures: ● By June 30, 2027 (Year 1), establish a verified baseline of Schoology (Learning Management System (LMS)) availability during core instructional hours of 8:00 AM to 3:00 PM on all school days, implement uptime monitoring with automated alerting for any service degradation or outage, and achieve a minimum of 97.5% availability rate during instructional hours, tracked through monthly availability reports. ● By June 30, 2028 (Year 2), sustain a minimum 98.5% Schoology (LMS) availability rate during instructional hours across all school days, with a documented incident response procedure that ensures any outage occurring between 8:00 AM and 3:00 PM. ● By June 30, 2029 (Year 3), achieve and maintain 99.5% LMS availability during instructional hours across all school days, equivalent to no more than 37 minutes of unplanned downtime per school year during core hours, supported by proactive capacity planning, redundancy protocols, and quarterly availability reviews with IT leadership, resulting in consistent and uninterrupted access to digital learning resources in Schoology (LMS). As new data becomes available moving forward, this progress monitoring measure is subject to change.	$101,050,959	N
4.04	Budgeting and Operations	*(Aligned to Strategic Plan Priority 4C: Sustainable Budgeting)*	$39,467,047	N

Action #	Title	Description	Total Funds	Contributing
		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.		
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://integration.lausd.org/apps/pages/index.jsp?uREC_ID=4407108&type=d&pREC_ID=2635586.	$45,033,287	N

Action #	Title	Description	Total Funds	Contributing
		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)) ● 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	$190,559,263	N

Action #	Title	Description	Total Funds	Contributing
		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 TSB 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.		

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 Services (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 2025-26 LCAP, the District aligned LCAP goals 1-5 with the District's Board adopted 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: 90.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All Teachers: 90.0% *Source: LAUSD Open Data Dashboard*	**2024-25** All Teachers: 93.0% *Source: LAUSD Open Data Dashboard*	**2025-26** All Teachers: 92.0%	All Teachers: +3.0%
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** All Staff: 70.9% *Source: LAUSD Open Data Dashboard*	**2025-26** All Staff: 86%	All Staff: +15.9%
5.03	By the end of each school year, at least 33% of Early Education through grade 12 classroom teachers will have a completed Educator Development and Support performance evaluation	**2022-23** All Teachers: 36.0% *Source: LAUSD Open Data Dashboard*	**2023-24** All Teachers: 37.5% *Source: LAUSD Open Data Dashboard*	**2024-25** All Teachers: 33.7% *Source: LAUSD Open Data Dashboard*	**2025-26** All Teachers: 33.0%	All Teachers: -2.3%
5.04	Percent of Staff Reporting on the School Experience Survey: *"This school is a supportive and inviting place for staff to work."*	**2023-24** All Staff: 78.2% *Source: LAUSD Open Data Dashboard*	**2024-25** All Staff: 78.6% *Source: LAUSD Open Data Dashboard*	**2025-26** All Staff: 79.9% *Source: LAUSD Open Data Dashboard*	**2026-27** All Staff: 94.0%	All Staff: +1.7%

Goal Analysis for [2025-26]

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 2025-26, 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:
  - Expanded recruitment for the Career Ladder program to 547 members in 2025–26, up from 392 the year before, creating more pathways for paraprofessionals and support staff to move into teaching, nursing, or administrative roles. Approximately 95% of the Career Ladder members identify as a person of color.
  - Continued teacher residency programs with UCLA, California State University Northridge, Alder Graduate School of Education, and USC.
  - Maintained 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
    - Maintained: 78% of certificated new hires (1,161 of 1,497), as of March 2026, are from under-represented groups, compared to 78% during the same period in 2024-25.
  - 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 2025-26. As of March 2026, the vacancy rate improved to 0.1%, reflecting an improvement from 0.2% during the same period in 2024-25.
- Challenges:
  - Finding fully credentialed teachers in high-need subjects such as math and science and from underrepresented groups is a nationwide challenge.

Despite the challenge, the Human Resources Division successfully led recruiting and staffing initiatives in 2025-26 as planned.

Goal 5, Action 2: Teacher Pipeline Support

In 2025-26, 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:

    - A new California Commission on Teaching Credentialing grant allowed the Career Ladder to expand the BOOST program to support more classified employees in becoming teachers, nurses, or school administrators.
    - Completed a Districtwide outreach program to increase Career Ladder applications.
    - A digital platform to provide current employees with personalized preparation for the California Subject Examinations for Teachers (CSET) went live in March 2026 through a partnership with Study.com. Currently 124 employees are using the service.
    - Progress Monitoring Measure: Increased number of students in an Education career pathway who become teaching assistants after graduation
        - Increased: 68 Career Ladder hires into certificated positions in 2025-26, as of March 2026, up from 53 during the same period in 2024-25.
    - Progress Monitoring Measure: Increased enrollment numbers for all teacher pipeline programs
        - Increased: 1,270 participants in teacher pipeline programs, (547 Career Ladder and 723 iCAAP (Intern, Credentialing, and Added Authorization Program) District Intern), in 2025-26, up from 1,185 (414 Career Ladder and 771 iCAAP District Intern) in 2024-25.
    - Progress Monitoring Measure: Completion progress for Career Ladder and District Intern program participants
        - 2025-26: To be determined. As of March 2026, there are 660 participants in the iCAAP District Intern Program with 547 participants in the Career Ladder program.
        - 2024-25: 95.4% (41 of 43) of general education program participants and 100% (14 of 14) of education specialist candidates passed their California Teaching Performance Assessment (CalTPA).
    - Progress Monitoring Measure: Increased number of Career Ladder graduates
        - Increased: 68 Career Ladder graduates, as of March 2026, up from 53 during the same period in 2024-25.
- Challenges:
    - An ongoing challenge for prospective teachers is passing the California Subject Examinations for Teachers (CSET).

Despite the challenge, the Human Resources Division successfully implemented teacher pipeline initiatives in 2025-26 as planned.

<u>Goal 5, Action 3: Beginning Teacher Support</u>
In 2025-26, the District's Teacher Growth and Induction (TGI) Program within the Human Resources Division assisted beginning teachers with preliminary California teaching credentials in obtaining California Clear Teaching Credentials through a two-year job-embedded training program including the use of trained mentor support.

- Successes:
    - 98.0% 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.
    - Organized and facilitated professional development training for 1,302 active candidate teachers covering instructional strategies, classroom management strategies, and effective student data collection and usage.
    - Provided job-embedded, individualized mentoring and professional learning tailored to candidate needs to assist teacher

professional growth and ability to meet state teaching standards.

- Implemented program candidate Individual Learning Plans (ILPs) aligned with the California Standards for the Teaching Profession (CSTP) for tracking and supporting candidates' professional growth.
- Surveys were given to teachers, mentors, and administrators to gather feedback on how to better support candidate teachers.
- 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).
  - Met: The TGI Program continued to exceed the 95% completion target for candidates participating in the full two-year induction pathway. In 2025–26, 98.1% of eligible candidates (633 completers) successfully completed the program, compared to 98.6% (732 completers) in 2024–25. Calculations for both years exclude Early Completion Option (ECO) candidates, as ECO is a separate accelerated one-year pathway.
- 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: 99% average survey response from TGI Program candidates (1,238 respondents of 1,250), in fall 2025, up from a 97% average survey response rate (1,386 respondents of 1,430) in spring 2025.
- 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.
  - Maintained: 96.7% of candidate teachers (1,272 of 1,315) reported that the training sessions effectively prepared them for the expectations and challenges of the induction process in 2025-26, down from 98.5% in 2024-25.
  - Increased: 93% of returning TGI full-time mentor teachers (637) reported feeling more confident in their role supporting candidate teachers after completing training on coaching strategies and how to assist candidate teachers in 2025-26, up from 87% in 2024-25.
- Progress Monitoring Measure: Using Individual Learning Plan 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 2025-26, consistent with 2024-25.
  - Increased: 99% of TGI candidate teachers successfully met their program requirements, as of March 2026, up from 98% in 2024-25.
- 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.
  - Increased: 95% of TGI part-time mentor teachers (737 of 775) used the Interaction Log module in the TGI program database to document mentor-candidate conversations and coaching sessions centered on culturally responsive teaching strategies in 2025-26, up from 83% in 2024-25.
- 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.
  - Maintained: 95.4% of TGI candidate teachers employed at non-Priority Schools (913 of 957) maintained certificated employment status with the District in 2025-26, compared to 97.5% in 2024-25.
- 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 Priority Schools.
    - Decreased: 93% of TGI candidate teachers employed at Priority Schools (321 of 345) maintained certificated employment status with the District in 2025-26, compared to 97.5% in 2024-25.
- Challenges:
    - None identified

The Human Resources Division successfully implemented the TGI program in 2025-26 as planned.

Goal 5, Action 4: Professional Learning

In 2025-26, 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:
    - Implemented additional micro-credential programs (Linked Learning, Special Education- Inclusive Practices for General Education Teachers) through partnership with District departments; LGBTQ+ Supportive Education was launched with the Student Support and Attendance Services department, while Secondary Literacy and Social Emotional Learning Foundations was developed with the Division of Instruction.
    - Progress Monitoring Measure: Increased the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-22).
        - Increased: 76% of teachers in micro-credentialing programs, as of March 2026, are from high-needs schools, up from 67% during the same period in 2024-25. The Human Resources Division anticipates meeting or exceeding the 80% goal with two micro-credential programs by June 2026.
    - Progress Monitoring Measure: Offered staff at least 12 micro-credential programs (from four offered in 2021-22).
        - Increased: 15 micro-credential programs are being offered in 2025-26, up from 12 in 2024-25. New programs included LGBTQ+ Supportive Education and Secondary Literacy.
- Challenges:
    - Increasing teacher participation in micro-credential programs due to competing professional learning opportunities offered by schools, Regions, and the District.

Despite the challenge, the Human Resources Division successfully implemented professional learning initiatives in 2025-26 as planned.

Goal 5, Action 5: Staff Wellness

In 2025-26, the District's Human Resources Division promoted staff wellness by offering professional development that supports healthy living, emotional resilience, and overall well-being.

- Successes:

    - Enrollment in staff Wellness courses has increased from 2024-25. In fall 2025: 2,570 participating staff; 470 classified staff; 1,600 teachers; and 500 administrators, up from 1,050 staff in fall 2024.
    - Demand for wellness courses continued to outpace the number of available courses.
    - Progress Monitoring Measure: Increased participation rates in professional development focused on wellness by 100%.
        - Projected Increase: 3,700 employees are projected to complete Wellness sessions by June 2026, up from 2,853 completing Wellness courses in 2024-25; an increase of 30%.
- Challenges:
    - The number of Wellness sessions is limited by the availability of session facilitators with demand exceeding capacity.

Despite the challenge, the Human Resources Division has successfully implemented a staff wellness program in 2025-26 as planned.

<u>Goal 5, Action 6: High Performance Standards</u>
In 2025-26, the District's Human Resources Division supported the District's implementation of informal classroom observations by providing dashboards for Region leaders to track progress and outcomes, while also guiding leaders on best practices for conducting observations and providing feedback 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 45,000 classroom observations (60% of teachers) in 96% of K-12 schools through the Informal Observation Tool on the My Professional Growth System (MyPGS), an online platform used to track and manage educational performance management, development, and support.
    - Target of 35.5% was exceeded for certificated service providers completing evaluation plans (36%).
    - Progress Monitoring Measure: Ensured 100% of employees receive performance management training as they are hired into supervisory or management positions
        - Increased: 100% of eligible new administrators (141 of 141) completed Performance Management Training for Teachers, as of March 2026, up from 99% in 2024-25.
    - Progress Monitoring Measure: Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups.
        - Met: 100% of certificated employee groups are included and participate in the multiple-measures performance evaluation system, as of July 2025. For 2025-26, 36% of certificated employees are scheduled for evaluation, the same percentage in 2024-25.
- Challenges:
    - Maintaining 100% completion of performance management training is challenging as new administrators are hired throughout the year.
    - Progress Monitoring Measure: Ensured 100% of employees receive performance management training as they are hired into supervisory or management positions.

- Increased: 81% of eligible new administrators (81 of 101) completed Performance Management Training for School Leaders, as of March 2026, up from 71% during the same period in 2024-25.

Despite the challenges, the Human Resources Division successfully implemented the action to sustain high performance standards for staff in 2025-26 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 planned expenditures and estimated actual 2025-26 expenditures for the action is due to lower-than-anticipated expenditures on instructional materials and salaries as a result of fewer interns enrolled in teacher pipeline programs.

Goal 5, Action 3: Beginning Teacher Support
No material difference was observed for the action.

Goal 5, Action 4: Professional Learning
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action are primarily attributed to professional development activities that were scheduled and planned but not fully incurred by the end of the school year.

Goal 5, Action 5: Staff Wellness
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to a decrease from initial budget assumptions for other post-employment benefits.

Goal 5, Action 6: High Performance Standards
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is due to the actual costs for professional learning and related materials being lower than originally budgeted.

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 2026-27.
    - Metric: 5.01- Percent of Teachers Are Appropriately Credentialed for the Student They are Assigned to Teach:
        - Increased: 93.0% in 2024-25, up from 90.0% in 2023-24.
    - Metric: 5.02- Percent of Staff with Excellent Attendance (96% or Higher):
        - Increased: 70.9% in 2024-25, up from 68.2% in 2023-24.
    - 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:
        - Decreased: 33.7% in 2024-25, down from 37.5% in 2023-24.
    - Metric: 5.04- Percent of Staff Reporting on the School Experience Survey: "This school is a supportive and inviting place to work."
        - Increased: 79.9% agreed in 2025-26, up from 78.6% in 2024-25.

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 2026-27 LCAP Goal 5 will continue to align with the District's Board adopted 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.

Metrics: Measuring and Reporting Results

- Metric 5.03 has been updated for 2026-27 to a metric target of 33.0% from 37.5%.
- Metric 5.03 language has been updated to "By the end of each school year, at least 33% of Early Education through grade 12 classroom teachers will have a completed Educator Development and Support performance evaluation" from "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."

Goal 5, Action 2: Teacher Pipeline Support

- This action has been modified by removing the following progress monitoring measure:
    - Increased number of students in an Education career pathway who become teaching assistants after graduation

Goal 5, Action 3: Beginning Teacher Support

- This action has been modified by adding the following progress monitoring measure:
    - Using program completer rate data, the TGI Program will target an increase in the percentage of candidate teachers who complete the full two-year program, with a goal of 95% or higher among enrolled candidates.
    - Using program quality survey data, the TGI Program will continue to assess and monitor the effectiveness of program systems and the training provided to induction candidates, mentors, and school leader educational partner groups.
    - Using Individual Learning Plan (ILP) and Mentor Individual Learning Plan (MILP) assessment and goal progress data, the TGI Program will monitor and support improved professional practice through ongoing reviews of candidate progress across the two (2) year induction period and mentor growth during the one (1) year mentoring cycle.
    - Using certificated assignment data and program quality survey data, the TGI Program will monitor and support the maintenance and growth of educator retention rates among candidate teachers employed at High Need Schools.
- This action has been modified by removing the following 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).
    - 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

Goal 5, Action 4: Professional Learning

- This action has been modified by adding the following progress monitoring measure:
    - Maintain the current number of micro-credential programs in 2026-27 from 2025-26
- This action has been modified by removing 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)

Goal 5, Action 6: High Performance Standards

- This action has been modified by adding the following progress monitoring measure:
  - Ensure 100% of non-permanent teachers in the District, as of Norm Day, are evaluated with the EDS multiple-measure evaluation system each year.
- This action has been modified by removing the following progress monitoring measure:
  - Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups

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. 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.	$169,871,776	N
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.	$3,222,943	N

Action #	Title	Description	Total Funds	Contributing
		The District will monitor the effectiveness of teacher pipeline support programs using the following progress monitoring measures: ● 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.		
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, 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 an increase in the percentage of candidate teachers who complete the full two-year program, with a goal of 95% or higher among enrolled candidates. ● Using program quality survey data, the TGI Program will continue to assess and monitor the effectiveness of program systems and the training provided to induction	$7,599,988	N

Action #	Title	Description	Total Funds	Contributing
		candidates, mentors, and school leader educational partner groups. ● Using Individual Learning Plan (ILP) and Mentor Individual Learning Plan (MILP) assessment and goal progress data, the TGI Program will monitor and support improved professional practice through ongoing reviews of candidate progress across the two (2) year induction period and mentor growth during the one (1) year mentoring cycle. ● Using certificated assignment data and program quality survey data, the TGI Program will monitor and support the maintenance and growth of educator retention rates among candidate teachers employed at High Need Schools. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
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: ● Maintain the current number of micro-credential programs in 2026-27 from 2025-26. As new data becomes available moving forward, these progress monitoring measures	$21,595,439	N

Action #	Title	Description	Total Funds	Contributing
		are subject to change.		
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. 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. 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.	$65,650,300	N
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:	$383,720	N

Action #	Title	Description	Total Funds	Contributing
		• 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. 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 • Ensure 100% of non-permanent teachers in the District, as of Norm Day, are evaluated with the EDS multiple-measure evaluation system each year. 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://fsep.lausd.org/apps/pages/index.jsp?uREC_ID=4410098&type=d&pREC_ID=2640712.

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 K-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 K-5: 19.6% Grades 6-8: 23.6% Grades 9-12: 10.7% *Source: LAUSD Open Data Dashboard*	**2024-25** All English Learners: 24.0% Grades K-5: 24.0% Grades 6-8: 31.3% Grades 9-12: 18.3% *Source: LAUSD Open Data Dashboard*	**2025-26** All English Learners: 22.0% Grades K-5: 25.0% Grades 6-8: 45.0% Grades 9-12: 40.0%	All English Learners: +2.2% Grades K-5: +5.3% Grades 6-8: -5.7% Grades 9-12: -1.2%
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** All English Learners: 78.3% *Source: LAUSD Open Data Dashboard*	**2025-26** All English Learners: 70.0%	All English Learners: +8.3%
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** All English Learners: 51.5% *Source: LAUSD Open Data Dashboard*	**2025-26** All English Learners: 65.0%	All English Learners: +3.1%
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** All English Learners: 20.7% *Source: LAUSD Open*	**2025-26** All English Learners: 25.0%	All English Learners: +4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Dashboard	*Data Dashboard*	*Data Dashboard*		
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** English Learner: 60.5% RFEP: 65.7% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 80.0% RFEP: 80.0%	English Learner: +6.7% RFEP: +2.6%
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** English Learner: 69.3% RFEP: 65.8% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 100% RFEP: 100%	English Learner: +4.8% RFEP: +11.7%
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** English Learner: 69.8% RFEP: 81.7% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 100% RFEP: 100%	English Learner: -1.2% RFEP: +4.2%
6.08	Kindergarten - Students Meeting Early Literacy Benchmarks (DIBELS)	**2022-23** English Learner: 56.3%	**2023-24** English Learner: 59.6%	**2024-25** English Learner: 51.0% RFEP: 100%	**2025-26** English Learner: 83.0% RFEP: 100%	English Learner: -5.3% RFEP: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 99.9% *Source: LAUSD Open Data Dashboard*	RFEP: 100% *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** English Learner: 47.1% RFEP: 97.4% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 80.0% RFEP: 100%	English Learner: -3.2% RFEP: -0.2%
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** English Learner: 39.0% RFEP: 94.3% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 84.0% RFEP: 100%	English Learner: -3.9% RFEP: -2.2%
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** English Learner: -95.9 RFEP: +17.6 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: -66.2 RFEP: 32.7	English Learner: +5.4 RFEP: -7.6
6.12	Smarter Balanced Results:	**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
	Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	English Learner: -114.4 RFEP: +8.3 *Source: LAUSD Open Data Dashboard*	English Learner: -96.7 RFEP: +2.8 *Source: LAUSD Open Data Dashboard*	English Learner: -102.5 RFEP: +4.2 *Source: LAUSD Open Data Dashboard*	English Learner: -91.4 RFEP: 7.8	English Learner: +11.9 RFEP: -4.1
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** English Learner: -139.6 RFEP: -15.6 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: -120.0 RFEP: -0.9	English Learner: +19.7 RFEP: +15.1
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** English Learner: -145.6 RFEP: +6.1 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: -121 RFEP: 10.5	English Learner: +17.2 RFEP: +18.7
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** English Learner: -87.1 RFEP: -6.3 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: -60.9 RFEP: 10.5	English Learner: +16.6 RFEP: +4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.16	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8 *Note: Aligned to Board Goal for Numeracy*	**2022-23** English Learner: -188.0 RFEP: -77.9 *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: -172.9 RFEP: -68.1 *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: -160.8 RFEP: -56.8 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: -137.6 RFEP: -26.0	English Learner: +27.2 RFEP: +21.1
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** English Learner: -178.4 RFEP: -85.7 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: -140.0 RFEP: -70.0	English Learner: +46.0 RFEP: +28.9
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** English Learner: 2.6% RFEP: 28.5% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 13.76% RFEP: 36.39%	English Learner: +1.8% RFEP: +2.7%
6.19	Percent Met/Exceed Standard on California Science Test - Grade 8	**2022-23** English Learner: 0.3% RFEP: 16.1% *Source: LAUSD Open*	**2023-24** English Learner: 0.7% RFEP: 18.9% *Source: LAUSD Open*	**2024-25** English Learner: 1.3% RFEP: 22.4%	**2025-26** English Learner: 6.33% RFEP: 25.70%	English Learner: +1.0% RFEP: +6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Dashboard	*Data Dashboard*	*Source: LAUSD Open Data Dashboard*		
6.20	Percent Met/Exceed Standard on California Science Test - Grade 11	**2022-23** English Learner: 0.2% RFEP: 18.3% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 1.2% RFEP: 19.9% *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: 2.6% RFEP: 25.1% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 7.45% RFEP: 26.68%	English Learner: +2.4% RFEP: +6.8%
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** English Learner: 0.5% RFEP: 21.8% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 8.0% RFEP: 28.0%	English Learner: +0.5% RFEP: +3.9%
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** English Learner: 2.7% RFEP: 8.7% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 8.0% RFEP: 14.0%	English Learner: +2.6% RFEP: +3.3%
6.23	AP Pass Rate (Percent of Advanced Placement Exams	**2022-23** English Learner: 47.2%	**2023-24** English Learner: 53.5%	**2024-25** English Learner: 53.3%	**2025-26** English Learner: 71.74%	English Learner: +6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with a 3 or Higher)	RFEP: 33.9% *Source: LAUSD Open Data Dashboard*	RFEP: 38.7% *Source: LAUSD Open Data Dashboard*	RFEP: 42.7% *Source: LAUSD Open Data Dashboard*	RFEP: 84.03%	RFEP: +8.8%
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** English Learner: 34.7% RFEP: 65.2% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 55.0% RFEP: 80.0%	English Learner: +3.4% RFEP: +6.8%
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** English Learner: 13.8% RFEP: 31.0% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 17.0% RFEP: 32.0%	English Learner: +3.5% RFEP: +6.5%
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** English Learner: 9.5% RFEP: 24.2% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 55.7% RFEP: 73.0%	English Learner: +3.3% RFEP: +6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.27	Four-Year Cohort Graduation Rate	**2022-23** English Learner: 62.4% RFEP: 90.2% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 71.0% RFEP: 90.9% *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: 66.2% RFEP: 92.9% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 75.0% RFEP: 95.0%	English Learner: +3.8% RFEP: +2.7%
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** English Learner: 74.7% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 80.0%	English Learner: +9.0%
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** English Learner: 25.2% RFEP: 3.1% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 12.0% RFEP: 3.0%	English Learner: -1.8% RFEP: -1.6%
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** English Learner: 42.8% RFEP: 53.3% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 35.9% RFEP: 46.9%	English Learner: +10.1% RFEP: +9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.31	Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8	**2022-23** English Learner: 43.2% RFEP: 27.2% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 23.5% RFEP: 15.4% *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: 23.1% RFEP: 14.4% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 30.1% RFEP: 14.1%	English Learner: -20.1% RFEP: -12.8%
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** English Learner: 26.8% RFEP: 14.8% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 24.3% RFEP: 7.8%	English Learner: -10.6% RFEP: -6.1%
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** English Learner: 34.2% RFEP: 21.8% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 26.3% RFEP: 13.3%	English Learner -5.2% RFEP: -4.6%
6.34	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	**2022-23** English Learner: 51% RFEP: 36.3%	**2023-24** English Learner: 48.3% RFEP: 33.8%	**2024-25** English Learner: 50.6% RFEP: 33.1%	**2025-26** English Learner: 37.9% RFEP: 23.2%	English Learner: -0.4% RFEP: -3.2%

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*	*Source: LAUSD Open Data Dashboard*		
6.35	Single Student Suspension Rate	**2022-23** English Learner: 0.30% RFEP: 0.41% *Source: LAUSD Open Data Dashboard*	**2023-24** English Learner: 0.33% RFEP: 0.44% *Source: LAUSD Open Data Dashboard*	**2024-25** English Learner: 0.34% RFEP: 0.35% *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 0.25% RFEP: 0.36%	English Learner: +0.04% RFEP: -0.06%
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** English Learner: 502 RFEP: 860 *Source: LAUSD Open Data Dashboard*	**2025-26** English Learner: 524 RFEP: 929	English Learner: -90 RFEP: -190
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** English Learner: 68.6% RFEP: 65.8% *Source: LAUSD Open Data Dashboard*	**2026-27** English Learner: 75.3% RFEP: 69.9%	English Learner: +1.9% RFEP: +5.2%
6.38	Students Reporting on the School Experience Survey:	**2023-24** English Learner: 63.4%	**2024-25** English Learner: 62.4%	**2025-26** English Learner: 63.8%	**2026-27** English Learner: 71.4%	English Learner: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I feel like I am part of this school."	RFEP: 54.6% *Source: LAUSD Open Data Dashboard*	RFEP: 55.7% *Source: LAUSD Open Data Dashboard*	RFEP: 59.5% *Source: LAUSD Open Data Dashboard*	RFEP: 63.1%	RFEP: +4.9%

Goal Analysis for [2025-26]

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: K-12 English Learner Services

In 2025-26, 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 K-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:
  - Received "Standard Met" or Green on the California School Dashboard in English Learner Progress by increasing 4.1% to 51.5% in 2024-25, up from 47.4% in 2023-24.
  - Introduced targeted supplementary instruction outside of the school day for International Newcomers, Potential Long-Term English Learners (PLTELs), and Long-Term English Learners (LTELs).
  - Launched the Go Blue ELPAC Campaign to engage schools in motivating and increasing English Learners' English proficiency, as evidenced on the California Dashboard's English Learner Progress Indicator (ELPI), by implementing small group and individual instruction with Multilingual Multicultural Academic Language Coaches.
  - Organized and led professional development training focused on increased EL student success, covering the K-12 Essential Instructional Approaches Trifold, Elegance of 12 Suites of Strategies, and the Observation Protocol for Teachers of English Learners.
  - Provided training for teachers and administrators on using ELPI data to track English Learners' progress in developing English skills.
  - Increased home-to-school partnerships by holding meetings and training for families on the importance of reclassifying English Learners to Fluent English Proficient to improve student outcomes.
- Challenges:
  - Reduction in central staff has led to a decrease in Districtwide professional development opportunities offered by MMED.

Despite the challenge, the K-12 English Learner services were successfully implemented in 2025-26 as planned.

Goal 6, Action 2: International Newcomer Supports

In 2025-26, 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 three years or less). The steps outlined in the goal action have

been implemented and the highlighted successes serve to emphasize the achievement outcomes.

- Successes:
  - Implemented three cycles of targeted English Language Development (ELD) instruction at approximately 200 schools to assist International Newcomers in building language proficiency and accessing grade-level learning.
  - Facilitated and led the International Newcomer Student Leadership Conference in spring 2026 to give newly arrived students a chance to build leadership skills and connect with peers.
  - Funded International Newcomer coaches, counselors, instructional aides, expanded family resource centers, and targeted instructional and summer programs to boost English learning and academic readiness.
  - Provided monthly International Newcomer instructional aide training and consistent professional development for International Newcomer instructional coaches and supporting counselors.
  - District policies affirm schools as sanctuary spaces providing support for immigrant families and newcomer students.
- Challenges:
  - Federal immigration enforcement since January 2025 has negatively impacted the academic performance and graduation rates of International Newcomer students. In addition, Family and International Newcomer participation fell by 30% in the Summer Enrichment Program and Student Leadership Conference.

Despite the challenge, the International Newcomer Supports program was successfully implemented in 2025-26 as planned.

Goal 6, Action 3: Potential Long-Term English Learner (PLTEL) Interventions

In 2025-26, 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:
  - Implementation of the MMED data dashboard improved monitoring of multilingual pathways and increased English language proficiency for PLTELs.
  - Provided targeted training for teachers of PLTELs with disabilities to strengthen their ability to deliver effective, specialized instruction.
  - Developed and led professional development for teachers and staff working with PLTELs on the Elegance of 12 Strategies to support English literacy and academic success.
  - Increased frequency of targeted in-class and small group instruction for PLTELs provided by Multilingual Multicultural Academic Language Coaches.
  - Ongoing training in Designated and Integrated English Language Development (ELD) and data tools such as Student Support and Progress Teams (SSPT) and Individual Reclassification Acceleration Plans (IRAPs).

- Challenges:
    - Scheduling grade-level English Language Development (ELD) classes for PLTELs has been limited due to a low number of teachers certified to teach departmentalized ELD. MMED is working to resolve the challenge through advocacy with the California Department of Education (CDE).

Despite the challenge, the PLTEL interventions were instituted in 2025-26 as planned.

Goal 6, Action 4: Long-Term English Learner (LTEL) Interventions

In 2025-26, 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:
    - Facilitated and led professional development for teachers on improving instructional practice within Designated and Integrated English Language Development (ELD).
    - Implemented targeted professional development training for teachers of LTELs with disabilities to improve their capacity to provide effective, specialized instruction.
- Challenges:
    - Teacher participation in professional development was lower than expected and, as a result, MMED adjusted offerings to better fit teachers' available schedules.

Despite the challenge, LTEL interventions were instituted in 2025-26 as planned.

Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education

In 2025-26, 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 38,870 students have received Multilingual Pathways Awards, as of March 2026, increased from the 32,000 awards given in 2024-25.
    - Facilitated and led professional development sessions on biliteracy strategies and translanguaging practices, such as vocabulary building, for over 1,000 DLE teachers.
    - Facilitated and led professional development sessions with teachers and staff in the implementation of high-quality Dual

Language and world language instruction.
    - Progress Monitoring Measure: Increased number of Dual Language Education (DLE) programs
        - Decreased: 232 programs in 2025-26, down from 235 programs in 2024-25.
    - 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: Decreased- 7,117 students, as of October 2025, down from 8,345 during the same period in 2024-25.
        - RFEP: Increased- 4,370 students, as of October 2025, up from 3,828 students during the same period in 2023-24.
    - Progress Monitoring Measure: (New) Increased World Language and Cultures course offerings in grades 7-12
        - Decreased: 521 courses are offered in grades 7-12 in 2025-26, down from 580 courses in 2024-25.
    - Progress Monitoring Measure: (New) 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
        - Completed: Implemented the MMED data dashboard to track active Dual Language programs, Pathway Awards in elementary and middle schools, and Seals of Biliteracy at high schools.
    - Progress Monitoring Measure: (New) Use of the TK Observation Protocol for Teachers of English Learners (OPTEL), a monitoring tool that ensures linguistic language support is part of teachers' instructional planning for early multilingual learners.
        - Baseline: Data is not available. The MMED is currently developing the tool for future implementation.
- Challenges:
    - None identified.

The Dual Language Education (DLE) program providing multilingual pathways for students was implemented in 2025-26 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: K-12 English Learner Services
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
Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the actions are primarily attributed to professional development activities that were scheduled and planned but not fully incurred by the end of the school year and do 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 6, Action 1: K-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 secondary ELA and mathematics as well as reclassification rate and English language progress but declined in graduation rate and elementary ELA and math. LTELs reclassification rate increase highlights intervention successes. Further effectiveness of the actions will be assessed in 2026-27.
    - Metric 6.01- English Learner Reclassification Rate
        - All English Learners- Increased: +5.4%; 24.0% in 2024-25, up from 18.6% in 2023-24.
        - Grades K-5- Increased: +4.5%; 24.0% in 2024-25, up from 19.6% in 2023-24.
        - Grades 6-8- Increased: +7.7%; 31.3% in 2024-25, up from 23.6% in 2023-24.
        - Grades 9-12- Increased: +7.6%; 18.3% in 2024-25, up from 10.7% in 2023-24.
        - PLTELs- Increased: +6.3%; 36.5% in 2024-25, up from 30.2% in 2023-24.
            - PLTEL reclassification rate by grade 5
                - Increased: +7.6%; 41.5% in 2024-25, up from 33.9% in 2023-24.
            - PLTEL reclassification rate by grade 8
                - Decreased: -1.5%; 31.0% in 2024-25, down from 32.5% in 2023-24.
            - PLTEL reclassification rate by grade 10
                - Decreased: -11.0%%; 20.2% in 2024-25, down from 31.2% in 2023-24.
        - LTELs- Increased: 36.0% of LTELs reclassified in 2024-25, up from 24.8% in 2023-24.
            - LTEL reclassification rate by grade 8
                - Increased: 15.3%; 44.0% in 2024-25, up from 28.7% in 2023-24.
            - LTEL reclassification rate by grade 10
                - Increased: 4.1%; 29.2% in 2024-25, up from 25.1% in 2023-24.
    - Metric 6.03- English Learners Who Progress in English Proficiency (as measured by ELPI Levels)
        - All English Learners- Increased: +4.1%; 51.5% in 2024-25, up from 47.5% in 2023-24.
    - Metric 6.04- English Learners Meeting Level 4 on the Summative ELPAC:
        - All English Learners- Increased: +4.3%; 20.7% in 2024-25, up from 16.4% in 2023-24.
    - Metric 6.11- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3:
        - English Learner- Decreased: -5.6 points; -95.9 DFS in 2024-25, down from -90.3 DFS in 2023-24.
        - RFEP- Decreased: -1.2 points; 17.6 DFS in 2024-25, down from 18.8 DFS in 2023-24.
    - Metric 6.12- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5:
        - English Learner- Decreased: -5.8 points; -102.5 DFS in 2024-25, down from -96.7 DFS in 2023-24.
        - RFEP- Increased: +1.4 points; 4.2 DFS in 2024-25, up from 2.8 DFS in 2023-24.
    - Metric 6.13- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8:
        - English Learner- Increased: +4.3 points; -139.6 DFS in 2024-25, up from -143.9 DFS in 2023-24.
        - RFEP- Increased: +9.2 points; -15.6 DFS in 2024-25, up from -24.8 in 2023-24.
    - Metric 6.14- Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11:

        - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.
        - RFEP- Increased: +11.0 points; +6.1 DFS in 2024-25, up from -4.9 in 2023-24.
    - Metric 6.15- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5:
        - English Learner- Decreased: -1.8 points, -87.1 DFS in 2024-25, down from -85.3 DFS in 2023-24.
    - Metric 6.16- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8:
        - English Learner- Increased: +12.1 points; -160.8 DFS in 2024-25, up from -172.9 DFS in 2023-24.
    - Metric 6.17- Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11:
        - English Learner- Increased: +24.9 points; -178.4 DFS in 2024-25, up from -203.3 DFS in 2023-24.
    - Metric 6.27- Four-Year Cohort Graduation Rate:
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - RFEP- Increased: +2.0%; 92.9% in 2024-25, up from 90.9% in 2023-24.

<u>Goal 6, Action 2: International Newcomer Supports</u>

- The District considers the action partially effective in reducing opportunity gaps for English Learners including International Newcomers by improving the college and career readiness rate for English Learners. Note: Federal immigration enforcement since January 2025 has negatively impacted the success of International Newcomer students. Further effectiveness will be assessed in 2026-27.
    - Metric 6.24: A-G Completion Rate
        - English Learners- Increased: +0.3%; 34.7% graduated A-G ready in 2024-25, up from 34.4% in 2023-24.
        - International Newcomers- Decreased: -24.5%; 22.5% graduated A-G ready in 2024-25, down from 47.0% in 2023-24.
    - Metric 6.27: Four-Year Cohort Graduation Rate
        - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% in 2023-24.
        - International Newcomers- Decreased: -31.3%; 42.7% in 2024-25, down from 74.0% in 2023-24.

<u>Goal 6, Action 5: Multilingual Programs and Pathways and Dual Language Education (DLE)</u>

- The District considers the action of DLE effective in advancing student achievement for English Learners and English Only, particularly in biliteracy and college and career readiness based on the increased results within the identified metrics. Further effectiveness will be assessed in 2026-27.
    - Metric: Increased number of 5th, 6th, and 8th grade students who receive the Los Angeles Unified Pathway to Biliteracy Award.
        - Increased: 9,985 students in 2024-25, up from 9,571 students in 2023-24.
    - Metric: Increased number of 12th grade students who graduate receiving the State Seal of Biliteracy.
        - Increased: 8,006 students in 2024-25, up from 7,190 students in 2023-24.
    - Metric 1.18- A-G Completion Rate:
        - All Students- Increased: +2.0%; 58.4% in 2024-25, up from 56.4% in 2023-24.
        - English Learner- Increased: +13.3 points; -145.6 DFS in 2024-25, up from -158.9 in 2023-24.

- Metric 1.25- Four-Year Cohort Graduation Rate:
  - All Students- Decreased: -0.3%; 86.7% in 2024-25, down from 87.0% in 2023-24.
  - English Learner- Decreased: -4.8%; 66.2% in 2024-25, down from 71.0% 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 academic outcomes for English Learners in the 2026-27 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 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</u>

- The grade level metric was modified to K-5 from TK-5.

<u>Metric 6.02 English Learners Who Reclassify by Grade 5: Target for Year 3 Outcome</u>

- English Learners: target was modified to 70.0% from 80.0%.

<u>Metric 6.03 English Learners Who Progress in English Proficiency (as measured by ELPI Levels): Target for Year 3 Outcome</u>

- English Learners: target was modified to 65.0% from 75.0%.

<u>Metric 6.25: CTE Completion Rate</u>

- English Learner: target was modified to 17.0% from 21.0%.
- RFEP: target was modified to 32.0% from 30.0%.

<u>Goal Action 6.01: K-12 English Learner Services</u>

- Goal action title was modified to K-12 English Learner Services from TK-12 English Learner Services.

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	K-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 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, K-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 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	$10,615,409	Y

Action #	Title	Description	Total Funds	Contributing
		Learners. The five-day MPI training will include the following areas: a. K-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 TK 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 (K-12 Essential Instructional Approaches Trifold and Elegance of 12: Suite of Strategies) c. Conduct coaching cycles/lesson studies around dELD and iELD 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		

Action #	Title	Description	Total Funds	Contributing
		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 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 the Smarter Balanced Assessment (SBA) ELA ● Increase the percentage of ELs meeting or exceeding standards on the Smarter		

Action #	Title	Description	Total Funds	Contributing
		Balanced Assessment (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, the Multilingual Multicultural Education Department (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 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	$5,307,705	Y

Action #	Title	Description	Total Funds	Contributing
		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 system 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 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.		

Action #	Title	Description	Total Funds	Contributing
		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), 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	$5,307,705	Y

Action #	Title	Description	Total Funds	Contributing
		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 measures are 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, the Multilingual Multicultural Education Department (MMED) will	$5,307,705	Y

Action #	Title	Description	Total Funds	Contributing
		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, K-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 ● 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 measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
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 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	$3,243,888	N

Action #	Title	Description	Total Funds	Contributing
		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 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 232 (SY 2025-26) 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 Standard English Learners. 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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 students who participate in the program.	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 longstanding disparities in educational outcomes.

The BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community-based organizations, and provides increased support to address the academic and social-emotional needs of students who participate in the program.

The creation and implementation of this plan is a joint effort shared across Los Angeles Unified and our community partners. The plan will serve as a dynamic document with adjustments made based on its responsiveness to participating 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 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 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 schools.

BSAP school selection is based on multiple race-neutral indicators/metrics, including School Index Model (SIM)/School Equity Needs Index (SENI) Rankings, student responses to the School Experience Survey (SES), school attendance/absenteeism, and behavioral referrals and

suspensions.

BSAP-designated schools are divided into three groups: Group 1, Group 2, and Group 3. Group 1 comprises 57 schools, with an average of 6.0 indicators met per school, while Group 2 has 76 schools, averaging 4.3 indicators. In FY 26, a budget increase enabled the addition of a third group, Group 3, comprising 83 schools, with an average of 2.7 indicators per school. Although the original system had only two groups, this expansion has enabled more targeted resource distribution based on levels of need. BSAP resources are allocated to each designated school and are accessible to all enrolled students.

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** All Black Students in LAUSD: 36.7% Students in BSAP Cohort 1 Schools: 32.0% Students in BSAP Cohort 2 Schools: 40.2% *Source: LAUSD Open Data Dashboard*	**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: +8.1% Students in BSAP Cohort 1 Schools: +8.1% Students in BSAP Cohort 2 Schools: +8.3%
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** All Black Students in LAUSD: 38.0% Students in BSAP Cohort 1 Schools: 42.0% Students in BSAP Cohort 2 Schools: 34.4% *Source: LAUSD Open Data Dashboard*	**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: -10.4% Students in BSAP Cohort 1 Schools: -14.4% Students in BSAP Cohort 2 Schools: -10.7%
7.03	Black Student Chronic Absenteeism	**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
	Rate (District Calculation: 91% or Lower) - Grades 6-8	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*	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*	All Black Students in LAUSD: 40.3% Students in BSAP Cohort 1 Schools: 53.1% Students in BSAP Cohort 2 Schools: 32.7% *Source: LAUSD Open Data Dashboard*	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: -3.7% Students in BSAP Cohort 1 Schools: -5.1% Students in BSAP Cohort 2 Schools: -5.3%
7.04	Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	**2022-23** 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*	**2023-24** 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*	**2024-25** All Black Students in LAUSD: 46.3% Students in BSAP Cohort 1 Schools: 47.5% Students in BSAP Cohort 2 Schools: 41.3% *Source: LAUSD Open Data Dashboard*	**2025-26** 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: -1.0% Students in BSAP Cohort 1 Schools: -1.6% Students in BSAP Cohort 2 Schools: +0.4%
7.05	Single Student Suspension Rate	**2022-23** All Black Students in LAUSD: 1.0%	**2023-24** All Black Students in LAUSD: 1.13%	**2024-25** All Black Students in LAUSD: 1.04%	**2025-26** All Black Students in LAUSD: 0.95%	All Black Students in LAUSD: +0.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in BSAP Cohort 1 Schools: 1.36% Students in BSAP Cohort 2 Schools: 0.68% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 1.62% Students in BSAP Cohort 2 Schools: 0.79% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 1.08% Students in BSAP Cohort 2 Schools: 0.85% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 0.95% Students in BSAP Cohort 2 Schools: 0.95%	Students in BSAP Cohort 1 Schools: -0.28% Students in BSAP Cohort 2 Schools: +0.17%
7.06	Instructional Days Lost to Suspension	**2022-23** All Black Students in LAUSD: 745 Students in BSAP Cohort 1 Schools: 322 Students in BSAP Cohort 2 Schools: 194 *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 812 Students in BSAP Cohort 1 Schools: 357 Students in BSAP Cohort 2 Schools: 247 *Source: LAUSD Open Data Dashboard*	**2024-25** All Black Students in LAUSD: 760 Students in BSAP Cohort 1 Schools: 269 Students in BSAP Cohort 2 Schools: 202 *Source: LAUSD Open Data Dashboard*	**2025-26** All Black Students in LAUSD: 659 Students in BSAP Cohort 1 Schools: 300 Students in BSAP Cohort 2 Schools: 130	All Black Students in LAUSD: +15 Students in BSAP Cohort 1 Schools: -53 Students in BSAP Cohort 2 Schools: +8
7.07	Early Literacy Proficiency - DIBELS (Kindergarten)	**2022-23** All Black Students in LAUSD: 60.7% Students in BSAP Cohort 1 Schools: 53.9%	**2023-24** All Black Students in LAUSD: 64.9% Students in BSAP Cohort 1 Schools: 57.5%	**2024-25** All Black Students in LAUSD: 63.8% Students in BSAP Cohort 1 Schools: 61.0%	**2025-26** All Black Students in LAUSD: 83.0% Students in BSAP Cohort 1 Schools: 83.0%	All Black Students in LAUSD: +3.1% Students in BSAP Cohort 1 Schools: +7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in BSAP Cohort 2 Schools: 62.3% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 2 Schools: 63.8% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 2 Schools: 65.2% *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 2 Schools: 83.0%	Students in BSAP Cohort 2 Schools: +2.9%
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% Students in BSAP Cohort 2 Schools: 63.3% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 61.8% Students in BSAP Cohort 1 Schools: 55.3% Students in BSAP Cohort 2 Schools: 56.9% *Source: LAUSD Open Data Dashboard*	**2024-25** All Black Students in LAUSD: 66.0% Students in BSAP Cohort 1 Schools: 60.8% Students in BSAP Cohort 2 Schools: 64.8% *Source: LAUSD Open Data Dashboard*	**2025-26** All Black Students in LAUSD: 80.0% Students in BSAP Cohort 1 Schools: 80.0% Students in BSAP Cohort 2 Schools: 80.0%	All Black Students in LAUSD: +4.5% Students in BSAP Cohort 1 Schools: +5.3% Students in BSAP Cohort 2 Schools: +1.5%
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%	**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%	**2024-25** All Black Students in LAUSD: 59.9% Students in BSAP Cohort 1 Schools: 56.8% Students in BSAP Cohort 2 Schools: 59.5%	**2025-26** All Black Students in LAUSD: 84.0% Students in BSAP Cohort 1 Schools: 84.0% Students in BSAP Cohort 2 Schools: 84.0%	All Black Students in LAUSD: +2.5% Students in BSAP Cohort 1 Schools: +9.0% Students in BSAP Cohort 2 Schools: -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*	*Source: LAUSD Open Data Dashboard*		
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% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -59.0* *Source: LAUSD Open Data Dashboard*	**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% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -53.5* *Source: LAUSD Open Data Dashboard*	**2024-25** All Black Students in LAUSD: 34.1% Students in BSAP Cohort 1 Schools: 28.1% Students in BSAP Cohort 2 Schools: 33.4% *Source: LAUSD Open Data Dashboard* *All Black Students in LAUSD: -42.9* *Source: LAUSD Open Data Dashboard*	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 25.0% Students in BSAP Cohort 2 Schools: 36.0% *All Black Students in LAUSD: -43.0*	All Black Students in LAUSD: +4.9% Students in BSAP Cohort 1 Schools: +6.7% Students in BSAP Cohort 2 Schools: +5.4% *All Black Students in LAUSD: +16.1*
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%	**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%	**2024-25** All Black Students in LAUSD: 34.5% Students in BSAP Cohort 1 Schools: 22.9% Students in BSAP Cohort 2 Schools: 39.6%	**2025-26** All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 16.0% Students in BSAP Cohort 2 Schools: 42.2%	All Black Students in LAUSD: +6.3% Students in BSAP Cohort 1 Schools: +9.1% Students in BSAP Cohort 2 Schools: +5.0%

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: -67.3* *Source: LAUSD Open Data Dashboard*	*Source: LAUSD SBA Data* *All Black Students in LAUSD: -63.1* *Source: LAUSD Open Data Dashboard*	*Source: LAUSD SBA Data* *All Black Students in LAUSD: -49.9* *Source: LAUSD Open Data Dashboard*	*All Black Students in LAUSD: -33.0*	*All Black Students in LAUSD: +17.4*
7.12	Smarter Balanced Results: Proficiency Rate (ELA) - Grade 11 % Met or Exceeded Standard *For reference: Distance from Standard Met (ELA)*	**2022-23** All Black Students in LAUSD: 38.2% 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*	**2023-24** All Black Students in LAUSD: 38.3% 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*	**2024-25** All Black Students in LAUSD: 45.7% Students in BSAP Cohort 1 Schools: 41.0% Students in BSAP Cohort 2 Schools: 54.8% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -23.6* *Source: LAUSD Open Data Dashboard*	**2025-26** All Black Students in LAUSD: 60.0% Students in BSAP Cohort 1 Schools: 36.0% Students in BSAP Cohort 2 Schools: 60.0% *All Black Students in LAUSD: -25.0*	All Black Students in LAUSD: +7.5% Students in BSAP Cohort 1 Schools: +9.5% Students in BSAP Cohort 2 Schools: +5.5% *All Black Students in LAUSD: +22.9*
7.13	Smarter Balanced Results: Proficiency Rate (Math) - Grades 3-5	**2022-23** All Black Students in LAUSD: 23.9%	**2023-24** All Black Students in LAUSD: 26.2%	**2024-25** All Black Students in LAUSD: 28.4%	**2025-26** All Black Students in LAUSD: 45.0%	All Black Students in LAUSD: +4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Met or Exceeded Standard *For reference: Distance from Standard Met (Math)*	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* *Source: LAUSD Open Data Dashboard*	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* *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 22.2% Students in BSAP Cohort 2 Schools: 28.7% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -59.3* *Source: LAUSD Open Data Dashboard*	Students in BSAP Cohort 1 Schools: 6.7% Students in BSAP Cohort 2 Schools: 22.6% *All Black Students in LAUSD: -70.3*	Students in BSAP Cohort 1 Schools: +5.7% Students in BSAP Cohort 2 Schools: +5.6% *All Black Students in LAUSD: +62.2*
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*	**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*	**2024-25** All Black Students in LAUSD: 22.3% Students in BSAP Cohort 1 Schools: 15.6% Students in BSAP Cohort 2 Schools: 25.0% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -97.1*	**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: +7.4% Students in BSAP Cohort 1 Schools: +10.4% Students in BSAP Cohort 2 Schools: +6.4% *All Black Students in LAUSD: +24.4*

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*	*Source: LAUSD Open Data Dashboard*		
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% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -146.0* *Source: LAUSD Open Data Dashboard*	**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% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -140.0* *Source: LAUSD Open Data Dashboard*	**2024-25** All Black Students in LAUSD: 19.2% Students in BSAP Cohort 1 Schools: 18.4% Students in BSAP Cohort 2 Schools: 22.4% *Source: LAUSD SBA Data* *All Black Students in LAUSD: -115.9* *Source: LAUSD Open Data Dashboard*	**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: +7.4% Students in BSAP Cohort 1 Schools: +9.2% Students in BSAP Cohort 2 Schools: +6.4% *All Black Students in LAUSD: +30.1*
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%	**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%	**2024-25** All Black Students in LAUSD: 38.2% Students in BSAP Cohort 1 Schools: 29.2% Students in BSAP Cohort 2 Schools: 46.7%	**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: +10.2% Students in BSAP Cohort 1 Schools: +10.7% Students in BSAP Cohort 2 Schools: +13.5%

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*	*Source: LAUSD Open Data Dashboard*		
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: 53.4% *Source: LAUSD Open Data Dashboard*	**2023-24** All Black Students in LAUSD: 50.6% Students in BSAP Cohort 1 Schools: 51.4% Students in BSAP Cohort 2 Schools: 58.0% *Source: LAUSD Open Data Dashboard*	**2024-25** All Black Students in LAUSD: 53.7% Students in BSAP Cohort 1 Schools: 56.2% Students in BSAP Cohort 2 Schools: 62.6% *Source: LAUSD Open Data Dashboard*	**2025-26** All Black Students in LAUSD: 73.2% Students in BSAP Cohort 1 Schools: 73.2% Students in BSAP Cohort 2 Schools: 73.2%	All Black Students in LAUSD: +8.2% Students in BSAP Cohort 1 Schools: +9.7% Students in BSAP Cohort 2 Schools: +9.2%
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** All Black Students in LAUSD: 87.7% Students in BSAP Cohort 1 Schools: 91.5% Students in BSAP Cohort 2 Schools: 91.9% *Source: LAUSD Open Data Dashboard*	**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: +5.3% Students in BSAP Cohort 1 Schools: +2.0% Students in BSAP Cohort 2 Schools: +9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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** All Black Students in LAUSD: 85.9% Students in BSAP Cohort 1 Schools: 89.7% Students in BSAP Cohort 2 Schools: 87.0% *Source: LAUSD Open Data Dashboard*	**2025-26** All Black Students in LAUSD: 96.0% Students in BSAP Cohort 1 Schools: 96.0% Students in BSAP Cohort 2 Schools: 96.0%	All Black Students in LAUSD: -2.1% Students in BSAP Cohort 1 Schools: -2.0% Students in BSAP Cohort 2 Schools: -4.0%

Goal Analysis for [2025-26]

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 2025-26, the District's Educational Transformation Office (ETO) supported the inclusion of culturally responsive teaching practices into daily instruction to meet individual student needs and better connect students to learning.

- Successes:
  - Ongoing partnership with the Division of Instruction to incorporate Dr. Gholdy Muhammad's Five Pursuits into staff professional development to support the academic, social, emotional, and cultural needs of all students.
  - Combined culturally responsive teaching with targeted support to meet each student's needs while honoring their identities and promoting success.
  - Planned to implement culturally relevant and responsive pedagogy into science and social studies next year to ensure it is fully integrated across the core curriculums.
  - Progress Monitoring Measure: Percent of BSAP survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy
    - Increased: 63.0% of students indicated that they have access to culturally responsive curriculum and pedagogy on the 2025-26 survey, up from 62.5% in 2024-25.
- Challenges:
  - Scaling the implementation of culturally responsive training across the District.

Despite the implementation challenge, the action to assist teachers in integrating culturally and linguistically responsive practices into their daily lessons was successfully implemented in 2025-26 as planned.

Goal 7, Action 2: BSAP Community Partnerships

In 2025-26, the District's Educational Transformation Office (ETO) utilized community partnerships to increase student outcomes by providing academic and student health related services.

- Successes:
  - Instituted a community partnership vendor fair to assist principals in understanding potential partners and offered services.
  - Of the 202 BSAP cohort 1-3 schools, 50% (100) have at least one community partnership after completing a needs assessment to best target services for students. Of the 100 schools, 64 implemented partnerships with more than one vendor.

    - Completed administration of BSAP student survey in fall 2025 to identify additional student needs in the effort to match appropriate community partner services.
- Challenges:
    - The process of confirming and approving community partners created delays in onboarding.
    - In the fall 2025 survey, 41% of student respondents did not feel safe in the neighborhoods around their schools indicating a need for continued expansion of community partnerships.
    - Progress Monitoring Measure: Percent of schools with new community partnerships
        - Decreased: 50% of schools reported new community partnerships, as of February 2026, down from 85% during the same period in 2024-25.

Despite the challenges, the initiative to identify and employ community partnerships to support increased student engagement and achievement was successfully implemented in 2025-26 as planned.

Goal 7, Action 3: Development of an African American Studies Course

In 2025-26, the District's Educational Transformation Office (ETO) continued to implement and integrate a secondary African American Studies course offering in District high schools.

- Successes:
    - Completed development of the District's African American Studies course with a focus now on increased implementation.
    - Ongoing partnership with the District's Division of Instruction expanded professional development for African American Studies teachers and provided additional resources to support course delivery.
    - Coordinated classroom observation schedules to monitor and improve instruction with constructive feedback aimed at improving course instruction.
    - Developed a District-wide Interoffice Correspondence providing administrators and teachers with consistent guidance on course structure, curriculum, and learning outcomes.
    - Ongoing offering 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 2024-25.
    - Advanced Placement (AP) African American Studies enrollment for students in grades 9-12 increased by 3.5% from the prior year (952 to 985).
    - Progress Monitoring Measure: Numbers of students enrolled in African American Studies (high school) and Ethnic Studies (middle school)
        - Ethnic Studies (grades 6-8):
            - Increased: 1,369 students enrolled, in 2025-26, up from 1,354 in 2024-25.
        - African American Studies (grades 9-12):
            - Decreased: 2,328 students enrolled, in 2025-26, down from 2,696 in 2024-25.
        - AP African American Studies:

        - Increased: 985 students enrolled, in 2025-26, up from 952 in 2024-25.
    - 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: Decreased- 41 middle schools offered Ethnic Studies, in 2025-26, down from 65 schools in 2024-25.
        - African American Studies: Maintained- 130 high schools offered African American Studies, in 2025-26, the same number in 2042-25.
- Challenges:
    - Fewer students participating in the African American Studies course highlighted the need for continued support and broader course availability.

Despite the challenge, the development and implementation of the African American Studies Course in high schools was successfully implemented in 2025-26 as planned.

<u>Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support</u>
In 2025-26, the District's Educational Transformation Office (ETO) 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 131 active wellness programs to support school climate and student wellness, up from 114 programs in 2024-25.
    - Implemented myC.R.E.W. (Creating Resilience and Empowering Wellness) in BSAP schools, a student-led peer mentorship program, promoting mental health and wellness and building supportive peer relationships.
    - Facilitated and led professional development for staff on the use of targeted social-emotional learning (SEL) supports to strengthen students' emotional awareness, self expression, and overall well-being.
    - Increased percentage of students (65%) reporting having access to staff support for managing mental health needs and conflict resolution on the fall 2025 BSAP survey, up from 46% in fall 2024.
    - Progress Monitoring Measure: Percent of schools with full School Climate and Wellness Teams
        - Increased: 100% of BSAP schools have full School Climate and Wellness Teams, as of February 2026, up from 90% in 2024-25.
    - Progress Monitoring Measure: Participation of teams in BSAP professional development
        - Maintained: 100% of team members attended BSAP professional development trainings, as of February 2026, the same percentage in 2024-25.
- Challenges:
    - Progress Monitoring Measure: Percent of BSAP survey respondents agreeing that every student has an advocate
        - Decreased: 67.0% of survey respondents, in 2025-26, down from 69.4% in 2024-25.

Despite the challenge, the use of school climate and wellness personnel support to assist student academic achievement was successfully

implemented in 2025-26 as planned.

Goal 7, Action 5: BSAP Community-Based Safety Pilots
In 2025-26, the District's Educational Transformation Office (ETO) 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:
  - The iAttend initiative, led by school-based BSAP pupil services and attendance (PSA) counselors, reduced chronic absenteeism among Black students from 35.9% in 2024-25 to 33.6% in 2025-26 (a 2.3% decrease, as of March 2026). The program uses home visits and provides resources to students and families to remove barriers to attendance.
  - School-based climate advocates helped resolve student conflicts and foster positive learning behaviors by guiding students and training teachers and staff in restorative practices and other conflict-resolution strategies.
  - Finalizing community partners and contracts before the school year ensured safety services were ready at the start of the school year.
  - Continued use of partnerships with community-based organizations to improve school climates.
- Challenges:
  - None identified.

The BSAP community-based safety pilots were successfully implemented in 2025-26 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
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is based on the costs of instructional staff, including coaches and substitute teachers, not captured in the planned expenditures in June 2025.

Goal 7, Action 2: BSAP Community Partnerships
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is attributable to expenditures that were not anticipated in the initial budgeted expenditures such as material costs but were necessary to be purchased during the fiscal year.

Goal 7, Action 3: Development of African American Studies Course
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is based on an

overestimation of budgeted expenditures for course implementation.

Goal 7, Action 4: BSAP School Climate and Wellness Supports
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is based on an unexpended budget augmentation included at the time of LCAP adoption in June 2025 and does not reflect reduced services or programs for students.

Goal 7, Action 5: BSAP Community-Based Safety Pilots
The material difference between planned expenditures and estimated actual 2025-26 expenditures for the action is based on the augmentation of safe passage services due to increased student need.

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 effective in improving academic outcomes and school connectedness. Students demonstrated progress in math and ELA proficiency (grades 3-8, 11), AP exam performance, graduation, and A-G completion rates. Kindergarten through grade 2 early literacy scores improved. 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 2026-27.
    - Metric 7.07: Early Literacy - DIBELS (Kindergarten)
        - All Black Students in LAUSD- Decreased: -1.1%; 63.8% in 2024-25, down from 64.9% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +3.5%; 61.0% in 2024-25, up from 57.5% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +1.4%; 65.2% in 2024-25, up from 63.8% in 2023-24.
    - Metric 7.08: Early Literacy - DIBELS (Grade 1)
        - All Black Students in LAUSD- Increased: +4.2%; 66.0% in 2024-25, up from 61.8% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +5.5%; 60.8% in 2024-25, up from 55.3% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +7.9%; 64.8% in 2024-25, up from 56.9% in 2023-24.
    - Metric 7.09: Early Literacy - DIBELS (Grade 2)
        - All Black Students in LAUSD- Increased: +4.2%; 59.9% in 2024-25, up from 55.7% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +9.6%; 56.8% in 2024-25, up from 47.2% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +1.4%; 59.5% in 2024-25, up from 58.1% in 2023-24.
    - Metric 7.10: Proficiency Rate (ELA) - Grades 3-5 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +3.0%; 34.1% in 2024-25, up from 31.0% in 2023-24.
        - Students in BSAP Cohort 1 Schools-Increased: +4.2%; 28.1% in 2024-25, up from 23.9% in 2023-24.

        - Students in BSAP Cohort 2 Schools- Increased: +3.7%; 33.4% in 2024-25, up from 29.7% in 2023-24.
    - Metric 7.11: Proficiency Rate (ELA) - Grades 6-8 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +4.8%; 34.5% in 2024-25, up from 29.8% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +7.9%; 22.9% in 2024-25, up from 15.0% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +3.3%; 39.6% in 2024-25, up from 36.3% in 2023-24.
    - Metric 7.12: Proficiency Rate (ELA) - Grade 11 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +7.4%; 45.7% in 2024-25, up from 38.3% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +7.2%; 41.0% in 2024-25, up from 33.8% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +8.4%; 54.8% in 2024-25, up from 46.4% in 2023-24.
    - Metric 7.13: Proficiency Rate (Math) - Grades 3-5 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +2.2%; 28.4% in 2024-25, up from 26.2% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +2.4%; 22.2% in 2024-25, up from 19.8% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +1.4%; 28.7% in 2024-25, up from 27.3% in 2023-24.
    - Metric 7.14: Proficiency Rate (Math) - Grades 6-8 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +5.4%; 22.3% in 2024-25, up from 16.8% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +8.5%; 15.6% in 2024-25, up from 7.1% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +4.2%; 25.0% in 2024-25, up from 20.8% in 2023-24.
    - Metric 7.15: Proficiency Rate (Math) - Grade 11 % Met or Exceeded Standard
        - All Black Students in LAUSD- Increased: +6.9%; 19.2% in 2024-25, up from 12.3% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +9.6%; 18.4% in 2024-25, up from 8.8% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +3.8%; 22.4% in 2024-25, up from 18.6% in 2023-24.
    - Metric 7.16: Percent of Advanced Placement Exams with a Score of 3 or Higher
        - All Black Students in LAUSD- Increased: +4.2%; 38.2% in 2024-25, up from 34.0% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +3.6%; 29.2% in 2024-25, up from 25.6% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +8.5%; 46.7% in 2024-25, up from 38.2% in 2023-24.
    - Metric 7.17: A-G Completion Rate
        - All Black Students in LAUSD- Increased: +3.1%; 53.7% in 2024-25, up from 50.6% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +4.8%; 56.2% in 2024-25, up from 51.4% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +4.6%; 62.6% in 2024-25, up from 58.0% in 2023-24.
    - Metric 7.18: Four-Year Cohort Graduation Rate
        - All Black Students in LAUSD- Increased: +3.5%; 87.7% in 2024-25, up from 84.2% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +2.7%; 91.5% in 2024-25, up from 88.8% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +5.5%; 91.9% in 2024-25, up from 86.4% in 2023-24.
    - Metric 2.12: Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”
        - African American / Black- Increased: +4.0%; 59.9% agreed in 2025-26, up from 55.9% in 2024-25.

<u>Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support</u>

Goal 7, Action 5: BSAP Community-Based Safety Pilots

- 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 K-8 chronic absenteeism. Perception of school safety improved, while suspension rates and office discipline referrals both decreased compared to the prior year. The decrease in office discipline referrals in mid-year 2025-26 data suggests improved student engagement and more effective classroom management. Further effectiveness will be assessed in 2026-27.
    - Metric 7.01: Attendance Rate: Percent of Students with Excellent Attendance (96% or Higher)
        - All Black Students in LAUSD: Increased: +1.1%; 36.7% in 2024-25, up from 35.6% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Increased: +2.4%; 32.0% in 2024-25, up from 29.6% in 2023-24.
        - Students in BSAP Cohort 2 Schools: Increased: +0.4%; 40.2% in 2024-25, up from 39.8% in 2023-24.
    - Metric 7.02: Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5
        - All Black Students in LAUSD- Decreased: -2.9%; 38.0% in 2024-25, down from 40.9% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Decreased: -6.0%; 42.0% in 2024-25, down from 48.0% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Decreased: -3.7%; 34.4% in 2024-25, down from 38.1% in 2023-24.
    - Metric 7.03: Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8
        - All Black Students in LAUSD- Decreased: -0.2%; 40.3% in 2024-25, down from 40.5% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Decreased: -1.6%; 53.1% in 2024-25, down from 54.7% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Decreased: -1.0%; 32.7% in 2024-25, down from 33.7% in 2023-24.
    - Metric 7.04: Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12
        - All Black Students in LAUSD- Increased: +0.1%; 46.3% in 2024-25, up from 46.2% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Decreased: -0.9%; 47.5% in 2024-25, down from 48.4% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +2.1%; 41.3% in 2024-25, up from 39.2% in 2023-24.
    - Metric 7.05: Single Student Suspension Rate
        - All Black Students in LAUSD- Decreased: -0.09%; 1.04% in 2024-25, down from 1.13% in 2023-24.
        - Students in BSAP Cohort 1 Schools- Decreased: -0.54%; 1.08% in 2024-25, down from 1.62% in 2023-24.
        - Students in BSAP Cohort 2 Schools- Increased: +0.06%; 0.85% in 2024-25, up from 0.79% in 2023-24.
    - Metric 2.09: Percent of Students Reporting on the School Experience Survey: “I feel safe in this school.”
        - African American / Black Students- Increased: +4.7%; 63.5% agreed in 2025-26, up from 58.8% in 2024-25.
    - Chronic absenteeism data: 2025-26
        - Decreased: 28.9% are chronically absent, as of March 2026, down from 35.9% in the same period in 2024-25.
    - Office discipline referrals: 2025-26
        - Office discipline referrals- Decreased: -3.7%; 17.3% (2,158 of 12,453 total referrals) as of March 2026, compared to 21.0% (2,864 of 13,360 total referrals) in the same period in 2024-25.
    - Percent of BSAP survey respondents agreeing that students have increased access to mental and social-emotional health resources: 2025-26
        - Increased: 18.6%; 64.6% on the Fall 2025 BSAP survey, up from 46.0% on the Fall 2024 BSAP survey.
    - Percent of BSAP survey respondents agreeing that students have increased participation in extracurricular activities at school: 2025-26

- Decreased: 3.8%; 62.9% of survey respondents, in 2025-26, down from 66.7% in 2024-25.

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 2026-27 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 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 Pedagogy and Individual Student Needs Assessment

- The goal action title has been updated to "BSAP Academic Supports: Culturally Responsive Pedagogy and Individual Student Needs Assessment" from "BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy."

Goal 7, Action 3: Expansion of an African American Studies Course

- The goal action title has been updated to "Expansion of an African American Studies Course" from "Development of an African American Studies Course."

Goal 7, Action 5: BSAP Community-Based Safety Programs

- The goal action title has been updated to "BSAP Community-Based Safety Programs" from "BSAP Community-Based Safety Pilots."

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 Pedagogy and Individual Student Needs Assessment	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve student achievement in the California content standards, Black Student Achievement Plan (BSAP) school principals will leverage teacher professional development and planning time for culturally responsive pedagogy within the core curriculum 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 continuously monitor and support instruction to ensure delivery of instruction is 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	$29,116,311	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 collaborating with community partnerships to better support student performance. The District will monitor the effectiveness of these Community Partnerships using the	$7,558,200	N

Action #	Title	Description	Total Funds	Contributing
		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	Expansion 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 expansion 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 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.	$500,000	N

Action #	Title	Description	Total Funds	Contributing
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 BSAP Student Survey 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 Success Team (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 support implementation of the BSAP Survey, which is administered to students participating in BSAP; and ● Establish check-ins with parents, teachers, and administration to communicate information to support students' overall school success. 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 (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	$69,109,339	N

Action #	Title	Description	Total Funds	Contributing
		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 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 ● 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)		
7.05	BSAP Community-Based Safety Programs	*(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 Programs 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	$28,716,150	N

Action #	Title	Description	Total Funds	Contributing
		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 Programs using the following progress monitoring measures: ● School Experience Survey data ● Discipline referrals and student suspension rates ● Chronic absenteeism data As new data becomes available moving forward, these progress monitoring measures are subject to change.		

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 the 2023, 2024, and/or 2025 California School Dashboard indicators at eligible schools. By June 2027, identified student groups with the lowest achievement levels across the 91 schools receiving Equity Multiplier funds will demonstrate improved outcomes across all identified areas.	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, 2024-25, pupil nonstability rates greater than 25%; and
- Prior year, 2024-25, 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 2026, the state designated 91 schools within Los Angeles Unified as eligible for Equity Multiplier funding for use beginning in 2026-27. The 91 schools in the table below will receive a total of $35,025,357 million due to each school having a 25% or greater pupil nonstability rate and a 70% or greater socioeconomically disadvantaged (SED) pupil rate in 2024-25:

SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2024-25)	SED RATE (2024-25)	SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2024-25)	SED RATE (2024-25)
Aggeler Community Day	Community Day School	95.2%	96.8%	John Hope Continuation	Continuation High School	96.5%	94.1%
Albert Einstein Continuation	Continuation High School	85.3%	95.1%	John R. Wooden High	Continuation High School	64.8%	97.2%
Amelia Earhart Continuation	Continuation High School	68.7%	93.9%	Johnnie Cochran, Jr., Middle	Middle School	27.9%	94.7%
Angel's Gate (Continuation)	Continuation High School	66.7%	86.8%	Jordan High	High School	30.1%	96.8%
Audubon Middle	Middle School	31.4%	91.9%	La Salle Avenue Elementary	Elementary School	29.9%	95.8%
Barack Obama Global Preparation Academy	Middle School	26.8%	93.0%	Lankershim Elementary	Elementary School	25.5%	92.7%
Belmont Senior High	High School	28.8%	94.4%	Leadership & Public Service Virtual Academy	Opportunity School	54.0%	91.6%
Berenece Carlson Home Hospital	Home & Hospital	68.7%	78.4%	Manhattan Place Elementary	Elementary School	40.4%	92.5%
Boyle Heights Continuation	Continuation High School	74.6%	93.2%	Martin Luther King Jr. Elementary	Elementary School	26.1%	98.2%
Boys Academic Leadership Academy	SPAN School	31.5%	92.4%	Metropolitan Continuation	Continuation High School	81.5%	96.9%
Bret Harte Preparatory Middle	Middle School	43.7%	96.7%	Mission Continuation	Continuation High School	75.4%	96.4%
Cal Burke High	Continuation High School	81.1%	96.9%	Moneta Continuation	Continuation High School	81.4%	96.5%
CDS Elementary	Community Day School	94.1%	94.1%	Monterey Continuation	Continuation High School	88.8%	92.5%
CDS Secondary	Community Day School	85.2%	96.3%	Mt. Lukens Continuation	Continuation High School	65.8%	87.7%
Central High	Continuation High School	85.0%	95.2%	Ninth Street Elementary	Elementary School	47.3%	97.0%

Century Park Elementary	Elementary School	37.0%	95.8%	Odyssey Continuation	Continuation High School	59.9%	94.0%
SCHOOL	**SCHOOL TYPE**	**NONSTABILITY RATE (2024-25)**	**SED RATE (2024-25)**	**SCHOOL**	**SCHOOL TYPE**	**NONSTABILITY RATE (2024-25)**	**SED RATE (2024-25)**
Charles Drew Middle	Middle School	29.7%	98.9%	Olympic Primary Center	Primary Center	26.5%	95.7%
Charles Maclay Middle	Middle School	28.5%	95.1%	Owensmouth Continuation	Continuation High School	83.1%	96.6%
Cheviot Hills Continuation	Continuation High School	81.3%	93.8%	Phoenix Continuation	Continuation High School	74.8%	93.9%
Cimarron Avenue Elementary	Elementary School	26.3%	87.0%	Pueblo de Los Angeles Continuation	Continuation High School	74.3%	96.1%
City of Angels	Opportunity School	58.4%	88.5%	Purche Avenue Elementary	Elementary School	29.0%	89.2%
Coliseum Street Elementary	Elementary School	31.8%	95.3%	Ramona Opportunity High	Opportunity School	76.7%	96.7%
Computer Science Virtual Academy	Opportunity School	50.2%	84.6%	Richard A. Alonzo Community Day	Community Day School	75.8%	90.9%
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	High School	38.3%	88.7%	Robert H. Lewis Continuation	Continuation High School	78.1%	95.2%
Dan M. Issacs Avalon High	Continuation High School	77.7%	98.1%	Samuel Gompers Middle	Middle School	53.9%	95.0%
Dorothy V. Johnson Community Day	Community Day School	81.1%	97.3%	San Antonio Continuation	Continuation High School	64.7%	94.7%
Eagle Tree Continuation	Continuation High School	70.0%	94.0%	Simon Rodia Continuation	Continuation High School	78.5%	94.8%
Edwin Markham Middle	Middle School	25.2%	98.1%	Stoney Point Continuation	Continuation High School	46.4%	94.0%
El Dorado Avenue Elementary	Elementary School	27.0%	96.2%	Susan Miller Dorsey Senior High	High School	29.9%	95.1%
Ellington (Duke) High (Continuation)	Continuation High School	80.0%	98.8%	Thomas Riley High	Opportunity School	80.9%	95.6%
Evergreen Continuation	Continuation High School	94.0%	93.2%	Tri-C Community Day	Community Day School	71.5%	96.8%
Forty-Second Street Elementary	Elementary School	27.6%	90.2%	View Park Continuation	Continuation High School	86.5%	97.3%

Frida Kahlo High	Continuation High School	72.7%	98.0%	Virtual Academy of Business & Entrepreneurship	Opportunity School	55.1%	88.1%
SCHOOL	**SCHOOL TYPE**	**NONSTABILITY RATE (2024-25)**	**SED RATE (2024-25)**	**SCHOOL**	**SCHOOL TYPE**	**NONSTABILITY RATE (2024-25)**	**SED RATE (2024-25)**
George S. Patton Continuation	Continuation High School	87.7%	91.8%	Virtual Academy of International Studies/Humanities (World Languages and Cultures)	Opportunity School	49.5%	88.1%
George Washington Preparatory High	High School	34.7%	94.8%	Virtual Academy of the Arts & Entertainment	Opportunity School	46.2%	88.5%
Glen Alta Elementary	Elementary School	26.6%	96.1%	Virtual Academy STEAM	Opportunity School	45.9%	84.9%
Harold McAlister High (Opportunity)	Opportunity School	74.2%	98.4%	West Athens Elementary	Elementary School	33.4%	97.3%
Harris Newmark Continuation	Continuation High School	74.0%	98.0%	Whitman Continuation	Continuation High School	78.7%	88.0%
Henry David Thoreau Continuation	Continuation High School	92.1%	77.3%	Whitney Young Continuation	Continuation High School	92.6%	96.3%
Highland Park Continuation	Continuation High School	78.7%	90.4%	Will Rogers Continuation	Continuation High School	58.7%	96.6%
Hillcrest Drive Elementary	Elementary School	26.4%	97.2%	William J. Johnston Community Day	Community Day School	76.5%	91.9%
Horace Mann UCLA Community	SPAN School	30.1%	95.1%	William Tell Aggeler Opportunity High	Opportunity School	83.6%	91.8%
Independence Continuation	Continuation High School	62.2%	91.5%	Woodcrest Elementary	Elementary School	30.8%	98.0%
Jack London Community Day	Community Day School	83.1%	89.8%	Youth Opportunities Unlimited	Opportunity School	74.1%	98.8%
Jack London Continuation	Continuation High School	87.6%	97.4%	Zane Grey Continuation	Continuation High School	66.9%	96.9%
Jane Addams Continuation	Continuation High School	86.3%	87.0%				

Out of the 91 schools eligible for Equity Multiplier funding, 39 are continuation high schools, 12 are opportunity schools, and eight 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 91 schools eligible for Equity Multiplier funding for use beginning in 2026-27, 86 schools also received Equity Multiplier funds last year for use beginning in 2025-26. However, 12 of 98 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 12 schools with their 2024-25 nonstability rate and socioeconomically disadvantaged (SED) rate.

SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2024-25)	SED RATE (2024-25)	SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2024-25)	SED RATE (2024-25)
Angeles Mesa Elementary	Elementary School	24.9%	95.9%	Hooper Avenue Primary Center	Primary Center	17.2%	96.8%
Cabrillo Avenue Elementary	Elementary School	24.1%	93.4%	Lake Street Primary Center	Primary Center	24.6%	93.0%
Calvert Charter For Enriched Studies	Elementary School	23.7%	82.7%	Lovelia P. Flournoy Elementary	Elementary School	24.4%	97.9%
Cheremoya Avenue Elementary	Elementary School	17.6%	84.1%	Marlton	Special Education	16.7%	94.7%
Figueroa Street Elementary	Elementary School	22.1%	98.3%	University Pathways Medical Magnet Academy	High School	14.5%	97.4%
Holmes Avenue Elementary	Elementary School	22.6%	100%	Westport Heights Elementary	Elementary School	23.0%	80.0%

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 91 eligible schools to provide evidence-based services and supports for student groups that are performing the lowest (i.e., Red) on the 2025 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 2025 Dashboard indicators. A summary of student groups that received the lowest performance level rating on the 2025 Dashboard for one or more indicators within the eligible schools:

- African American/Black: English Language Arts (ELA), Math, Chronic Absenteeism, Graduation Rate
- English Learners: English Language Arts (ELA), Math, Science, Chronic Absenteeism, English Learner Progress, Graduation Rate, College/Career
- Foster Youth: Suspension

- Hispanic/Latino: English Language Arts (ELA), Math, Science, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- Homeless Youth: Chronic Absenteeism, Graduation Rate, College/Career
- Long-Term English Learners: English Language Arts (ELA), Math, English Learner Progress, Graduation Rate
- Multiple Races: Chronic Absenteeism
- Socioeconomically Disadvantaged: English Language Arts (ELA), Math, Science, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- Students with Disabilities: English Language Arts (ELA), Math, Science, Chronic Absenteeism, Graduation Rate, College/Career
- White: English Language Arts (Arts), Math, Chronic Absenteeism, Graduation Rate

The below table indicates 69 of the 91 eligible schools with one or more student groups identified in the Red performance level for any of the following 2025 Dashboard indicators: English Language Arts, Mathematics, Science, 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	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Aggeler Community Day						FOS		
Albert Einstein Continuation								ALL, HI, SED
Amelia Earhart Continuation								SED
Angel's Gate (Continuation)					ALL, HI, SED			ALL, HI, SED
Audubon Middle				HOM, HI				
Barack Obama Global Preparation Academy	AA, SWD			HOM				
Belmont Senior High					ALL, EL, HI, SED			ALL, HI
Berenece Carlson Home Hospital	HI, SED	ALL, HI, SED	ALL, EL, HI, SED, SWD		ALL, SED, SWD			ALL, SED, SWD
Boyle Heights Continuation								ALL, SED
Boys Academic Leadership Academy				ALL				
Bret Harte Preparatory Middle			EL	HOM, SWD				
CDS Secondary				ALL, SED		ALL, HI, SED		
Cal Burke High							ALL, EL	
Central High					ALL, EL, HOM, HI, LTEL, SED, SWD			ALL, EL, HI, SED
Century Park Elementary				EL, SWD				
Charles Drew Middle	ALL, HI, LTEL, SED	ALL, AA, LTEL, SED	EL	EL				
Charles Maclay Middle	SWD	ALL, HI, SED, SWD	EL	ALL, HI, SED, SWD				
Cheviot Hills Continuation								ALL, SED
Cimarron Avenue Elementary				HI				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
City of Angels	ALL, AA, HI, SED	ALL, AA, HI, SED	ALL		ALL, AA, EL, HOM, HI, SED, WH			EL, HOM
Computer Science Virtual Academy		EL		WH	ALL, HI, SED, SWD			SWD
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	HI							
Dan M. Issacs Avalon High								ALL, HI, SED
Edwin Markham Middle				HOM, SED, SWD				
El Dorado Avenue Elementary	SWD			EL, HOM				
Ellington (Duke) High (Continuation)					ALL, SED			
Forty-Second Street Elementary				HI, SWD				
Frida Kahlo High					ALL, EL, HI, SED			ALL, SED
George Washington Preparatory High	ALL, AA, EL	EL			ALL, EL		ALL, EL	
Glen Alta Elementary				ALL, HI, SED				
Harris Newmark Continuation					EL, HOM		ALL, EL	HOM
Horace Mann UCLA Community				ALL, EL, HI, SED, SWD				
Independence Continuation					ALL, HI, SED			
Jack London Community Day						ALL, HI, SED		
Jack London Continuation					ALL, HI, SED			ALL, SED
Jane Addams Continuation					ALL, HI, SED			ALL, HI, SED
John Hope Continuation					HI			
John R. Wooden High					ALL, HI, SED			

Johnnie Cochran, Jr., Middle	EL, HI, SWD	EL, SWD	SWD	ALL, HI, SED, SWD				
Jordan High								ALL, HI, SED, SWD
La Salle Avenue Elementary							ALL, EL	
Lankershim Elementary				ALL, AA, EL, HI, SED, WH				
Leadership & Public Service Virtual Academy	ALL, AA, EL, HI, SED, SWD	ALL, AA, SED, SWD		AA, EL, WH	ALL, HI, SED		ALL, EL	
Manhattan Place Elementary				AA				
Martin Luther King Jr. Elementary	EL			AA			ALL, EL	
Metropolitan Continuation								ALL, HI, SED
Moneta Continuation					ALL, SED			ALL, SED
Monterey Continuation					ALL, HI, SED			
Ninth Street Elementary	ALL, EL, HI, SED	EL		ALL, AA, EL, HOM, HI, SED			ALL, EL	
Odyssey Continuation					ALL, HI, SED			
Phoenix Continuation								ALL, SED
Pueblo de Los Angeles Continuation					ALL, SED			ALL, HI, SED
Richard A. Alonzo Community Day					ALL, HI, SED			ALL, SED
Samuel Gompers Middle		HI, LTEL		HOM, SWD			ALL, EL, LTEL	
San Antonio Continuation					ALL, HI, SED			ALL, HI, SED
Simon Rodia Continuation					ALL, HI, SED			ALL, HI, SED
Stoney Point Continuation			ALL		ALL, HI, SED			
Susan Miller Dorsey Senior High	EL, HI		EL		EL			

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER

Tri-C Community Day	ALL, HI, SED				ALL, EL, HI, SED, SWD		ALL, EL, LTEL	ALL, HI, SED
Virtual Academy STEAM	AA, WH	WH		ALL, AA, EL, HI, SED, SWD, WH	ALL, HI, SED, SWD		ALL, EL, LTEL	SWD
Virtual Academy of Business & Entrepreneurship				ALL, AA, EL, HI, SED			ALL, EL, LTEL	
Virtual Academy of International Studies/Humanities (World Languages and Cultures)	HI, SWD		SWD	ALL, EL, HI, SED, SWD, WH	ALL, HI, SED			
Virtual Academy of the Arts & Entertainment	HI, SED	HI		ALL, AA, EL, SED, MR, WH	SWD			SWD
West Athens Elementary	AA							
Will Rogers Continuation	ALL, SED	ALL, SED			ALL, HI, SED			
William Tell Aggeler Opportunity High					ALL	HI		
Woodcrest Elementary				AA, EL, HOM				
Youth Opportunities Unlimited					ALL, SED			
Zane Grey Continuation					ALL, HI, SED			

Of the 91 schools identified for Equity Multiplier funding for use beginning in 2026-27, 22 schools did not have one or more student groups with a Red performance level on one or more state indicators on the 2025 California School Dashboard. The 22 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, Science, 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	HOM	Homeless Youth
AA	African American / Black	SED	Socioeconomically Disadvantaged
EL	English Learners	SWD	Students with Disabilities
HI	Hispanic / Latino		

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
CDS Elementary	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR	NO PERFORMANCE COLOR
Coliseum Street Elementary				AA, EL, HI, SWD *(Orange)*				
Dorothy V. Johnson Community Day						ALL, HI, SED *(Blue)*		
Eagle Tree Continuation						ALL, HI, SED *(Blue)*		
Evergreen Continuation					ALL, HI, SED *(Orange)*			
George S. Patton Continuation					ALL *(Green)*			
Harold McAlister High (Opportunity)						ALL, EL, HI, SED *(Blue)*		
Henry David Thoreau Continuation					ALL *(Yellow)*			
Highland Park Continuation								ALL, HI, SED *(Orange)*
Hillcrest Drive Elementary	SWD *(Orange)*	SWD *(Orange)*		EL, HOM, MR, SWD *(Orange)*				
Mission Continuation					HI *(Orange)*			HOM *(Orange)*
Mt. Lukens Continuation						HI, SED *(Orange)*		
Olympic Primary Center				ALL, HI *(Orange)*				
Owensmouth Continuation					ALL, HI, SED *(Orange)*			
SCHOOL	**ELA**	**MATH**	**SCIENCE**	**CHRONIC ABSENTEEISM**	**GRADUATION RATE**	**SUSPENSION RATE**	**ENGLISH LEARNER PROGRESS**	**COLLEGE / CAREER**
Purche Avenue Elementary				EL, MR, SWD *(Orange)*		EL *(Orange)*		

Ramona Opportunity High						ALL *(Blue)*		
Robert H. Lewis Continuation								ALL, HI, SED *(Orange)*
Thomas Riley High						ALL, HI, SED *(Blue)*		
View Park Continuation						ALL, SED *(Blue)*		
Whitman Continuation								ALL *(Yellow)*
Whitney Young Continuation						ALL, SED *(Blue)*		
William J. Johnston Community Day						ALL, HI, SED, SWD *(Blue)*		

The 22 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 91 eligible schools for Equity Multiplier funding have individually met with parents, students, and staff starting in winter 2026 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 2026, 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 and 91 schools in 2026-27), 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 2026, educational partners across the District will be able to view how each of the 91 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 *Source: California School Dashboard*	**2024-25** Elementary Schools: 1. Angeles Mesa a. AA: No performance color in 2024-25 b. ALL: -53.8 c. EL: -66.0 d. SED: -53.9 2. Cabrillo Avenue a. EL: -17.0 3. Century Park a. AA: -53.5 b. ALL: -44.2 c. EL: No performance color in 2024-25 d. HI: -41.9 e. SED: -45.6 4. Cimarron Avenue a. AA: -21.5 b. ALL: -24.3 c. SED: -20.1 5. Coliseum Street a. ALL: -52.4 b. HI: -44.1 c. SED: -52.4 6. El Dorado Avenue a. SWD: -101.8 7. Figueroa Street a. ALL: -13.9	**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	Elementary Schools: 1. Angeles Mesa a. AA: No performance color in 2024-25 b. ALL: +19 c. EL: +10.9 d. SED: +23.8 2. Cabrillo Avenue a. EL: +69.3 3. Century Park a. AA: -9.2 b. ALL: +2.1 c. EL: No performance color in 2024-25 d. HI: +5.1 e. SED: +1.1 4. Cimarron Avenue a. AA: +9.5 b. ALL: +3.5 c. SED: +10.3 5. Coliseum Street a. ALL: +49.5 b. HI: +53.0 c. SED: +48.7 6. El Dorado Avenue a. SWD: +0.1 7. Figueroa Street a. ALL: +15.1

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*		b. EL: -13.9 c. HI: -8.7 d. SED: -15.4 8. Forty-Second Street a. AA: -67.2 b. ALL: -60.5 c. SED: -64.3 9. Hillcrest Drive a. AA: -58.3 b. ALL: -59.2 c. EL: -67.5 d. HI: -60.6 e. SED: -60.5 10. Holmes Avenue a. HI: -57.4 11. La Salle Avenue a. AA: -79.8 b. ALL: -49.8 c. SED: -52.4 12. Lankershim a. ALL: -47.9 b. EL: -67.1 c. HI: -54.3 d. SED: -50.7 13. Lovelia P. Flournoy a. AA: -129.4 b. ALL: -97.3 c. EL: -97.1 d. HI: -88.5 e. SED: -97.8 f. SWD: -159.9	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	b. EL: +17.9 c. HI: +16.3 d. SED: +12.8 8. Forty-Second Street a. AA: +39.5 b. ALL: +27.2 c. SED: +13.1 9. Hillcrest Drive a. AA: +40.8 b. ALL: +50.7 c. EL: +56.6 d. HI: +49.6 e. SED: +51.8 10. Holmes Avenue a. HI: +38.2 11. La Salle Avenue a. AA: -2.8 b. ALL: +26.6 c. SED: +26.8 12. Lankershim a. ALL: +24.3 b. EL: +30.2 c. HI: +26.5 d. SED: +25.5 13. Lovelia P. Flournoy a. AA: -4.0 b. ALL: +0.8 c. EL: +6.0 d. HI: +1.0 e. SED: -0.2 f. SWD: -3.4 14. Manhattan Place a. AA: +66.0 15. MLK, Jr.

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		14. Manhattan Place a. AA: -66.4 15. MLK, Jr. a. EL: -82.4 16. Ninth Street: a. ALL: -86.8 b. EL: -113.7 c. HI: -87.3 d. SED: -86.8 17. West Athens a. AA: -82.4 18. Woodcrest a. SWD: -54.2 Home & Hospital: 1. Berenece Carlson a. LTEL: -279.0 b. SED: -305.8 c. SWD: -302.2 d. WH: -282.0 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -110.1 b. ALL: -64.7 c. EL: -82.3 d. HI: -71.5 e. SWD: -168. 2. Leadership & Public Service Virtual Academy a. ALL: -104.4 b. AA: -138.6	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.	a. EL: +12.1 16. Ninth Street a. ALL: -0.1 b. EL: -7.0 c. HI: -1.3 d. SED: +0.6 17. West Athens a. AA: +0.0 18. Woodcrest a. SWD: +32.3 Home & Hospital: 1. Berenece Carlson a. LTEL: +27.6 b. SED: -0.5 c. SWD: +5.7 d. WH: +43.6 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: +38.8 b. ALL: +15.5 c. EL: +29.6 d. HI: +6.1 e. SWD: +38.4 2. Leadership & Public Service Virtual Academy a. ALL: -4.3 b. AA: -10.3 c. HI: +1.1 d. SED: -4.0 3. Virtual Academy

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		c. HI: -103.7 d. SED: -107.1 3. Virtual Academy of Business & Entrepreneurship a. EL: -139.1 4. Virtual Academy of Int. Studies / Humanities: a. LTEL: -112.0 5. Virtual Academy of the Arts & Entertainment b. AA: -108.6 c. ALL: -103.5 d. EL: -160.1 e. HI: -108.3 f. LTEL: -156.0 g. SED: -104.6 h. SWD: -201.7 6. Virtual Academy STEAM i. ALL: -82.1 j. EL: -127.7 k. HI: -84.0 l. SED: -93.4 m. SWD: -204.1 n. WH: -96.4 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -95.7 Special Education:		of Business & Entrepreneurship a. EL: +23.4 4. Virtual Academy of Int. Studies / Humanities a. LTEL: +70.7 5. Virtual Academy of the Arts & Entertainment a. AA: +59.3 b. ALL: +5.5 c. EL: +9.1 d. HI: -5.9 e. LTEL: +34.5 f. SED: +2.7 g. SWD: +20.9 6. Virtual Academy STEAM a. ALL: +23.7 b. EL: +32.6 c. HI: +31.1 d. SED: +20.0 e. SWD: +18.4 f. WH: -25.4 SPAN Schools: 1. Boys Academic Leadership Academy a. ALL: +0.0 Special Education: 1. Marlton a. ALL: +19.3

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. Boys Academic Leadership Academy a. ALL: -95.7 Special Education: 1. Marlton a. ALL: -152.2 b. HI: -159.9 c. SED: -150.4 Schools with a student group performing at the Orange or higher performance level:		1. Marlton a. ALL: -132.9 b. HI: -138.3 c. SED: -134.5 *Source: California School Dashboard*		b. HI: +21.6 c. SED: +15.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools serving grades 3-5 had one or more student group(s) at the lowest performance level, Red, on the SBA for ELA.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 *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	**2023-24** 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. Barack Obama a. AA: -110.4 b. ALL: -103.6 c. HI: -101.7 d. SED: -105.6 e. SWD: -145.3 3. Bret Harte a. AA: -114.7 b. ALL: -100.9 c. EL: -137.8 d. HI: -96.1 e. SED: -101.9 f. SWD: -162.0 4. Charles Drew a. EL: -139.2 b. HI: -85.5 c. SED: -86.6 d. SWD: -143.8 5. 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	**2024-25** Middle Schools: 1. Audubon a. AA: -56.0 b. ALL: -58.4 c. EL: -98.6 d. HI: -56.1 e. SED: -63.1 f. SWD: -107.0 2. Barack Obama a. AA: -110.4 b. ALL: -76.6 c. HI: -68.5 d. SED: -80.7 e. SWD: -142.4 3. Bret Harte a. AA: -96.5 b. ALL: -84.5 c. EL: -121.6 d. HI: -79.2 e. SED: -85.3 f. SWD: -143.3 4. Charles Drew a. EL: -125.0 b. HI: -82.9 c. SED: -84.5 d. SWD: -129.0 5. Edwin Markham a. AA: -102.4 b. ALL: -85.5 c. EL: -110.3 d. HI: -80.5 e. SED: -85.9 f. SWD: -135.3	**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 middle schools: 1. Audubon 2. Barack Obama 3. Bret Harte 4. Charles Drew 5. Edwin Markham 6. Johnnie Cochran, Jr. 7. Samuel Gompers Home & Hospital: 1. Berenece Carlson Opportunity Schools: 1. Computer	Middle Schools: 1. Audubon a. AA: +48.8 b. ALL: +40.1 c. EL: +31.1 d. HI: +32.2 e. SED: +37.3 f. SWD: +35.5 2. Barack Obama a. AA: +13.0 b. ALL: +32.2 c. EL: +26.1 d. HI: +39.7 e. SED: +29.4 f. SWD: +29.4 3. Bret Harte a. AA: +50.9 b. ALL: +48.1 c. EL: +38.2 d. HI: +47.2 e. LTEL: +58.7 f. SED: +46.0 g. SWD: +36.7 4. Charles Drew a. EL: +8.7 b. HI: -4.0 c. LTEL: -2.0 d. SED: -0.4 e. SWD: +31.1 5. Edwin Markham a. AA: +39.1 b. ALL: +9.3 c. EL: +8.2 d. HI: +2.3 e. SED: +9.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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*	6. Samuel Gompers a. AA: -122.2 b. ALL: -100.9 c. EL: -126.7 d. HI: -86.5 e. SED: -100.3	6. Samuel Gompers a. AA: -91.2 b. ALL: -79.2 c. EL: -109.7 d. HI: -73.0 e. SED: -78.6 Home & Hospital: 1. Berenece Carlson a. LTEL: -279.0 b. SED: -305.8 c. SWD: -302.2 d. WH: -282.0 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -110.1 b. ALL: -64.7 c. EL: -82.3 d. HI: -71.5 e. SWD: -168.2 2. Leadership & Public Services Virtual Academy a. ALL: -104.4 b. AA: -138.6 c. HI: -103.7 d. SED: -107.7 3. Virtual Academy of Business & Entrepreneurship a. EL: -139.1 4. Virtual Academy of Int. Studies /	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. 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.	f. SWD: +11.4 6. Samuel Gompers a. AA: +18.9 b. ALL: +4.0 c. EL: +14.1 d. HI: -2.0 e. SED: +4.6 Home & Hospital: 1. Berenece Carlson a. LTEL: +27.6 b. SED: -0.5 c. SWD: +5.7 d. WH: +43.6 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: +38.8 b. ALL: +15.5 c. EL: +29.6 d. HI: +6.1 e. SWD: +38.4 2. Leadership & Public Services Virtual Academy a. ALL: 4.3 b. AA: -10.3 c. HI: +1.1 d. SED: 4.6 3. Virtual Academy of Business & Entrepreneurship a. EL: +23.4 4. Virtual Academy of Int. Studies /

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 &		Humanities a. LTEL: -112.0 5. Virtual Academy of the Arts & Entertainment a. AA: -108.6 b. ALL: -103.5 c. EL: -160.1 d. HI: -108.3 e. LTEL: -156.0 f. SED: -104.6 g. SWD: -201.7 6. Virtual Academy STEAM a. ALL: -82.1 b. EL: -127.7 c. HI: -84.0 d. SED: -93.4 e. SWD: -204.1 f. WH: -96.4 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -59.1 Special Education: 1. Marlton a. ALL: -132.9 b. HI: -138.3 c. SED: -134.5 *Source: California School Dashboard*		Humanities a. LTEL: +70.7 5. Virtual Academy of the Arts & Entertainment a. AA: +59.3 b. ALL: +5.5 c. EL: +9.1 d. HI: -5.9 e. LTEL: +34.5 f. SED: +2.7 g. SWD: +20.9 6. Virtual Academy STEAM a. ALL: +23.7 b. EL: +32.6 c. HI: +31.1 d. SED: +20 e. SWD: +18.4 f. WH: -25.4 SPAN School: 1. Boys Academic Leadership Academy a. ALL: +36.6 Special Education: 1. Marlton a. ALL: +19.3 b. HI: +21.6 c. SED: +15.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academy a. ALL: -95.7 Special Education: 1. Marlton a. ALL: -152.2 b. HI: -159.9 c. SED: -150.4 *Source: California School Dashboard* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, the following schools had one or more student group(s) at the lowest performance level, Red, on the SBA for ELA: 1. Johnnie Cochran, Jr. a. EL: -109.8 b. HI: -87.2 c. SWD: -147.1				
8.03	Smarter Balanced Assessment (SBA) Results: Performance Level-	**2022-23** All Students: Red African American /	**2023-24** High Schools: 1. Belmont a. ALL: -102.9	**2024-25** High Schools: 1. Belmont a. ALL: -67.7	**2025-26** Improved performance levels	High Schools: 1. Belmont a. ALL: +11.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Met in English Language Arts - Grade 11	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 d. SED: -134.4 4. Will Rogers	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 *Source: California School Dashboard*	b. HI: -74.6 2. Crenshaw STEMM a. AA: -65.2 b. ALL: -74.3 3. George Washington Prep a. AA: -97.8 b. ALL: -83.3 c. HI: -79.8 d. SED: -82.4 4. Jordan High a. ALL: 7.1 b. HI: 20.9 c. SED: 5.3 5. Susan Miller Dorsey High a. ALL: -86.8 b. AA: -92.4 c. EL: -148.9 d. HI: -84.1 e. SED: -90.1 6. University Pathways Medical Magnet Academy a. ALL: No Performance Color in 2024-25 7. Will Rogers Continuation a. HI: No Performance Color in 2024-25 b. SED: -159.4	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. Computer Science Virtual	b. HI: +38.4 2. Crenshaw STEMM a. AA: +50.2 b. ALL: +36.6 3. George Washington Prep a. AA: +53.8 b. ALL: +52.3 c. HI: +41.3 d. SED: +52.0 4. Jordan High a. ALL: +79.5 b. HI: +90.9 c. SED: +80.2 5. Susan Miller Dorsey High a. ALL: +10.7 b. AA: +29.6 c. EL: +2.9 d. HI: -6.0 e. SED: +11.2 6. University Pathways Medical Magnet Academy a. ALL: No Performance Color in 2024-25 7. Will Rogers Continuation a. HI: No Performance Color in 2024-25 b. SED: +14.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Medical Magnet Academy:		Home & Hospital 1. Berenece Carlson a. LTEL: No Performance Color in 2024-25 b. SED: -305.8 c. SWD: -302.2 d. WH: No Performance Color in 2024-25 Opportunity Schools 1. Computer Science Virtual Academy a. AA: -110.1 b. ALL: -64.7 c. EL: -82.3 d. HI: -71.5 e. SWD: -168.2 2. Leadership & Public Service Virtual Academy a. ALL: -104.4 b. AA: -138.6 c. HI: -103.7 d. SED: -107.1 3. Virtual Academy of Business & Entrepreneurship a. EL: -139.1 4. Virtual Academy of Int. Studies /	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.	Home & Hospital 1. Berenece Carlson a. LTEL: No Performance Color in 2024-25 b. SED: +0.0 c. SWD: +5.7 d. WH: No Performance Color in 2024-25 Opportunity Schools 1. Computer Science Virtual Academy a. AA: +38.8 b. ALL: +15.5 c. EL: +29.6 d. HI: +61.1 e. SWD: +38.4 2. Leadership & Public Service Virtual Academy a. ALL: -4.3 b. AA: -10.3 c. HI: +1.1 d. SED: -4.0 3. Virtual Academy of Business & Entrepreneurship a. EL: +23.4 4. Virtual Academy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 & Entrepreneurship a. EL: -162.5		Humanities b. LTEL: -112.0 5. Virtual Academy of the Arts & Entertainment a. AA: -108.6 b. ALL: -103.5 c. EL: -160.1 d. HI: -108.3 e. LTEL: -156.0 f. SED: -104.6 g. SWD: -201.7 6. Virtual Academy STEAM a. ALL: -82.1 b. EL: -127.7 c. HI: -84.0 d. SED: -93.4 e. SWD: -204.1 f. WH: -96.4 SPAN School 1. Boys Academic Leadership Academy a. ALL: -59.1 Special Education 1. Marlton a. ALL: -132.9 b. HI: -138.3 c. SED: -134.5 *Source: California School Dashboard*		of Int. Studies / Humanities a. LTEL: +70.7 5. Virtual Academy of the Arts & Entertainment a. AA: +59.3 b. ALL: +5.5 c. EL: +9.1 d. HI: -5.9 e. LTEL: +34.5 f. SED: +2.7 g. SWD: +20.9 6. Virtual Academy STEAM a. ALL: +23.7 b. EL: +32.6 c. HI: +31.1 d. SED: +20.0 e. SWD: +18.4 f. WH: -25.4 SPAN School 1. Boys Academic Leadership Academy a. ALL: +36.6 Special Education: 1. Marlton a. ALL: +19.3 b. HI: +21.6 c. SED: +15.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. Marlton a. ALL: -152.2 b. HI: -159.9 c. SED: -150.4 *Source: California*				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Dashboard **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools serving Grade 11 had one or more student group(s) at the lowest performance level, Red, on the SBA for ELA.				
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	**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 *Source: California School Dashboard*	**2024-25** 1. Angeles Mesa a. AA: No Performance Color in 2024-25 2. Century Park a. ALL: -44.0 b. AA: -50.1 c. EL: No Performance Color in 2024-25 d. HI: -40.2 e. SED: -44.4 3. Cimarron Avenue a. ALL: -43.0 b. AA: -46.6 c. SED: -40.8	**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	Elementary Schools: 1. Angeles Mesa a. AA: No Performance Color in 2024-25 2. Century Park a. ALL: -4.7 b. AA: -8.5 c. EL: No Performance Color in 2024-25 d. HI: -3.8 e. SED: -4.6 3. Cimarron Avenue a. ALL: +6.1 b. AA: +6.8 c. SED: +10.3 4. Coliseum Street

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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		4. Coliseum Street a. ALL: -64.8 b. HI: -54.7 c. SED: -64.8 5. El Dorado Avenue a. SWD: -109.1 6. Figueroa Street a. ALL: -10.3 b. EL: -14.1 c. HI: -4.8 d. SED: -12.2 7. Forty-Second Street a. SED: -56.9 8. Hillcrest Drive a. AA: -79.8 b. ALL: -64.2 c. EL: -61.6 d. HI: -54.7 e. SED: -65.3 9. Holmes Avenue a. ALL: -88.1 b. HI: -92.8 c. SED: -88.1 10. Lovelia P. Flournoy a. ALL: -105.5 b. EL: -99.2 c. SED: -106.3 d. SWD: -176.1 Home & Hospital: 1. Berenece Carlson	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 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:	a. ALL: +34.6 b. HI: +44.8 c. SED: +35.6 5. El Dorado Street a. SWD: +10.1 6. Figueroa Street a. ALL: +24.6 b. EL: +25.4 c. HI: +22.6 d. SED: +24.6 7. Forty-Second Street a. SED: +44.4 8. Hillcrest Drive a. AA: +48.9 b. ALL: +50.6 c. EL: +48.7 d. HI: +47.5 e. SED: +51.0 9. Holmes Avenue a. ALL: +36.6 b. HI: +29.1 c. SED: +36.6 10. Lovelia P. Flournoy a. ALL: -5.0 b. EL: +6.6 c. SED: -6.3 d. SWD: -29.1 Home & Hospital: 1. Berenece Carlson a. LTEL: +21.4 b. SWD: +5.0 Opportunity Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 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		a. LTEL: -297.3 b. SWD: -322.1 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -120.8 b. SWD: -195.2 2. Leadership & Public Service Virtual Academy a. ALL: -141.1 b. AA: -172.7 c. HI: -142.4 3. Virtual Academy of Business & Entrepreneurship a. EL: -140.2 b. SWD: -210.5 4. Virtual Academy of Int. Studies / Humanities a. ALL: -117.4 b. AA: -166.1 c. EL: -108.6 d. HI: -123.8 e. LTEL: -149.5 f. SED: -123.6 5. Virtual Academy of the Arts & Entertainment a. AA: -121.4 b. ALL: -133.7 c. EL: -175.9 d. HI: -145.6	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.	1. Computer Science Virtual Academy a. AA: +76.0 b. SWD: +47.2 2. Leadership & Public Service Virtual Academy a. ALL: -0.9 b. AA: -22.2 c. HI: +6.0 3. Virtual Academy of Business & Entrepreneurship a. EL: +60.5 b. SWD: +42.7 4. Virtual Academy of Int. Studies / Humanities a. ALL: +34.1 b. AA: +29.7 c. EL: +57.8 d. HI: +26.5 e. LTEL: +75.8 f. SED: +31.1 5. Virtual Academy of the Arts & Entertainment a. AA: +80.3 b. ALL: +19.9 c. EL: +26.7 d. HI: +2.4 e. LTEL: +73.0 f. SED: +18.1 g. SWD: +13.4 6. Virtual Academy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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		e. LTEL: -160.0 f. SED: -133.0 g. SWD: -233.7 6. Virtual Academy STEAM a. AA: -136.4 b. ALL: -100.5 c. EL: -139.2 d. HI: -101.6 e. SED: -108.5 f. SWD: -235.9 SPAN School: 1. Boys Academic Leadership Academy a. ALL: -118.3 *Source: California School Dashboard*		STEAM a. AA: +31.8 b. ALL: +48.6 c. EL: +43.6 d. HI: +53.8 e. SED: +51.0 f. SWD: +9.8 SPAN Schools: 1. Boys Academic Leadership Academy a. ALL: +50.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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* **2024-25**				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools serving grades 3-5 had one or more student group(s) at the lowest performance level, Red, on the SBA for Math.				
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* Schools with student groups performing at the lowest performance level, Red: Middle Schools: 1. Bret Harte	**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 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:	**2024-25** Middle Schools: 1. Barack Obama a. AA: -162.3 b. ALL: -131.2 c. SED: -135.7 d. SWD: -189.8 2. Bret Harte a. EL: -170.6 b. SWD: -198.9 3. Charles Drew a. EL: -161.7 b. HI: -126.7 c. LTEL: -204.5 4. Charles Maclay a. ALL: -131.3 b. SED: -133.3 c. SWD: -190.4 5. Edwin Markham a. AA: -156.9 d. ALL: -123.2 e. EL: -143.6	**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 middle schools: 1. Barack Obama 2. Bret Harte 3. Charles Drew 4. Charles Maclay 5. Edwin Markham	Middle Schools: 1. Barack Obama a. AA: +31.3 b. ALL: +34.1 c. SED: +25.4 d. SWD: +30.1 2. Bret Harte a. EL: +21.7 b. SWD: +19.0 3. Charles Drew a. EL: +16.3 b. HI: -17.5 c. LTEL: +3.3 4. Charles Maclay a. ALL: +2.3 b. SED: +1.3 c. SWD: +2.2 5. Edwin Markham a. AA: +27.9 a. ALL: +16.3 b. EL: +19.1 c. HI: +13.1 d. LTEL: +10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)* SPAN School: 1. Barack Obama a. AA: -193.6 b. ALL: -165.3 c. SWD: -219.9 d. SED: -161.1 *(2024*	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 *Source: California School Dashboard*	f. HI: -114.8 g. LTEL: -165.9 h. SED: -123.5 i. SWD: -167.0 6. Samuel Gompers a. AA: -145.5 b. ALL: -121.1 c. EL: -129.0 d. HI: -107.9 e. SED: -122.4 f. SWD: -177.9 Community day school: 1. Tri-C CDS a. ALL: -222.3 b. HI: -215.8 Home & Hospital: 1. Berenece Carlson a. LTEL: -297.3 b. SWD: -322.1 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: -120.8 b. SWD: -195.2 2. Leadership & Public Service Virtual Academy a. ALL: -141.1 b. AA: -172.7 c. HI: -142.4	6. Johnnie Cochran, Jr. 7. Samuel Gompers Community Day School: 1. Tri-C CDS 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. Boys Academic Leadership Academy	e. SED: +16.3 f. SWD: +22.8 6. Samuel Gompers a. AA: +5.4 b. ALL: +2.7 c. EL: +31.7 d. HI: +5.0 e. SED: +1.4 f. SWD: +6.2 Community day school: 1. Tri-C CDS a. ALL: +60.0 b. HI: +65.0 Home & Hospital: 1. Berenece Carlson c. LTEL: +21.4 d. SWD: +5.0 Opportunity Schools: 1. Computer Science Virtual Academy a. AA: +76.0 b. SWD: +47.2 2. Leadership & Public Service Virtual Academy a. ALL: -0.9 b. AA: -22.2 c. HI: +6.0 3. Virtual Academy of Business &

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Home & Hospital: 1. Berenece Carlson a. LTEL: -318.7 b. SWD: -327.1 Opportunity Schools:		3. Virtual Academy of Business & Entrepreneurship a. EL: -140.2 b. SWD: -210.5 4. Virtual Academy of Int. Studies / Humanities a. ALL: -117.4 b. AA: -166.1 c. EL: -108.6 d. HI: -123.8 e. LTEL: -149.5 f. SED: -123.6 5. Virtual Academy of the Arts & Entertainment a. AA: -121.4 b. ALL: -133.7 c. EL: -175.9 d. HI: -145.6 e. LTEL: -160.0 f. SED: -133.0 g. SWD: -233.7 6. Virtual Academy STEAM a. AA: -136.4 b. ALL: -100.5 c. EL: -139.2 d. HI: -101.6 e. SED: -108.5 f. SWD: -235.9 SPAN School: 1. Boys Academic Leadership	will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math.	Entrepreneurship a. EL: +60.5 b. SWD: +42.7 4. Virtual Academy of Int. Studies / Humanities a. ALL: +34.1 b. AA: +29.7 c. EL: +57.8 d. HI: +26.5 e. LTEL: +75.8 f. SED: +31.1 5. Virtual Academy of the Arts & Entertainment a. AA: +80.3 b. ALL: +19.9 c. EL: +26.7 d. HI: +2.4 e. LTEL: +73.0 f. SED: +18.1 g. SWD: +13.4 6. Virtual Academy STEAM a. AA: +31.8 b. ALL: +48.6 c. EL: +43.6 d. HI: +53.8 e. SED: +51.0 f. SWD: +9.8 SPAN School: 1. Boys Academic Leadership Academy a. ALL: +50.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 e. LTEL: -233 f. SED: -151.1 g. SWD: -247.1 6. Virtual Academy		Academy a. ALL: -118.3 *Source: California School Dashboard*		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, the following schools had one or more student group(s) at the lowest performance level, Red, on the SBA for Math: 1. Johnnie Cochran, Jr. a. EL: -152.1 b. SWD: -186.3				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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	**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 3. Will Rogers Continuation a. ALL: -220.8 b. HI: -219.8 Community day school: 1. Tri-C CDS a. ALL: -250.1 b. HI: -249.8 SPAN School: 1. Barack Obama a. AA: -174.8 b. ALL: -158.7 c. SWD: -201.4 *Source: California School Dashboard*	**2024-25** High Schools: 1. Belmont a. ALL: -161.0 b. HI: -175.9 c. SED: -162.2 2. Crenshaw STEMM a. AA: -138.4 b. ALL: -125.8 c. SED: -127.6 3. George Washington Prep a. HI: -126.3 4. Will Rogers Continuation a. ALL: -256.1 b. HI: No Performance Color in 2024-25 Community day school: 1. Tri-C CDS a. ALL: -222.3 b. HI: -215.8 Home & Hospital: 1. Berenece Carlson a. LTEL: -297.3 b. SWD: -322.1 Opportunity Schools: 1. Computer	**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 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	High Schools: 1. Belmont a. ALL: +3.1 b. HI: -9.1 c. SED: +18.7 2. Crenshaw STEMM a. AA: +47.2 b. ALL: +7.2 c. SED: +18.7 3. George Washington Prep a. HI: +43.7 4. Will Rogers Continuation a. ALL: -22.9 b. HI: No Performance Color in 2024-25 c. SED: -35.3 Community day school: 1. Tri-C CDS a. ALL: +60.0 b. HI: +65.0 Home & Hospital: 1. Berenece Carlson a. LTEL: +21.4 b. SWD: +5.0 Opportunity Schools: 1. Computer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 *(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: High School: 1. George		Science Virtual Academy a. AA: -120.8 b. SWD: -195.2 2. Leadership & Public Service Virtual Academy a. ALL: -141.1 b. AA: -172.7 c. HI: -142.4 3. Virtual Academy of Business & Entrepreneurship a. EL: -140.2 b. SWD: -210.5 4. Virtual Academy of Int. Studies / Humanities a. ALL: -117.4 b. AA: -166.1 c. EL: -108.6 d. HI: -123.8 e. LTEL: -149.5 f. SED: -123.6 5. Virtual Academy of the Arts & Entertainment a. AA: -121.4 b. ALL: -133.7 c. EL: -175.9 d. HI: -145.6 e. LTEL: -160.0 f. SED: -133.0 g. SWD: -233.7 6. Virtual Academy STEAM	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 The following SPAN schools: 1. Boys Academic Leadership Academy And the following Community Day School: 1. Tri-C CDS will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math.	Science Virtual Academy a. AA: +76.0 b. SWD: +47.2 2. Leadership & Public Service Academy a. ALL: -0.9 b. AA: -22.2 c. HI: +6.0 3. Virtual Academy of Business & Entrepreneurship a. EL: +60.5 b. SWD: +42.7 4. Virtual Academy of Int. Studies / Humanities a. ALL: +34.1 b. AA: +29.7 c. EL: +57.8 d. HI: +26.5 e. LTEL: +75.8 f. SED: +31.1 5. Virtual Academy of the Arts & Entertainment a. AA: +80.3 b. ALL: +19.9 c. EL: +26.7 d. HI: +2.4 e. LTEL: +73 f. SED: +18.1 g. SWD: +13.4 6. Virtual Academy STEAM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Washington Prep a. HI: -170.0 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 &		a. AA: -136.4 b. ALL: -100.5 c. EL: -139.2 d. HI: -101.6 e. SED: -108.5 f. SWD: -235.9 SPAN School: 1. Boys Academic Leadership Academy a. ALL: 118.3- *Source: California School Dashboard*		a. AA: +31.8 b. ALL: +48.6 c. EL: +43.6 d. HI: +53.8 e. SED: +51.0 f. SWD: +9.8 SPAN School: 1. Boys Academic Leadership Academy a. ALL: +50.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools serving Grade 11 had one or more student group(s) at the lowest				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		performance level, Red, on the SBA for Math.				
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 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	**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% 4. Crenshaw STEMM a. EL: 26.9% Opportunity School: 1. Harold McAlister High: a. EL: 9.1% *Source: California School Dashboard*	**2024-25** Elementary Schools: 1. Cabrillo Avenue a. EL: 42.9% 2. Calvert Charter for Enriched Studies *(District Affiliated Charter School)* a. EL: 36.8% 3. Hillcrest Drive Elementary a. EL: 55.9% 4. Lankershim Elementary a. EL: 52.0% 5. Manhattan Place Elementary: a. EL: 62.9% 6. Pinewood Avenue a. EL: 50.0% Middle Schools: 1. Audubon Middle a. EL: 43.2% 2. Barack Obama a. EL: 40.4% b. LTEL: 65.0% 3. Samuel Gompers Middle: a. EL: 22.8% High Schools:	**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 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	Elementary Schools: 1. Cabrillo Avenue a. EL: +16.6% 2. Calvert Charter for Enriched Studies *(District Affiliated Charter School)* a. EL: +22.5% 3. Hillcrest Drive a. EL: +17.4% 4. Lankershim a. EL: +21.0% 5. Manhattan Place a. EL: +26.5% 6. Pinewood Avenue a. EL: +20.0% Middle Schools: 1. Audubon Middle a. EL: +9.9% 2. Barack Obama Global Preparation Academy a. EL: +7.1% b. LTEL: +25.0% 3. Samuel Gompers a. EL: -22.1% High Schools: 1. Belmont

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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)*		1. Belmont a. EL: 16.3% 2. Cal Burke Continuation a. EL: 32.6% 3. Central High: a. EL: 15.8% b. LTEL: 22.6% 4. Contreras-School of Social Justice a. EL: 24.8% 5. Crenshaw STEMM a. EL: 40.9% 6. George Washington Prep High a. EL: 23.3% 7. Jane Addams Continuation a. EL: 33.3% 8. Jordan High a. EL: 55.6% b. LTEL: 72.9% Community Day School: 1. Tri-C CDS a. EL: 20.8% b. LTEL: 22.5% Home & Hospital: 1. Berenece Carlson Home Hospital a. EL: 14.3%	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 School: 1. Tri-C CDS Home & Hospital: 1. Berenece Carlson Home Hospital Opportunity Schools: 1. Computer Science Virtual Academy 2. Harold McAlister	a. EL: +3.1% 2. Cal Burke Continuation a. EL: +4.8% 3. Central High a. EL: +5.8% b. LTEL: +5.1% 4. Contreras- School of Social Justice a. EL: -6.4% 5. Crenshaw STEMM a. EL: +12.8% 6. George Washington Prep a. EL: -9.0% 7. Jane Addams a. EL: +25.6% 8. Jordan High a. EL: +26.6% b. LTEL: +43.7% Community Day School: 1. Tri-C Community Day a. EL: -3.1% b. LTEL: -8.1% Home & Hospital: 1. Berenece Carlson Home Hospital a. EL: +6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: a. EL: 36.4% 12. Marlton a. EL: 18.2% 13. Samuel Gompers Middle: a. EL: 44.9% 14. Tri-C CDS a. EL: 23.9% b. LTEL: 30.6% 15. Virtual Academy of Business & Entrepreneurship a. EL: 31.3%		Opportunity Schools: 1. Computer Science Virtual Academy a. EL: 39.8% b. LTEL: 39.1% 2. Virtual Academy of Business & Entrepreneurship a. EL: 28.1% b. LTEL: 24.4% 3. Virtual Academy of Int. Studies / Humanities: a. LTEL: 55.8% 4. Virtual Academy of the Arts & Entertainment a. LTEL: 45.5% 5. Harold McAlister High: a. EL: No Performance Color in 2024-25 Special Education: 1. Marlton a. EL: 25.0% *Source: California School Dashboard*	(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.	Opportunity Schools: 1. Computer Science Virtual Academy a. EL: +4.9% b. LTEL: +3.7% 2. Harold McAlister (High) a. EL: No Performance color in 2024-25 3. Virtual Academy of Business & Entrepreneurship a. EL: -3.2% b. LTEL: +1.0% 4. Virtual Academy of Int. Studies / Humanities a. LTEL: +30.4% 5. Virtual Academy of the Arts & Entertainment a. LTEL: +12.2% Special Education: 1. Marlton a. EL: +6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools had one or more student group(s) at the lowest performance level, Red, on the ELPI.				

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% e. SED: 64.8%	**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% b. EL: No Performance	**2024-25** High Schools: 1. Albert Einstein Continuation a. ALL: 85.7% b. SED: 85.7% 2. Angel's Gate (Continuation) a. ALL: 47.8% b. HI: 45.6% c. SED: 48.4% 3. Belmont a. ALL: 50.0% b. EL: 35.8% c. HI: 47.0% d. HOM: No Performance Color in 2024-25 e. SED: 53.1% 4. Boyle Heights a. ALL: 71.0% b. HI: No Performance Color in 2024-25 c. SED: 71.0% 5. Cal Burke a. ALL: 73.1% b. HI: 72.9% c. SED: 73.1% 6. Central High a. ALL: 42.4% b. EL: 30.4% c. HI: 37.7%	**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 9. Dan Isaacs	High Schools: 1. Albert Einstein Continuation a. ALL: +19.0% b. HI: +16.4% c. SED: +19.0% 2. Angel's Gate (Continuation) a. ALL: -2.2% b. HI: -4.4% c. SED: -3.3% 3. Belmont a. ALL: -15.4% b. EL: -11.4% c. HI: -17.5% d. HOM: No Performance Color in 2024-25 e. SED: -11.7% 4. Boyle Heights a. ALL: +5.4% b. HI: No Performance Color in 2024-25 c. SED: +3.3% 5. Cal Burke a. ALL: +24.7% b. HI: +24.6% c. SED: +24.7% 6. Central High a. ALL: +2.5% b. EL: -7.8% c. HI: -2.1% d. HOM: +6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. SED: 29.0%	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% c. SED: 44.7% 14. Jack London a. ALL: 49.1% b. HI: 44.0% c. SED: 49.1%	d. HOM: 46.5% e. SED: 41.3% f. SWD: 44.4% 7. Contreras- School of Social Justice a. ALL: 66.7% b. EL: No Performance Color in 2024-25 c. HI: 66.4% 8. Crenshaw STEMM a. HI: No Performance Color in 2024-25 9. Dan Isaacs Avalon a. ALL: 78.9% b. HI: 78.4% c. SED: 78.9% 10. Eagle Tree Continuation a. ALL: No Performance Color in 2024-25 11. Ellington (Duke) High Continuation a. ALL: 58.3% b. SED: 58.3% 12. Frida Kahlo a. ALL: 61.4% b. HI: 62.5% c. SED: 61.4% 13. George S. Patton	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 Angeles	e. LTEL: -11.1% f. SED: +1.3% g. SWD: -0.9% 7. Contreras-School of Social Justice a. ALL: -0.2% b. EL: No Performance Color in 2024-25 c. HI: -0.7% 8. Crenshaw STEMM a. HI: No Performance Color in 2024-25 9. Dan Isaacs Avalon a. ALL: +15.3% b. HI: +12.4% c. SED: +15.3% 10. Eagle Tree Continuation a. ALL: No Performance Color in 2024-25 11. Ellington (Duke) High Continuation a. ALL: +27.0% b. SED: +29.3% 12. Frida Kahlo a. ALL: +34.3% b. HI: +36.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Continuation	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% b. HI: 56.6% c. SED: 59.3% 22. San Antonio Continuation a. ALL: 35.1%	Continuation: a. ALL: 83.3% b. HI: No Performance Color in 2024-25 c. SED: No Performance Color in 2024-25 14. George Washington Prep a. EL: 55.6% b. SWD: 73.7% 15. Harris Newmark a. ALL: 69.2% b. HI: 70.3% c. SED: 68.5% 16. Henry David Thoreau Continuation a. ALL: 75.8% 17. Highland Park a. ALL: 70.2% b. HI: 69.6% c. SED: 70.2% 18. Independence Continuation a. ALL: 58.6% b. HI: 59.6% c. SED: 58.6% 19. Jack London a. ALL: 55.8% b. HI: 58.3% c. SED: 55.8% 20. Jane Addams	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 3. Leadership &	c. SED: +33.5% 13. George Washington Prep a. EL: +9.9% b. SWD: +8.0% 14. George S. Patton Continuation: a. ALL: +19.4% b. HI: No Performance Color in 2024-25 c. SED: No Performance Color in 2024-25 15. Harris Newmark a. ALL: +8.9% b. HI: +10.6% c. SED: +8.2% 16. Henry David Thoreau Continuation a. ALL: +9.9% 17. Highland Park a. ALL: +18.2% b. HI: +17.4% c. SED: +17.9% 18. Independence Continuation a. ALL: +5.5% b. HI: +7.1% c. SED: +3.8% 19. Jack London a. ALL: +4.4% b. HI: +8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 a. ALL: 30.4%	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% b. HI: 39.8% c. SED: 41.2% *Source: California School Dashboard*	Continuation a. ALL: 63.2% b. HI: 60.3% c. SED: 65.3% 21. John Hope a. ALL: 72.0% b. HI: 67.5% c. SED: 72.0% 22. John R. Wooden a. ALL: 66.2% b. HI: 67.7% c. SED: 66.2% 23. Jordan High a. EL: 70.8% b. SWD: 88.6% 24. Metropolitan Continuation c. ALL: 74.6% d. HI: 74.6% e. SED: 74.6% 25. Monterey Continuation a. ALL: 50.0% b. HI: 51.4% c. SED: 48.6% 26. Odyssey Continuation a. ALL: 56.0% b. HI: 56.1% c. SED: 56.0% 27. Owensmouth Continuation a. ALL: 75.8% b. SED: 75.8% 28. Pueblo de Los Angeles	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.	c. SED: +2.9% 20. Jane Addams Continuation a. ALL: 1.2-% b. HI: -3.3% c. SED: -1.9% 21. John Hope a. ALL: +21.2% b. HI: +19.5% c. SED: +21.2% 22. John R. Wooden a. ALL: +31.4% b. HI: +28.7% c. SED: +32.9% 23. Jordan High a. EL: +4.8% b. SWD: +21.9% 24. Metropolitan Continuation a. ALL: +9.6% b. HI: +10.5% c. SED: +9.6% 25. Monterey Continuation a. ALL: +16.7% b. HI: +19.8% c. SED: +14.4% 26. Odyssey Continuation a. ALL: +26.6% b. HI: +26.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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, on the Graduation Rate: High Schools:		Continuation a. ALL: 66.3% b. HI: 68.4% c. SED: 65.9% 29. Robert H. Lewis Continuation a. ALL: 68.9% b. HI: 72.2% c. SED: 70.0% 30. San Antonio Continuation a. ALL: 37.5% b. HI: 37.9% c. SED: 37.5% 31. Simon Rodia Continuation a. ALL: 45.1% b. HI: 45.6% c. SED: 45.1% 32. Stoney Point Continuation a. ALL: 64.2% b. HI: 64.1% c. SED: 64.1% 33. Susan Miller Dorsey High a. EL: 63.5% 34. Whitman Continuation a. ALL: 85.3% b. SED: 87.5% 35. Will Rogers Continuation a. ALL: 31.5% b. HI: 32.9% c. SED: 31.9%		c. SED: +25.4% 27. Owensmouth Continuation a. ALL: +9.7% b. SED: +9.1% 28. Pueblo de Los Angeles Continuation a. ALL: +24.8% b. HI: +27.3% c. SED: +23.7% 29. Robert H. Lewis Continuation a. ALL: +1.8% b. HI: +5.0% c. SED: +2.8% 30. San Antonio Continuation a. ALL: +4.2% b. HI: +5.2% c. SED: +3.6% 31. Simon Rodia Continuation a. ALL: -22.1% b. HI: -22.1% c. SED: -21.6% 32. Stoney Point Continuation a. ALL: +27.2% b. HI: +25.0% c. SED: -2.6% 33. Susan Miller Dorsey High a. EL: +2.9% 34. Whitman Continuation

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%		36. Youth Opportunities Unlimited a. ALL: 63.3% b. SED: 63.3% 37. Zane Grey Continuation a. ALL: 57.7% b. SED: 58.0% Community Day School: 1. Richard A. Alonzo a. ALL: 21.1% b. HI: 21.2% c. SED: 21.1% 2. Tri-C CDS a. ALL: 47.1% b. HI: 44.9% c. SED: 47.4% Home & Hospital: 1. Berenece Carlson a. ALL: 0.0% b. HI: No Performance Color in 2024-25 c. SED: 0.0% Opportunity Schools: 1. City of Angels a. AA: 49.0% b. ALL: 49.3% c. EL: 19.4%		a. ALL: +9.6% b. SED: +8.6% 35. Will Rogers Continuation a. ALL: +1.1% b. HI: +1.7% c. SED: +1.2% 36. Youth Opportunities Unlimited a. ALL: +7.4% b. SED: +7.4% 37. Zane Grey Continuation a. ALL: +22.3% b. SED: +22.6% Community Day School: 1. Richard A. Alonzo CDS a. ALL: +1.9% b. HI: +7.2% c. SED: +3.5% 2. Tri-C CDS a. ALL: +13.8% b. HI: +13.0% c. SED: +13.8% Home & Hospital: 1. Berenece Carlson Home Hospital: a. ALL: +0.0% b. HI: No Performance Color in

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%		d. HI: 47.9% e. HOM: 34.1% f. SED: 48.1% g. WH: 48.1% 2. Computer Science Virtual Academy: a. ALL: 52.6% b. HI: 50.5% c. SED: 50.0% d. SWD: 51.1% 3. Leadership & Public Service Virtual Academy a. ALL: 67.1% b. HI: 64.2% c. SED: 66.7% 4. Virtual Academy of Business & Entrepreneurship a. ALL: 73.2% b. HI: 75.5% c. SED: 74.8% 5. Virtual Academy of the Arts & Entertainment a. ALL: 72.1% b. HI: 72.1% c. SED: 70.9% 6. Virtual Academy of Int. Studies / Humanities a. ALL: 54.8% b. HI: 55.0% c. SED: 56.3% 7. Virtual Academy		2024-25 c. SED: +0.0% Opportunity Schools: 1. City of Angels a. AA: +18.8% b. ALL: +5.9% c. EL: -7.9% d. HI: +4.8% e. HOM: +0.1% f. SED: +5.1% g. WH: +3.5% 2. Computer Science Virtual Academy a. ALL: -10.9% b. HI: -14.0% c. SED: -12.2% d. SWD: -7.7% 3. Leadership & Public Service Virtual Academy a. ALL: +3.7% b. HI: +0.2% c. SED: +3.6% 4. Virtual Academy of Business & Entrepreneurship a. ALL: +11.5% b. HI: +13.1% c. SED: +12.3% 5. Virtual Academy of Int. Studies / Humanities

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		STEAM a. ALL: 57.4% b. HI: 58.9% c. SED: 57.6% *Source: California School Dashboard*		a. ALL: -2.5% b. HI: -2.4% c. SED: +0.4% 6. Virtual Academy of the Arts & Entertainment a. ALL: +7.7% b. HI: +7.4% c. SED: +6.7% 7. Virtual Academy STEAM a. ALL: -0.4% b. HI: +3.1% c. SED: -0.9%

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% *Source: California School Dashboard* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools had one or more student group(s) at the lowest performance level, Red, on the Graduation Rate.				
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	**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%	**2024-25** High Schools: 1. Albert Einstein Continuation a. ALL: 1.8% b. HI: 2.0% c. SED: 1.8% 2. Amelia Earhart Continuation a. ALL: 3.6% b. HI: 2.2% c. SED: 1.9% 3. Angel's Gate (Continuation) a. ALL: 1.6% b. HI: 0.0%	**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	High Schools: 1. Albert Einstein Continuation a. ALL: +1.8% b. HI: +2.0% c. SED: +1.8% 2. Amelia Earhart Continuation a. ALL: -2.1% b. HI: -4.1% c. SED: -3.8% 3. Angel's Gate (Continuation) a. ALL: -0.3% b. HI: -2.2% c. SED: -0.2%

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, 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% 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%	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 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: 1.8% 4. Boyle Heights Continuation a. ALL: 0.0% b. HI: No Performance Color in 2024-25 c. SED: 0.0% 5. Cal Burke a. ALL: 8.2% b. HI: 7.8% c. SED: 8.2% 6. Central a. ALL: 0.8% b. EL: 0.0% c. HI: 0.9% d. HOM: No Performance Color in 2024-25 e. SED: 0.8% f. SWD: 0.0% 7. Cheviot Hills Continuation a. ALL: 2.6% b. SED: 2.9% 8. Crenshaw STEMM a. HI: No Performance Color in 2024-25 b. SWD: No Performance Color in 2024-25	(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 Continuation 8. Crenshaw STEMM 9. Dan M. Isaacs Avalon 10. Ellington (Duke) High Continuation 11. Eagle Tree Continuation 12. Evergreen Continuation 13. Frida Kahlo 14. George S. Patton Continuation 15. George Washington Prep 16. Harris Newmark 17. Highland Park Continuation	4. Boyle Heights Continuation a. ALL: +0.0% b. HI: No Performance Color in 2024-25 c. SED: +0.0% 5. Cal Burke a. ALL: +5.8% b. HI: +5.3% c. SED: +5.8% 6. Central a. ALL: -0.1% b. EL: +0.0% c. HI: +0.4% d. HOM: No Performance Color in 2024-25 e. SED: -0.1% f. SWD: +0.0% 7. Cheviot Hills Continuation a. ALL: -12.0% b. SED: -12.1% 8. Crenshaw STEMM a. HI: No Performance Color in 2024-25 b. SWD: No Performance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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	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% 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%	9. Dan M. Isaacs Avalon a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 10. Eagle Tree Continuation: a. ALL: No Performance Color in 2024-25 11. Ellington (Duke) High Continuation a. ALL: No Performance Color in 2024-25 b. SED: No Performance Color in 2024-25 12. Evergreen Continuation a. ALL: 16.7% b. HI: 17.1% c. SED: 17.4% 13. Frida Kahlo a. ALL: 3.0% b. HI: 3.4% c. SED: 3.0% 14. George S. Patton Continuation a. ALL: 4.5% b. HI: 0.0% c. SED: 4.8%	18. Independence Continuation 19. Jack London Continuation 20. John Hope Continuation 21. John R. Wooden Continuation 22. Jordan High 23. Metropolitan Continuation 24. Mission Continuation 25. Monterey Continuation 26. Odyssey Continuation 27. Owensmouth Continuation 28. Phoenix Continuation 29. Pueblo de Los Angeles Continuation 30. Robert H. Lewis Continuation 31. San Antonio Continuation 32. Simon Rodia Continuation 33. Stoney Point Continuation 34. Whitman Continuation 35. Will Rogers Continuation	Color in 2024-25 9. Dan M. Isaacs Avalon a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 10. Eagle Tree Continuation a. ALL: No Performance Color in 2024-25 11. Ellington (Duke) High Continuation a. ALL: No Performance Color in 2024-25 b. SED: No Performance Color in 2024-25 12. Evergreen Continuation a. ALL: +12.6% b. HI: +13.0% c. SED: +13.2% 13. Frida Kahlo a. ALL: +0.4% b. HI: +0.6% c. SED: +0.4% 14. George S. Patton Continuation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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: 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% 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%	15. George Washington Prep a. EL: No Performance Color in 2024-25 16. Harris Newmark a. ALL: 9.6% b. HI: 8.0% c. SED: 9.8% 17. Highland Park Continuation a. ALL: 5.3% b. HI: 2.7% c. SED: 5.3% 18. Independence Continuation a. ALL: 10.6% b. HI: 10.5% c. SED: 10.6% 19. Jack London Continuation a. ALL: 5.7% b. SED: 5.7% 20. John Hope Continuation a. ALL: 2.2% b. HI: 2.6% c. SED: 2.2% 21. John R. Wooden Continuation a. ALL: 20.7% b. HI: 22.2% c. SED: 20.7% 22. Jordan High	36. Youth Opportunities Unlimited 37. Zane Grey Continuation Community Day Schools: 1. Richard A. Alonzo CDS 2. Tri-C CDS Home & Hospital: 1. Berenece Carlson Home Hospital Opportunity Schools: 1. City of Angels 2. Computer Science Virtual Academy	a. ALL: +1.9% b. HI: -2.8% c. SED: +2.2% 15. George Washington Prep a. EL: No Performance Color in 2024-25 16. Harris Newmark a. ALL: +6.3% b. HI: +4.4% c. SED: +6.5% 17. Highland Park Continuation a. ALL: +3.2% b. HI: +0.4% c. SED: +2.9% 18. Independence Continuation a. ALL: +10.6% b. HI: +10.5% c. SED: +10.6% 19. Jack London Continuation a. ALL: +5.7% b. SED: +5.7% 20. John Hope Continuation a. ALL: +2.2% b. HI: +2.6% c. SED: +10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	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% 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%	a. SWD: 9.3% 23. Metropolitan Continuation a. ALL: 5.3% b. HI: 3.8% c. SED: 5.3% 24. Mission Continuation a. ALL: 13.6% b. HI: 13.1% c. SED: 13.6% 25. Monterey Continuation a. ALL: 2.9% b. HI: 3.0% c. SED: 3.0% 26. Odyssey Continuation a. ALL: 4.1% b. HI: 4.2% c. SED: 4.1% 27. Owensmouth Continuation a. ALL: 20.3% b. HI: 21.8% c. SED: 20.3% 28. Phoenix Continuation a. ALL: 0.0% b. SED: 0.0% 29. Pueblo de Los Angeles Continuation a. ALL: 1.4% b. HI: 1.5% c. SED: 1.5%		21. John R. Wooden Continuation a. ALL: +20.7% b. HI: +22.2% c. SED: +20.7% 22. Jordan High a. SWD: +2.0% 23. Metropolitan Continuation a. ALL: +2.6% b. HI: +1.1% c. SED: +2.6% 24. Mission Continuation a. ALL: +10.3% b. HI: +13.1% c. SED: +10.6% 25. Monterey Continuation a. ALL: +2.9% b. HI: +3.0% c. SED: +3.0% 26. Odyssey Continuation a. ALL: +4.1% b. HI: +4.2% c. SED: +4.1% 27. Owensmouth Continuation a. ALL: +20.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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	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% *Source: California School Dashboard*	30. Robert H. Lewis Continuation a. ALL: 4.0% b. HI: 4.5% c. SED: 4.1% 31. San Antonio Continuation a. ALL: 1.8% b. HI: 2.0% c. SED: 1.8% 32. Simon Rodia Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 33. Stoney Point Continuation a. ALL: 9.4% b. HI: 9.6% c. SED: 8.1% 34. Whitman Continuation a. ALL: 33.3% b. HI: No Performance Color in 2024-25 c. SED: 35.5% 35. Will Rogers Continuation a. ALL: 7.1% b. HI: 7.2% c. SED: 7.1% 36. Zane Grey Continuation a. ALL: 6.5%		b. HI: +21.8% c. SED: +20.3% 28. Phoenix Continuation a. ALL: -6.1% b. SED: -6.5% 29. Pueblo de Los Angeles Continuation a. ALL: -1.9% b. HI: -2.3% c. SED: -1.8% 30. Robert H. Lewis Continuation a. ALL: +2.3% b. HI: +2.7% c. SED: +2.4% 31. San Antonio Continuation a. ALL: +0.9% b. HI: +1.0% c. SED: +0.9% 32. Simon Rodia Continuation a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 33. Stoney Point Continuation a. ALL: +9.4% b. HI: +9.6% c. SED: +8.1% 34. Whitman Continuation a. ALL: +33.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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** 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, on College/Career: 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%		b. HI: 8.1% c. SED: 6.7% Community day school: 1. Richard A. Alonzo a. ALL: 0.0% b. SED: 0.0% 2. Tri-C CDS a. ALL: 1.8% b. HI: 2.1% c. SED: 1.8% 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: 8.5% b. WH: 26.5% 2. Computer Science Virtual Academy: a. ALL: 13.2% b. SED: 13.2% c. SWD: 4.4% 3. Virtual Academy of International Studies / Humanities a. HI: 22.8% b. SED: 21.3%		b. HI: No Performance Color in 2024-25 c. SED: +35.5% 35. Will Rogers Continuation a. ALL: +7.1% b. HI: +7.2% c. SED: +7.1% 36. Zane Grey Continuation a. ALL: +6.5% b. HI: +8.1% c. SED: +6.7% Community day schools: 1. Richard A. Alonzo a. ALL: -2.1% b. SED: -2.1% 2. Tri-C CDS a. ALL: +1.9% b. HI: +2.1% c. SED: +1.8% 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: +8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 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%		4. Virtual Academy STEAM a. HI: 14.8% 5. Youth Opportunities Unlimited a. ALL: 7.1% b. SED: 7.1% *Source: California School Dashboard*		b. WH: +21.5% 2. Computer Science Virtual Academy a. ALL: +5.3% b. SED: +5.6% c. SWD: +2.3% 3. Virtual Academy of International Studies / Humanities a. HI: +7.9% b. SED: +9.3% 4. Virtual Academy STEAM a. HI: +8.0% 5. Youth Opportunities Unlimited a. ALL: +7.1% b. SED: +7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools had one or more student group(s) at the lowest performance level, Red, on College/Career.				
8.10	Performance Level in Chronic Absenteeism Rate	**2022-23** All Students: Red African American / Black: Red Hispanic / Latino:	**2023-24** 1. Ann Street Elementary: a. HI: 24.1% b. SED: 26.3% 2. Audubon Middle:	**2024-25** Elementary Schools: 1. Angeles Mesa a. ALL: 36.6% b. AA: 44.1%	**2025-26** Improved performance levels by applicable student groups on the	Elementary Schools: 1. Angeles Mesa: a. ALL: -8.3% b. AA: -8.5% c. EL: +1.2% d. HI: -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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. 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. Bakewell, 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% 10. Mariposa-Nabi Primary Center: a. EL: 24.6% b. HI: 30.6% c. SED: 31.9% d. SWD: No Performance	c. EL: 39.4% d. HI: 33.7% e. SED: 37.4% f. SWD: 44.0% 2. Ann Street Elementary: a. HI: 27.6% b. SED: 30.5% 3. Avalon Gardens: a. AA: 29.3% b. ALL: 28.6% c. HI: 28.0% d. SED: 29.8% e. SWD: 54.8% 4. Cabrillo Avenue: a. EL: 23.8% b. SWD: 27.3% 5. Century Park: a. AA: 25.0% b. HI: 23.8% c. SWD: 30.6% 6. Cheremoya Avenue: a. WH: 35.6% 7. Cimarron Avenue a. HI: 35.1% b. SWD: 34.2% 8. El Dorado Avenue a. HOM: 42.6% b. SWD: 32.4% 9. Fifty-Fourth Street: a. HI: 29.5% 10. Figueroa Street a. AA: 34.5%	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. Angeles Mesa 2. Ann Street 3. Avalon Gardens 4. Cabrillo Avenue 5. Century Park 6. Cheremoya Avenue 7. Cimarron Avenue 8. Coliseum Street 9. El Dorado Avenue 10. Figueroa Street 11. Fifth-Fourth Street 12. Forty-Second 13. Glen Alta 14. Hillcrest Drive 15. Lankershim 16. Lovelia P. Flournoy 17. MLK, Jr.	e. SED: -7.1% f. SWD: -4.7% 2. Ann Street Elementary: a. HI: -3.0% b. SED: -3.2% 3. Avalon Gardens: a. AA: -6.5% b. ALL: -12.3% c. HI: -16.2% d. SED: -11.6% 4. Cabrillo Avenue: a. EL: +0.4% b. SWD: +1.9% 5. Century Park: a. AA: -9.3% b. HI: -8.1% c. SWD: +0.5% 6. Cheremoya Avenue: a. WH: -2.9% 7. Cimarron Avenue: a. HI: +3.0% b. SWD: -8.0% 8. El Dorado Avenue: a. HOM: +4.6% b. SWD: -9.8% 9. Fifty-Fourth Street a. HI: -10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 groups performing at the Orange or higher performance level: 1. Ann Street Elementary a. HI: 30.6% b. SED: 33.7%	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% b. HI: 36.4% c. SWD: 49.1% *Source: California School Dashboard*	b. SWD: 14.3% 11. Forty-Second Street: a. AA: 30.2% b. HI: 35.1% c. SWD: 48.1% 12. Hillcrest Drive: a. EL: 23.4% b. HI: 29.7% c. SWD: 35.6% 13. Lankershim: a. AA: 52.5% b. EL: 35.9% c. HI: 36.4% d. MR: No Performance Color in 2024-25 14. Lovelia P. Flournoy a. SWD: 40.7% 15. MLK, Jr.: a. AA: 59.3% b. EL: 28.3% c. HI: 31.9% d. SWD: 41.9% 16. Ninth Street a. ALL: 45.7% b. EL: 48.9% c. HOM: 59.5% d. SED: 45.5% 17. Pinewood Avenue: a. ALL: 25.1% b. HI: 24.2%	18. Ninth Street 19. Pinewood Avenue 20. Purche Avenue 21. Westport Heights Middle Schools: 1. Audubon 2. Barack Obama 3. Bret Harte 4. Charles Maclay 5. Johnnie Cochran, Jr. 6. Samuel Gompers Opportunity Schools: 1. City of Angels 2. Computer Science Virtual Academy 3. Virtual Academy of Business & Entrepreneurship 4. Virtual Academy of Int. Studies / Humanities 5. Virtual Academy of the Arts & Entertainment Primary Centers: 1. Danny J. Bakewell, Sr. 2. Hooper Avenue 3. Lake Street 4. Mariposa-Nabi 5. Olympic	10. Figueroa Street a. AA: +20.9% b. SWD: -3.1% 11. Forty-Second Street: a. AA: -27.4% b. HI: -7.5% c. SWD: 8.0% 12. Hillcrest Drive a. EL: -28.9% b. HI: -22.7% c. SWD: -21.5% 13. Lankershim: a. AA: +6.8% b. EL: +4.9% c. HI: -1.9% d. MR: No Performance Color in 2024-25 14. Lovelia P. Flournoy a. SWD: +2.1% 15. MLK, Jr.: a. AA: -8.3% b. EL: -11.4% c. HI: -4.5% d. SWD: -7.2% 16. Ninth Street: a. ALL: +7.3% b. EL: +10% c. HOM: +15.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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		c. SED: 25.4% 18. Westport Heights a. AA: 30.8% b. HI: 23.1% Middle Schools: 1. Audubon Middle: a. EL: 31.3% 2. Barack Obama: a. AA: 42.1% b. SWD: 37.5% 3. Bret Harte a. ALL: 36.2% b. EL: 28.6% c. HI: 33.5% d. LTEL: 36.7% e. SED: 36.4% f. SWD: 46.9% 4. Charles Maclay a. SWD: 47.1% 5. Samuel Gompers a. ALL: 36.7% b. EL: 24.6% c. HI: 33.1% d. HOM: 51.8% e. LTEL: 33.3% f. SED: 37.3% Opportunity Schools: 1. City of Angels a. AA: 81.6% b. ALL: 73.4% c. HI: 72.5% d. SED: 75.3%	SPAN Schools: 1. Boys Academic Leadership Academy 2. Horace Mann Will decrease chronic absenteeism by 1% as measured by the chronic absenteeism rate calculated on the Dashboard.	d. SED: +6.7% 17. Pinewood Avenue: a. ALL: -17.4% b. HI: -20.3% c. SED: -17.5% 18. Westport Heights a. AA: +3.7% b. HI: -4.3% MiddleSchools: 1. Audubon a. EL: -17.0% 2. Barack Obama a. AA: -6.8% b. SWD: -14.7% 3. Bret Harte a. ALL: -2.0% b. EL: -3.5% c. HI: -2.0% d. LTEL: -5.9% e. SED: -2.3% f. SWD: +1.3% 4. Charles Maclay a. SWD: +14.2% 5. Samuel Gompers a. ALL: -5.4% b. EL: -14.4% c. HI: -6.8% d. HOM: +9.3% e. LTEL: -23.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Opportunity Schools: 1. City of Angels a. AA: 85.5% b. ALL: 77.0% c. HI: 75.7% d. SED: 78.4% 2. Computer		2. Computer Science Virtual Academy a. EL: 75.0% b. MR: 55.9% 3. Virtual Academy of Business & Entrepreneurship a. EL: 82.1% b. MR: No Performance Color in 2024-25 4. Virtual Academy of the Int. Studies / Humanities a. LTEL: 91.4% b. WH: 77.5% 5. Virtual Academy of the Arts & Entertainment a. MR: 62.9% Primary Centers: 1. Danny J. Bakewell, Sr.: a. MR: No Performance Color in 2024-25 2. Hooper Avenue a. EL: 22.9% 3. Lake Street a. ALL: 43.0% b. EL: 27.8% c. HI: 39.8%		f. SED: -5.6% Opportunity Schools: 1. City of Angels a. AA: -3.9% b. ALL: -3.6% c. HI: -3.2% d. SED: -3.1% 2. Computer Science Virtual Academy a. EL: -9.8% b. MR: -17.3% 3. Virtual Academy of Business & Entrepreneurship a. EL: +0.2% b. MR: No Performance Color in 2024-25 4. Virtual Academy of Int. Studies / Humanities a. LTEL: -5.5% b. WH: +7.2% 5. Virtual Academy of the Arts & Entertainment a. MR: +3.4% Primary Centers: 1. Danny J. Bakewell, Sr. a. MR: No Performance Color in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 performance level: Elementary Schools: 1. Cabrillo a. EL: 23.4% b. SWD: 25.4% 2. Century Park a. AA: 34.3%		d. SED: 43.6% e. SWD: 45.7% 4. Mariposa-Nabi Primary Center: a. EL: 19.5% b. HI: 23.3% c. SED: 26.6% d. SWD: No Performance Color in 2024-25 5. Olympic a. ALL: 20.9% b. EL: 11.1% c. HI: 20.8% d. SED: 19.0% SPAN Schools: 1. Boys Academic Leadership Academy a. ALL: 40.4% *Source: California School Dashboard*		2024-25 2. Hooper Avenue a. EL: -4.7% 3. Lake Street a. ALL: +0.1% b. EL: -4.9% c. HI: -4.4% d. SED: +0.1% e. SWD: -8.5% 4. Mariposa-Nabi a. EL: -14.3% b. HI: -20.8% c. SED: -14.1% d. SWD: No Performance Color in 2024-25 5. Olympic a. ALL: -6.8% b. EL: -10.5% c. HI: -5.7% d. SED: -7.9% SPAN Schools: 1. Boys Academic Leadership Academy a. ALL: +9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% d. SED: 26.9% *Source: California School Dashboard* **2024-25** Of the five (5) new				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Equity Multiplier Funding eligible schools identified for 2026-27, the following schools had one or more student group(s) at the lowest performance level, Red, on the Chronic Absenteeism Rate. 1. Glen Alta a. ALL: 29.8% b. HI: 26.1% c. SED: 30.8% 2. Horace Mann a. ALL: 39.0% b. EL: 32.1% c. HI: 39.3% d. SED: 39.2% e. SWD: 41.2% 3. Johnnie Cochran, Jr. a. ALL: 38.4% b. HI: 36.7% c. SED: 38.7% d. SWD: 40.7% Schools with student groups performing at the Orange or higher performance level: 1. Coliseum Street a. AA: 30.9% b. EL: 22.2%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. HI: 35.5% d. SWD: 31.7% 2. Purche Avenue a. EL: 27.7% b. MR: 22.2% c. SWD: 31.5% *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%	**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	**2024-25** Elementary Schools: 1. La Salle Avenue: a. AA: 2.7% b. SWD: 4.1% 2. Westport Heights a. AA: 0.0% b. SED: 0.0% High Schools: 1. Crenshaw STEMM: a. FOS: 0.0% 2. George Washington Prep a. AA: 0.6% b. ALL: 0.2% c. FOS: 0.0% d. SED: 0.1% 3. Moneta Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 4. Mt. Lukens Continuation	**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	Elementary Schools: 1. La Salle Avenue: a. AA: -1.1% b. SWD: -2.4% 2. Westport Heights a. AA: -3.1% b. SED: -1.2% High Schools: 1. Crenshaw STEMM a. FOS: -13.0% 2. George Washington Prep a. AA: -7.8% b. ALL: -6.0% c. FOS: -11.1% d. SED: -6.4% 3. Moneta Continuation a. ALL: +0.0% b. HI: +0.0% c. SED: +0.0% 4. Mt. Lukens Continuation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		d. SED: 6.5% Community Day school: 1. Aggeler CDS 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%	Continuation a. HI: 0.0% b. SED: 0.0% 7. Ramona Opportunity High 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*	a. ALL: 1.4% b. HI: 1.6% c. SED: 1.6% 5. View Park Continuation a. ALL: 0.0% b. SED: 0.0% 6. Whitney Young Continuation a. AA: 0.0% b. SED: 0.0% Community Day Schools: 1. Aggeler CDS: a. ALL: 34.9% b. FOS: 37.3% c. HI: 35.6% d. SED: 36.1% 2. CDS Secondary: a. HI: 12.5% b. SED: 13.5% 3. Dorothy Johnson CDS a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 4. Jack London a. ALL: 18.6% b. HI: 19.2% c. SED: 18.9% 5. William J. Johnston CDS a. HI: 0.0% b. SED: 0.0% c. SWD: 0.0%	Prep Elementary School: 1. La Salle Avenue 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. Coliseum Street 2. CDS Secondary 3. Dorothy Johnson CDS 4. Harold McAlister High (Opportunity) 5. Jack London Community Day 6. James J. McBride Special Education Center 7. Moneta Continuation	a. ALL: +1.4% b. HI: +1.6% c. SED: +1.6% 5. View Park Continuation a. ALL: +0.0% b. SED: +0.0% 6. Whitney Young Continuation a. AA: 0.0% b. SED: +0.0% Community Day Schools: 1. Aggeler CDS: a. ALL: -1.5% b. FOS: +23.0% c. HI: +23.7% d. SED: -0.3% 2. CDS Secondary: a. HI: +10.8% b. SED: +11.2% 3. Dorothy Johnson CDS a. ALL: 0.0% b. HI: 0.0% c. SED: -1.4% 4. Jack London a. ALL: +18.6% b. HI: +19.2% c. SED: +18.9% 5. William J. Johnston CDS a. HI: -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		d. SWD: 0.0% 4. Moneta Continuation a. HI: 0.0% b. SED: 0.0% 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%	*Dashboard*	Opportunity Schools: 1. Harold McAlister High (Opportunity) a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 2. Ramona Opportunity High a. HI: No Performance Color in 2024-25 b. SED: No Performance Color in 2024-25 3. Thomas Riley High a. ALL: 0.0% b. SED: 0.0% 4. William Tell Aggeler Opportunity High a. ALL: 9.1% b. HI: 10.6% c. SED: 9.9% d. SWD: 6.7% Special Education Schools: 1. James J. McBride Special Education Center a. AA: 0.0% b. HI: 1.5%	8. Mt. Lukens Continuation 9. Purche Avenue 10. Ramona Opportunity High 11. Sophia T. Salvin Special Education Center 12. Thomas Riley High 13. View Park Continuation 14. Westport Heights 15. Whitney Young Continuation 16. William J. Johnston CDS 17. 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.	b. SED: -1.9% c. SWD: -2.3% Opportunity Schools: 1. Harold McAlister High (Opportunity) a. ALL: +1.2% b. HI: +1.5% c. SED: +1.3% 2. Ramona Opportunity High a. HI: No Performance Color in 2024-25 b. SED: No Performance Color in 2024-25 3. Thomas Riley High a. ALL: +0.0% b. SED: +0.0% 4. William Tell Aggeler Opportunity High a. ALL: +8.2% b. HI: +8.7% c. SED: +8.0% d. SWD: +4.1% Special Education School: 1. James J. McBride Special Education Center

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. ALL: 0.0% *(2024 Dashboard)* 10. William J. Johnston CDS 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 for 2025-26, the following schools had one or more student group(s) at the lowest performance level, Red, on the Suspension Rate. Elementary School:		c. SED: 1.1% d. SWD: 0.8% 2. Sophia T. Salvin Special Education Center a. HI: 0.0% b. SED: 0.0% c. SWD: 0.0% *Source: California School Dashboard*		a. AA: +0.0% b. HI: +1.5% c. SED: +1.1% d. SWD: +0.8% 2. Sophia T. Salvin Special Education Center a. HI: +0.0% b. SED: +0.0% c. SWD: +0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1. La Salle Avenue: a. AA: 3.8% b. SWD: 6.5% High School: 1. Crenshaw 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%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. SED: 0.0% *Source: California School Dashboard* **2024-25** Of the five (5) new Equity Multiplier Funding eligible schools identified for 2026-27, no schools had one or more student group(s) at the lowest performance level, Red, on the Suspension Rate. Schools with student groups performing at the Orange or higher performance level: 1. Coliseum Street a. SWD: 1.6% 2. Purche Avenue a. EL: 2.0%				

Goal Analysis for [2025-26]

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 2025-26, the 33 identified schools used Equity Multiplier funding to address the needs of the 103 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:
    - Expanded teacher extra-duty hours to provide early academic intervention in English and teacher professional development in seven of 15 elementary schools.
    - Hired instructional aides to implement instructional lesson plans and manage classroom behavior to promote literacy in three of 15 elementary schools.
    - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in three of 15 elementary schools.
    - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and boost participation in English instruction in three of 15 elementary schools.
    - Hired an instructional coach to support English instruction by guiding teachers in data-driven strategies and instructional practices in two of 15 elementary schools.
    - Hired Intervention and Prevention Support Coordinators to deliver and coordinate targeted English instruction in two of 15 elementary schools.
    - A professional services contract with an external provider was executed to support student literacy in one of 15 elementary schools.
  - High Schools:
    - Expanded teacher extra-duty hours to provide early academic intervention in English and teacher professional development in three of four high schools.
    - Hired an Intervention and Prevention Support Coordinator to deliver and coordinate targeted English instruction in one of four high schools.
    - Hired an additional literacy teacher to implement targeted literacy support to students in one of four high schools.
    - Funded a secondary counselor to monitor student progress, provide targeted academic interventions, and counsel students on academic, social-emotional, and behavioral needs in one of four high schools.
    - A professional services contract with an external provider was executed to support student literacy in one of four high schools.
  - Home & Hospital:

        - Hired an Intervention and Prevention Support Coordinator to deliver and coordinate targeted English instruction in one of one home and hospital school.
        - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and boost participation in English instruction in one of one home and hospital school.
    - Middle Schools:
        - Expanded teacher extra-duty hours to provide early academic intervention in English and teacher professional development in three of four middle schools.
        - Hired an instructional coach to support English instruction by guiding teachers in data-driven strategies and instructional practices in two of four middle schools.
        - Funded an additional secondary literacy teacher to implement intensive, structured literacy intervention for students in two of four middle schools.
        - Funded secondary counselors to monitor student progress, provide targeted academic interventions, and counsel students on academic, social-emotional, and behavioral needs in two of four middle schools.
    - Opportunity Schools:
        - Funded secondary counselors to monitor student progress, provide targeted academic interventions, and counsel students on academic, social-emotional, and behavioral needs in three of five opportunity schools.
        - Expanded teacher extra-duty hours to provide early academic intervention in English and teacher professional development in three of four middle schools in three of five opportunity schools.
        - Hired an Intervention and Prevention Support Coordinator to deliver and coordinate targeted English instruction in one of five opportunity schools.
        - A professional services contract with an external provider was executed to support student literacy in one of five opportunity schools.
        - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in one of five opportunity schools.
        - Hired an interventionist teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase literacy in one of five opportunity schools.
        - Hired an instructional coach to support English instruction by guiding teachers in data-driven strategies and instructional practices in one of five opportunity schools.
        - Hired an interventionist teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase literacy in one of one independent study school.
        - Funded a secondary counselor to monitor student progress, provide targeted academic interventions, and counsel students on academic, social-emotional, and behavioral needs in one of one independent study school.
        - Hired a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and boost participation in English instruction in one of one independent study school.
        - Funded a part-time College and Career coordinator to track postsecondary readiness and connect students with resources in one of one independent study school.
    - SPAN School:
        - Hired a part-time teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase literacy in one of

one SPAN school.
        - Funded a part-time instructional coach to support English instruction by guiding teachers in data-driven strategies and instructional practices in one of one SPAN school.
        - Expanded teacher extra-duty hours to provide early academic intervention in English in one of one SPAN school.
        - Funded a part-time secondary counselor to monitor student progress, provide targeted academic interventions, and counsel students on academic, social-emotional, and behavioral needs in one of one SPAN school.
    - Special Education:
        - Hired a secondary counselor to monitor student progress, provide targeted academic interventions, and counsel students on academic, social-emotional, and behavioral needs in one of one special education school.
        - Funded an additional teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase literacy in one of one special education school.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 33 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 2025-26, the 26 identified schools used Equity Multiplier funding to address the needs of the 74 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:
    - Continuation School:
        - Hired an instructional coach to improve math teaching and student proficiency using data-driven strategies in one of one continuation school.
        - Funded a part-time Pupil Services and Attendance (PSA) counselor to help students overcome health and behavior barriers to learning math in one of one continuation school.
        - Expanded teacher extra-duty hours to provide early academic intervention in math in one of one continuation school.
        - Funded a part-time math teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase math proficiency in one of one continuation school.
    - Elementary Schools:
        - Funded instructional coaches to support math instruction by guiding teachers in data-driven strategies and instructional practices in three of eight elementary schools.
        - Expanded teacher extra-duty hours to provide early academic intervention in math in two of eight elementary schools.
        - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional

learning time and increase student engagement in two of eight elementary schools.
    - Hired an Intervention and Prevention Support Coordinator to provide and coordinate targeted small group math instruction in one of eight elementary schools.
    - Hired an instructional aide to implement instructional lesson plans and manage classroom behavior to promote math proficiency in one of eight elementary schools.
- High Schools:
    - Hired secondary school counselors to identify students needing math intervention, monitor student progress, and provide social-emotional and behavioral counseling to support increased math proficiency in three of three high schools.
    - Hired additional math teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in three of three high schools.
    - Expanded teacher extra-duty hours to provide early academic intervention in math in three of three high schools.
    - Funded a part-time instructional coach to support math instruction by guiding teachers in data-driven strategies and instructional practices in one of three high schools.
- Home & Hospital:
    - Hired an Intervention and Prevention Support Coordinator to provide and coordinate targeted small group math instruction in one of one home and hospital school.
    - Expanded teacher extra-duty hours to provide early academic intervention in math in one of one home and hospital school.
- Middle Schools:
    - Hired additional math teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in two of five middle schools.
    - Funded a part-time Pupil Services and Attendance (PSA) counselor to address health and behavioral barriers to school attendance and learning math in one of five middle schools.
    - Expanded teacher extra-duty hours to provide early academic intervention in math in one of five middle schools.
    - Hired an instructional aide to implement instructional lesson plans and manage classroom behavior to promote math proficiency in one of five middle schools.
- Opportunity Schools:
    - Hired additional math teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in three of five opportunity schools.
    - Funded Psychiatric Social Workers (PSW) to address students' social-emotional needs, reduce attendance barriers, and support increased participation in math instruction in two of five opportunity schools.
    - Hired an Intervention and Prevention Support Coordinator to provide and coordinate targeted small group math instruction in one of one independent study school.
    - Expanded teacher extra-duty hours to provide early academic intervention in math in two of five opportunity schools.
    - Hired a Problem Solving Data Coordinator to implement a multi-tiered system of supports (MTSS) by analyzing student data to identify challenges, provide targeted support, and track progress at one of five opportunity schools.
- SPAN Schools:
    - Funded Psychiatric Social Workers (PSW) to address students' social-emotional needs, reduce attendance barriers, and

support increased participation in math instruction in two of two SPAN schools.
        - Added a school climate advocate to promote positive student behavior and share concerns with school staff in one of two SPAN schools.
        - Hired a Pupil Services and Attendance (PSA) counselor to address health and behavioral barriers to school attendance and learning math in two of two SPAN schools.
        - Funded an additional math teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase math proficiency in two of two SPAN schools.
        - Hired a secondary school counselor to identify students needing math intervention, monitor student progress, and provide social-emotional and behavioral counseling to support increased math proficiency in one of two SPAN schools.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 26 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 2025-26, the 20 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:
    - Community Day School:
        - Hired an interventionist teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to English Learners to increase fluent English proficiency in one of one community day school.
        - Funded a part-time instructional coach to support English Language Development (ELD) instruction by guiding teachers in data-driven strategies and instructional practices in one of one community day school.
    - Continuation Schools:
        - Expanded teacher extra-duty hours to provide targeted after-school ELA intervention and dedicated time for analyzing student assessments to improve literacy outcomes in two of two continuation schools.
        - Hired a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and support increased participation in English Language Development (ELD) instruction in one of two continuation schools.
        - Hired an interventionist teacher 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 continuation schools.
    - Elementary Schools:
        - Hired a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and support increased participation in English Language Development (ELD) instruction in two of four 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 two of four elementary schools.
    - Funded a Pupil Services and Attendance (PSA) counselor to provide academic and emotional support, improving student attendance and English language progress in one of four elementary schools.
- Middle Schools:
    - Funded a secondary school counselor to identify students needing intervention, monitor individual English language development, and provide social-emotional and behavioral counseling to support increased English language progress in one of two middle schools.
    - Expanded teacher extra-duty hours to provide targeted after-school ELA intervention and dedicated time for analyzing student assessments to improve literacy outcomes in one of two middle schools.
    - Hired an interventionist teacher 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 middle schools.
- High Schools:
    - Hired a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and support increased participation in English Language Development (ELD) instruction in one of four high schools.
    - Funded Pupil Services and Attendance (PSA) counselors to provide academic and emotional support, improving student attendance and English language progress in three of four high 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 four of four high schools.
    - Expanded teacher extra-duty hours to provide targeted after-school ELA intervention and dedicated time for analyzing student assessments to improve literacy outcomes in one of four high schools.
    - Hired a bilingual English teacher to increase integrated and designated English Language Development (ELD) instruction to improve English Learner grade level proficiency in one of four high schools.
- Home & Hospital:
    - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and support increased participation in English Language Development (ELD) instruction in one of one home and hospital school.
    - Hired an interventionist teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to English Learners to increase fluent English proficiency in one of one home and hospital school.
- Opportunity School:
    - Funded a secondary school counselor to identify students needing intervention, monitor individual English language development, and provide social-emotional and behavioral counseling to support increased English language progress in two of four opportunity 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 two of four opportunity schools.
    - Funded a bilingual instructional aide to support Tier 2 small-group instruction and strengthen student literacy skills in two of four opportunity schools.
    - Expanded teacher extra-duty hours to provide targeted after-school ELA intervention and dedicated time for analyzing student assessments to improve literacy outcomes in two of four opportunity schools.

    - SPAN School:
        - Hired an interventionist teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to English Learners to increase fluent English proficiency in one of one SPAN school.
        - Funded a bilingual instructional aide to support Tier 2 small-group instruction and strengthen student literacy skills in one of one SPAN school.
        - Funded a Pupil Services and Attendance (PSA) counselor to provide academic and emotional support, improving student attendance and English language progress in one of one SPAN school.
    - Special Education:
        - Funded a Pupil Services and Attendance (PSA) counselor to provide academic and emotional support, improving student attendance and English language progress in one of one special education school.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 20 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 2025-26, the 42 identified schools used Equity Multiplier funding to increase the graduation rate of the 117 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
    - Community Day Schools:
        - Added part-time A-G counselors to help students meet UC/CSU requirements and support college and career readiness in two of two community day schools.
        - Increased counselor extra-duty hours to provide additional student support, including tracking Individual Graduation Plans, in two of two community day schools.
        - Hired an Intervention and Prevention Support Coordinator to improve graduation rates by providing targeted small-group support to help students stay on track, earn credits, and graduate in one of two community day schools.
        - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and increase graduation in one of two community day schools.
        - Expanded teacher extra-duty hours to provide targeted English and math instruction in one of two community day schools.
        - Funded a Pupil Service and Attendance (PSA) counselor to help students and families overcome health, transportation, and other barriers towards graduation in one of two community day schools.
    - Continuation Schools:
        - Expanded teacher extra-duty hours to increase after-school credit recovery, instructional support for students, and

teacher access to professional development in 12 of 27 continuation schools.
        - Increased counselor extra-duty hours to provide additional student support, including tracking Individual Graduation Plans, in eight of 27 continuation schools.
        - Funded Psychiatric Social Workers (PSW) to address students' social-emotional needs, reduce attendance barriers, and increase graduation in seven of 27 continuation schools.
        - Funded secondary school counselors to monitor student on-track graduation progress, provide academic intervention, and offer social-emotional and behavioral counseling in five of 27 continuation schools.
        - Hired CTE teachers to deliver hands-on, industry-specific training for certifications and career readiness in four of 27 continuation schools.
        - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in four of 27 continuation schools.
        - Hired instructional aides to implement instructional lesson plans and manage classroom behavior to promote graduation in three of 27 continuation schools.
        - Executed professional services contracts with external providers to support teachers in delivering differentiated instruction in three of 27 continuation schools.
        - Added campus aides to promote positive student behavior and share concerns with school staff in three of 27 continuation schools.
        - Hired Intervention and Prevention Support Coordinators to improve graduation rates by providing targeted small-group support to help students stay on track, earn credits, and graduate in three of 27 continuation schools.
        - Funded Pupil Service and Attendance (PSA) counselors to help students and families overcome health, transportation, and other barriers towards graduation in two of 27 continuation schools.
    - <u>High Schools</u>:
        - Funded Pupil Service and Attendance (PSA) counselors to help students and families overcome health, transportation, and other barriers towards graduation in three of four high schools.
        - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in two of four high schools.
        - Hired instructional aides to implement instructional lesson plans and manage classroom behavior to promote graduation in one of four high schools.
        - Funded secondary school counselors to monitor student on-track graduation progress, provide academic intervention, and offer social-emotional and behavioral counseling in three of four high schools.
        - Expanded teacher extra-duty hours to provide targeted after-school credit recovery opportunities in one of four high schools.
        - A professional services contract with an external provider was executed to support student reading comprehension and writing skills in one of four high schools.
    - <u>Home & Hospital School:</u>
        - Hired an Intervention and Prevention Support Coordinator to improve graduation rates by providing targeted small-group support to help students stay on track, earn credits, and graduate in one of one home and hospital school.
        - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers,

and increase graduation in one of one home and hospital school.
    - Opportunity Schools:
        - Funded secondary school counselors to monitor student on-track graduation progress, provide academic intervention, and offer social-emotional and behavioral counseling in four of seven opportunity schools.
        - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in three of seven opportunity schools.
        - Expanded teacher extra-duty hours to provide targeted English and math instruction in three of seven opportunity schools.
        - Added instructional coaches to support teachers with evidence-based strategies and coaching to improve student graduation in two of seven opportunity schools.
        - Increased counselor extra-duty hours to provide additional student support, including tracking Individual Graduation Plans, in two of seven opportunity schools.
        - Funded a Psychiatric Social Workers (PSW) to address students' social-emotional needs, reduce attendance barriers, and increase graduation in two of seven opportunity schools.
        - Funded a Pupil Service and Attendance (PSA) counselors to help students and families overcome health, transportation, and other barriers towards graduation in one of seven opportunity schools.
        - Added a community representative to strengthen family engagement, support family needs, and link the student and family to community resources in one of one opportunity school.
        - Hired an interventionist teacher to provide Tier 2 (small group) and Tier 3 (one-on-one) instruction to increase credit recovery in one of one independent study school.
        - Executed a professional services contract with an external provider to support teachers in delivering differentiated instruction in one of seven opportunity schools.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 42 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 2025-26, the 38 identified schools used Equity Multiplier funding to increase the college/career rate of the 101 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
    - Community Day Schools:
        - Added part-time A-G counselors to help students meet UC/CSU requirements and support college and career readiness in two of two community day schools.

        - Increased counselor extra-duty hours to provide additional student support, including tracking Individual Graduation Plans, in two of two community day schools.
        - Hired an Intervention and Prevention Support Coordinator to improve graduation rates by providing targeted small-group support to help students stay on track, earn credits, and graduate in one of two community day schools.
        - Expanded teacher extra-duty hours to provide targeted English and math instruction in one of two community day schools.
        - Funded a Pupil Service and Attendance (PSA) counselor to help students and families overcome health, transportation, and other barriers towards graduation in one of two community day schools.
        - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and increase graduation in one of two community day schools.
    - Continuation Schools:
        - Expanded teacher extra-duty hours to increase after-school credit recovery, instructional support for students, and teacher access to professional development in 13 of 29 continuation schools.
        - Funded Psychiatric Social Workers (PSW) to address students' social-emotional needs, reduce attendance barriers, and increase graduation in eight of 29 continuation schools.
        - Increased counselor extra-duty hours to provide additional student support, including tracking Individual Graduation Plans, in seven of 27 continuation schools.
        - Funded secondary school counselors to monitor student on-track graduation progress, provide academic intervention, and offer social-emotional and behavioral counseling in six of 29 continuation schools.
        - Executed professional services contracts with external providers to support teachers in delivering differentiated instruction and provide Career and Technical Education (CTE) curriculum in five of 29 continuation schools.
        - Hired instructional aides to implement instructional lesson plans and manage classroom behavior to promote graduation in four of 29 continuation schools.
        - Funded CTE teachers to deliver hands-on, industry-specific training for certifications and career readiness in four of 29 continuation schools
        - Added campus aides to promote positive student behavior and share concerns with school staff in four of 29 continuation schools.
        - Hired Intervention and Prevention Support Coordinators to improve graduation rates by providing targeted small-group support to help students stay on track, earn credits, and graduate in three of 29 continuation schools.
        - Funded additional teachers to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in three of 29 continuation schools
        - Funded Pupil Service and Attendance (PSA) counselors to help students and families overcome health, transportation, and other barriers towards graduation in two of 29 continuation schools
    - High Schools:
        - Funded secondary school counselors to monitor student on-track graduation progress, provide academic intervention, and offer social-emotional and behavioral counseling in two of two high schools.
        - Funded an additional teacher to reduce class sizes to tailor differentiated instruction for students requiring additional learning time and increase student engagement in one of two high schools.

        - Hired instructional aides to support classroom instruction and behavior management and added a part-time community representative to increase parent engagement in one of two high schools.
    - Home & Hospital School:
        - Funded a Psychiatric Social Worker (PSW) to address students' social-emotional needs, reduce attendance barriers, and increase graduation in one of one home and hospital school.
        - Hired an Intervention and Prevention Support Coordinator to improve graduation rates by providing targeted small-group support to help students stay on track, earn credits, and graduate in one of one home and hospital school.
    - Opportunity School:
        - Expanded teacher extra-duty hours to provide targeted English and math instruction in three of four opportunity schools.
        - Funded secondary school counselors to monitor student on-track graduation progress, provide academic intervention, and offer social-emotional and behavioral counseling in two of four opportunity schools.
        - Increased counselor extra-duty hours to provide additional student support, including tracking Individual Graduation Plans, in two of four opportunity schools.
        - Funded a Pupil Services and Attendance (PSA) counselor and a Psychiatric Social Worker (PSW) to address health, social-emotional, and attendance barriers and support graduation in one of four opportunity schools.
        - Hired an intervention teacher to support credit recovery in one of four opportunity schools.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 38 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 2025-26, the 25 identified schools used Equity Multiplier funding to decrease the chronic absenteeism rate of the 67 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
    - Elementary Schools:
        - Hired a makerspace teacher to lead hands-on lessons in robotics, coding, and 3D design to make learning engaging and boost student attendance at one of 13 elementary schools.
        - Increased teacher extra-duty hours to provide early academic intervention to encourage improved student attendance in four of 13 elementary schools.
        - Funded Pupil Service and Attendance (PSA) counselors to help students and families overcome health, transportation, and other attendance-related barriers in four of 13 elementary schools.
        - Hired instructional aides to implement instructional lesson plans and manage classroom behavior to promote social-emotional and academic growth in two of 13 elementary schools.

        - Added instructional coaches to support teachers with evidence-based strategies and coaching to improve student engagement and attendance in three of 13 elementary schools.
        - Funded a Psychiatric Social Worker (PSW) to address social-emotional needs, attendance barriers, and provide family workshops to support students with anxiety, trauma, or chronic illness in two of 13 elementary schools.
        - Hired an additional teacher to reduce class size to tailor differentiated instruction for students requiring additional learning time and increase student engagement in one of 13 elementary schools.
        - Expanded parent and community representative hours to enhance family engagement and attendance support for students at risk of chronic absenteeism in two of 13 elementary schools.
        - Hired an Intervention and Prevention Support Coordinator to improve student behavioral and attendance outcomes by identifying student needs and implementing a multi-tiered system of supports (MTSS) in two of 13 elementary schools.
    - Middle Schools:
        - Added a Student and Family Resources Navigator to provide families with community resources such as medical and mental health resources to support student wellness and improved school attendance in one of three middle schools.
        - Funded a Pupil Services and Attendance (PSA) counselor to help students and families overcome health, transportation, and other attendance-related barriers in one of three middle schools.
        - Hired an Intervention and Prevention Support Coordinator to improve student behavioral and attendance outcomes by identifying student needs and implementing a multi-tiered system of supports (MTSS) in one of three middle schools.
        - Funded a Psychiatric Social Worker (PSW) to address social-emotional needs, attendance barriers, and provide family workshops to support students with anxiety, trauma, or chronic illness in two of three middle schools.
        - Hired instructional aides to implement instructional lesson plans and manage classroom behavior to promote social-emotional and academic growth in one of three middle schools.
    - Opportunity Schools:
        - Funded a Psychiatric Social Worker (PSW) to address social-emotional needs, attendance barriers, and provide family workshops to support students with anxiety, trauma, or chronic illness in two of five opportunity schools.
        - Contracted with an external provider to implement general school attendance improvement strategies through the Attendance and Truancy Interventions framework in one of five opportunity schools.
        - Added a community representative to boost family engagement, support family needs, and connect the school with community resources at one of five opportunity schools.
        - Expanded teacher extra-duty hours to provide targeted after-school ELA intervention and dedicated time for analyzing student assessments to improve literacy outcomes in one of five opportunity schools.
        - Funded a Pupil Service and Attendance (PSA) counselor to help students and families overcome health, transportation, and other attendance-related barriers in one of five opportunity schools.
        - Added a secondary school counselor to monitor student progress, provide intervention for at-risk students, and offer social-emotional counseling for students in one of five opportunity schools.
        - Hired a Problem Solving Data Coordinator to implement a multi-tiered system of supports (MTSS) by analyzing student data to identify challenges, provide targeted support, and track progress at one of five opportunity schools.
    - Primary Centers:
        - Expanded parent and community representative hours to enhance family engagement and attendance support for

students at risk of chronic absenteeism at one of three primary centers.
        - Funded Pupil Services and Attendance (PSA) counselors to help students and families overcome health, transportation, and other attendance-related barriers in two of three primary centers.
        - Hired an additional teacher to reduce class size to tailor differentiated instruction for students requiring additional learning time and increase student engagement in one of three primary centers.
        - Increased teacher extra-duty hours to provide early academic intervention to encourage improved student attendance at one of one primary centers.
    - SPAN School:
        - Funded a Psychiatric Social Worker (PSW) to address social-emotional needs, attendance barriers, and provide family workshops to support students with anxiety, trauma, or chronic illness in one of one SPAN school.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 25 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 2025-26, the 16 eligible schools used Equity Multiplier funding to decrease the suspension rate of the 36 identified student groups. For specific information by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/

- Successes:
    - Community Day Schools:
        - Hired extra teachers to reduce class sizes to provide targeted instruction and boost student engagement in four of six community day schools.
        - Partially funded a secondary school counselor to oversee student progress, assist at-risk students, and offer social-emotional support in one of six community day schools.
        - Added afterschool teacher hours to support academic intervention improving academic progress and student behavior in two of six community day schools.
        - Partially funded a Psychiatric Social Worker (PSW) to support students' social-emotional needs and connect families to needed services in one of six community day schools.
        - Added extra duty hours for a psychologist to provide individual and small group counseling to students in one of six community day schools.
        - Partially funded community representatives to lead parent workshops and coordinate services that help parents support students' positive learning behaviors in two of six community day schools.
    - Continuation Schools:
        - Funded a Psychiatric Social Worker (PSW) to support students' social-emotional needs and connect families to needed

services in one of four continuation schools.
        - Provided additional counselor duty hours to deliver individual and small-group student counseling in one of four continuation schools.
        - Partially funded secondary school counselors to oversee student progress, assist at-risk students, and offer social-emotional support in two of four continuation schools.
        - Added afterschool teacher hours to support academic intervention improving academic progress and student behavior in four of four continuation schools.
        - Added campus aides to promote positive student behavior and share concerns with school staff in two of four continuation schools.
    - Elementary Schools:
        - Partially funded a Pupil Service and Attendance (PSA) counselor to strengthen student behavior and school engagement by addressing health, behavioral, and related barriers for students in one of two elementary schools.
        - Funded a Psychiatric Social Worker (PSW) to support students' social-emotional needs and connect families to needed services in one of two elementary schools.
        - Added afterschool teacher hours to support academic intervention improving academic progress and student behavior in one of two elementary schools.
    - High Schools:
        - Added afterschool teacher hours to support academic intervention improving academic progress and student behavior in one of one high school.
        - Funded a Psychiatric Social Worker (PSW) to support students' social-emotional needs and connect families to needed services in one of one high school.
    - Opportunity Schools:
        - Added campus aides to promote positive student behavior and share concerns with school staff in one of three opportunity schools.
        - Added afterschool teacher hours to support academic intervention improving academic progress and student behavior in three of three opportunity schools.
        - Partially funded a Psychiatric Social Worker (PSW) to support students' social-emotional needs and connect families to needed services in one of three opportunity schools.
        - Added extra duty hours for a psychologist to provide individual and small group counseling to students in one of three opportunity schools.
- Challenges:
    - Due to the timing of the state's Equity Multiplier funding allocation, schools had limited time to hire and onboard staff to support direct services for identified students.

In 2025-26, the 16 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
The material difference between budgeted expenditures and estimated actual 2025-26 expenditures is partly due to the timing of school allocations and unfilled school-site positions. Each eligible school collaborated with parents, staff, and other educational partners to decide how Equity Multiplier funds could best support student needs and improve learning outcomes. For specific information on educational partner engagement by school, please visit the LAUSD School Directory: https://schooldirectory.lausd.net/schooldirectory/. Hiring staff to provide direct services to students was impacted by the annual late release of the state allocation. The California Department of Education (CDE) identifies eligible schools each year in late-February for the next 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 98 eligible schools improve outcomes for identified student groups, as evidenced in the 2026 Dashboard. It is important to note that the 98 eligible schools were approved or determined to be eligible for Equity Multiplier funding in 2024-25 for use beginning in 2025-26. As a result, the impact of Equity Multiplier funding on student performance will be reflected in the 2026 Dashboard. The effectiveness of the goal actions below is based on results from the 2025 Dashboard in comparison to the 2024 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 2025 California School Dashboard (“Dashboard”), the actions implemented at the 33 eligible schools were effective in increasing the average Distance from Standard (DFS) towards Standard Met on average by 19.6 points for students in identified student groups. The District considers the action effective because 88 of 103 identified student groups at the 33 eligible schools increased in their DFS towards Standard Met in ELA from 2024 to 2025. On the 2024 Dashboard, the identified student groups at the 33 schools, on average, were -111.2 DFS points from Standard Met. On the 2025 Dashboard, this figure increased to an average of -91.6 DFS from Standard Met for identified student groups.

- For the 23 eligible schools serving grades 3-5, the average DFS increase towards Standard Met was 16.6 points for the identified student groups.
- For the 14 eligible schools serving grades 6-8, the average DFS increase towards Standard Met was 19.1 points for the identified student groups.

- For the 13 eligible schools serving grade 11, the average DFS increase towards Standard Met was 25.5 points for the identified student groups.

English Language Arts (ELA): Dashboard 2025

- Elementary Schools: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - African American / Black: improved DFS in four of seven elementary schools.
  - All: improved DFS in eight of nine elementary schools.
  - English Learners: improved DFS in six of seven elementary schools.
  - Hispanic / Latino: improved DFS in seven of eight elementary schools.
  - Socioeconomically Disadvantaged: improved DFS in eight of nine elementary schools.
  - Students with Disabilities: improved DFS in two of three elementary schools.

- Home & Hospital School: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - Long-Term English Learner: improved DFS in one of one home and hospital school.
  - Socioeconomically Disadvantaged: decreased DFS in one of one home and hospital school.
  - Students with Disabilities: improved DFS in one of one home and hospital school.
  - White: improved DFS in one of one home and hospital school.

- High Schools: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - African American / Black: improved DFS in one of one high school.
  - All: improved DFS in four of four high schools.
  - English Learner: improved DFS in one of one high school.
  - Hispanic / Latino: improved DFS in two of three high schools.
  - Socioeconomically Disadvantaged: improved DFS in three of three high schools.

- Middle Schools: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - African American / Black: improved DFS in one of one middle school.
  - All: improved DFS in three of three middle schools.
  - English Learner: improved DFS in four of four middle schools.
  - Hispanic / Latino: improved DFS in three of three middle schools.
  - Long-Term English Learner: improved DFS in three of four middle schools.
  - Socioeconomically Disadvantaged: improved DFS in three of three schools.
  - Students with Disabilities: improved DFS in two of two middle schools.

- Opportunity Schools: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - African American / Black: improved DFS in two of three opportunity schools.
  - All: improved DFS in three of four opportunity schools.

- English Learner: improved DFS in four of four opportunity schools.
- Hispanic / Latino: improved DFS in two of three opportunity schools.
- Socioeconomically Disadvantaged: improved DFS in one of one opportunity school.
- Students with Disabilities: improved DFS in two of two opportunity schools.

- SPAN School: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - All: improved DFS in one of one SPAN school.

- Special Education School: student group performance on the 2025 Smarter Balanced Assessment in ELA.
  - All: improved DFS in one of one special education school.
  - Hispanic / Latino: improved DFS in one of one special education school.
  - Socioeconomically Disadvantaged: improved DFS in one of one special education school.

i-Ready English Language Arts (ELA) Assessment: 2025-26

As measured by student group performance data on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026, the goal action was effective in increasing reading and language proficiency for identified student groups in the eligible schools. Throughout 2025-26, student group performance and progress was monitored and evaluated.

- Among eligible schools serving grades 3-5, ELA proficiency increased from Beginning-of-Year 2025 to Middle-of-Year 2026 for all identified student groups, with the exception of the Long-Term English Learner student group at one home and hospital school.
- Among eligible schools serving grades 6-8, ELA proficiency increased from Beginning-of-Year 2025 to Middle-of-Year 2026 for all identified student groups, with the exception of the Long-Term English Learner student group at one home and hospital school.
- Among eligible schools serving grade 11, ELA proficiency increased from Beginning-of-Year 2025 to Middle-of-Year 2026 for all identified student groups, with the exception of the Long-Term English Learner student group at one home and hospital school.

- Elementary Schools: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
  - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 12.8% average, to 29.7% average on the winter 2026 Middle-of-Year (MOY) assessment across seven of seven elementary schools.
  - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 13.3% average, to 32.2% average on the winter 2026 Middle-of-Year (MOY) assessment across nine of nine elementary schools.
  - English Learner: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 2.2% average, to 15.9% average on the winter 2026 Middle-of-Year (MOY) assessment across seven of seven elementary schools.
  - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 10.2% average, to 29.7% average on the winter 2026 Middle-of-Year (MOY)

assessment across eight of eight elementary schools.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 12.7% average, to 32.0% average on the winter 2026 Middle-of-Year (MOY) assessment across nine of nine elementary schools.
    - Students with Disabilities: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 5.6% average, to 12.6% average on the winter 2026 Middle-of-Year (MOY) assessment across three of three elementary schools.

- Home & Hospital School: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
    - Long-Term English Learner: maintained level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 0.0% to 0.0% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 16.8% to 26.1% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.
    - Students with Disabilities: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 12.5% to 14.7% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.
    - White: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 42.1% to 58.3% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.

- High Schools: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
    - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 12.8% to 31.6% on the winter 2026 Middle-of-Year (MOY) assessment in one of one high school.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 12.6% average, to 25.1% average on the winter 2026 Middle-of-Year (MOY) assessment across four of four high schools.
    - English Learner: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 8.6% to 39.8% on the winter 2026 Middle-of-Year (MOY) assessment in one of one high school.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 8.7% average, to 23.8% average on the winter 2026 Middle-of-Year (MOY) assessment across three of three high schools.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 9.6% average, to 23.5% average on the winter 2026

Middle-of-Year (MOY) assessment across three of three high schools.

- Middle Schools: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
    - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 10.0% to 20.3% on the winter 2026 Middle-of-Year (MOY) assessment in one of one middle school.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 13.0% average, to 21.2% average on the winter 2026 Middle-of-Year (MOY) assessment across three of three middle schools.
    - English Learner: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 1.6% average, to 5.4% average on the winter 2026 Middle-of-Year (MOY) assessment across four of four middle schools.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 13.0% average, to 21.4% average on the winter 2026 Middle-of-Year (MOY) assessment across three of three middle schools.
    - Long-Term English Learner: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 3.6% average, to 6.3% average on the winter 2026 Middle-of-Year (MOY) assessment across four of four middle schools.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 12.9% average, to 21.2% average on the winter 2026 Middle-of-Year (MOY) assessment across three of three middle schools.
    - Students with Disabilities: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 2.2% average, to 4.5% average on the winter 2026 Middle-of-Year (MOY) assessment across two of two middle schools.

- Opportunity Schools: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
    - African American / Black: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 35.5% average, to 48.0% average on the winter 2026 Middle-of-Year (MOY) assessment across three of three opportunity schools.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 35.8% average, to 51.0% average on the winter 2026 Middle-of-Year (MOY) assessment across four of four opportunity schools.
    - English Learner: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 18.0% average, to 35.3% average on the winter 2026 Middle-of-Year (MOY) assessment across four of four opportunity schools.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 33.3% average, to 49.8% average on the winter 2026 Middle-of-Year (MOY)

assessment across three of three opportunity schools.
    - Long-Term English Learner: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 23.6% average, to 40.7% average on the winter 2026 Middle-of-Year (MOY) assessment across two of two opportunity schools.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 34.0% to 51.4% on the winter 2026 Middle-of-Year (MOY) assessment in one of one opportunity school.
    - Students with Disabilities: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 17.7% average, to 30.1% average on the winter 2026 Middle-of-Year (MOY) assessment across two of two opportunity schools.

- SPAN School: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 16.9% to 36.7% on the winter 2026 Middle-of-Year (MOY) assessment in one of one SPAN school.

- Special Education School: student group performance on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026.
    - All: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 6.3% to 21.9% on the winter 2026 Middle-of-Year (MOY) assessment in one of one special education school.
    - Hispanic / Latino: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 4.5% to 21.7% on the winter 2026 Middle-of-Year (MOY) assessment in one of one special education school.
    - Socioeconomically Disadvantaged: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 6.7% to 17.2% on the winter 2026 Middle-of-Year (MOY) assessment in one of one special education school.

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 2025 California School Dashboard (“Dashboard”), the actions implemented at the 26 eligible schools were effective in increasing the average Distance from Standard (DFS) towards Standard Met on average by 21.6 points for students in identified student groups. The District views the action as effective because 62 of 74 identified student groups at the 26 eligible schools increased in their DFS towards Standard Met in Mathematics from 2024 to 2025. On the 2024 Dashboard, the identified student groups at the 26 schools, on average, were -150.6 DFS points from Standard Met. On the 2025 Dashboard, this figure increased to an average of -129.0 DFS from Standard Met for identified student groups.

- For the eight eligible schools serving grades 3-5, the average DFS increase towards Standard Met was 10.7 points for the identified

student groups.
- For the seven eligible schools serving grades 6-8, the average DFS increase towards Standard Met was 12.0 points for the identified student groups.
- For the 12 eligible schools serving grade 11, the average DFS increase towards Standard Met was 33.0 points for the identified student groups.

Mathematics: Dashboard 2025

- Continuation School: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard.
    - Socioeconomically Disadvantaged: decreased DFS in one of one continuation school.

- Elementary Schools: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard.
    - African American / Black: improved DFS in two of three elementary schools.
    - All: improved DFS in three of five elementary schools.
    - English Learner: improved DFS in two of three elementary schools.
    - Hispanic / Latino: improved DFS in two of three elementary schools.
    - Socioeconomically Disadvantaged: improved DFS in four of six elementary schools.
    - Students with Disabilities: improved DFS in one of two elementary schools.

- High Schools: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard.
    - African American / Black: improved DFS in one of one high school.
    - All: improved DFS in two of two high schools.
    - Hispanic / Latino: improved DFS in two of two high schools.
    - Socioeconomically Disadvantaged: improved DFS in two of two high schools.

- Home & Hospital School: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard
    - Long-Term English Learner: improved DFS in one of one home and hospital school.
    - Students with Disabilities: improved DFS in one of one home and hospital school.

- Middle Schools: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard.
    - African American / Black: improved DFS in one of one middle school.
    - All: improved DFS in two of two middle schools.
    - Hispanic / Latino: improved DFS in two of two middle schools.
    - Long-Term English Learner: improved DFS in three of four middle schools.
    - Socioeconomically Disadvantaged: improved DFS in two of two middle schools.

    - Students with Disabilities: improved DFS in two of two middle schools.

- Opportunity Schools: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard.
    - African American / Black: improved DFS in four of five opportunity schools.
    - All: improved DFS in three of four opportunity schools.
    - English Learner: improved DFS in four of four opportunity schools.
    - Hispanic / Latino: improved DFS in four of four opportunity schools.
    - Long-Term English Learner: improved DFS in two of two opportunity schools.
    - Socioeconomically Disadvantaged: improved DFS in three of three opportunity schools.
    - Students with Disabilities: improved DFS in four of four opportunity schools.

- SPAN School: student group performance on the 2025 Smarter Balanced Assessment in Math compared to the 2024 Dashboard.
    - All: improved DFS in one of one SPAN school.
    - English Learner: improved DFS in one of one SPAN school.
    - Socioeconomically Disadvantaged: improved DFS in one of one SPAN school.

i-Ready Mathematics Assessment: 2025-26

As measured by student group performance data on the i-Ready Mathematics assessment from Beginning-of-Year 2025 to Middle-of-Year 2026, the goal action was effective in increasing mathematics proficiency for identified student groups in the eligible schools. Throughout 2025-26, student group performance and progress was monitored and evaluated.

- For the eligible continuation school, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026.
- For the eligible elementary schools, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026.
- For the eligible high schools, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026.
- For the eligible home and hospital school, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026, with the exception of the Long-Term English Learner student group.
- For the eligible middle schools, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026.
- For the eligible opportunity schools, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026.
- For the eligible SPAN school, all identified student groups increased in math proficiency from Beginning-of-Year 2025 to Middle-of-Year 2026.

- Continuation School:

- Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 3.2% to 5.6% average on the winter 2026 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 2025 Beginning-of-Year (BOY) assessment, 6.2% average, to 28.8% average on the winter 2026 Middle-of-Year (MOY) assessment in three of three elementary schools.
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 5.4% average, to 25.6% average on the winter 2026 Middle-of-Year (MOY) assessment in five of five elementary schools.
  - English Learner: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 1.1% average, to 15.1% average on the winter 2026 Middle-of-Year (MOY) assessment in three of three elementary schools.
  - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 4.8% average, to 29.5% average on the winter 2026 Middle-of-Year (MOY) assessment in three of three elementary schools.
  - Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 5.8% average, to 24.6% average on the winter 2026 Middle-of-Year (MOY) assessment in six of six elementary schools.
  - Students with Disabilities: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 0.8% average, to 7.1% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two elementary schools.

- High Schools:
  - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 24.1%, to 33.3% average on the winter 2026 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 2025 Beginning-of-Year (BOY) assessment, 14.3% average, to 22.9% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two high schools.
  - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 15.3% average, to 28.7% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two high schools.
  - Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 13.8% average, to 22.6% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two high schools.

- Home & Hospital School:
  - Long-Term English Learner: decreased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 7.1% to 0.0% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.
  - Students with Disabilities: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 5.6% to 8.8% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.

- Middle Schools:
  - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 6.7% to 10.8% on the winter 2026 Middle-of-Year (MOY) assessment in one of one middle school.
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 7.5% average, to 13.8% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two middle schools.
  - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 8.5% average, to 16.2% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two middle schools.
  - Long-Term English Learner: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 2.7% average, to 2.8% average on the winter 2026 Middle-of-Year (MOY) assessment in four of four middle schools.
  - Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 8.1% average, to 14.8% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two middle schools.
  - Students with Disabilities: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 0.6% average, to 3.3% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two middle schools.

- Opportunity Schools:
  - African American / Black: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 26.9% average, to 39.9% average on the winter 2026 Middle-of-Year (MOY) assessment in five of five opportunity schools.
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 31.6% average, to 46.6% average on the winter 2026 Middle-of-Year (MOY) assessment in four of four opportunity schools.
  - Hispanic / Latino: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 30.5% average, to 46.3% average on the winter 2026 Middle-of-Year (MOY) assessment in four of four opportunity schools.

- Long-Term English Learner: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 24.8% average, to 36.1% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two opportunity schools.
- Socioeconomically Disadvantaged: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 30.1% average, to 45.9% average on the winter 2026 Middle-of-Year (MOY) assessment in three of three opportunity schools.
- Students with Disabilities: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 19.4% average, to 27.3% average on the winter 2026 Middle-of-Year (MOY) assessment in four of four opportunity schools.

- SPAN School:
  - All: increased level of mathematics proficiency as evidenced on the i-Ready Math assessment from fall 2025 Beginning-of-Year (BOY) assessment, 15.8% to 44.0% on the winter 2026 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 2025 California School Dashboard ("Dashboard"), the actions implemented at the 20 eligible schools were effective in increasing the English Learner Progress on average by 8.4% for students in the identified student groups. The District views the action as effective because, out of the 20 eligible schools, 16 schools experienced growth in English Learner Progress for the identified student groups. On the 2024 Dashboard, 28.1% of students in the identified student groups at the 20 schools, on average, were making progress towards English language proficiency. On the 2025 Dashboard, this figure increased to an average of 36.5% making progress towards English language proficiency.

English Learner Progress Indicator (ELPI): Dashboard 2025

- Community Day School: English Learner Progress on the 2025 Dashboard compared to the 2024 Dashboard.
  - English Learners: decreased English Learner Progress in one of one community day school.
  - Long-Term English Learners: decreased English Learner Progress in one of one community day school.

- Continuation Schools: English Learner Progress on the 2025 Dashboard compared to the 2024 Dashboard.
  - English Learners: increased English Learner Progress in two of two continuation schools.
  - Long-Term English Learners: increased English Learner Progress in one of one continuation school.

- Elementary Schools: English Learner Progress on the 2025 Dashboard compared to the 2024 Dashboard.
  - English Learners: increased English Learner Progress in four of four elementary schools.

- High Schools: English Learner Progress on the 2025 Dashboard compared to the 2024 Dashboard.
  - English Learners: increased English Learner Progress in three of four high schools.

    - Long-Term English Learners: increased English Learner Progress in one of one high school.

- Home & Hospital School: English Learner Progress on the 2025 Dashboard compared to the 2024 Dashboard.
    - English Learners: increased English Learner Progress in one of one home and hospital school.

- Middle Schools:
    - English Learners: increased English Learner Progress in one of two middle schools.
    - Long-Term English Learners: decreased English Learner Progress in one of one middle school.

- Opportunity School: English Learner Progress on the 2025 Dashboard compared to the 2024 Dashboard.
    - English Learners: increased English Learner Progress in one of two opportunity schools.
    - Long-Term English Learners: increased English Learner Progress in four of four opportunity schools.

- SPAN School:
    - English Learners: increased English Learner Progress in one of one SPAN school.
    - Long-Term English Learners: increased English Learner Progress in one of one SPAN school.

- Special Education School:
    - English Learners: increased English Learner Progress in one of one special education school.

i-Ready English Language Arts (ELA) Assessment: 2025-26
As measured by English Learner performance data on the i-Ready ELA assessment from Beginning-of-Year 2025 to Middle-of-Year 2026, the goal action was effective in increasing reading and language proficiency for English Learners and Long-Term English Learners in the eligible schools. Throughout 2025-26, student group performance and progress was monitored and evaluated.

- On average, English Learners and Long-Term English Learners in eligible schools made progress in reading and language skills, moving closer to achieving fluent English proficiency.

- Community Day School:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 6.8%, to 17.2% on the winter 2026 Middle-of-Year (MOY) assessment in one of one community day school.
    - Long-Term English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 8.6%, to 18.5% on the winter 2026 Middle-of-Year (MOY) assessment in one of one community day school.

- Continuation Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from

fall 2025 Beginning-of-Year (BOY) assessment, 5.3% average, to 19.4% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two continuation schools.
    - Long-Term English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 9.5%, to 15.8% on the winter 2026 Middle-of-Year (MOY) assessment in one of one continuation school.

- Elementary Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 2.5% average, to 16.6% average on the winter 2026 Middle-of-Year (MOY) assessment in four of four elementary schools.

- High Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 9.9% average, to 29.7% average on the winter 2026 Middle-of-Year (MOY) assessment in four of four high schools..
    - Long-Term English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 2.2%, to 14.0% on the winter 2026 Middle-of-Year (MOY) assessment in one of one high school.

- Home & Hospital School:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 3.0%, to 13.5% on the winter 2026 Middle-of-Year (MOY) assessment in one of one home and hospital school.

- Middle Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 0.5% average, to 2.9% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two middle schools.
    - Long-Term English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 2.9% to 3.0% on the winter 2026 Middle-of-Year (MOY) assessment in one of one middle school.

- Opportunity Schools:
    - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 18.1% average, to 31.4% average on the winter 2026 Middle-of-Year (MOY) assessment in two of two opportunity schools.
    - Long-Term English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 23.6% average, to 38.7% average on the winter 2026

Middle-of-Year (MOY) assessment in four of four opportunity schools.

- SPAN School:
  - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 1.4%, to 5.1% on the winter 2026 Middle-of-Year (MOY) assessment in one of one SPAN school.
  - Long-Term English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 4.8%, to 7.7% on the winter 2026 Middle-of-Year (MOY) assessment in one of one SPAN school.

- Special Education School:
  - English Learners: increased level of reading and language proficiency as evidenced on the i-Ready Literacy assessment from fall 2025 Beginning-of-Year (BOY) assessment, 0.0%, to 20.0% on the winter 2026 Middle-of-Year (MOY) assessment in one of one special education school.

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 2025 California School Dashboard ("Dashboard"), the actions implemented at the 42 eligible schools were effective in increasing the Graduation Rate on average by 6.9% of students in identified student groups. On the 2024 Dashboard, 49.7% of students in identified student groups at the 42 schools, on average, graduated high school within five years. On the 2025 Dashboard, this figure increased to an average of 56.6% of students in the identified student groups graduating high school within five years. The District views the action as being effective due to 86 of 117 identified student groups at the 42 eligible schools experiencing an increased graduation rate from 2024 to 2025. Of the remaining identified student groups, 28 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. Of the 13 eligible schools with declining graduation rates, eight were continuation high schools that support students in catching up on credits and returning to traditional high schools to graduate.

Graduation Rate Indicator: 2025 Dashboard

- Community Day Schools: student group Graduation Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - All: increased graduation rate in two of two community day school.
  - Hispanic / Latino: increased graduation rate in two of two community day schools.
  - Socioeconomically Disadvantaged: increased graduation rate in two of two community day schools.

- Continuation Schools: student group Graduation Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - All: increased graduation rate in 20 of 25 continuation schools.
  - English Learner: decreased graduation rate in one of one continuation school.
  - Hispanic / Latino: increased graduation rate in 20 of 23 continuation schools.

    - Homeless: increased graduation rate in one of one continuation school.
    - Long-Term English Learner: decreased graduation rate in one of one continuation school.
    - Socioeconomically Disadvantaged: increased graduation rate in 18 of 23 continuation schools.
    - Students with Disabilities: increased graduation rate in one of one continuation school.

- High Schools: student group Graduation Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - English Learner: increased graduation rate in two of four high schools.
    - Students with Disabilities: increased graduation rate in one of one high school.

- Home & Hospital School: student group Graduation Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - All: maintained graduation rate in one of one home and hospital.
    - Hispanic / Latino: maintained graduation rate in one of one home and hospital.
    - Socioeconomically Disadvantaged: maintained graduation rate in one of one home and hospital school.

- Opportunity Schools: student group Graduation Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - African American / Black: increased graduation rate in one of one opportunity school.
    - All: increased graduation rate in four of eight opportunity schools.
    - English Learner: decreased graduation rate in one of one opportunity school.
    - Homeless: increased graduation rate in one of one opportunity school.
    - Latino: increased graduation rate in five of seven opportunity schools.
    - Socioeconomically Disadvantaged: increased graduation rate in five of eight opportunity schools.
    - Students with Disabilities: decreased graduation rate in one of one opportunity school.
    - White: increased graduation rate in one of one opportunity school.

On-Track to Graduate: 2025-26 (Through February 2026)
As measured by on-track to graduate data, the goal action was 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 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 2025-26, student group performance and progress towards graduation was monitored and evaluated.

- Community Day Schools:
    - All: 11.6% average on track to graduate across two of two community day schools.
    - Hispanic / Latino: 13.2% average on track to graduate across two of two community day schools.
    - Socioeconomically Disadvantaged: 11.9% average on track to graduate across two of two community day schools.

- Continuation Schools:
    - All: 19.3% average on track to graduate across 25 of 25 continuation schools.

- English Learner: 13.0% on track to graduate in one of one continuation school.
- Hispanic / Latino: 20.7% average on track to graduate across 23 of 23 continuation schools.
- Homeless: 9.7% on track to graduate in one of one continuation school.
- Long-Term English Learner: 8.6% on track to graduate in one of one continuation school.
- Socioeconomically Disadvantaged: 19.2% average on track to graduate across 23 of 23 continuation schools.
- Students with Disabilities: 8.7% on track to graduate in one of one continuation school.

- High Schools:
  - English Learner: 30.2% average on track to graduate across four of four high schools.
  - Students with Disabilities: 53.9% on track to graduate in one of one high school.

- Home & Hospital School:
  - All: 47.6% on track to graduate in one of one home and hospital school.
  - Hispanic / Latino: 48.0% on track to graduate in one of one home and hospital school.
  - Socioeconomically Disadvantaged: 47.5% on track to graduate in one of one home and hospital school.

- Opportunity School:
  - African American / Black: 30.6% on track to graduate in one of one opportunity school.
  - All: 46.7% average on track to graduate across eight of eight opportunity schools.
  - English Learner: 25.0% on track to graduate in one of one opportunity school.
  - Homeless: 16.9% on track to graduate in one of one opportunity school.
  - Latino: 47.2% average on track to graduate across seven of seven opportunity schools.
  - Socioeconomically Disadvantaged: 46.2% average on track to graduate across eight of eight opportunity schools.
  - Students with Disabilities: 38.2% on track to graduate in one of one opportunity school.
  - White: 40.3% on track to graduate in one of one opportunity 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 2025 California School Dashboard (“Dashboard”), the actions implemented at the 38 eligible schools were effective in increasing the percentage of high school graduates that are prepared for college or a career on average by 3.3% in identified student groups. On the 2024 Dashboard, 2.9% of students in identified student groups at the 38 schools, on average, were prepared for college or a career upon high school graduation. On the 2025 Dashboard, this figure increased to an average of 6.2% of students in identified student groups as prepared for college or a career. The District views the action as effective as 69 of 101 identified student groups at the 38 eligible schools had an increase in their College/Career rate from 2024 to 2025. Out of the 38 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 32 out of 101 identified student groups didn’t see an increase in their College/Career rate on the 2025 Dashboard compared to the 2024 Dashboard.

College/Career Indicator: 2025 Dashboard

- Community Day 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 one of two community day schools.
    - Hispanic / Latino: increased Prepared level in one of one community day school.
    - Socioeconomically Disadvantaged: increased Prepared level in one of two community day schools.

- 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 19 of 28 continuation schools.
    - English Learner: maintained Prepared level in one of one continuation school.
    - Hispanic / Latino: increased Prepared level in 18 of 26 continuation schools.
    - Socioeconomically Disadvantaged: increased Prepared level in 19 of 27 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.
    - Students with Disabilities: increased Prepared level in two of two high schools.

- Home & Hospital School: 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.
    - African American / Black: increased Prepared level in one of one home and hospital school.
    - All: maintained Prepared level in one of one home and hospital school.
    - Hispanic / Latino: maintained Prepared level in one of one home and hospital school.
    - Socioeconomically Disadvantaged: maintained Prepared level in one of one home and hospital 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: increased Prepared level in two of two opportunity schools.
    - Hispanic / Latino: increased Prepared level in one of one opportunity school.
    - Socioeconomically Disadvantaged: increased Prepared level in two of two opportunity schools.

On-Track to Meeting A-G Course Requirement with a grade of C or better: 2025-26 (Through February 2026)
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 Opportunity Schools. However, student groups in continuation high schools are largely below readiness benchmarks in meeting A-G course requirements. Throughout 2025-26, student group performance and progress towards A-G course completion with a grade of C or better was monitored and evaluated.

- Community Day 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: 2.3% on track to meeting A-G course requirements upon graduation in two of two community day schools.
    - Hispanic / Latino: 5.0% on track to meeting A-G course requirements upon graduation in one of one community day school.
    - Socioeconomically: 2.4% on track to meeting A-G course requirements upon graduation in two of two community day schools.

- 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: 5.3% on track to meeting A-G course requirements upon graduation in 28 of 28 continuation schools.
    - English Learner: 1.9% on track to meeting A-G course requirements upon graduation in one of one continuation school.
    - Hispanic / Latino: 5.3% on track to meeting A-G course requirements upon graduation in 26 of 26 continuation schools.
    - Socioeconomically Disadvantaged: 5.4% on track to meeting A-G course requirements upon graduation in 27 of 27 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.
    - Students with Disabilities: 27.3% on track to meeting A-G course requirements upon graduation in two of two high schools.

- Home & Hospital School: 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: 0.5% on track to meeting A-G course requirements upon graduation in one of one home and hospital school.
    - Hispanic / Latino: 0.0% on track to meeting A-G course requirements upon graduation in one of one home and hospital school.
    - Socioeconomically Disadvantaged: 0.0% on track to meeting A-G course requirements upon graduation in one of one home and hospital 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: 25.7% on track to meeting A-G course requirements upon graduation in two of two opportunity schools.
    - Hispanic / Latino: 30.2% on track to meeting A-G course requirements upon graduation in one of one opportunity school.
    - Socioeconomically Disadvantaged: 25.1% on track to meeting A-G course requirements upon graduation in two of two opportunity schools.

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 2025 California School Dashboard ("Dashboard"), the actions implemented at the 25 eligible schools were effective in decreasing the percentage of Chronic Absenteeism on average by 1.8% of students in identified student groups. On the 2024 Dashboard, 43.9% of students in identified student groups at the 25 schools, on average, were chronically absent. On the 2025 Dashboard, this figure decreased to an average of 42.1% of students in the identified student groups as chronically absent. The District views the action as effective because, out of the 67 identified student groups at the 25 eligible schools, 42 decreased in their chronic absenteeism rate.

Chronic Absenteeism Indicator: 2025 Dashboard

- Elementary Schools: student group Chronic Absenteeism Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - African American / Black: decreased chronic absenteeism rate in two of five elementary schools.
    - All: decreased chronic absenteeism rate in one of two elementary schools.
    - English Learner: decreased chronic absenteeism rate in one of four elementary schools.
    - Hispanic / Latino: decreased chronic absenteeism rate in four of five elementary schools.
    - Homeless: increased chronic absenteeism rate in two of two elementary schools.
    - Socioeconomically Disadvantaged: decreased chronic absenteeism rate in one of two elementary schools.
    - Students with Disabilities: decreased chronic absenteeism rate in six of nine elementary schools.
    - Two or More Races: decreased chronic absenteeism rate in one of one elementary school.
    - White: decreased chronic absenteeism rate in one of one elementary school.

- Middle Schools: student group Chronic Absenteeism Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - All: decreased chronic absenteeism rate in one of two middle schools.
    - English Learner: decreased chronic absenteeism rate in two of two middle schools.
    - Hispanic / Latino: decreased chronic absenteeism rate in two of two middle schools.
    - Homeless: increased chronic absenteeism rate in one of one middle school.
    - Long-Term English Learners: decreased chronic absenteeism rate in two of two middle schools.
    - Socioeconomically Disadvantaged: decreased chronic absenteeism rate in two of two middle schools.
    - Students with Disabilities: increased chronic absenteeism rate in two of two middle schools.

- Opportunity Schools: student group Chronic Absenteeism Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - African American / Black: decreased chronic absenteeism rate in one of one opportunity school.
    - All: decreased chronic absenteeism rate in one of one opportunity school.
    - English Learner: decreased chronic absenteeism rate in one of three opportunity schools.
    - Hispanic / Latino: decreased chronic absenteeism rate in one of one opportunity school.
    - Long-Term English Learners: decreased chronic absenteeism rate in one of one opportunity school.
    - Socioeconomically Disadvantaged: decreased chronic absenteeism rate in one of one opportunity school.

    - Two or More Races: decreased chronic absenteeism rate in one of three opportunity schools.
    - White: decreased chronic absenteeism rate in one of one opportunity school.

- Primary Centers: student group Chronic Absenteeism Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - All: decreased chronic absenteeism rate in one of two primary centers.
    - English Learner: decreased chronic absenteeism rate in three of three primary centers.
    - Hispanic / Latino: decreased chronic absenteeism rate in two of two primary centers.
    - Socioeconomically Disadvantaged: decreased chronic absenteeism rate in one of two primary centers.
    - Students with Disabilities: decreased chronic absenteeism rate in one of one primary center.

- SPAN Schools: student group Chronic Absenteeism Rate on the 2025 Dashboard compared to the 2024 Dashboard.
    - All: increased chronic absenteeism rate in one of one SPAN school.

Chronic Absenteeism Rate: 2025-26 (ThroughFebruary 2026)
Based on mid-year 2025-26 data, eligible schools reported chronic absenteeism rates for identified student groups above the District average for the same student groups when compared to year-end 2024-25 data. Student group performance and progress toward reducing chronic absenteeism was monitored throughout the year. The effectiveness of 2025-26 supports in lowering chronic absenteeism for the identified student groups at eligible schools will be evaluated in the 2026 Dashboard.

- Elementary Schools:
    - African American / Black: 26.6% chronic absenteeism rate in five of five elementary schools.
    - All: 29.8% chronic absenteeism rate in two of two elementary schools.
    - English Learner: 27.1% chronic absenteeism rate in four of four elementary schools.
    - Hispanic / Latino: 21.1% chronic absenteeism rate in five of five elementary schools.
    - Homeless: 39.8% chronic absenteeism rate in two of two elementary schools.
    - Socioeconomically Disadvantaged: 29.5% chronic absenteeism rate in two of two elementary schools.
    - Students with Disabilities: 25.7% chronic absenteeism rate in nine of nine elementary schools.
    - Two or More Races: 28.6% chronic absenteeism rate in one of one elementary school.
    - White: 25.6% chronic absenteeism rate in one of one elementary school.

- Middle Schools:
    - All: 29.3% chronic absenteeism rate in two of two middle schools.
    - English Learner: 22.5% chronic absenteeism rate in two of two middle schools.
    - Hispanic / Latino: 25.8% chronic absenteeism rate in two of two middle schools.
    - Homeless: 32.7% chronic absenteeism rate in one of one middle school.
    - Long-Term English Learners: 26.0% chronic absenteeism rate in two of two middle schools.
    - Socioeconomically Disadvantaged: 29.8% chronic absenteeism rate in two of two middle schools.
    - Students with Disabilities: 34.2% chronic absenteeism rate in two of two middle schools.

- Opportunity Schools:
  - African American / Black: 76.3% chronic absenteeism rate in one of one opportunity school.
  - All: 76.4% chronic absenteeism rate in one of one opportunity school.
  - English Learner: 79.7% chronic absenteeism rate in three of three opportunity schools.
  - Hispanic / Latino: 77.2% chronic absenteeism rate in one of one opportunity school.
  - Long-Term English Learners: 82.5% chronic absenteeism rate in one of one opportunity school.
  - Socioeconomically Disadvantaged: 77.2% chronic absenteeism rate in one of one opportunity school.
  - Two or More Races: 67.4% chronic absenteeism rate in three of three opportunity schools.
  - White: 58.2% chronic absenteeism rate in one of one opportunity school.

- Primary Centers:
  - All: 32.0% chronic absenteeism rate in two of two primary centers.
  - English Learner: 26.5% chronic absenteeism rate in three of three primary centers.
  - Hispanic / Latino: 29.5% chronic absenteeism rate in two of two primary centers.
  - Socioeconomically Disadvantaged: 31.3% chronic absenteeism rate in two of two primary centers.
  - Students with Disabilities: 53.8% chronic absenteeism rate in one of one primary center.

- SPAN School:
  - All: 27.8% 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 2025 California School Dashboard ("Dashboard"), the actions implemented at the 16 eligible schools were effective in maintaining a Suspension Rate on average of 5.4% of students in identified student groups. On the 2024 Dashboard, 5.1% of students in identified student groups at the 16 schools, on average, were suspended for a total of one full day or more during the school year. On the 2025 Dashboard, this figure increased 0.3%. Six of the 16 eligible schools maintained a 0.0% Suspension Rate in 2025 for identified student groups, the same as in 2024. The District views the action as effective because, out of the 36 identified student groups at the 16 eligible schools, 27 either maintained their suspension rate at 0.0% or saw a decrease in their suspension rate. Only nine student groups had an increase in their suspension rate.

Suspension Rate Indicator: 2025 Dashboard

- Community Day Schools: student group Suspension Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - All Students: decreased or maintained a 0% suspension rate in two of two community day schools.
  - Foster Youth: increased suspension rate in one of one community day school.
  - Hispanic / Latino: decreased or maintained a 0% suspension rate in three of four community day schools.
  - Socioeconomically Disadvantaged: decreased or maintained a 0% suspension rate in two of two community day schools.

- Students with Disabilities: decreased suspension rate in one of one community day school.

- Continuation Schools: student group Suspension Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - African American / Black: maintained a 0.0% suspension rate in one of one continuation school.
  - All Students: maintained a 0.0% suspension rate in three of four continuation schools.
  - Hispanic / Latino: maintained a 0.0% suspension rate in one of two continuation schools.
  - Socioeconomically Disadvantaged: maintained a 0.0% suspension rate in three of four continuation schools.

- Elementary School: student group Suspension Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - African American / Black: decreased suspension rate in one of one elementary school.
  - Socioeconomically Disadvantaged: decreased suspension rate in one of one elementary school.

- High School: student group Suspension Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - Foster Youth: decreased suspension rate in one of one high school.

- Opportunity Schools: student group Suspension Rate on the 2025 Dashboard compared to the 2024 Dashboard.
  - All Students: decreased or maintained a 0% suspension rate in three of four opportunity schools.
  - Hispanic / Latino: decreased or maintained a 0% suspension rate in two of three opportunity schools.
  - Socioeconomically Disadvantaged: decreased or maintained a 0% suspension rate in three of four opportunity schools.
  - Students with Disabilities: increased suspension rate in one of one opportunity school.

Suspension Rate: 2025-26 (Through February 2026)
Based on mid-year 2025-26 data, eligible schools reported suspension rates, on average, for Foster Youth, Hispanic/Latino, and Socioeconomically Disadvantaged above the District average when compared to year-end 2024-25 data. The African American/Black and Students with Disabilities suspension rate, on average, was below the District average when compared to year-end 2024-25 data. The effectiveness of 2025-26 supports in reducing suspension rates for the identified student groups at eligible schools will be evaluated in the 2026 Dashboard.

- Community Day Schools:
  - All Students: 5.4% average suspension rate in two of two community day schools.
  - Foster Youth: 16.7% average suspension rate in one of one community day school.
  - Hispanic / Latino: 4.6% average suspension rate in four of four community day schools.
  - Socioeconomically Disadvantaged: 5.6% average suspension rate in three of three community day schools.
  - Students with Disabilities: 0.0% average suspension rate in one of one community day school.

- Continuation Schools:
  - African American / Black: 0.0% average suspension rate in one of one continuation schools.

- All Students: 0.0% average suspension rate in four of four continuation schools.
- Hispanic / Latino: 0.0% average suspension rate in two of two continuation schools.
- Socioeconomically Disadvantaged: 0.0% average suspension rate in four of four continuation schools.

- Elementary Schools:
  - African American / Black: 0.0% average suspension rate in two of two elementary schools.
  - Socioeconomically Disadvantaged: 0.0% average suspension rate in one of one elementary school.

- High School:
  - Foster Youth: 0.0% average suspension rate in one of one high school.

- Opportunity Schools:
  - All Students: 0.0% average suspension rate in four of four opportunity schools.
  - Hispanic / Latino: 0.0% average suspension rate in three of three opportunity schools.
  - Socioeconomically Disadvantaged: 0.0% average suspension rate in four of four opportunity schools.
  - Students with Disabilities: 0.0% average suspension rate in one of one opportunity school.

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 five newly eligible District schools selected for Equity Multiplier funding for use beginning in 2026-27.

Additionally, all goal actions have been revised to align with the 2025 California School Dashboard results.

The below table indicates the five newly eligible schools with one or more student groups identified in the lowest performance level for any of the following 2025 Dashboard indicators: English Language Arts, Mathematics, Science, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. In the Measuring and Reporting Results section, in 2026-27, 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 2025-26 Measuring and Reporting Results section.

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER

Coliseum Street Elementary				AA, EL, HI, SWD *(Orange)*		SWD *(Orange)*		
Glen Alta Elementary				ALL, HI, SED				
Horace Mann UCLA Community				ALL, EL, HI, SED, SWD				
Johnnie Cochran, Jr., Middle School	EL, HI, SWD	EL, SWD	SWD	ALL, HI, SED, SWD				
Purche Avenue Elementary				EL, MR, SWD *(Orange)*		EL *(Orange)*		

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 2025-26 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 Preparation Academy</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr></table></td><td>$5,879,323</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	Low Income	Students with Disabilities	White
Berenece Carlson Home Hospital	-	-	-	-	Red	Red	-	-
Charles Drew Middle	Red	-	-	Red	Red	Red	-	-
Charles Maclay Middle	-	-	-	-	-	-	Red	-
City of Angels	Red	Red	-	-	Red	Red	-	-
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	-	-	-	-	Red	-	-	-
El Dorado Avenue Elementary	-	-	-	-	-	-	Red	-
George Washington Preparatory High	Red	Red	Red	-	-	-		-
Hillcrest Drive Elementary	-	-	-	-	-	-	Orange	-
Johnnie Cochran, Jr., Middle	-	-	Red	-	Red	-	Red	-
Leadership & Public Service Virtual Academy	Red	Red	Red	-	Red	Red	Red	-
Martin Luther King Jr. Elementary	-	-	Red	-	-	-	-	-
Ninth Street Elementary	Red	-	Red	-	Red	Red	-	-
Susan Miller Dorsey Senior High	-	-	Red	-	Red	-	-	-
Tri-C Community Day	Red	-	-	-	Red	Red	-	-
Virtual Academy of International Studies/Humanities	-	-	-	-	Red	-	Red	-
Virtual Academy of the Arts & Entertainment	-	-	-	-	Red	Red	-	-
Virtual Academy STEAM	-	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><th>White</th></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>Will Rogers Continuation</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>8.02</td><td>Mathematics: 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 Mathematics Indicator:

● Use of high-dosage tutoring during, before, and after the school day to assist students in grade-level proficiency.
● 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 2025-26 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.</td><td>$3,330,711</td><td>N</td></tr>
</table>

<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>Berenece Carlson Home Hospital</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Charles Drew Middle</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Charles Maclay Middle</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>City of Angels</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Computer Science Virtual Academy</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>George Washington Preparatory High</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Hillcrest Drive Elementary</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Orange</td></tr>
<tr><td>Johnnie Cochran, Jr., Middle</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Leadership & Public Service Virtual Academy</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td></tr>
<tr><td>Ninth Street Elementary</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Samuel Gompers Middle</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of the Arts & Entertainment</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy STEAM</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Will Rogers Continuation</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
</table>
</td><td></td><td></td></tr>
<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</td><td>$2,696,272</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		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 2025-26 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 performance levels for this action.		

Schools	English Learners	Long-Term English Learners
Cal Burke High	Red	-
George Washington Preparatory High	Red	-
Harris Newmark Continuation	Red	-
La Salle Avenue Elementary	Red	-
Leadership & Public Service Virtual Academy	Red	-
MLK, Jr. Elementary	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>Ninth Street Elementary</td><td>Red</td><td>-</td></tr>
<tr><td>Samuel Gompers Middle</td><td>Red</td><td>Red</td></tr>
<tr><td>Tri-C Community Day</td><td>Red</td><td>Red</td></tr>
<tr><td>Virtual Academy of Business & Entrepreneurship</td><td>Red</td><td>Red</td></tr>
<tr><td>Virtual Academy STEAM</td><td>Red</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 2025-26 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Graduation Rate), to inform</td><td>$6,743,008</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		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	Hispanic / Latino	Homeless	Low Income	Students with Disabilities	White
Angel's Gate (Continuation)	Red	-	-	-	Red	-	Red	-	-
Belmont Senior High	Red	-	Red	-	Red	-	Red	-	-
Berenece Carlson Home Hospital	Red	-	-	-	-	-	Red	Red	-
Central High	Red	-	Red	Red	Red	Red	Red	Red	-
City of Angels	Red	-	Red	-	Red	Red	Red	-	Red
Computer Science Virtual Academy	Red	-	-	-	Red	-	Red	Red	-
Ellington (Duke) High (Continuation)	Red	-	-	-	-	-	Red	-	-
Evergreen Continuation	Orange	-	-	-	Orange	-	Orange	-	-
Frida Kahlo High	Red	-	Red	-	Red	-	Red	-	-
George S. Patton Continuation	Green	-		-	-	-	-	-	-
George Washington Preparatory High	Red	-	Red	-	-	-	-	-	-
Harris Newmark Continuation	-	-	Red	-		Red	-	-	-
Henry David Thoreau Continuation	Yellow	-	-	-	-	-	-	-	-
Independence Continuation	Red	-	-	-	Red	-	Red	-	-
Jack London Continuation	Red	-	-	-	Red	-	Red	-	-
Jane Addams 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
John Hope Continuation	-	-	-	-	Red	-	-	-	-
John R. Wooden High	Red	-	-	-	Red	-	Red	-	-
Leadership & Public Service Virtual Academy	Red	-	-	-	Red	-	Red	-	-
Mission Continuation	-	-	-	-	Orange	-	-	-	-
Moneta Continuation	Red	-	-	-	-	-	Red	-	-
Monterey Continuation	Red	-	-	-	Red	-	Red	-	-
Odyssey Continuation	Red	-	-	-	Red	-	Red	-	-
Owensmouth Continuation	Orange	-	-	-	Orange	-	Orange	-	-
Pueblo de Los Angeles Continuation	Red	-	-	-	-	-	Red	-	-
Richard A. Alonzo Community Day	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	-	Red	-	-
Virtual Academy of International Studies/Humanities	Red	-	-	-	Red	-	Red	-	-
Virtual Academy of the Arts & Entertainment	-	-	-	-	-	-	-	Red	-
Virtual Academy STEAM	Red	-	-	-	Red	-	Red	Red	-
Will Rogers Continuation	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>Homeless</th><th>Low Income</th><th>Students with Disabilities</th><th>White</th></tr>
<tr><td>William Tell Aggeler Opportunity High</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</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>
</table>
</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

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2025-26 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., College/Career), to inform</td><td>$5,332,254</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		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	Homeless	Low Income	Students with Disabilities
Albert Einstein Continuation	Red	-	-	Red	-	Red	-
Amelia Earhart Continuation	-	-	-	-	-	Red	-
Angel's Gate (Continuation)	Red	-	-	Red	-	Red	-
Belmont Senior High	Red	-	-	Red	-	-	-
Berenece Carlson Home Hospital	Red	-	-	-	-	Red	Red
Boyle Heights Continuation	Red	-	-	-	-	Red	-
Central High	Red	-	Red	Red	-	Red	-
Cheviot Hills Continuation	Red	-	-	-	-	Red	-
City of Angels	-	-	Red	-	Red	-	-
Computer Science Virtual Academy	-	-	-	-	-	-	Red
Dan M. Issacs Avalon High	Red	-	-	Red	-	Red	-
Frida Kahlo High	Red	-	-	-	-	Red	-

Action #	Title	Description	Total Funds	Contributing

Schools	All Students	African American / Black	English Learners	Hispanic / Latino	Homeless	Low Income	Students with Disabilities
Harris Newmark Continuation	-	-	-	-	Red	-	-
Highland Park Continuation	Orange	-	-	Orange	-	Orange	-
Jack London Continuation	Red	-	-	-	-	Red	-
Jane Addams Continuation	Red	-	-	Red	-	Red	-
Jordan High	Red	-	-	Red	-	Red	Red
Metropolitan Continuation	Red	-	-	Red	-	Red	-
Mission Continuation	-	-	-	-	Orange	-	-
Moneta Continuation	Red	-	-	-	-	Red	-
Phoenix Continuation	Red	-	-	-	-	Red	-
Pueblo de Los Angeles Continuation	Red	-	-	Red	-	Red	-
Richard A. Alonzo Community Day	Red	-	-	-	-	Red	-
Robert H. Lewis Continuation	Orange	-	-	Orange	-	Orange	-
San Antonio Continuation	Red	-	-	Red	-	Red	-
Simon Rodia Continuation	Red	-	-	Red	-	Red	-
Tri-C Community Day	Red	-	-	Red	-	Red	-
Virtual Academy of the Arts & Entertainment	-	-	-	-	-	-	Red
Virtual Academy STEAM	-	-	-	-	-	-	Red
Whitman Continuation	Yellow	-	-	-	-	-	-

<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></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.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2025-26 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.

<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>Homeless</th><th>Hispanic / Latino</th><th>Multiple Races</th><th>Low Income</th><th>Students w/ Disabilities</th><th>White</th></tr>
<tr><td>Audubon Middle</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
</table>
</td><td>$9,823,905</td><td>N</td></tr>
</table>

Action #	Title	Description										Total Funds	Contributing
		Barack Obama Global Preparation Academy	-	-	-	-	Red	-	-	-	-	-	
		Boys Academic Leadership Academy	Red	-	-	-	-	-	-	-	-	-	
		Bret Harte Prep	-	-	-	-	Red	-	-	-	Red	-	
		CDS Secondary	Red	-	-	-	-	-	-	Red	-	-	
		Century Park Elementary	-	-	Red	-	-	-	-	-	Red	-	
		Charles Drew Middle	-	-	Red	-	-	-	-	-	-	-	
		Charles Maclay Middle	Red	-	-	-	-	Red	-	Red	Red	-	
		Cimarron Avenue Elementary	-	-	-	-	-	Red	-	-	-	-	
		Coliseum Street Elementary	-	Orange	Orange	-	-	Orange	-	-	Orange	-	
		Computer Science Virtual Academy	-	-	-	-	-	-	-	-	-	Red	
		Edwin Markham Middle	-	-	-	-	Red	-	-	Red	Red	-	
		El Dorado Elementary	-	-	Red	-	Red	-	-	-	-	-	
		Forty-Second Street Elementary	-	-	-	-	-	Red	-	-	Red	-	
		Glen Alta Elementary	Red	-	-	-	-	Red	-	Red	-	-	
		Hillcrest Drive Elementary	-	-	Orange	-	Orange		Orange	-	Orange	-	
		Horace Mann UCLA Community	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>Homeless</th><th>Hispanic / Latino</th><th>Multiple Races</th><th>Low Income</th><th>Students w/ Disabilities</th><th>White</th></tr>
<tr><td>Johnnie Cochran, Mr. Middle</td><td>Red</td><td>-</td><td></td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Lankershim Elementary</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Leadership & Public Service Virtual Academy</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Manhattan Place Elementary</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>MLK, Jr. Elementary</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Ninth Street Elementary</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Olympic Primary Center</td><td>Orange</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Purche Avenue Elementary</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>-</td><td>-</td><td>Orange</td><td>-</td><td>Orange</td><td>-</td></tr>
<tr><td>Samuel Gompers Middle</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Virtual Academy of Business & Entrepreneurship</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Virtual Academy of International Studies</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Virtual Academy of the Arts & Entertainment</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>Red</td></tr>
<tr><td>Virtual Academy STEAM</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Woodcrest Elementary</td><td>-</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>-</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</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:</td><td>$1,219,884</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
	Supports by Identified Schools	● Professional training for staff in areas of positive discipline strategies, restorative practices, cultural competence, and/or trauma-informed practices. ● 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 2025-26 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	English Learner	Foster	Hispanic / Latino	Low Income	Students with Disabilities
Aggeler Community Day	-	-	-	Red	-	-	-
CDS Secondary	Red	-	-	-	Red	Red	-
Dorothy V. Johnson Community Day	Blue	-	-	-	Blue	Blue	-
Eagle Tree Continuation	Blue	-	-	-	Blue	Blue	-
Harold McAlister High (Opportunity)	Blue	-	Blue	-	Blue	Blue	-
Jack London Community Day	Red	-	-	-	Red	Red	-
Mt. Lukens Continuation	-	-	-	-	Blue	Blue	-
Purche Avenue Elementary	-	-	Orange	-	-	-	-

Action #	Title	Description	Total Funds	Contributing

Schools	All Students	African American / Black	English Learner	Foster	Hispanic / Latino	Low Income	Students with Disabilities
Ramona Opportunity High	Blue	-	-	-	-	-	-
Thomas Riley High	Blue	-	-	-	Blue	Blue	-
View Park Continuation	Blue	-	-	-	-	Blue	-
Whitney Young Continuation	Blue	-	-	-	-	Blue	-
William J. Johnston Community Day	Blue	-	-	-	Blue	Blue	Blue
William Tell Aggeler Opportunity High	-	-	-	-	Red	-	-

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,564,438,694	$ 192,750,032

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
% 35.87	% 0.0	$ 0.0	% 35.87

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.	While Los Angeles Unified has successfully expanded access to devices and connectivity, closing the digital divide now requires a deeper focus on how technology is used to support high-quality instruction, student well-being, and future-ready skills. Persistent gaps still exist for low-income students around digital participation and digital citizenship including access to computer science and emerging technologies pathways, even as access to devices and technologies has increased. Low-income students are spending more time in front of	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	screens, yet continue to be underrepresented in pathways towards computer science careers. To address these needs, the District is advancing a human-centered approach to educational technology that prioritizes safe, purposeful, and empowering use of digital tools in teaching and learning. This includes expanding instruction and support in digital citizenship, AI literacy, digital balance and well-being, and computer science education, ensuring that technology enhances, not replaces, high quality standards-aligned instruction. Through the District's educational technology and innovation efforts, school sites will receive targeted, differentiated support through the Instructional Technology Facilitators and Central Office Teams. Support includes job-embedded professional learning, coaching, co-teaching, and model lessons that align with the LAUSD Teaching and Learning Framework, and technology integration standards. These efforts are prioritized for schools serving high percentages of low-income students while benefitting all students through schoolwide implementation. 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 this expanded approach by gaining access	● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or lower) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or lower) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or lower) 9-12 ● 1.28: Access to a Broad Course of Study (All Students)

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
		not only to devices, but to high quality learning experiences that build critical digital, academic, and future ready skills. 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 Appendix B.	
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 2024-25 includes: Chronic Absenteeism K-5- District calculation (30.1% for Foster Youth, 28.0% for Low Income, and 26.8% for English Learners versus 25.8% 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	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 in 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. 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.	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 Rate (District Calculation: 91% or lower) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or lower) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or lower) 9-12 ● 1.27: Implementation of Academic Standards (All Students)

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
	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	In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	
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 2025 Dashboard includes: English Language Arts (66.9 points below standard for English Learners, 29.4 points below standard for Low Income, and 72.4 points below standard for Foster Youth versus 17.8 points below standard for all students) and Math (83.8 points below standard for English Learners, 60.7 points below standard for Low Income, and 100.1 points below standard for Foster Youth versus 48.9 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	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 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.	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

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
	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	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 and Math achievement compared to all students. Evidence of need from the 2025 LAUSD Open Data Dashboard includes: A-G Completion Rate (34.2% for Foster Youth, 57.4% for Low Income, and 34.7% for English Learners versus 58.4% 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	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 key outcome areas, including SBA English Language Arts and Math achievement, 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	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 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 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
	students from high income families. **Scope:** Schoolwide	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.	
1.12	**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. Evidence of need from the 2025 LAUSD Open Data Dashboard includes: DIBELS- % of Students Meeting Early Literacy Benchmarks in Grade 2 (44.8% for Foster Youth, 65.0% for Low Income, and 39.0% for English Learners versus 68.4% for all students); 4-year Graduation Rate (73.6% for Foster Youth, 87.0% for Low Income, and 66.2% for English Learners compared to 86.7% for all students); A-G Completion Rate (34.2% for Foster Youth, 57.4% for Low Income, and 34.7% for English Learners versus 58.4% for all students).	Los Angeles Unified continues to serve over 390,000 students in grades UTK-12, each student 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 2026-27 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	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 ● 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 ● 2.09: Percent of Students Reporting on the School Experience Survey: “I feel

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
	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	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 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	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
		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 2025 LAUSD Open Data Dashboard includes: DIBELS- % of Students meeting early literacy benchmarks in Grade 2 (65.0% for Low Income versus 68.4% 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 experiences and their effects into adolescents. The lack of access to early care and education is relevant because students from low-income families need equitable access to high quality early education programs. Within educational partner feedback, a stated desire is to expand Universal Transitional Kindergarten (UTK) throughout the District. Students will begin formal education at an earlier age providing the opportunity for students	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. ● In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need 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 2026-27, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not	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
	to enter elementary school grade levels with increased literacy and numeracy skills. **Scope:** LEA-wide	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 numeracy as are the all student group. Evidence of need from the 2025 LAUSD Open Data Dashboard include: Smarter Balanced Assessment- Distance from Standard Met in ELA- Grades 3-5 (-66.5 points below standard for Foster Youth, -30.5 points below standard for Low Income, and -102.5 points below standard for English Learner versus -14.4 below standard for all students). In addition, evidence of need includes 2024-25 DIBELS data in Grade 1 (62.9% for Foster Youth, 69.1% for Low Income, and 47.1% for English Learner versus 72.3% for all students). Targeted instruction is provided to assist the identified student groups in increased academic	English Learners, students in foster care, and low-income students, are not reaching grade-level proficiency targets in literacy and numeracy. These outcomes reflect variability in the implementation of high-quality Tier I instruction and targeted Tier II supports within a Multi-Tiered System of Support (MTSS). To address these needs, Los Angeles Unified will implement the Literacy and Numeracy Interventionist Model to support targeted student student populations in K–5/6 by strengthening foundational literacy and numeracy skills by implementing targeted elementary literacy and mathematics interventions. These efforts are designed to strengthen instruction, align supports to student needs, and accelerate progress toward grade-level proficiency. Schools are identified based on student performance data in early literacy (K–3) and mathematics (Grades 1–5). Priority is given to schools with the highest levels of need, including	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 ● 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
	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 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	those with significant percentages of students performing below expectations. 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 i-Ready reading diagnostic in grades K-12 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 Instruction**:** Students receive explicit, systematic, and cumulative reading instruction aligned to the science of reading. Instruction is informed by ongoing data analysis to address specific skill needs within Tier II supports. ○ Professional Learning**:** Educators engage in job-embedded professional learning focused on early literacy and the science of	

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
	graduate within four years both college and career ready. **Scope:** Schoolwide	reading. Through collaborative inquiry cycles (e.g., PDSA), teachers strengthen their ability to deliver evidence-based instruction. ○ Instructional Materials**:** Students use aligned, multi-sensory materials that reinforce foundational skills and support application of learning. ● **Math Interventions** ○ Targeted direct instruction in number sense and problem solving: The program supports educators in using progress-monitoring data to move students along concept progressions toward grade-level understanding, address key concepts for the grade, and provide support through a Multi-Tiered System of Support using the Concrete–Pictorial–Abstract (CPA) model to strengthen mathematical understanding. ○ Professional Development on Early Numeracy and Mathematical Understanding: The program supports educators in deepening their knowledge of mathematics content and instructional practices, and in using student data to identify learning needs, provide differentiated support, and build mathematical understanding through concrete, visual, and abstract instruction. ○ Instructional Materials: Hands-on materials	

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
		support a multi-sensory, multi-modal approach to learning and align with professional development by helping educators provide concrete, visual, and abstract learning experiences that deepen mathematical understanding, address student needs, and reinforce instruction. 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 that all students will benefit from this program, therefore, these supports are provided to all students at participating schools. 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.	

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
1.15	**Action:** Secondary Literacy Supports and Interventions **Need:** English Learners, students in foster care, and students from low income families are not reaching grade-level proficiency in literacy as are all student groups. Evidence of need from the 2025 LAUSD Open Data Dashboard include: Smarter Balanced Assessment- Distance from Standard Met in ELA- Grade 11 (-53.4 points below standard for Foster Youth, -7.1 points below standard for Low Income, and -145.6 points below standard for English Learner versus +0.7 above 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. 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.	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. 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	For the identified student group(s): EL, LI, FY, ALL ● 1.06-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.21: Percent of 11th grade 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
	Scope: LEA-wide	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 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	

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
		benefit from this program, and therefore these supports are provided to all students in middle school and high school grade levels.	
1.24	**Action:** 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 2023 LAUSD Open Data Dashboard includes: 2023 AP Pass Rate (47.2% for English Learners, 34.9% for Low Income, and 16.7% for Foster Youth versus 40.9% 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	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. 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	For the identified student group(s): EL, LI, FY, ALL ● 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
	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. **Scope:** LEA-wide	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 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 2025 LAUSD Open Data Dashboard includes: A-G Completion Rate (34.2% for Foster Youth, 57.4% for Low Income, and 34.7% for English Learners compared to 58.4% 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	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	For the identified student group(s): EL, LI, FY, ALL ● 1.06: Smarter Balanced Assessment: ELA- Grades 6-8 ● 1.08: Smarter Balanced Assessment: Math- Grades 6-8 ● 1.18: A-G Completion Rate ● 1.21: EAP - ELA ● 1.22: EAP - Math ● 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
	families, and students graduate from high school and have access to college. **Scope:** LEA-wide	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) ○ 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.	

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
		● 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 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.	

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
1.27	**Action:** Diploma Program **Need:** Increase the percentage of English Learners, students from low income families, and students in foster care who stay in school and graduate from high school compared to all students. Evidence of need from the 2025 LAUSD Open Data Dashboard includes: A-G Completion Rate (34.2% for Foster Youth, 57.4% for Low Income, and 34.7% for English Learners versus 58.4% 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 in foster care who stay in school and graduate from high school ready for college and career. **Scope:** Schoolwide	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 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	For the identified student group(s): EL, LI, FY, ALL ● 1.18: A-G Completion Rate ● 1.21: Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English ● 1.22: Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Math ● 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
		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 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 on a school-wide basis at the targeted sites.	
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 2025 Dashboard includes: College and Career indicator results (26.3% prepared for English Learners, 54.1% prepared for Low Income, and 28.1% prepared for Foster Youth versus 54.9% prepared for all students). Research shows that close to half of English	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	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

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 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 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	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 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	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	For the identified student group(s): EL, LI, FY, ALL ● 1.01-1.03: DIBELS- % of Students Meeting Early

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: 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 2025 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 3 (33.5 points below standard for Low Income, 63.6 points below standard for Foster Youth, and 95.9 points below standard for English Learners versus 17.6 points below standard for all students); Smarter Balanced Assessment- Math Grades 3-5 (70.1 points below standard for Foster Youth, 37.2 points below standard for Low Income, and 87.1 points below standard for English Learners versus 22.9 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	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. 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	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

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
		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 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 2025 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 6-8 (34.1	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 ● 1.06: Smarter Balanced Results- ELA, Grades 6-8 ● 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
	points below standard for Low Income, 86.4 points below standard for Foster Youth, and 139.6 points below standard for English Learners versus 18.8 points below standard for all students); Smarter Balanced Assessment-Math Grade 6-8 (133.9 points below standard for Foster Youth, 75.0 points below standard for Low Income, and 160.8 points below standard for English Learners versus 57.8 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. 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 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	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

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
	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 2025 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 11 (7.1 points below standard for Low Income, 53.4 points below standard for Foster Youth, and 145.6 points below standard for English Learners versus 0.7 points above standard for all students); Smarter Balanced Assessment- Math Grade 11 (142.2 points below standard for Foster Youth, 94.0 points below standard for Low Income, and 178.4 points below standard for English Learners versus 85.1 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	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. 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.	● 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
2.04	**Action:** Supplemental School Climate Support Staff **Need:** English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Evidence of need includes: 2025 LAUSD Open Data Dashboard Suspension Rate (0.40% for Low Income, 0.34% for English Learner, and 1.92% for Foster Youth versus 0.36% 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	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, the use of Campus Aides, to address the school climate needs of 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.	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." ● 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
	from low-income families, and students in foster care are in school, safe, and learning. **Scope:** LEA-wide		
2.06	**Action:** Supplemental Student Health Services **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 2024-25 includes: Excellent Attendance Rate (42.8% for English Learners, 44.5% for Low Income, and 39.6% for Foster Youth versus 46.5% for all students). For the unduplicated student group populations, 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.	In order to address 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 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.	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 Lower) - Grades K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 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
	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. 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		

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
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 Dashboard for 2024-25 includes: Chronic Absenteeism K-5- District calculation (28.0% for Low Income versus 25.8% 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	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. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	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 lower) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or lower) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or lower) 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
2.09	**Action:** Positive Behavior Interventions and Restorative Practices **Need:** Students from low income families, students in foster care, and English Learners traditionally have a higher 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	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 benefit from this program, and therefore these supports are provided Districtwide.	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 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
	care are being supported with alternatives to suspension and feel connected to schools. **Scope:** LEA-wide		
2.10	**Action:** Attendance Interventions **Need:** 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 2024-25 includes: Chronic	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 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.	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 lower) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or lower) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or lower) 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
	Absenteeism K-5- District calculation (30.1% for Foster Youth, 28.0% for Low Income, and 26.8% for English Learners versus 25.8% 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. **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 2024-25 includes: Excellent Attendance Rate (42.8% for English Learners and 44.5% for Low Income versus 46.5% for all students). Many of Los Angeles Unified's English learners enrolled in schools are Newcomers from other	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	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 lower) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or lower) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or lower) 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
	countries. The following data was filtered from **July 2025 to March 2026** on students that received services at the SEPA Centers: it showed 2,238 students from over 61 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 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	would also benefit all students, and therefore these supports are implemented Districtwide.	
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 2025 LAUSD Open Data Dashboard includes: Chronic Absenteeism Rate-Grades 6-8, District Calculation (36.7% for Foster Youth, 29.5% for Low Income, and 34.2% for English Learners versus 27.5% for all students).	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	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 lower) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or lower) 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
	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	● 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 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.	● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or lower) 9-12
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 2025	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"	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Students with Excellent Attendance ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5 ● 2.06: Single Student Suspension 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
	LAUSD Open Data Dashboard includes: Students with excellent attendance (44.5% for Low Income, 39.6% for Foster Youth, and 42.8% for English Learners compared to 46.5% 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 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	● 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 ● 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.	● 2.09: Percent of Students Reporting on the SES (Elementary Schools): “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES (Elementary Schools): “I feel like I am part of this school.”
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 2025	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	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Students with Excellent Attendance ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8 ● 2.06: Single Student Suspension 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
	LAUSD Open Data Dashboard includes: Students with excellent attendance (44.5% for Low Income, 39.6% for Foster Youth, and 42.8% for English Learners compared to 46.5% 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 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	● 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 these supports are provided across the middle school grade levels.	● 2.09: Percent of Students Reporting on the SES (Middle Schools): “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES (Middle Schools): “I feel like I am part of this school.”
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	In addition, for high schoolers overall in 2024-25, the chronic absenteeism rate (as defined by the District as being absent for 9% or more of the instructional days enrolled) was 37.0%. By comparison, 38.5% of low-income high school students, and 50.6% of English Learners and 48.5% of students in foster care in high school were chronically absent.	For the identified student group(s): EL, LI, FY, ALL ● 2.01: Students with Excellent Attendance ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12 ● 2.06: Single Student Suspension 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
	care. Evidence of need from the 2025 LAUSD Open Data Dashboard includes: Students with excellent attendance (44.5% for Low Income, 39.6% for Foster Youth, and 42.8% for English Learners compared to 46.5% 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 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	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 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.	● 2.09: Percent of Students Reporting on the SES (High School): “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES (High School): “I feel like I am part of this school.”
3.04	**Action:** Student Empowerment **Need:** Increase student engagement opportunities and connection to school for English Learners, students in foster care, and students from	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,	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
	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 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	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.	
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.	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 Strategic Initiatives Office) 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	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

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
	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. **Scope:** LEA-wide	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. 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.	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
3.06	**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 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	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. 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.	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		
3.07	**Action:** SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools **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,	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. 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.	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."

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 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		● 3.05: Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."
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	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.	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

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
	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	In addition, we recognize that these Engagement and Collaboration supports would also benefit all students, and therefore these supports are provided across high schools.	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."

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 2025 Dashboard includes: Graduation Rate (76.0% for homeless students and 74.6% for foster youth versus 86.7% for all students), English Language Arts (93.0 points below standard for homeless students and 72.4 points below standard for foster youth versus 17.8 points below standard for all students), and Mathematics (108.8 points below standard for homeless students and 100.1 points below standard for foster youth versus 48.9 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	Students in foster care and experiencing homelessness receive the following supports to ensure improved outcomes: Specialized Student Services (SSS) counselors provide services to over 8,000+ students in foster care and 10,000+ students experiencing homelessness annually, a 27% 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
	educational outcomes. **Scope:** Low Income, Foster Youth (FY)		
6.01	**Action:** K-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 2025 Dashboard includes: English Language Arts (66.9 points below standard versus 17.8 points below standard for all students), Mathematics (83.8 points below standard versus 48.9 points below standard for all students), and graduation rate (66.8% versus 86.5% 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 outcomes as evidenced in graduation and opportunities for college and career. **Scope:** English Learner (EL)	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, 2025 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, 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	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
		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 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. K-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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 (K-12 Essential Instructional Approaches Trifold and Elegance of 12: Suite of Strategies) c. 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
		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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 action is providing services beyond the 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	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	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
	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 2025 Dashboard includes: English Language Arts (66.9 points below standard versus 17.8 points below standard for all students), Mathematics (83.8 points below standard versus 48.9 points below standard for all students), and graduation rate (66.8% versus 86.5% 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:** English Learner (EL)	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 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 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,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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.	
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 2025 Dashboard includes: English Language Arts (66.9 points below standard versus 17.8 points below standard for all students), Mathematics (83.8 points below standard versus 48.9 points below standard for all students), and graduation rate (66.8% versus 86.5% 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	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.	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
	different supports more clearly for different typologies of English Learners, such as PLTELs due to their unique needs. **Scope:** English Learner (EL)	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 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		/ 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.	
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: 2025 Dashboard ELPI performance was Green, with 51.5% of EL's making progress, an increase of 4.1% 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.	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	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
	Scope: English Learner (EL)	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. 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 2026-27, 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.

<u>Positions of Instructional Staff Enhancing Student Success: Goal 1, Actions 30-32</u>

- 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.

<u>Positions of Non-Instructional Staff Enhancing Student Success: Goal 2, Actions 13-15 and Goal 3, Actions 6-8</u>

- 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	1,495.17 Full-Time equivalent classified staff serving 39,934 students (as counted on October 1, 2025- the first Wednesday in October of 2025, in alignment with the template). (26.71:1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*	18,330.34 Full-time equivalent classified staff serving 349,086 students (as counted on October 1, 2025- the first Wednesday in October of 2025, in alignment with the template). (19.04:1) *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	2,579.36 Full-time equivalent certificated staff serving 39,934 students (as counted on October 1, 2025- the first Wednesday in October of 2025, in alignment with the template). (15.48:1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*	30,476.22 Full-time equivalent certificated staff serving 349,086 students (as counted on October 1, 2025- the first Wednesday in October of 2025, in alignment with the template). (11.45:1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*

Appendix A: Red 2025 Dashboard Indicators

The below table identifies District schools with one or more student groups identified in the Red rating for any of the following 2025 California School Dashboard indicators: English Language Arts, Mathematics, Science, 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	HI	Hispanic / Latino
AA	African American / Black	LTEL	Long-Term English Learner
AS	Asian	SED	Socioeconomically Disadvantaged
EL	English Learner	SWD	Students with Disabilities
FI	Filipino	MR	Multiple Races / Two or More
FOS	Foster Youth	WH	White
HOM	Homeless Youth		

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Abraham Lincoln Senior High							ALL, EL	
Aggeler Community Day						FOS		
Albert Einstein Continuation								ALL, HI, SED
Aldama Elementary	SWD			ALL, EL, HI, SED				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Alexander Fleming Middle				HOM, SWD, MR				
Alexander Hamilton Senior High	SWD		SWD					
Alexandria Avenue Elementary	SWD			HOM				
Alfred B. Nobel Charter Middle				EL, SED				
Allesandro Elementary				ALL, HI, SED, SWD				
Alta Loma Elementary				ALL, AA, SED, SWD				
Ambassador School-Global Education	ALL, HI, SED	EL	ALL, HI	HI, SED, SWD				
Ambassador-Global Leadership	EL, SWD		EL					
Ambler Avenue Elementary		SWD						
Amelia Earhart Continuation								SED
Amestoy Elementary	SWD	SWD		SWD				
Andasol Avenue Elementary				SWD, MR				
Andres and Maria Cardenas Elementary	EL	EL		ALL, SED, SWD			ALL, EL	
Andrew Carnegie Middle				EL, SWD				
Angel's Gate (Continuation)					ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Angeles Mesa Elementary				EL				
Ann Street Elementary				ALL, HI, SED				
Aragon Avenue Elementary				EL				
Arleta High		EL, SWD	EL					
Arlington Heights Elementary	EL			ALL, SED, SWD				
Arminta Street Elementary				ALL, SED				
Ascot Avenue Elementary							ALL, EL	
Atwater Avenue Elementary				ALL, EL, HI, SED, MR				
Audubon Middle				HOM, HI				
Augustus Hawkins High					ALL, EL, HI, SED		ALL, EL	
Avalon Gardens Elementary				ALL, HI, SED, SWD				
Bandini Street Elementary				ALL, HI, SED, SWD				
Barack Obama Global Preparation Academy	AA, SWD			HOM				
Barton Hill Elementary	EL, SWD	SWD		SWD				
Bassett Street Elementary			EL					

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Beachy Avenue Elementary		EL, SWD		ALL, HI, SED, SWD				
Beethoven Street Elementary				ALL, SED				
Bellingham Elementary	SWD	SWD						
Belmont Senior High					ALL, EL, HI, SED			ALL, HI
Belvedere Elementary		SWD						
Belvedere Middle		SWD		EL, LTEL				
Benjamin Franklin Senior High							ALL, EL	
Berendo Middle		ALL, EL, HI, LTEL, SED		LTEL, SWD				
Berenece Carlson Home Hospital	HI, SED	ALL, HI, SED	ALL, EL, HI, SED, SWD		ALL, SED, SWD			ALL, SED, SWD
Bertrand Avenue Elementary				ALL, HI, SED, SWD				
Betty Plasencia Elementary				ALL, EL, SED				
Birdielee V. Bright Elementary				ALL, AA, SED			ALL, EL	
Bonita Street Elementary				AA, EL				
Boyle Heights Continuation								ALL, SED
Boys Academic Leadership Academy				ALL				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Braddock Drive Elementary				AA				
Brainard Elementary				ALL, HI, SED, SWD				
Bret Harte Preparatory Middle			EL	HOM, SWD				
Bridge Street Elementary	ALL, EL, HI, SED	SWD		ALL, EL, HI, SED, SWD			ALL, EL	
Broad Avenue Elementary							ALL, EL	
Broadacres Avenue Elementary Visual & Performing Arts Magnet				HI, SWD				
Broadway Elementary				ALL, EL, HI, SED, SWD, MR				
Buchanan Street Elementary	SWD	SWD		ALL, EL, HI, SWD				
Budlong Avenue Elementary		AA		AA				
Burbank Boulevard Elementary				ALL, EL, HI, SED, SWD				
Bushnell Way Elementary				ALL, HI, SED				
Cabrillo Avenue Elementary				EL, HOM, SWD			ALL, EL	
Cal Burke High							ALL, EL	
Calahan Street Elementary				EL, SWD, MR				
Camellia Avenue Elementary	EL, SWD	SWD		ALL, HI, SED, SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Canoga Park Middle			SWD	WH				
Canterbury Avenue Elementary	SWD			SWD				
Capistrano Avenue Elementary	SWD			HI, SWD				
Carlos Santana Arts Academy	SWD	SWD		ALL, EL, HI, SED, SWD			ALL, EL	
Caroldale Learning Community							ALL, EL	
Carson Street Elementary				MR				
Carson-Gore Academy of Environmental Studies		SWD						
Castelar Street Elementary				ALL, EL, HI, SED, MR, WH				
Catskill Avenue Elementary				SWD				
CDS Secondary				ALL, SED		ALL, HI, SED		
Central High					ALL, EL, HOM, HI, LTEL, SED, SWD			ALL, EL, HI, SED
Century Park Elementary				EL, SWD				
Cesar E. Chavez Learning Academies-Academy of Scientific Exploration (ASE)							ALL, EL	
Chandler Elementary				SED, SWD, MR				
Charles Drew Middle	ALL, HI, LTEL, SED	ALL, AA, LTEL, SED	EL	EL				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Charles Maclay Middle	SWD	ALL, HI, SED, SWD	EL	ALL, HI, SED, SWD				
Charles W. Barrett Elementary	AA	AA						
Chatsworth Charter High	EL				EL			
Cheremoya Avenue Elementary				ALL, HI, SED				
Chester W. Nimitz Middle	SWD	SWD	LTEL	LTEL			ALL, EL	
Cheviot Hills Continuation								ALL, SED
Cienega Elementary	SWD			EL				
Cimarron Avenue Elementary				HI				
City of Angels	ALL, AA, HI, SED	ALL, AA, HI, SED	ALL		ALL, AA, EL, HOM, HI, SED, WH			EL, HOM
City Terrace Elementary				ALL, EL, HI, SED, SWD				
Coeur D'Alene Avenue Elementary				ALL, EL, HI, SED				
Cohasset Street Elementary	SWD	SWD						
Coldwater Canyon Elementary				ALL, SED, SWD, MR, WH				
Commonwealth Avenue Elementary	SWD	SWD						
Communication and Technology at Diego Rivera Learning Complex							ALL, EL	

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Compton Avenue Elementary				AA, SWD			ALL, EL	
Computer Science Virtual Academy		EL		WH	ALL, HI, SED, SWD			SWD
Contreras Learning Center-School of Social Justice	ALL, HI, SED				ALL, HI			
Corona Avenue Elementary				ALL, EL, HI, SED, SWD				
Cowan Avenue Elementary				ALL, AA				
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	HI							
Crescent Heights Boulevard Elementary				EL, HI				
Dahlia Heights Elementary				SWD				
Dan M. Issacs Avalon High								ALL, HI, SED
Daniel Webster Middle	LTEL			AA, LTEL, WH				
Danny J. Bakewell, Sr., Primary Center				EL				
Darby Avenue Elementary				EL, SED, SWD				
Dayton Heights Elementary				SED			ALL, EL	
Dearborn Elementary Charter Academy				EL, HI, SWD, MR				
Del Amo Elementary				AA, SED				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Delevan Drive Elementary				HI, SED				
Denker Avenue Elementary	SWD			MR				
Dixie Canyon Community Charter				EL, HI, SED, SWD				
Dolores Huerta Elementary				ALL, HI, SED				
Dolores Street Elementary				SWD				
Dr. James Edward Jones Primary Center				ALL, EL, HI, SED				
Dr. Julian Nava Learning Academy		ALL, EL, HI, SED, SWD	EL			AA		
Dr. Lawrence H. Moore Math, Science, Technology Academy	SWD	SWD		EL				
Dr. Maya Angelou Community High			EL		ALL, EL, HI, SED			
Dr. Owen Lloyd Knox Elementary	SWD			SWD				
Dr. Theodore T. Alexander Jr. Science Center				ALL, EL, HI, SED				
Dyer Street Elementary	SWD			ALL, HI, SED				
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		SWD		SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Edward R. Roybal Learning Center	SWD	ALL, HI, SED, SWD						
Edwin Markham Middle				HOM, SED, SWD				
El Dorado Avenue Elementary	SWD			EL, HOM				
El Oro Way Charter for Enriched Studies				EL, SED, SWD, WH				
El Sereno Elementary							ALL, EL	
El Sereno Middle				ALL, EL, HI, SED, SWD				
Ellington (Duke) High (Continuation)					ALL, SED			
Elysian Heights ES Arts Magnet				HI, SED, SWD				
Emelita Street Elementary	SWD	SWD		HI, SWD				
Emerson Community Charter	SWD	SWD		AA, EL, HI, MR, WH				
Encino Charter Elementary				SED, SWD, WH				
Ernest Lawrence Middle				ALL, EL, HI, LTEL, SED, SWD, WH				
Estrella Elementary	EL			AA, SWD				
Euclid Avenue Elementary				SWD				
Evergreen Avenue Elementary		SWD						

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Fairburn Avenue Elementary				SED, WH				
Fairfax Senior High	EL, SWD	EL, SWD						
Farmdale Elementary				ALL, SED, SWD				
Felicitas and Gonzalo Mendez High							ALL, EL	
Fernangeles Elementary	EL, SWD			ALL, EL, HI, SED, SWD				
Fifteenth Street Elementary				ALL, HI, SED				
Fifty-Fourth Street Elementary				ALL, SED, MR				
Fifty-Second Street Elementary	ALL, AA, EL, HI, SED, SWD	SWD	EL	ALL, AA, EL, HI, SED, SWD				
Figueroa Street Elementary				AA				
Fishburn Avenue Elementary				ALL, HI, SED				
Fletcher Drive Elementary				SWD				
Florence Avenue Elementary	SWD							
Florence Griffith Joyner Elementary				AA				
Florence Nightingale Middle				ALL, EL, LTEL, SED				
Ford Boulevard Elementary				SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Forty-Ninth Street Elementary				SWD				
Forty-Second Street Elementary				HI, SWD				
Foshay Learning Center	HOM, LTEL	AA, HOM, LTEL, SWD	SWD	ALL, EL, HOM, LTEL				
Fourth Street Elementary	EL	SWD	EL					
Fourth Street Primary Center				EL, SWD				
Francisco Sepulveda Middle	HOM		HOM	AA, EL				
Frank del Olmo Elementary	SWD	SWD		ALL, AS, EL, HOM, HI, SED, SWD				
Frida Kahlo High					ALL, EL, HI, SED			ALL, SED
Fries Avenue Elementary				ALL, HI, SED, SWD				
Fullbright Avenue Elementary				EL, SED			ALL, EL	
Gardena Elementary				AA, SWD			ALL, EL	
Gardena Senior High	SWD	SWD	SWD					
Gardner Street Elementary				AA, EL, MR				
Garvanza Elementary School Technology and Leadership Magnet				ALL, HI, SED, SWD				
Garza (Carmen Lomas) Primary Center				ALL, SED				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Gaspar De Portola Charter Middle				AA				
Gates Street Elementary				ALL, HI, SED, SWD				
Gault Street Elementary				ALL, EL				
George De La Torre Jr. Elementary				ALL, HI, SED, SWD				
George Ellery Hale Charter Academy	SWD	SWD	SWD	AA				
George Washington Carver Middle	AA	AA, LTEL, SWD	LTEL	AA, HOM		AA		
George Washington Preparatory High	ALL, AA, EL	EL			ALL, EL		ALL, EL	
Gerald A. Lawson Academy of the Arts, Mathematics and Science	ALL, HI, SED, SWD	SWD		AA				
Germain Academy For Academic Achievement	SWD	SWD		ALL, AA, SED				
Gledhill Street Elementary				ALL, SED, SWD, WH				
Glen Alta Elementary				ALL, HI, SED				
Glenwood Elementary				HI, SWD				
Graham Elementary	SWD	SWD						
Granada Elementary	EL			HI, SED, SWD				
Grand View Boulevard Elementary				EL, HI, SED				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Grape Street Elementary				ALL, HI, SED, SWD				
Gratts Learning Academy for Young Scholars (GLAYS)				ALL, AA, HOM, SED			ALL, EL	
Gridley-Montañez Dual Language Academy				EL, HI				
Griffith Middle	SWD	LTEL						
Grover Cleveland Charter High					EL			EL, LTEL
Haddon Avenue Elementary		SWD		EL				
Halldale Elementary				ALL, HI, SED				
Hamlin Charter Academy				ALL, AA, AS, EL, SED, WH				
Hancock Park Elementary				AS, EL, WH				
Harding Street Elementary	SWD	SWD		EL				
Harmony Elementary	SWD	SWD						
Harris Newmark Continuation					EL, HOM		ALL, EL	HOM
Harry Bridges Span			SWD	ALL, SED, SWD				
Hart Street Elementary	EL, HI, SWD	SWD						
Harvard Elementary				SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Haskell Elementary Science Technology Engineering Arts And Mathematics (STEAM) Magnet				SWD, MR, WH			ALL, EL	
Hazeltine Avenue Elementary				WH				
Helen Bernstein High					ALL, EL, HI			
Henry T. Gage Middle	EL, SWD	ALL, HI, LTEL, SED	EL, LTEL, SWD	EL, LTEL				
Herrick Avenue Elementary				EL			ALL, EL	
Hobart Boulevard Elementary	EL, SWD							
Hollenbeck Middle		SWD		EL, LTEL, SWD				
Holmes Avenue Elementary						AA		
Hooper Avenue Elementary		SWD		ALL, EL, HOM, HI, SED, SWD				
Hope Street Elementary	SWD							
Horace Mann UCLA Community				ALL, EL, HI, SED, SWD				
Hubbard Street Elementary		SWD		ALL, HI, SED, SWD				
Hubert Howe Bancroft Middle				EL, LTEL, WH				
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4		ALL, HI, SED						
Humphreys Avenue Elementary	SWD	SWD		SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Huntington Drive Elementary				SED, SWD				
Huntington Park Senior High	SWD	SWD						
Independence Continuation					ALL, HI, SED			
Ivanhoe Elementary				HI				
Jack London Community Day						ALL, HI, SED		
Jack London Continuation					ALL, HI, SED			ALL, SED
James A. Garfield Senior High		EL, SWD	EL					
James Madison Middle				ALL, EL, HI, LTEL, SED, SWD, WH				
James Monroe High	ALL, HI, LTEL, SED	HI	EL, LTEL		EL			
Jane Addams Continuation					ALL, HI, SED			ALL, HI, SED
John A. Sutter Middle			EL, SWD	WH				
John Adams Middle	LTEL	LTEL		SWD				
John B. Monlux Elementary				SWD				
John Burroughs Middle	LTEL, SWD			AA, SWD				
John C. Fremont Senior High	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD	SWD		EL			

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
John H. Francis Polytechnic	EL, SWD	EL, SWD					ALL, EL	
John H. Liechty Middle	ALL, EL, HOM, HI, SED, SWD	SWD	EL, SWD	ALL, AA, EL, HI, LTEL, SED		AA		
John Hope Continuation					HI			
John Marshall Senior High					EL			
John Muir Middle	AA	AA	EL	HI, LTEL				
John R. Wooden High					ALL, HI, SED			
John W. Mack Elementary				ALL, AA, EL, HI, SED			ALL, EL	
Johnnie Cochran, Jr., Middle	EL, HI, SWD	EL, SWD	SWD	ALL, HI, SED, SWD				
Jordan High								ALL, HI, SED, SWD
Joseph Le Conte Middle		ALL, SED	SWD	EL, LTEL, SWD, WH				
Judith F. Baca Arts Academy				HI, SWD				
Justice Street Academy Charter				HI, SWD				
Katherine Johnson STEM Academy				ALL, AA, SED, SWD		SWD		
Kenter Canyon Elementary Charter				ALL, HI, SED, SWD, MR, WH				
Kentwood Elementary				SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Kester Avenue Elementary				EL				
Kittridge Street Elementary		SWD		SWD				
Knollwood Preparatory Academy				EL				
La Salle Avenue Elementary							ALL, EL	
Lafayette Park Primary Center				ALL, EL, HI, SED				
Lake Balboa College Preparatory Magnet K-12							ALL, EL	
Lake Street Primary				ALL, SED				
Lanai Road Elementary				ALL, SED				
Langdon Avenue Elementary		SWD						
Lankershim Elementary				ALL, AA, EL, HI, SED, WH				
Lassen Elementary				ALL, HI, SED, SWD				
Laurel Elementary				SWD				
Leadership & Public Service Virtual Academy	ALL, AA, EL, HI, SED, SWD	ALL, AA, SED, SWD		AA, EL, WH	ALL, HI, SED		ALL, EL	
Leapwood Avenue Elementary				ALL, AA, SED				
Leland Street Elementary				ALL, EL, HI, SED, SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Lenicia B. Weemes Elementary				EL, HI				
Leo Politi Elementary		SWD		ALL, SED, SWD				
Lexington Avenue Primary Center				ALL, EL, HI, SED				
Liberty Boulevard Elementary				EL				
Liggett Street Elementary				EL, HI				
Limerick Avenue Elementary				SWD				
Lockwood Avenue Elementary				HOM, SWD				
Logan Academy of Global Ecology				ALL, EL, HI, SED				
Loma Vista Elementary				EL, SWD				
Loren Miller Elementary				AA, EL, SWD			ALL, EL	
Lorena Street Elementary				ALL, EL, HOM, HI, SED, SWD				
Loreto Street Elementary				SED, SWD				
Los Angeles Academy Middle		LTEL, SWD		AA, HOM		AA		
Los Angeles Elementary	EL							
Los Angeles High School of the Arts	ALL, HI, SED	ALL						

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Los Angeles Senior High	EL						ALL, EL	
Los Feliz Science/Tech/Engineer/Math/Medicine Magnet				ALL, AS, EL, HI, SED, SWD, WH				
Louis Armstrong Middle	EL, SWD			ALL, EL, HI, SED, SWD, WH				
Lovelia P. Flournoy Elementary	ALL, AA, HI, SED, SWD	ALL, AA, SED, SWD		ALL, EL, HI, SED, SWD			ALL, EL	
Loyola Village Fine And Performing Arts Magnet				HI				
Luther Burbank Middle School Science, Technology, Engineering, Arts and Math Magnet			SWD					
MacArthur Park Elementary School for the Visual and Performing Arts	EL, HI							
Main Street Elementary	EL, SWD	SWD		EL, SWD		AA		
Malabar Street Elementary	SWD	SWD		ALL, EL, HOM, HI, SED, SWD				
Manchester Avenue Elementary	AA, SWD	AA		HOM, SWD				
Manhattan Place Elementary				AA				
Manual Arts Senior High					EL, HI			
Marguerite Poindexter LaMotte Elementary	SWD	SWD		ALL, AA, HOM, HI, SED, SWD				
Marianna Avenue Elementary				ALL, EL, HI, SED, SWD				
Marina del Rey Middle	EL, SWD			ALL, AA, SED		ALL, AA, EL, SED		

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Mark Twain Middle	EL	SWD	EL, SWD					
Marlton		HI, SWD		EL		ALL, SWD		
Marquez Charter				ALL, HI, SED, SWD, MR, WH				
Martin Luther King Jr. Elementary	EL			AA			ALL, EL	
Marvin Elementary		SWD		AA, SWD				
Mary McLeod Bethune Middle			AA, SWD	ALL, AA, EL, HOM, HI, SED				
Maurice Sendak Elementary		SWD						
Mayall Street Elementary							ALL, EL	
Mayberry Street Elementary				ALL, HI, SED				
Maywood Academy High		EL						
McKinley Avenue Elementary		AA, SWD		AA				
Melrose Avenue Elementary				HI, SED				
Melvin Avenue Elementary				SWD				
Menlo Avenue Elementary		SWD		ALL, AA, EL, HOM, HI, SED, SWD				
Metropolitan Continuation								ALL, HI, SED

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Meyler Street Elementary	EL							
Michelle Obama Elementary				ALL, EL, HOM, HI, SED, SWD				
Micheltorena Street Elementary				SED				
Middleton Primary Center				EL				
Middleton Street Elementary				SWD				
Miles Avenue Elementary				ALL, EL, HOM, HI, SED				
Miramonte Elementary			EL	SWD			ALL, EL	
Moneta Continuation					ALL, SED			ALL, SED
Monte Vista Street Elementary				SWD				
Monterey Continuation					ALL, HI, SED			
Morningside Elementary				SWD				
Morris K. Hamasaki Elementary				ALL, HI, SED				
Mt. Gleason Middle				SWD				
Napa Street Elementary	SWD	SWD		ALL, EL, HOM, HI, SED, SWD				
Nathaniel Narbonne Senior High	EL, SWD	EL	EL					

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Nevin Avenue Elementary	SWD	SWD		SWD				
New Open World Academy K-12		EL, SWD		ALL, EL, HI, SED				
Ninety-Fifth Street Elementary		AA		HOM				
Ninety-Second Street Elementary	SWD	SWD						
Ninety-Sixth Street Elementary				HI		MR		
Ninety-Third Street Elementary	SWD	SWD		HOM, MR				
Ninth Street Elementary	ALL, EL, HI, SED	EL		ALL, AA, EL, HOM, HI, SED			ALL, EL	
Noble Avenue Elementary	EL	SWD						
Nora Sterry Elementary				ALL, HI, SED, SWD				
Normandie Avenue Elementary	ALL, AA, HI, SED, SWD	AA, SWD		ALL, AA, HI, SED, SWD			ALL, EL	
Normont Elementary		SWD		ALL				
North Hollywood Senior High	EL, SWD	SWD					ALL, EL	
Northridge Middle		WH		ALL, EL, HOM, HI, LTEL, SED, SWD				
Norwood Street Elementary		SWD		ALL, EL, HI, SED, SWD				
Nueva Vista Elementary	SWD	SWD		EL				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
O'Melveny Elementary				ALL, HI, SED, SWD				
Odyssey Continuation					ALL, HI, SED			
Olive Vista Middle				EL				
Oliver Wendell Holmes Middle				SWD				
One Hundred Eighty-Sixth Street Elementary		SWD		EL, HI				
One Hundred Fifty-Third Street Elementary				ALL, HI, SED, SWD				
One Hundred Ninth Street Elementary				AA				
One Hundred Sixteenth Street Elementary				SWD				
One Hundred Thirty-Fifth Street Elementary		SWD						
One Hundred Twelfth Street Elementary				SWD				
One Hundred Twenty-Second Street Elementary				HOM				
Orchard Academies 2B		ALL, EL, HI, SED		ALL, EL, HI, LTEL, SED				
Orchard Academies 2C				SWD				
Orville Wright Engineering and Design Magnet		ALL, AA		ALL, AA, HI, SED				
Osceola Street Elementary				EL, SED, SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Pacific Boulevard	EL			ALL, HI, SED, SWD			ALL, EL	
Pacoima Middle	SWD	LTEL		ALL, EL, HOM, HI, LTEL, SED, SWD				
Palisades Charter Elementary				ALL, HI, SED, SWD, MR, WH				
Palms Elementary				SWD				
Palms Middle	SWD			EL			ALL, EL	
Panorama High		EL						
Park Avenue Elementary				EL, SWD				
Parmelee Avenue Elementary				SED, SWD				
Parthenia Academy of Arts and Technology	EL, SWD	SWD		ALL, HI, SED			ALL, EL	
Paseo del Rey Elementary				AA				
Patrick Henry Middle				MR				
Paul Revere Charter Middle				ALL, AA, AS, HI, SED, SWD, MR, WH				
Performing Arts Community at Diego Rivera Learning Complex		ALL, HI						
Phineas Banning Senior High	SWD	SWD			EL			
Phoenix Continuation								ALL, SED

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Pinewood Avenue Elementary				ALL, HI, SED, SWD				
Pio Pico Middle				ALL, EL, HI, LTEL, SED, SWD				
Playa del Rey Elementary				SED				
Playa Vista Elementary				HI, SWD, WH				
Porter Ranch Community				SWD				
President Avenue Elementary	EL, SWD	EL, SWD		AA, EL			ALL, EL	
Primary Academy for Success				ALL, HI, SED			ALL, EL	
Public Service Community at Diego Rivera Learning Complex			EL					
Pueblo de Los Angeles Continuation					ALL, SED			ALL, HI, SED
Ramona Elementary				ALL, EL, HI, SED, SWD				
Ranchito Avenue Elementary				ALL, SED, SWD				
Rancho Dominguez Preparatory	SWD	SWD		ALL, HI, SED				
Raymond Avenue Elementary				ALL, AA, EL, HI, SED				
Reseda Charter High	EL		EL	ALL, EL, HI, SED				
Ricardo Lizarraga Elementary		SWD		ALL, HI, SED, SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Richard A. Alonzo Community Day					ALL, HI, SED			ALL, SED
Richard E. Byrd Middle		LTEL	SWD	ALL, HI, LTEL, SED, SWD, WH				
Richard Henry Dana Middle	HOM, SWD	HOM, LTEL, SWD	SWD	HOM, WH				
Richard Riordan Primary Center				HI, SED				
Rio Vista Elementary				ALL, SWD, WH				
Riverside Drive Charter				EL, HI				
Robert E. Peary Middle	LTEL, SWD	SWD	EL, SWD	EL, LTEL, MR			ALL, EL	
Robert Frost Middle				EL				
Robert Fulton College Preparatory	ALL, EL, HOM, HI, SED, SWD	LTEL	EL, LTEL, SWD	HOM, SWD				
Robert Hill Lane Elementary				SWD				
Robert Louis Stevenson College and Career Preparatory	LTEL, SWD	ALL, HI, LTEL, SED	LTEL	HOM				
Rosa Parks Learning Center				SWD				
Roscoe Elementary	SWD	SWD					ALL, EL	
Rosemont Avenue Elementary				ALL, HI, SED				
Rosewood Avenue Elementary School Urban Planning and Urban Design Magnet				AA, HI, MR				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Roy Romer Middle			EL, SWD	ALL, HI, SED, SWD				
Rudecinda Sepulveda Dodson Middle		SWD		AA, HI, SED, SWD				
Russell Elementary		AA		ALL, AA, HI, SED, SWD				
Sal Castro Middle		SWD						
Samuel Gompers Middle		HI, LTEL		HOM, SWD			ALL, EL, LTEL	
San Antonio Continuation					ALL, HI, SED			ALL, HI, SED
San Antonio Elementary	SWD	SWD		ALL, HI, SED, SWD				
San Fernando Institute of Applied Media	EL, SWD	ALL, EL, HI, SED, SWD					ALL, EL	
San Fernando Middle				EL, LTEL				
San Gabriel Avenue Elementary	EL, SWD			EL, SWD				
San Pedro Senior High	SWD				EL			
San Pedro Street Elementary		SWD		ALL, EL, HI, SED, SWD				
Santee Education Complex		EL			SWD			
Sara Coughlin Elementary				ALL, EL, HI, SED, SWD				
Saticoy Elementary				ALL, EL, HI, SED, SWD, WH				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Saturn Street Elementary				AA				
School of Business and Tourism at Contreras Learning Complex					EL			
Second Street Elementary				ALL, HI, SED				
Serrania Avenue Charter for Enriched Studies	SWD	SWD		ALL, AA, EL, HI, SED, SWD				
Seventh Street Elementary Arts Integration Magnet				SED, SWD				
Seventy-Fifth Street Elementary				SWD				
Sharp Avenue Elementary				ALL, HI, SED, SWD				
Shenandoah Street Elementary							ALL, EL	
Sherman Oaks Elementary Charter	SWD	SWD		AA, HI, SED				
Sierra Park Elementary		SWD						
Sierra Vista Elementary				ALL, HI, SED				
Simon Rodia Continuation					ALL, HI, SED			ALL, HI, SED
Sixth Avenue Elementary				AA			ALL, EL	
Sixty-Sixth Street Elementary		SWD		ALL, AA, EL, HI, SED, SWD				
Solano Avenue Elementary				ALL, HI, SED, SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Sotomayor Arts and Sciences Magnet				ALL, HI, SED				
South Gate Middle			LTEL	ALL, EL, HI, LTEL, SED, SWD				
South Gate Senior High					EL			
South Park Elementary	EL	SWD		ALL, EL, HOM, SED, SWD				
South Shores/CSUDH Visual and Performing Arts				ALL, HI, SED, SWD				
Southeast Middle	SWD	SWD	LTEL	LTEL				
Stagg Street Elementary				EL, HI, SED				
Stanford Avenue Elementary							ALL, EL	
Stanley Mosk Elementary	SWD			SWD				
State Street Elementary	EL	SWD		ALL, HI, SED				
Stephen M. White Middle		EL	EL	ALL, AA, EL, HI, LTEL, SED, SWD, WH				
Stonehurst Avenue Elementary School Science, Technology, Engineering, Arts and Math Magnet				ALL, EL, HI, SED, SWD, WH				
Stoner Avenue Elementary				SWD				
Stoney Point Continuation			ALL		ALL, HI, SED			
Strathern Street Elementary				ALL, SED, WH				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Sun Valley Magnet		WH	SWD	HOM				
Sunland Elementary				ALL, EL, SED, SWD				
Sunny Brae Avenue Elementary				ALL, EL, HI, SED, SWD				
Susan Miller Dorsey Senior High	EL, HI		EL		EL			
Sylmar Charter High		SED, SWD			EL			
Sylmar Elementary	SWD	SWD						
Sylmar Leadership Academy		EL, SWD		ALL, EL, HI, SED, SWD				
Taft Charter High	SWD	SWD						
Taper Avenue Elementary	SWD	SWD		HI, SED, SWD				
Telfair Avenue Elementary	SWD	SWD						
Teresa Hughes Elementary	SWD							
Theodore Roosevelt Senior High	EL						ALL, EL	
Thirty-Second Street USC Performing Arts	SWD							
Thomas A. Edison Middle		AA, LTEL, SWD	SWD	ALL, AA, EL, HI, LTEL, SED				
Thomas Jefferson Senior High	EL							

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Thomas Starr King Middle School Film and Media Magnet	HOM, SWD	SWD						
Toland Way Elementary				ALL, EL, HI, SED, SWD				
Topanga Elementary Charter				ALL, HI, SED, MR, WH				
Topeka Charter School for Advanced Studies				FI				
Tri-C Community Day	ALL, HI, SED				ALL, EL, HI, SED, SWD		ALL, EL, LTEL	ALL, HI, SED
Trinity Street Elementary				ALL, EL, HI, SED				
Tulsa Street Elementary	SWD	SWD		HI, SED, SWD, WH				
Tweedy Elementary				SED				
Twenty-Eighth Street Elementary	ALL, HI, SED	SWD		ALL, EL, HI, SED				
UCLA Community K-12	SWD	HI		ALL, HI, SED, SWD				
Ulysses S. Grant Senior High	SWD	SWD						
Union Avenue Elementary	HOM			ALL, EL, HOM, HI, SED				
University High School Charter			EL					
Utah Street Elementary	SWD	SWD						
Valerio Street Elementary		SWD		SWD				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Van Ness Avenue Elementary				ALL, EL, SED, SWD				
Van Nuys Elementary	SWD	SWD		ALL, EL, HI, SED, SWD				
Van Nuys Middle	LTEL	LTEL		ALL, EL, HI, SED, SWD, WH				
Vanalden Avenue Elementary				ALL, EL, SED, WH				
Venice Senior High	SWD	SWD						
Verdugo Hills Senior High	EL, SWD							
Vermont Avenue Elementary		SWD						
Victoria Avenue Elementary				EL, SWD				
Victory Boulevard Elementary				ALL, HI, SED, SWD, MR, WH				
Vinedale College Preparatory Academy	EL							
Vintage Math/Science/Technology Magnet				SWD				
Virgil Middle			LTEL	ALL, EL, HOM, HI, LTEL, SED				
Virginia Road Elementary				ALL, SWD				
Virtual Academy of Business & Entrepreneurship				ALL, AA, EL, HI, SED			ALL, EL, LTEL	
Virtual Academy of International Studies/Humanities (World Languages and Cultures)	HI, SWD		SWD	ALL, EL, HI, SED, SWD, WH	ALL, HI, SED			

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Virtual Academy of the Arts & Entertainment	HI, SED	HI		ALL, AA, EL, SED, MR, WH	SWD			SWD
Virtual Academy STEAM	AA, WH	WH		ALL, AA, EL, HI, SED, SWD, WH	ALL, HI, SED, SWD		ALL, EL, LTEL	SWD
Vista Middle			LTEL	ALL, EL, HI, SED				
Wadsworth Avenue Elementary			EL					
Walgrove Avenue Elementary	SED, SWD	SWD		SWD				
Walnut Park Elementary				SWD				
Walnut Park Middle A School of Social Justice and Service Learning		SWD						
Walnut Park Middle B Science, Technology, Engineering and Mathematics Academy				LTEL, SWD				
Walter Reed Middle	SWD			AA, EL, HI, SED, SWD, MR				
Warner Avenue Elementary				HI				
Washington Irving Middle School Math, Music and Engineering Magnet	EL	EL						
Weigand Avenue Elementary				HI, SWD				
WESM Health/Sports Medicine	SED							
West Adams Preparatory High	ALL, EL, HI, SED	EL	EL		EL			
West Athens Elementary	AA							

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
West Vernon Avenue Elementary		SWD						
Western Avenue Technology Magnet	SWD	SWD		AA				
Westminster Avenue Elementary				ALL, EL, HI, SED, SWD				
Westport Heights Elementary				AA				
Westside Global Awareness Magnet				ALL, AA, HI, SED, SWD				
Westwood Charter Elementary				SWD, MR				
White Point Elementary				SWD				
Wilbur Charter for Enriched Academics				ALL, HI, SED, SWD, WH				
Will Rogers Continuation	ALL, SED	ALL, SED			ALL, HI, SED			
William Jefferson Clinton Middle		LTEL	EL	ALL, HI, SED, SWD		AA		
William Mulholland Middle		SWD		ALL, HI, SED				
William R. Anton Elementary				HOM				
William Tell Aggeler Opportunity High					ALL	HI		
Wilmington Middle Science, Technology, Engineering, Arts, Mathematics (STEAM) Magnet	SWD			EL				
Wilmington Park Elementary		SWD		ALL, HI, SED				

SCHOOL	ELA	MATH	SCIENCE	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Wilshire Crest Elementary				HI				
Wilshire Park Elementary				HI				
Windsor Hills Math Science				AA, SWD				
Winnetka Avenue Elementary				ALL, EL, SWD				
Wisdom Elementary	SWD	SWD		AA, EL				
Woodcrest Elementary				AA, EL, HOM				
Woodlake Elementary Community Charter				ALL, EL, HI, SED, WH				
Woodland Hills Academy	EL, SWD	EL, SWD		ALL, AA, EL, HI, LTEL, SED, SWD, WH			ALL, EL	
Woodland Hills Elementary Charter for Enriched Studies				SED				
Woodlawn Avenue Elementary				SWD				
Woodrow Wilson Senior High	EL	EL						
YES Academy	SWD						ALL, EL	
Young Oak Kim Academy	LTEL	SWD						
Youth Opportunities Unlimited					ALL, SED			
Zane Grey Continuation					ALL, HI, SED			

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

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
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	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
Bertrand Avenue Elementary	EL	EL					
Betty Plasencia Elementary	SWD						
Blythe Street Elementary	ALL, EL, HI, SED						
Bonita Street Elementary	EL, HI		HI			ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
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				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
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					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
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	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
El Oro Way Charter For Enriched Studies			HI				
El Sereno Elementary						ALL, EL	
El Sereno Middle		EL, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Evergreen Avenue Elementary	SWD	SWD				ALL, EL	
Evergreen Continuation							ALL, HI, SED
Fair Avenue Elementary	EL, SWD	EL, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
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				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Gridley Street Elementary	ALL, EL, HI, SED					ALL, EL	
Griffin Avenue Elementary			SWD			ALL, EL	
Griffith Middle	EL, SWD	SED					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
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	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Holmes Avenue Elementary	ALL, EL, SED						
Hooper Avenue Elementary	ALL, EL, HI, SED, SWD	ALL, EL, HI, SED, SWD					
Hoover Street Elementary	SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
James A. Garfield Senior High		EL					
James Madison Middle	HI, SWD	ALL, HI, SED, SWD	SWD				
James Monroe High		ALL, HI, SED		EL			

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
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	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Lankershim Elementary			EL, HI				
Lassen Elementary	EL	SWD					
Laurel Elementary			ALL, EL, HI, SED, SWD, WH				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
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				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
MacArthur Park Elementary School for the Visual and Performing Arts		ALL, SED					
Madison Elementary		SWD					
Magnolia Avenue Elementary	SWD	SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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			

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Monte Vista Street Elementary	EL, SWD	SWD	ALL, EL, HI, SED, SWD				
Monterey Continuation				ALL, HI, SED			ALL, HI, SED
Morningside Elementary	EL	SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
Ninth Street Elementary	EL						
Noble Avenue Elementary	EL, SWD						
Normandie Avenue Elementary	EL, SWD	AA					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
One Hundred Thirty-Fifth Street Elementary	AA, EL						
One Hundred Twelfth Street Elementary	EL						
One Hundred Twenty-Second Street Elementary	SWD	SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Palms Middle			EL, SWD				
Panorama High	ALL, EL, HI, SED, SWD	EL, SED, SWD		EL		ALL, EL	
Park Avenue Elementary	ALL, SED						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Plummer Elementary	SWD		HOM				
Point Fermin Elementary			WH				
Pomelo Community Charter	SWD		MR				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Reseda Charter High	EL, SWD	EL					
Reseda Elementary	EL		EL				
Ricardo Lizarraga Elementary	ALL, EL, HI, SED						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Roscomare Road Elementary			ALL, MR, SED, WH				
Rosemont Avenue Elementary	EL		ALL, HI, SED				
Rosewood Avenue Elementary			WH				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
San Gabriel Avenue Elementary	EL, SWD	SWD	SWD			ALL, EL	
San Jose Street Elementary	EL, SWD						
San Miguel Elementary						ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
Shenandoah Street Elementary			ALL, HI				
Sherman Oaks Elementary Charter	SWD	SWD	AA, ALL, EL, HI, WH				
Shirley Avenue Elementary			EL, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
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				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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			
Sylmar Charter High				EL			SWD
Sylvan Park Elementary	SWD	SWD					
Taft Charter High	SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Toluca Lake Elementary			SWD, WH				
Topanga Elementary Charter			ALL, MR, SED, WH				
Topeka Charter School For Advanced Studies			EL, HI, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Virgil Middle	EL					ALL, EL	
Virginia Road Elementary			AA, SED			ALL, EL	
Virtual Academy of Business & Entrepreneurship							ALL, HI, SED, SWD

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
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			

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Youth Opportunities Unlimited				ALL, SED			ALL, SED
Zane Grey Continuation				ALL, SED			ALL, HI, SED

Appendix B: 2026-27 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 5: Instructional Technology Initiative (ITI)

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
109th Street Elementary	K- 5	295	284	96.3%
10th Street Elementary	1- 5	326	316	96.9%
116th Street Elementary	K- 5	364	356	97.8%
135th Street Elementary	K- 5	539	513	95.2%
24th Street Elementary	K- 5	488	479	98.2%
3rd Street Elementary and Magnet	K- 5	697	352	50.5%
4th Street Primary Center	K- 1	187	168	89.8%
52nd Street Elementary	K- 5	601	595	99.0%
61st Street Elementary	K- 6	530	515	97.2%
74th Street Elementary and Magnet	K- 5	360	350	97.2%
92nd Street Elementary	K- 6	565	552	97.7%
96th Street Elementary	K- 6	508	487	95.9%
Alexander Fleming Middle School	6- 8	1077	962	89.3%
Alexander Hamilton Senior High	9-12	2021	1614	79.9%
Alfred B Nobel Charter Middle School	6- 8	1793	1038	57.9%
Alta Loma Elementary	K- 5	395	359	90.9%
Amestoy Elementary	K- 5	611	528	86.4%
Andrew Carnegie Middle School	6- 8	821	710	86.5%
Aragon Avenue Elementary	K- 5	180	171	95.0%
Arleta Senior High	9-12	1001	911	91.0%
Ascot Avenue Elementary	K- 5	568	559	98.4%
Audubon Middle School	6- 8	401	379	94.5%
Avalon Gardens Elementary	K- 6	156	143	91.7%
Balboa Elementary Gifted/Highly Gifted/High Ability Magnet	1- 5	642	203	31.6%
Bandini Street Elementary	K- 5	224	204	91.1%
Barack Obama Global Preparation Academy	6- 8	355	341	96.1%
Beckford Charter for Enriched Studies	K- 5	580	188	32.4%
Bell Senior High	9-12	2026	1903	93.9%
Belmont Senior High	9-12	562	545	97.0%
Benjamin Franklin High School	6-12	1179	1046	88.7%
Berendo Middle School	6- 8	508	490	96.5%
Bertrand Avenue Elementary	K- 5	306	276	90.2%
Betty Plasencia Elementary	K- 5	401	379	94.5%
Bridge Street Elementary	K- 5	164	160	97.6%
Broadway Elementary	K- 5	541	142	26.2%
Brooklyn Avenue School	K- 8	481	434	90.2%
Bryson Avenue Elementary	K- 5	652	555	85.1%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
Buchanan Street Elementary	K- 5	265	180	67.9%
Burbank Boulevard Elementary	K- 5	319	258	80.9%
Burton Street Elementary	K- 5	276	271	98.2%
Calahan Street Elementary	K- 5	466	358	76.8%
Camellia Avenue Elementary	K- 5	420	396	94.3%
Canoga Park Middle School	6- 8	501	469	93.6%
Cantara Street Elementary and Magnet	K- 5	348	317	91.1%
Canterbury Avenue Elementary	K- 5	551	484	87.8%
Carlos Santana Arts Academy	K- 5	360	344	95.6%
Carpenter Community Charter	K- 5	886	117	13.2%
Carson Senior High - Academy of Medical Arts	9-12	467	383	82.0%
Carthay Elementary of Environmental Studies Magnet	K- 5	359	255	71.0%
Castelar Street Elementary	K- 8	602	521	86.5%
Castlebay Lane Charter	K- 5	668	189	28.3%
Cesar E Chavez Learning Academy - Technology Preparatory Academy	9-12	275	267	97.1%
Chandler Elementary	K- 5	476	254	53.4%
Charles Maclay Middle School	6- 8	212	207	97.6%
Chase Street Elementary	K- 5	406	378	93.1%
Chatsworth Charter High School	9-12	1643	1141	69.4%
Chatsworth Park Elementary UP/CD Magnet	K- 5	445	276	62.0%
Cheremoya Avenue Elementary	K- 5	164	135	82.3%
Chester W Nimitz Middle School	6- 8	978	943	96.4%
Cohasset Street Elementary	K- 5	434	408	94.0%
Coldwater Canyon Elementary	K- 5	558	524	93.9%
Coliseum Street Elementary	K- 5	246	235	95.5%
Commonwealth Avenue Elementary	K- 5	458	406	88.6%
Corona Avenue Elementary	1- 5	524	503	96.0%
Crescent Heights Boulevard Early Education Center	EEC	88	86	97.7%
Crescent Heights Boulevard Elementary Lang Arts/Soc Jstc Mag	K- 5	186	168	90.3%
Daniel Pearl Senior High Journalism & Communications Magnet	9-12	151	118	78.1%
Daniel Webster Middle School	6- 8	406	375	92.4%
Danube Avenue Elementary	K- 5	272	213	78.3%
Dearborn Elementary Charter Academy	K- 5	527	361	68.5%
Del Amo Elementary	K- 5	282	215	76.2%
Delevan Drive Elementary	K- 6	502	200	39.8%
Diego Rivera Learning Complex Performing Arts	9-12	454	443	97.6%
Dorris Place Elementary	K- 6	212	165	77.8%
Downtown Business Magnet	9-12	793	678	85.5%
Dr Maya Angelou Community Senior High	9-12	909	890	97.9%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
Dr Richard A Vladovic Harbor Teacher Preparation Academy	9-12	461	310	67.2%
Dr Sammy Lee Elementary Medical and Health Science Magnet	K- 5	570	528	92.6%
Dr Theodore T Alexander Jr Science Center School	K- 5	609	520	85.4%
Eagle Tree Continuation High	9-12	22	20	90.9%
East Valley Senior High	9-12	565	537	95.0%
El Sereno Middle School	6- 8	855	782	91.5%
Elizabeth Learning Center	K-12	1126	1100	97.7%
Ellen Ochoa Learning Center	K- 8	995	957	96.2%
Encino Charter Elementary	K- 5	524	196	37.4%
Ernest Lawrence Middle School	6- 8	1103	820	74.3%
Erwin Elementary	K- 5	576	521	90.5%
Esteban Torres HS - East Los Angeles Renaissance Academy	9-12	325	310	95.4%
Esteban Torres HS - Engineer & Technology Academy	9-12	236	230	97.5%
Estrella Elementary	K- 5	413	401	97.1%
Ethel Bradley Early Education Center	EEC	79	73	92.4%
Euclid Avenue Elementary	K- 5	533	488	91.6%
Fairfax Senior High	9-12	1455	1279	87.9%
Fishburn Avenue Elementary	K- 5	418	399	95.5%
Florence Avenue Elementary	K- 6	484	469	96.9%
Ford Boulevard Elementary	K- 5	652	626	96.0%
Francisco Sepulveda Middle School	6- 8	989	937	94.7%
Frank Del Olmo Elementary	K- 5	444	433	97.5%
Frida Kahlo Continuation High	9-12	59	58	98.3%
Fullbright Avenue Elementary	K- 5	303	279	92.1%
Gardena Senior High	9-12	1278	1187	92.9%
Gardner Street Elementary	K- 5	354	274	77.4%
Garvanza Elementary Technology/Leadership Magnet	K- 5	251	192	76.5%
George Ellery Hale Charter Academy	6- 8	1588	865	54.5%
George K Porter Middle School AND Magnet	6- 8	1034	797	77.1%
George Washington Carver Middle School	6- 8	555	550	99.1%
Germain Academy for Academic Achievement	K- 5	566	400	70.7%
Gil Garcetti Learning Academy	K- 6	509	502	98.6%
Gledhill Street Elementary	K- 5	381	301	79.0%
Glenn Hammond Curtiss Middle School	6- 8	339	310	91.4%
Glenwood Elementary	K- 5	213	202	94.8%
Granada Elementary	K- 5	355	319	89.9%
Grand View Boulevard Elementary	K- 5	494	341	69.0%
Griffith Middle School STEAM Magnet	6- 8	1033	969	93.8%
Gulf Avenue Elementary	K- 5	587	544	92.7%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
Haddon Avenue Elementary	K- 5	562	526	93.6%
Hamlin Charter Academy	K- 5	314	221	70.4%
Harding Street Elementary	K- 5	354	298	84.2%
Harris Newmark Continuation High	9-12	103	103	100.0%
Harrison Street Elementary	K- 5	204	196	96.1%
Harvard Elementary	K- 5	257	245	95.3%
Haskell Elementary STEAM Magnet	K- 5	553	405	73.2%
Hazeltine Avenue Elementary	K- 5	567	534	94.2%
Helen Bernstein Senior High	9-12	611	573	93.8%
Heliotrope Avenue Elementary	K- 5	422	407	96.4%
Henry T Gage Middle School	6- 8	1034	989	95.6%
Highland Park Continuation High	9-12	44	43	97.7%
Hillery T Broadous Elementary	K- 5	353	332	94.1%
Hobart Boulevard Elementary	K- 5	387	379	97.9%
Holmes Avenue Elementary	K- 6	100	100	100.0%
Hooper Avenue Primary Center	K- K	138	135	97.8%
Hope Street Elementary	K- 5	298	280	94.0%
Huntington Drive Elementary	K- 6	287	266	92.7%
Independence Elementary	K- 5	365	343	94.0%
James A Garfield Senior High	9-12	2215	2045	92.3%
John Adams Middle School	6- 8	725	703	97.0%
John B Monlux Elementary	K- 5	650	586	90.2%
John C Fremont Senior High	9-12	1865	1821	97.6%
John F Kennedy Senior High	9-12	2167	1660	76.6%
John H Francis Polytechnic Senior High	9-12	1965	1845	93.9%
John H Liechty Middle School	6- 8	641	631	98.4%
John Hope Continuation High	9-12	102	99	97.1%
John Marshall Senior High	9-12	1862	1372	73.7%
Johnnie L Cochran Jr Middle School	6- 8	399	383	96.0%
Jordan Senior High	9-12	746	733	98.3%
Judith F Baca Arts Academy	K- 6	448	436	97.3%
Kenter Canyon Elementary Charter	K- 5	471	73	15.5%
Kester Avenue Elementary	K- 5	879	415	47.2%
Latona Avenue Elementary	K- 5	127	105	82.7%
Laurel Cinematic Arts Creative Tech Magnet	K- 8	280	248	88.6%
Legacy Senior High Sci Tech Engineering Arts Math	9-12	516	455	88.2%
Lexington Avenue Primary Center	K- 2	120	107	89.2%
Loma Vista Elementary	K- 5	467	458	98.1%
Lomita Elementary Math/Science/Technology Magnet	K- 5	820	573	69.9%
Lorena Street Elementary	K- 5	354	347	98.0%
Loreto Street Elementary	K- 5	219	203	92.7%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
Los Angeles Elementary	K- 5	415	397	95.7%
Los Angeles Senior High	9-12	885	858	96.9%
Los Feliz Science/Tech/Engineer/Math/Medicine Magnet	K- 5	421	345	81.9%
Louis Armstrong Middle School	6- 8	1134	798	70.4%
Lucille Roybal-Allard Elementary	K- 6	470	432	91.9%
MacArthur Park Elementary Visual and Performing Arts	K- 5	324	318	98.1%
Magnolia Avenue Elementary	K- 5	479	477	99.6%
Manual Arts Senior High	9-12	900	876	97.3%
Maple Primary Center	K- 1	136	126	92.6%
Marina Del Rey Middle School	6- 8	272	241	88.6%
Martin Luther King Jr Elementary	K- 5	246	244	99.2%
Marvin Elementary	K- 5	460	431	93.7%
Mary McLeod Bethune Middle School	7- 8	760	753	99.1%
Maurice Sendak Elementary	K- 5	380	363	95.5%
Mayall Street Academy of Arts/Technology Magnet	K- 5	466	315	67.6%
Mayberry Street Elementary	K- 5	150	128	85.3%
Maywood Academy Senior High	9-12	1002	971	96.9%
Maywood Center for Enriched Studies (MaCES) Magnet	6-12	1058	977	92.3%
Maywood Elementary School	K- 5	406	387	95.3%
McKinley Avenue Elementary	K- 6	465	458	98.5%
Melrose Avenue Elementary Math/Science/Technology Magnet	K- 5	414	197	47.6%
Metropolitan Continuation High	9-12	59	57	96.6%
Mid-City's Prescott School of Enriched Sciences	1- 5	229	167	72.9%
Miguel Contreras Learning Complex - Business & Tourism	9-12	398	397	99.7%
Miles Avenue Elementary AND Magnet	K- 5	737	701	95.1%
Mission Continuation High	9-12	107	105	98.1%
Montara Avenue Elementary	K- 6	583	550	94.3%
Monterey Continuation High	9-12	43	42	97.7%
Morningside Elementary	K- 5	380	354	93.2%
Mountain View Elementary	K- 5	555	419	75.5%
Multnomah Street Elementary	K- 5	315	224	71.1%
Murchison Street Elementary	K- 5	284	281	98.9%
Narbonne SH-Humanities & Arts (HARTS) Academy of LA	9-12	284	243	85.6%
Nathaniel Narbonne Senior High	9-12	1336	1152	86.2%
Nava College Preparatory Academy	9-12	586	581	99.1%
Noble Avenue Elementary	K- 5	617	593	96.1%
Normont Elementary	K- 5	296	285	96.3%
Northridge Middle School	6- 8	612	583	95.3%
O'Melveny Elementary	K- 5	321	307	95.6%
Olive Vista Middle School	6- 8	871	793	91.0%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
Oliver Wendell Holmes Middle School	6- 8	851	642	75.4%
Olympic Primary Center	K- K	109	102	93.6%
Orchard Academies 2C	6- 8	389	377	96.9%
Orthopaedic Hospital Senior High Medical Magnet	9-12	638	610	95.6%
Orville Wright Engineering and Design Magnet	6- 8	440	376	85.5%
Pacoima Middle School	6- 8	763	711	93.2%
Palms Middle School	6- 8	1025	754	73.6%
Panorama City Elementary	K- 5	433	421	97.2%
Panorama Senior High	9-12	1193	1162	97.4%
Park Western Place Elementary	K- 5	530	354	66.8%
Paul Revere Charter Middle School	6- 8	1583	625	39.5%
Phineas Banning Senior High	9-12	2266	2102	92.8%
Phoenix Continuation High	9-12	58	57	98.3%
Pio Pico Middle School	6- 8	282	273	96.8%
Plainview Academic Charter Academy	K- 5	232	205	88.4%
Playa Del Rey Elementary	K- 5	277	113	40.8%
Pomelo Community Charter School	K- 5	642	212	33.0%
Porter Ranch Community School	K- 8	1384	348	25.1%
Purche Avenue Elementary	K- 5	349	321	92.0%
Ranchito Avenue Elementary	K- 5	424	389	91.7%
Reseda Charter High School	6-12	1322	1197	90.5%
RFK Comm Schls - Ambassador School - Global Education	K- 5	301	285	94.7%
RFK Comm Schls - New Open World Academy K-12	K-12	790	774	98.0%
RFK Comm Schls - School for Visual Arts and Humanities	9-12	451	445	98.7%
Richard E Byrd Middle School	6- 8	845	763	90.3%
Richard Henry Dana Middle School	6- 8	1248	1027	82.3%
Richard Riordan Primary Center	K- 1	167	124	74.3%
Roosevelt Senior High Science/Tech/Math Magnet	9-12	530	480	90.6%
Roscomare Road Elementary	K- 5	448	43	9.6%
Rosewood Avenue Elementary Urban Planning/Design Magnet	K- 5	269	176	65.4%
Rudecinda Sepulveda Dodson Middle School	6- 8	1315	928	70.6%
Samuel Gompers Middle School	6- 8	340	326	95.9%
San Antonio Elementary	K- 5	398	374	94.0%
San Jose Street Elementary	K- 5	619	449	72.5%
San Pascual Avenue Elementary STEAM Magnet	K- 5	252	169	67.1%
San Pedro Senior High	9-12	2332	1842	79.0%
Sara Coughlin Elementary School	K- 5	418	395	94.5%
Sharp Avenue Elementary	K- 5	405	388	95.8%
Sheridan Street Elementary	K- 6	540	521	96.5%
Sherman Oaks Center for Enriched Studies (SOCES) Magnet	4-12	1659	1003	60.5%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
South East Senior High	9-12	1885	1763	93.5%
South Gate Middle School	6- 8	1111	1060	95.4%
South Gate Senior High	9-12	1624	1551	95.5%
South Park Elementary	K- 6	798	783	98.1%
Southeast Middle School	6- 8	1136	1098	96.7%
Stanley Mosk Elementary School	K- 5	495	439	88.7%
Stonehurst Avenue Elementary STEAM Magnet	K- 5	278	224	80.6%
Sun Valley Magnet: Engineering Technology and Magnet	6- 8	1200	1146	95.5%
Sunny Brae Avenue Elementary	K- 5	422	380	90.0%
Superior Street Elementary	K- 5	479	293	61.2%
Susan Miller Dorsey Senior High	9-12	750	721	96.1%
Sylmar Charter High School	9-12	1348	1194	88.6%
Sylmar Elementary	K- 5	406	390	96.1%
Sylmar Leadership Academy	K- 8	784	665	84.8%
Sylvan Park Early Education Center	EEC	123	120	97.6%
Sylvan Park Elementary	K- 5	624	605	97.0%
The Science Academy STEM Magnet	6-12	545	202	37.1%
Thomas A Edison Middle School	6- 8	777	763	98.2%
Thomas Jefferson Senior High	9-12	491	487	99.2%
Thomas Starr King Middle School Magnet: Film and Media	6- 8	1469	1133	77.1%
Towne Avenue Elementary	K- 5	280	233	83.2%
Tulsa Street Elementary	K- 5	407	323	79.4%
Tweedy Elementary	K- 5	439	393	89.5%
Union Avenue Elementary	K- 5	796	784	98.5%
Utah Street Elementary	K- 8	358	339	94.7%
Valley Academy of Arts and Sciences	9-12	659	482	73.1%
Valley Oaks Center for Enriched Studies (VOCES) Magnet	6-12	443	409	92.3%
Van Nuys Elementary	K- 5	438	424	96.8%
Van Nuys Middle School	6- 8	698	651	93.3%
Vanalden Avenue Elementary	K- 5	350	311	88.9%
Vena Avenue Elementary AND Magnet	K- 5	471	379	80.5%
Verdugo Hills Senior High	9-12	1156	1006	87.0%
Vine Street Elementary	K- 6	228	212	93.0%
Virgil Middle School	6- 8	965	931	96.5%
Virginia Road Elementary	K- 5	200	190	95.0%
Virtual Academy Arts & Entertainment	K-12	827	747	90.3%
Virtual Academy Bus & Entrepreneurship	K-12	611	535	87.6%
Virtual Academy Computer Science	K-12	760	653	85.9%
Vista Middle School	6- 8	970	942	97.1%
Wadsworth Avenue Elementary	K- 5	479	466	97.3%
Warner Avenue Elementary	K- 5	500	83	16.6%

School	Grade Level	2025-26 Enrollment	2025-26 Enrollment of Low-Income Students	Percent of Low-Income Students
Welby Way Charter Elementary and Gifted-High Ability Magnet	K- 5	740	235	31.8%
West Hollywood Elementary	K- 5	288	137	47.6%
West Vernon Avenue Elementary	K- 5	432	427	98.8%
Westchester Enriched Sciences Magnets-Health/Sports Med Mag	9-12	549	489	89.1%
Western Avenue Tech/Eng/Comm/Hum Magnet	K- 8	594	583	98.1%
Westminster Avenue Elementary Math/Tech/Env Studies Magnet	K- 5	352	267	75.9%
Westwood Charter Elementary	K- 5	669	123	18.4%
Whitman Continuation High	9-12	39	39	100.0%
William Howard Taft Charter High School	9-12	2168	1298	59.9%
Wilmington Middle School STEAM Magnet	6- 8	1090	1040	95.4%
Wilmington Park Elementary	K- 5	427	411	96.3%
Winnetka Avenue Elementary	K- 5	279	264	94.6%
Woodlake Elementary Community Charter	K- 5	540	254	47.0%
Woodland Hills Academy	6- 8	603	528	87.6%
Woodrow Wilson Senior High	9-12	1205	1137	94.4%
Young Empowered Scholars Academy	K- 5	444	438	98.6%

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: 2026-27 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: 2026-27 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: 2026-27 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 27: Diploma Program

LCFF-Funded Diploma Program: High Schools		
Banning SH	Cleveland CHS	San Fernando SH
Canoga Park SH	Fremont SH	South East SH
Central High School	Marshall SH	South Gate SH
Chatsworth CHS	Monroe SH	Sylmar CHS
City of Angels	Reseda Charter HS	Van Nuys SH

Appendix B: 2025-26 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/dashboardelp.asp
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

2026-2027 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 %)
2026-2027	$4,360,909,820.00	$1,564,438,694.00	35.87%	0.00%	35.87%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,868,773,034.00	$35,025,357.00	$0.00	$0.00	$7,903,798,391.00	$6,796,870,958.00	$1,106,927,433.00

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	$934,408	$63,089,735	$64,024,143	$0	$0	$0	$64,024,143	0.00%
1	2	School Staffing and Operations	All	No				Ongoing	$2,629,093,343	$34,205,162	$2,663,298,505	$0	$0	$0	$2,663,298,505	0.00%
1	3	Central District Supports for Instruction	All	No				Ongoing	$38,098,552	$7,414,539	$45,513,091	$0	$0	$0	$45,513,091	0.00%
1	4	Options Program	All	No				Ongoing	$102,978,713	$3,308,545	$106,287,258	$0	$0	$0	$106,287,258	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	$24,326,209	$293,974	$24,620,183	$0	$0	$0	$24,620,183	0.00%
1	6	Base-Funded Arts Education	All	No				Ongoing	$1,119,251	$26,905	$1,146,156	$0	$0	$0	$1,146,156	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	$41,704,865	$1,056,689	$42,761,554	$0	$0	$0	$42,761,554	0.00%
1	8	Base-funded Afterschool Programs	All	No				Ongoing	$1,363,593	$5,541,838	$6,905,431	$0	$0	$0	$6,905,431	0.00%

1	9	Supplemental Afterschool Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$163,750	$163,750	$0	$0	$0	$163,750	0.00%
1	10	Gifted and Talented Education	GATE	No				Ongoing	$4,752,565	$1,645,666	$6,398,231	$0	$0	$0	$6,398,231	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	$10,596,962	$0	$10,596,962	$0	$0	$0	$10,596,962	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	$809,173,682	$11,748,626	$820,922,308	$0	$0	$0	$820,922,308	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	$138,741,046	$0	$138,741,046	$0	$0	$0	$138,741,046	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	$202,318	$653,805	$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	$8,567,945	$849,613	$9,417,558	$0	$0	$0	$9,417,558	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	$1,743,880	$34,012	$1,777,892	$0	$0	$0	$1,777,892	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	$39,416,584	$718,842	$40,135,426	$0	$0	$0	$40,135,426	0.00%

1	19	Special Education: Base Program	Student with Disabilities (SWD)	No				Ongoing	$825,870,708	$310,046,572	$1,135,917,280	$0	$0	$0	$1,135,917,280	0.00%
1	20	Special Education: Intensive Diagnostic Education Centers (IDEC)	Student with Disabilities (SWD)	No				Ongoing	$3,930,687	$0	$3,930,687	$0	$0	$0	$3,930,687	0.00%
1	21	Special Education: Inclusive Practices	Student with Disabilities (SWD)	No				Ongoing	$37,080,926	$0	$37,080,926	$0	$0	$0	$37,080,926	0.00%
1	22	Special Education: Special Day Program	Student with Disabilities (SWD)	No				Ongoing	$241,269,680	$0	$241,269,680	$0	$0	$0	$241,269,680	0.00%
1	23	Special Education Transition Services	Student with Disabilities (SWD)	No				Ongoing	$11,142,029	$140,815	$11,282,844	$0	$0	$0	$11,282,844	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	$250,044	$5,167,645	$5,417,689	$0	$0	$0	$5,417,689	0.00%
1	25	Increased Access to International Baccalaureate (IB) Programs	All	No				Ongoing	$1,744,540	$1,146,094	$2,890,634	$0	$0	$0	$2,890,634	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	$2,367,420	$6,289,585	$8,657,005	$0	$0	$0	$8,657,005	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	$2,067,507	$0	$2,067,507	$0	$0	$0	$2,067,507	0.00%
1	28	Career Technical Education	All	No				Ongoing	$21,038,587	$249,080	$21,287,667	$0	$0	$0	$21,287,667	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	$2,595,860	$0	$2,595,860	$0	$0	$0	$2,595,860	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	$172,626,240	$33,387,647	$206,013,887	$0	$0	$0	$206,013,887	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	$49,130,110	$9,786,402	$58,916,512	$0	$0	$0	$58,916,512	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	$91,163,829	$17,988,098	$109,151,927	$0	$0	$0	$109,151,927	0.00%
2	1	Safe School Facilities	All	No				Ongoing	$1,714,592	$22,918,142	$24,632,734	$0	$0	$0	$24,632,734	0.00%
2	2	School Police	All	No				Ongoing	$73,787,694	$1,118,114	$74,905,808	$0	$0	$0	$74,905,808	0.00%
2	3	Base-Funded School Climate Support Staff	All	No				Ongoing	$39,614,006	$47,286	$39,661,292	$0	$0	$0	$39,661,292	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	$12,969,291	$0	$12,969,291	$0	$0	$0	$12,969,291	0.00%
2	5	Base-Funded Student Health Services	All	No				Ongoing	$150,896,808	$409,931	$151,306,739	$0	$0	$0	$151,306,739	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	$9,671,880	$115,000	$9,786,880	$0	$0	$0	$9,786,880	0.00%
2	7	Community Schools Initiative	All	No				Ongoing	$19,071,596	$5,612,301	$24,683,897	$0	$0	$0	$24,683,897	0.00%
2	8	Mental Health and Student Supports	Low Income	Yes	LEA-wide	Low Income	All Schools		$853,674	$0	$853,674	$0	$0	$0	$853,674	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	$2,265,786	$0	$2,265,786	$0	$0	$0	$2,265,786	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	$7,555,664	$0	$7,555,664	$0	$0	$0	$7,555,664	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	$1,291,764	$25,550	$1,317,314	$0	$0	$0	$1,317,314	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	$2,084,943	$0	$2,084,943	$0	$0	$0	$2,084,943	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	$84,051,048	$3,870,804	$87,921,852	$0	$0	$0	$87,921,852	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	$30,331,429	$838,066	$31,169,495	$0	$0	$0	$31,169,495	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	$47,528,253	$2,275,659	$49,803,912	$0	$0	$0	$49,803,912	0.00%
3	1	Parent and Family Engagement	All	No				Ongoing	$581,368	$79,765	$661,133	$0	$0	$0	$661,133	0.00%
3	2	Translation Services	All	No				Ongoing	$2,533,004	$169,271	$2,702,275	$0	$0	$0	$2,702,275	0.00%
3	3	Technology for Communications and Accessibility	All	No				Ongoing	$5,395,861	$0	$5,395,861	$0	$0	$0	$5,395,861	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	$267,223	$41,500	$308,723	$0	$0	$0	$308,723	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	$547,578	$149,952	$697,530	$0	$0	$0	$697,530	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	$21,375,744	$2,030,013	$23,405,757	$0	$0	$0	$23,405,757	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	$12,409,213	$753,155	$13,162,368	$0	$0	$0	$13,162,368	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	$19,888,703	$1,565,587	$21,454,290	$0	$0	$0	$21,454,290	0.00%
4	1	Assessments and Evaluations	All	No				Ongoing	$100,000	$583,658	$683,658	$0	$0	$0	$683,658	0.00%
4	2	Facilities and Physical Infrastructure	All	No				Ongoing	$323,219,828	$314,899,474	$638,119,302	$0	$0	$0	$638,119,302	0.00%
4	3	Technology Infrastructure	All	No				Ongoing	$39,213,454	$61,837,505	$101,050,959	$0	$0	$0	$101,050,959	0.00%
4	4	Budget and Operations	All	No				Ongoing	$39,467,047	$0	$39,467,047	$0	$0	$0	$39,467,047	0.00%
4	5	Magnet Schools	All	No				Ongoing	$39,690,158	$5,343,129	$45,033,287	$0	$0	$0	$45,033,287	0.00%
4	6	Transportation	All	No				Ongoing	$168,326,105	$22,233,158	$190,559,263	$0	$0	$0	$190,559,263	0.00%
5	1	Recruitment	All	No				Ongoing	$159,757,303	$10,114,473	$169,871,776	$0	$0	$0	$169,871,776	0.00%
5	2	Teacher Pipeline Support	All	No				Ongoing	$2,753,411	$469,532	$3,222,943	$0	$0	$0	$3,222,943	0.00%
5	3	Beginning Teacher Support	All	No				Ongoing	$7,234,207	$365,781	$7,599,988	$0	$0	$0	$7,599,988	0.00%
5	4	Professional Development	All	No				Ongoing	$21,282,703	$312,736	$21,595,439	$0	$0	$0	$21,595,439	0.00%
5	5	Staff Wellness	All	No				Ongoing	$4,051,668	$61,598,632	$65,650,300	$0	$0	$0	$65,650,300	0.00%
5	6	High Performance Standards	All	No				Ongoing	$284,695	$99,025	$383,720	$0	$0	$0	$383,720	0.00%

6	1	UTK-12 English Learner Services	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$9,675,718	$939,691	$10,615,409	$0	$0	$0	$10,615,409	0.00%
6	2	International Newcomer Supports	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$4,837,859	$469,846	$5,307,705	$0	$0	$0	$5,307,705	0.00%
6	3	Potential Long-Term English Learner (PLTEL) Interventions	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$4,837,859	$469,846	$5,307,705	$0	$0	$0	$5,307,705	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$4,837,859	$469,846	$5,307,705	$0	$0	$0	$5,307,705	0.00%
6	5	Multilingual Programs and Pathways and Dual Language Education	All, English learner (EL)	No				Ongoing	$2,441,865	$802,023	$3,243,888	$0	$0	$0	$3,243,888	0.00%
7	1	BSAP Academic Supports	African-American	No				Ongoing	$21,176,035	$7,940,276	$29,116,311	$0	$0	$0	$29,116,311	0.00%
7	2	BSAP Community Partnerships	African-American	No				Ongoing	$0	$7,558,200	$7,558,200	$0	$0	$0	$7,558,200	0.00%
7	3	Development of an African American Studies Course	African-American	No				Ongoing	$0	$500,000	$500,000	$0	$0	$0	$500,000	0.00%
7	4	BSAP School Climate & Wellness Personnel Support	African-American	No				Ongoing	$64,966,727	$4,142,612	$69,109,339	$0	$0	$0	$69,109,339	0.00%
7	5	BSAP Community-Based Safety Pilots	African-American	No				Ongoing	$16,937,252	$11,778,898	$28,716,150	$0	$0	$0	$28,716,150	0.00%
8	1	English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$5,879,323	$0	$5,879,323	$0	$0	$5,879,323	0.00%
8	2	Mathematics: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$3,330,711	$0	$3,330,711	$0	$0	$3,330,711	0.00%
8	3	English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$2,696,272	$0	$2,696,272	$0	$0	$2,696,272	0.00%
8	4	Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$6,743,008	$0	$6,743,008	$0	$0	$6,743,008	0.00%
8	5	College/Career: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$5,332,254	$0	$5,332,254	$0	$0	$5,332,254	0.00%
8	6	Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$9,823,905	$0	$9,823,905	$0	$0	$9,823,905	0.00%
8	7	Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools	All	No				Ongoing	$0	$1,219,884	$0	$1,219,884	$0	$0	$1,219,884	0.00%

2026-2027 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
$4,360,909,820.00	$1,564,438,694.00	35.87%	0.00% - No Carryover	35.87%	$1,772,331,300.00	0.00%	40.64%	**Total:**	$1,772,331,300.00
								LEA-wide Total:	$1,063,920,715.00
								Limited Total:	$66,673,950.00
								Schoolwide Total:	$641,736,635.00

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)	$24,620,183.00	0.00%
1	7	Supplemental Arts Education	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$42,761,554.00	0.00%
1	9	Supplemental Afterschool Programs	Yes	LEA-wide	Low Income	All Schools	$163,750.00	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)	$10,596,962.00	0.00%

1	12	School-Level Supports for Individualized Learning	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$820,922,308.00	0.00%
1	13	Early Education and Universal Transitional Kindergarten	Yes	LEA-wide	Low Income	Specific Grade Spans, Early Education and UTK	$138,741,046.00	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	$9,417,558.00	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	$40,135,426.00	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	$5,417,689.00	0.00%
1	26	Districtwide A-G Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Grades 6-12	$8,657,005.00	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)	$2,067,507.00	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)	$2,595,860.00	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	$206,013,887.00	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	$58,916,512.00	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	$109,151,927.00	0.00%
2	4	Supplemental School Climate Support Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$12,969,291.00	0.00%
2	6	Supplemental Student Health Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$9,786,880.00	0.00%
2	8	Mental Health and Student Supports	Yes	LEA-wide	Low Income	All Schools	$853,674.00	0.00%
2	9	Positive Behavior Interventions and Restorative Practices	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,265,786.00	0.00%
2	10	Attendance Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$7,555,664.00	0.00%
2	11	School Enrollment Placement and Assessment (S.E.P.A.) Centers	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,317,314.00	0.00%
2	12	FamilySource System	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,084,943.00	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	$87,921,852.00	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	$31,169,495.00	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	$49,803,912.00	0.00%

3	4	Student Empowerment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$308,723.00	0.00%
3	5	Aligned Strategic Planning and Accountability	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$697,530.00	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	$23,405,757.00	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	$13,162,368.00	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	$21,454,290.00	0.00%
6	1	UTK-12 English Learner Services	Yes	Limited	English learner (EL)	All Schools	$10,615,409.00	0.00%
6	2	International Newcomer Supports	Yes	Limited	English learner (EL)	All Schools	$5,307,705.00	0.00%
6	3	Potential Long-Term English Learner (PLTEL) Interventions	Yes	Limited	English learner (EL)	All Schools	$5,307,705.00	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	Yes	Limited	English learner (EL)	All Schools	$5,307,705.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$8,106,405,560.00	$7,939,819,543.00

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	$58,101,470.00	$57,158,848.00
1	2	School Staffing and Operations	No	$2,535,977,192.00	$2,384,952,148.00
1	3	Central District Supports for Instruction	No	$51,463,161.00	$46,387,619.00
1	4	Options Program	No	$108,781,378.00	$101,325,586.00
1	5	Instructional Technology Initiative	Yes	$28,246,594.00	$28,857,656.00
1	6	Base-Funded Arts Education	No	$0.00	$1,146,135.00
1	7	Supplemental Arts Education	Yes	$1,498,227.00	$29,116,079.00
1	8	Base-funded Afterschool Programs	No	$1,536,224.00	$1,708,391.00
1	9	Supplemental Afterschool Programs	Yes	$7,833,101.00	$7,791,258.00
1	10	Gifted and Talented Education	No	$6,551,713.00	$5,862,316.00
1	11	Differentiated Local Supports for Students	Yes	$14,804,712.00	$14,462,909.00
1	12	School-Level Supports for Individualized Learning	Yes	$819,610,704.00	$780,456,203.00
1	13	Early Education and Universal Transitional Kindergarten	Yes	$137,825,298.00	$147,289,450.00
1	14	Literacy and Numeracy Interventionist Program	Yes	$856,123.00	$718,367.00
1	15	Secondary Literacy Supports and Interventions	Yes	$9,949,560.00	$8,537,162.00
1	16	Summer School Credit Recovery	No	$2,000,000.00	$2,012,890.00
1	17	Standard English Learner Supports	No	$2,151,398.00	$1,938,563.00
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	$47,466,573.00	$47,065,653.00
1	19	Special Education: Base Program	No	$1,092,406,891.00	$1,193,102,236.00
1	20	Special Education: Intensive Diagnostic Education	No	$4,227,157.00	$4,480,023.00

		Centers (IDEC)			
1	21	Special Education: Inclusive Practices	No	$39,820,944.00	$40,126,879.00
1	22	Special Education: Special Day Program	No	$238,728,496.00	$235,936,889.00
1	23	Special Education Transition Services	No	$11,021,944.00	$10,969,880.00
1	24	Increased Access to Advanced Placement (AP) and College Readiness Exams	Yes	$5,416,803.00	$6,066,603.00
1	25	Increased Access to International Baccalaureate (IB) Programs	No	$2,809,782.00	$2,680,362.00
1	26	Districtwide A-G Interventions	Yes	$10,273,605.00	$8,917,630.00
1	27	Diploma Program	Yes	$3,153,084.00	$2,507,135.00
1	28	Career Technical Education	No	$22,001,639.00	$15,810,594.00
1	29	Linked Learning	Yes	$2,917,093.00	$3,007,721.00
1	30	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	$288,925,561.00	$223,319,668.00
1	31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Yes	$85,195,204.00	$65,850,054.00
1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	$162,097,623.00	$125,361,038.00
2	1	Safe School Facilities	No	$25,423,736.00	$25,016,172.00
2	2	School Police	No	$61,363,789.00	$73,547,973.00
2	3	Base-Funded School Climate Support Staff	No	$41,962,583.00	$43,063,669.00
2	4	Supplemental School Climate Support Staff	Yes	$12,904,776.00	$12,177,992.00
2	5	Base-Funded Student Health Services	No	$154,510,272.00	$151,533,479.00
2	6	Supplemental Student Health Services	Yes	$13,553,725.00	$11,345,177.00

2	7	Community Schools Initiative	No	$25,532,505.00	$20,009,036.00
2	8	Mental Health and Student Supports	Yes	$2,314,912.00	$3,386,548.00
2	9	Positive Behavior Interventions and Restorative Practices	Yes	$2,708,983.00	$2,159,481.00
2	10	Attendance Interventions	Yes	$8,588,135.00	$8,226,750.00
2	11	School Enrollment Placement and Assessment (S.E.P.A.) Centers	Yes	$1,405,064.00	$1,329,241.00
2	12	FamilySource System	Yes	$2,074,772.00	$1,739,581.00
2	13	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	$108,439,895.00	$109,906,981.00
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	$39,331,834.00	$39,841,298.00
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	$66,187,971.00	$67,045,302.00
3	1	Parent and Family Engagement	No	$1,336,996.00	$1,351,110.00
3	2	Translation Services	No	$2,655,200.00	$2,419,343.00
3	3	Technology for Communications and Accessibility	No	$6,027,010.00	$6,059,332.00
3	4	Student Empowerment	Yes	$307,818.00	$308,355.00
3	5	Aligned Strategic Planning and Accountability	Yes	$745,223.00	$669,584.00
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	$32,249,200.00	$30,337,386.00
3	7	SENI Investments to Increase Access to Programs and Supports for	Yes	$17,331,625.00	$16,212,890.00

		Engagement and Collaboration: Middle Schools			
3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	$30,097,487.00	$28,154,732.00
4	1	Assessments and Evaluations	No	$1,484,658.00	$1,186,772.00
4	2	Facilities and Physical Infrastructure	No	$614,647,111.00	$706,633,097.00
4	3	Technology Infrastructure	No	$92,283,065.00	$140,623,161.00
4	4	Budget and Operations	No	$258,652.00	$50,825,847.00
4	5	Magnet Schools	No	$46,249,596.00	$42,657,428.00
4	6	Transportation	No	$257,493,385.00	$284,416,327.00
5	1	Recruitment	No	$173,382,676.00	$168,658,127.00
5	2	Teacher Pipeline Support	No	$3,942,163.00	$2,266,990.00
5	3	Beginning Teacher Support	No	$10,617,938.00	$9,737,212.00
5	4	Professional Development	No	$21,527,089.00	$25,232,083.00
5	5	Staff Wellness	No	$200,163,948.00	$54,771,052.00
5	6	High Performance Standards	No	$540,990.00	$471,864.00
6	1	UTK-12 English Learner Services	Yes	$10,940,446.00	$9,059,975.00
6	2	International Newcomer Supports	Yes	$5,470,223.00	$4,529,988.00
6	3	Potential Long-Term English Learner (PLTEL) Interventions	Yes	$5,470,223.00	$4,529,988.00
6	4	Long-Term English Learner (LTEL) Interventions	Yes	$5,470,223.00	$4,529,988.00
6	5	Multilingual Programs and Pathways and Dual Language Education	No	$3,475,558.00	$2,833,926.00
7	1	BSAP Academic Supports	No	$27,759,207.00	$38,608,110.00
7	2	BSAP Community Partnerships	No	$8,354,800.00	$9,336,160.00
7	3	Development of an African American Studies Course	No	$524,281.00	$62,267.00
7	4	BSAP School Climate & Wellness Personnel Support	No	$93,987,545.00	$65,369,567.00

7	5	BSAP Community-Based Safety Pilots	No	$29,374,167.00	$35,293,598.00
8	1	English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools	No	$7,147,170.00	$3,450,113.00
8	2	Mathematics: Use of Evidence-Based Services and Supports by Identified Schools	No	$4,751,337.00	$2,850,465.00
8	3	English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools	No	$3,825,746.00	$2,178,791.00
8	4	Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools	No	$5,621,273.00	$2,772,248.00
8	5	College/Career: Use of Evidence-Based Services and Supports by Identified Schools	No	$4,466,649.00	$2,409,047.00
8	6	Chronic Absenteeism: Use of Evidence-Based Services and Supports by Identified Schools	No	$4,821,076.00	$2,573,347.00
8	7	Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools	No	$1,651,600.00	$1,186,648.00

2025-2026 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)
$1,518,045,963.00	$1,991,662,400.00	$1,854,815,823.00	$136,846,577.00	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	$28,246,594.00	$28,857,656.00	0.00%	0.00%
1	7	Supplemental Arts Education	Yes	$1,498,227.00	$29,116,079.00	0.00%	0.00%
1	9	Supplemental Afterschool Programs	Yes	$7,833,101.00	$7,791,258.00	0.00%	0.00%
1	11	Differentiated Local Supports for Students	Yes	$14,804,712.00	$14,462,909.00	0.00%	0.00%
1	12	School-Level Supports for Individualized Learning	Yes	$819,610,704.00	$780,456,203.00	0.00%	0.00%
1	13	Early Education and Universal Transitional Kindergarten	Yes	$137,825,298.00	$147,289,450.00	0.00%	0.00%
1	14	Literacy and Numeracy Interventionist Program	Yes	$856,123.00	$718,367.00	0.00%	0.00%
1	15	Secondary Literacy Supports and Interventions	Yes	$9,949,560.00	$8,537,162.00	0.00%	0.00%
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	$47,466,573.00	$47,065,653.00	0.00%	0.00%
1	24	Increased Access to Advanced Placement (AP) and College Readiness Exams	Yes	$5,416,803.00	$6,066,603.00	0.00%	0.00%
1	26	Districtwide A-G Interventions	Yes	$10,273,605.00	$8,917,630.00	0.00%	0.00%
1	27	Diploma Program	Yes	$3,153,084.00	$2,507,135.00	0.00%	0.00%
1	29	Linked Learning	Yes	$2,917,093.00	$3,007,721.00	0.00%	0.00%
1	30	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	$288,925,561.00	$223,319,668.00	0.00%	0.00%
1	31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Yes	$85,195,204.00	$65,850,054.00	0.00%	0.00%

1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	$162,097,623.00	$125,361,038.00	0.00%	0.00%
2	4	Supplemental School Climate Support Staff	Yes	$12,904,776.00	$12,177,992.00	0.00%	0.00%
2	6	Supplemental Student Health Services	Yes	$13,553,725.00	$11,345,177.00	0.00%	0.00%
2	8	Mental Health and Student Supports	Yes	$2,314,912.00	$3,386,548.00	0.00%	0.00%
2	9	Positive Behavior Interventions and Restorative Practices	Yes	$2,708,983.00	$2,159,481.00	0.00%	0.00%
2	10	Attendance Interventions	Yes	$8,588,135.00	$8,226,750.00	0.00%	0.00%
2	11	School Enrollment Placement and Assessment (S.E.P.A.) Centers	Yes	$1,405,064.00	$1,329,241.00	0.00%	0.00%
2	12	FamilySource System	Yes	$2,074,772.00	$1,739,581.00	0.00%	0.00%
2	13	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	$108,439,895.00	$109,906,981.00	0.00%	0.00%
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	$39,331,834.00	$39,841,298.00	0.00%	0.00%
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	$66,187,971.00	$67,045,302.00	0.00%	0.00%
3	4	Student Empowerment	Yes	$307,818.00	$308,355.00	0.00%	0.00%
3	5	Aligned Strategic Planning and Accountability	Yes	$745,223.00	$669,584.00	0.00%	0.00%
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	$32,249,200.00	$30,337,386.00	0.00%	0.00%
3	7	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Yes	$17,331,625.00	$16,212,890.00	0.00%	0.00%

3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	$30,097,487.00	$28,154,732.00	0.00%	0.00%
6	1	UTK-12 English Learner Services	Yes	$10,940,446.00	$9,059,975.00	0.00%	0.00%
6	2	International Newcomer Supports	Yes	$5,470,223.00	$4,529,988.00	0.00%	0.00%
6	3	Potential Long-Term English Learner (PLTEL) Interventions	Yes	$5,470,223.00	$4,529,988.00	0.00%	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	Yes	$5,470,223.00	$4,529,988.00	0.00%	0.00%

2025-2026 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)
$4,270,354,820.00	$1,518,045,963.00	1.81%	37.36%	$1,854,815,823.00	0.00%	43.43%	$0.00 - No Carryover	0.00% - No Carryover

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).