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
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Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Los Angeles Unified School District is focused on ensuring all students graduate Ready for the World- prepared for college, career, and life. As the second largest school district in the nation, Los Angeles Unified serves over 563,000 Pre-K thru Adult Education students in over 1,400 schools and centers, including primary school centers and magnet schools, as well as affiliated and independent charter schools. Approximately 84% of our students are either eligible for free and reduced lunch, are English learners or in the foster care system.

Recognizing the daily academic and emotional challenges our students encounter, Los Angeles Unified makes student needs the priority in decision-making and works to establish that resources are effectively allocated to all students, particularly our highest-need students. Los Angeles Unified is informed by our diverse student population where 83,923 students are learning to speak English proficiently and 73.1% of our student population is Latino, 10.0% is White, 7.1% is Black / African American, 3.6% is Asian, 1.8% is Filipino, and less than 1% is American Indian, Alaska Native, or Pacific Islander. Los Angeles Unified embraces strategies that aim to close the equity and opportunity gaps for our students, including the targeted student populations identified in the Local Control Funding Formula (LCFF): English Learners, students in foster care, and students from low-income families. Supporting and increasing student success cannot be done without our approximately 74,000 employees, which includes teachers, classified personnel, and administrators who are instrumental in helping Los Angeles Unified achieve the goals and objectives for improving student outcomes. Additional information about Los Angeles Unified may be accessed at https://achieve.lausd.net/facts.

For additional information on District demographics, as well as past LCAP metrics outcomes, please visit the District's Open Data Dashboard: https://my.lausd.net/opendata/landing_page.

Pursuant to new State legislation, Local Education Agencies (LEAs) such as Los Angeles Unified are required to include a new LCAP goal, referred to as the Equity Multiplier focus goal. The Local Control Funding Formula (LCFF) Equity Multiplier is a new state funding program for

eligible schools based on their nonstability rate and percentage of socioeconomically disadvantaged students, as outlined in the annual California Department of Education (CDE) Stability Rate Data Report with the following criteria:

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

Considered a separate funding source, Other State Funds, allocated outside of LCFF entitlement, 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 (e.g., Red) on one or more State indicators on the California School Dashboard in 2022-23 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 information on the District's Equity Multiplier focus goal, please refer to the District's LCAP Goal 8.

Within Los Angeles Unified, the following 71 schools have been identified in 2023-24 as Equity Multiplier-eligible schools to use allocated funding in 2024-25:

Aggeler Community Day	Charles Drew Middle	Harold McAlister High (Opportunity)	Mission Continuation	Thomas Riley High
Albert Einstein Continuation	Coliseum Street Elementary	Harris Newmark Continuation	Moneta Continuation	Tri-C Community Day
Amelia Earhart Continuation	Contreras Learning Center-School of Social Justice	Highland Park Continuation	Monterey Continuation	View Park Continuation
Angeles Mesa Elementary	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	Hillcrest Drive Elementary	Ninth Street Elementary	Virtual Academy of International Studies/Humanities (World Languages and Cultures)
Ann Street Elementary	Dan M. Isaacs Avalon High	Jack London Continuation	Odyssey Continuation	Whitman Continuation
Audubon Middle	Danny J. Bakewell, Sr., Primary Center	James J. McBride Special Education Center	Owensmouth Continuation	Whitney Young Continuation
Avalon Gardens Elementary	Dorothy V. Johnson Community Day	John Hope Continuation	Phoenix Continuation	Will Rogers Continuation
Barack Obama Global Preparation Academy	Edwin Markham Middle	John R. Wooden High	Pinewood Avenue Elementary	William J. Johnston Community Day
Belmont Senior High	Ellington (Duke) High (Continuation)	La Salle Avenue Elementary	Pueblo de Los Angeles Continuation	William Tell Aggeler Opportunity High

Boyle Heights Continuation	Evergreen Continuation	Lankershim Elementary	Ramona Opportunity High	Youth Opportunities Unlimited
Bret Harte Preparatory Middle	Fifty-Fourth Street Elementary	Leadership & Public Service Virtual Academy	Samuel Gompers Middle	Zane Grey Continuation
Cabrillo Avenue Elementary	Forty-Second Street Elementary	Manhattan Place Elementary	San Antonio Continuation	
Cal Burke High	Frida Kahlo High	Mariposa-Nabi Primary Center	Simon Rodia Continuation	
CDS Secondary	George S. Patton Continuation	Martin Luther King Jr. Elementary	Sophia T. Salvin Special Education Center	
Central High	George Washington Preparatory High	Metropolitan Continuation	Stoney Point 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 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 53.5% in 2022-23, an increase of 3.0% from 2021-22. The District's success is aligned with the adopted Board goal of 70% of students in a graduating 9th-12th grade cohort will meet A-G course requirements by June 2026.

- District Goal (Literacy): Increased Proficiency on Smarter Balanced Assessment (SBA) in English Language Arts for Grade 3
    - Grade 3 students increased 4.4 points on the Smarter Balanced Assessment in English Language Arts to 28.4 points below grade-level standards in 2022-23 from 32.8 points below in 2021-22. 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 7.2 points on the Smarter Balanced Assessment in mathematics to 37.4 points below grade-level standards in 2022-23 from 44.6 points below in 2021-22. Grades 6-8 students increased 1 point on the Smarter Balanced Assessment in mathematics to 80 points below grade-level standards in 2022-23 from 81.0 points below in 2021-22. 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.

2023 California School Dashboard ("Dashboard") Indicators

- Graduation Rate:
  - Over the past three years, 2020-21 to 2022-23, Los Angeles Unified increased its overall four-year cohort graduation rate to 84.0% in 2022-23 from 81.6% in 2020-21 as well as increased its four-year cohort graduation rate for numerically significant student groups.
    - The four-year cohort graduation rate for the following student groups increased in 2022-23 from 2020-21.
      - African American/Black: Increased to 82.4% in 2022-23 from 78.8% in 2020-21.
      - Hispanic/Latino: Increased to 83.5% in 2022-23 from 80.8% in 2020-21.
      - English Learners: Increased to 62.4% in 2022-23 from 59.1% in 2020-21.
      - Reclassified Fluent English Proficient: Increased to 90.2% in 2022-23 from 87.9% in 2020-21.
      - Standard English Learners: Increased to 86.6% in 2022-23 from 84.4% in 2020-21.
      - Low Income: Increased to 83.7% in 2022-23 from 81.4% in 2020-21.
      - Students with Disabilities: Increased to 70.5% in 2022-23 from 64% in 2020-21.
      - Foster Youth: Increased to 66.7% in 2022-23 from 58.3% in 2020-21.
    - To foster an increased graduation rate, the District sustains student programs and services outlined in LCAP Goal 1: Academic Excellence, including the ability for student to remain on-track towards graduation in four-years through the Options Program (Action 4), the Summer School Credit Recovery program (Action 16), support from the Districtwide A-G Interventions programs (Action 26), the Diploma Program (Action 27), and the College Access Program (Action 28).
    - 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 2020-21 and 2022-23 is the increased Career Technical Education (CTE) Completion Rate of graduates to 19.7% in 2022-23, an increase of 4.4% from 2020-21 as well as increased its CTE Completion Rate for numerically significant student groups.
    - The CTE completion rate for the following student groups increased in 2022-23 from 2020-21.
      - African American/Black: Increased to 16.5% in 2022-23 from 14.0% in 2020-21.
      - Hispanic/Latino: Increased to 20.7% in 2022-23 from 15.9% in 2020-21.
      - English Learner: Increased to 10.3% in 2022-23 from 7.7% in 2020-21.
      - Reclassified Fluent English Proficient: Increased to 24.5% in 2022-23 from 18.3% in 2020-21.
      - Standard English Learners: Increased to 19.8% in 2022-23 from 16.4% in 2020-21.
      - Low Income: Increased to 20.1% in 2022-23 from 15.6% in 2020-21.
      - Students with Disabilities: Increased to 15.1% in 2022-23 from 10.9% in 2020-21.
    - 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 29) and Linked

Learning (LCAP Goal 1, Action 30).
        - As outlined in the above Graduation Rate section, schools are further supported with discretionary funds via the Student Equity Needs Index (SENI) allowing schools the flexibility in allocating resources and services according to the specific needs and priorities of their students.

- Suspension Rate:
    - District Suspension Rate: The overall student suspension rate of 0.4% in 2022-23 continues to be lower than the state (3.5%) 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 2023 Dashboard, Los Angeles Unified has no areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). The District did have student group performance on Dashboard indicators in the lowest rating:

- Chronic Absenteeism: (None)
- Suspension Rate: (None)
- Graduation Rate: (1 Student Group)- English Learners
- College/Career: (None)
- English Language Arts: (3 Student Groups)- English Learners, Foster Youth, Homeless
- Mathematics: (1 Student Group)- English Learners
- English Learner Progress Indicator (ELPI): the state indicator does not have a student group rating as the indicator is specific to English Learners.

Attached to the District's LCAP is Appendix A with a table displaying the lowest performance level (i.e., Red or Very Low) ratings for Los Angeles Unified schools within the seven indicators on the California School Dashboard ("Dashboard"); Chronic Absenteeism (K-8 only), College/Career (high school only), English Language Arts (ELA), English Learner Progress, Graduation Rate (high school only), Mathematics, and Suspension. There are 572 District schools with Red designation in 2,121 areas and 59 District schools with Very Low designation in the College/Career Indicator. Appendix A includes lowest performance ratings for student groups as reported on the California School Dashboard by school. Included are African American/Black, American Indian or Alaska Native, Asian, Filipino, Hispanic/Latino, Pacific Islander, White, Multiple Races, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, and Homeless Youth student groups as applicable to each school.

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

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

- Chronic Absenteeism: Goal 1, Action 27: Diploma Program; Goal 2, Action 11: Attendance Interventions; Goal 2, Actions 14-16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools, Middle Schools, High Schools; Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support.

- Suspension Rate: Goal 1, Action 10: Positive Behavior Interventions and Restorative Practices; Goal 2, Actions 14-16: 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, Action 28 College Access Program; Goal 1, Actions 31-33: 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 29: Career Technical Education; Goal 1, Action 30: Linked Learning; Goal 1, Actions 31-33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools; Middle Schools; High Schools; Goal 1, Actions 31-33: 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 22: Special Education- Inclusion Services; Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Actions 31-33: 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 22: Special Education- Inclusion Services; Goal 1, Action 26: Districtwide A-G Interventions; Goal 1, Actions 31-33: 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 2024-25 SPSAs and TSP plans are in completion and will be made public on the Los Angeles Unified School Directory in August 2024.

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

Local Data

- Attendance and Chronic Absenteeism: Ensuring students are attending school regularly is important to increasing student success. In a continued effort to improve student attendance and reduce chronic absenteeism, the Los Angeles Unified is committed to providing health, nutrition, and wellness services to support students (see Goal 2 actions). Since students returned to school after the pandemic, the District has hired additional health care professionals for schools, especially those schools with the most need, and offered extra health services for students. The District is addressing student mental health, which affects student attendance, by employing Psychiatric Social Workers (PSWs) and providing mental health consultations (see Goal 2, Action 9). In addition, the District provides highest needs schools with discretionary Student Equity Needs Index (SENI) funding allowing schools to tailor resources where they are most needed to supplement services and supports to improve regular student attendance and reduce chronic absenteeism. For additional details on what the District is doing to improve attendance, see Goal 2: Joy and Wellness actions and its alignment to the District's Board adopted 2022-26 Strategic Plan.
    - Excellent Attendance (96% or Higher):
        - The District saw success in the percentage of students with Excellent Attendance in 2022-23 compared to 2021-22.
            - Grades TK-12:
                - Increased to 35.5% in 2022-23 from 31.2% in 2021-22.
    - 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 36.4% in 2022-23 from 47.0% in 2021-22.
            - Grades 6-8:
                - Decreased to 32.4% in 2022-23 from 40.1% in 2021-22
            - Grades 9-12:

- Decreased to 39.4% in 2022-23 from 46.0% in 2021-22.

Input from Educational Partners

- In the development of the 2024-25 LCAP, our educational partners continued to emphasize the importance of academic success for students to open doors to opportunities, including higher education, career choice, and personal growth as well as a means to promote equality and social justice. For more information on input from Educational Partners, please see the Engaging Educational Partners section of the LCAP.

Reflections: Technical Assistance

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

Los Angeles Unified is eligible to receive technical or differentiated assistance per California Education Code for the English Learner student group based on results from the 2023 California School Dashboard ("Dashboard") in the following indicators: Graduation Rate, English Language Arts (ELA), and Mathematics. Eligibility for technical or differentiated assistance is based on the lowest performance ratings (i.e., Red) on the Dashboard in Graduation Rate, English Language Arts, and mathematics.

In developing the LCAP actions and budget to improve outcomes for English Learners, District personnel attended the Differentiated Assistance conference on March 6-7, 2024 organized by the Los Angeles County Office of Education. The convening provided opportunities for staff to exchange ideas and network with educators across Los Angeles to inform District actions to increase English Learner performance as evidenced on Dashboard indicators or metrics.

For specific information regarding District actions and supports offering targeted or differentiated assistance for English Learners, please reference the following District goals and actions:

- 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- Elementary Literacy and Mathematics Interventions; and
- Goal 6, Actions 1-5: English Learner Supports

Next Steps: Distinct staff continue to monitor and evaluate the actions taken to address needs of our English Learners.

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 January 2024, the California Department of Education (CDE) updated the list of schools identified for Comprehensive Support and Improvement (CSI). For 2024-25 implementation, the total number of CSI schools for LAUSD is 52. This represents a decrease in the total number of schools identified compared to the prior year, and there were notable changes in schools eligible for CSI as 19 schools met exit criteria.

Below are two sets of schools. The first is a list of the CSI schools identified for low-graduation rates and the other set is based on low-performance as indicated on the Dashboard. Schools with Dashboard Alternative School Status (DASS) are annotated, and the Dashboard year that led to the school's 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. Boyle Heights HS (Identified in 2022- DASS)
5. Burke HS (Identified in 2022- DASS)
6. Carlson Home Hospital (Identified in 2019)
7. CDS Alonzo (Identified in 2019- DASS)
8. CDS Tri-C (Identified in 2022- DASS)
9. Central HS (Identified in 2019- DASS)
10. City of Angels (Identified in 2019- DASS)
11. Contreras LC Global Studies (Identified in 2022)
12. Eagle Tree Continuation (Identified in 2022- DASS)
13. Einstein HS (Identified in 2022- DASS)
14. Ellington HS (Identified in 2022- DASS)
15. Grey HS (Identified in 2022- DASS)
16. Highland Park HS (Identified in 2022- DASS)
17. Hope HS (Identified in 2022- DASS)
18. Independence HS (Identified in 2019- DASS)
19. Isaacs Avalon (Identified in 2022- DASS)
20. Kahlo HS (Identified in 2019- DASS)

21. Lewis HS (Identified in 2022- DASS)
22. London HS (Identified in 2022- DASS)
23. Metropolitan HS (Identified in 2022- DASS)
24. Monterey HS (Identified in 2022- DASS)
25. Newmark HS (Identified in 2019- DASS)
26. Odyssey HS (Identified in 2022- DASS)
27. Owensmouth HS (Identified in 2019- DASS)
28. Pueblo De Los Ángeles HS (Identified in 2022- DASS)
29. Rodia HS (Identified in 2022- DASS)
30. Rogers HS (Identified in 2019- DASS)
31. San Antonio HS (Identified in 2022- DASS)
32. Stoney Point HS (Identified in 2020- DASS)
33. Thoreau HS (Identified in 2022- DASS)
34. Whitman HS (Identified in 2022- DASS)
35. Wooden HS (Identified in 2019- DASS)
36. Youth Opportunities Unlimited Alternative HS (Identified in 2022- DASS)

The following 16 schools were identified as CSI for low performance on the Dashboard:

1. Computer Science Virtual Academy (Identified in 2023)
2. Crenshaw Science, Technology, Engineering, Math and Medicine Magnet (Identified in 2023)
3. Dr. Maya Angelou Community High (Identified in 2023)
4. Engineering and Technology Academy at Estevan Torres High (Identified in 2023)
5. George S. Patton Continuation (Identified in 2023)
6. Harmony Elementary (Identified in 2023)
7. Harold McAlister High- Opportunity (Identified in 2022 for CSI Low Graduation)
8. Joseph Pomeroy Widney Career Preparatory and Transition Center (Identified in 2023)
9. Leadership & Public Service Virtual Academy (Identified in 2023)
10. Lexington Ave PC (Identified in 2022)
11. Maclay Middle School (Identified in 2023)
12. Roy Romer Middle (Identified in 2023)
13. San Fernando Middle (Identified in 2023)
14. South Gate Senior High (Identified in 2023)
15. Thomas Jefferson Senior High (Identified in 2023)
16. Virtual Academy of Business & Entrepreneurship (Identified in 2023)

Support for Identified Schools

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

Los Angeles Unified 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 educational partners.

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, DIBELs, our Whole Child Integrated Data System, ELPAC, student grades, and more.

The District's 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.

Each principal and their supervisor was notified of their school status, and invited to an informational session. Informational sessions were completed for CSI schools by February 20, 2024, and a recording was provided to ensure all CSI leaders have the information needed to fulfill requirements. Our leaders have access to a CSI Toolkit, which includes:

- Informational session materials for school leaders to understand the identification criteria that led to their school being 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 and related training module.

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 the Additional Resources section noted below.

Evidence-Based Interventions: To ensure that CSI schools are able to select and implement evidence-based interventions, LAUSD provided guidance and training at multiple levels of the organization. Further, LAUSD hired experts in education research to assess the evidence-based ratings for district-supported initiatives that schools can implement (i.e., the SENI Menu) with specific guidance to schools for implementing such initiatives within the School Plan for Student Achievement (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.

Trainings for Principals and Regional Staff and Ongoing Guidance: All CSI principals were notified of the status upon identification. LAUSD completed Districtwide informational sessions for principals of CSI schools within three weeks of the most recent identification release by CDE. The trainings addressed the State's CSI identification 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 trainings also provided contact information for follow up support, and schools accessed those contacts for additional support and guidance for planning. In addition to the formal principal informational sessions, 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 close to $8.5 million to support CSI school improvement efforts. Those funds were allocated directly to CSI schools (as part of their regular budget development cycle) to support locally-determined improvement efforts based on a base-grant model of $100,000 plus a per pupil allocation. If additional funding becomes available, the District may allocate funding to schools or offer professional development opportunities. In partnership with educational partners (via School Site Council) schools will determine the best use of their improvement funds within the SPSA based on the comprehensive needs assessment findings. To support ongoing improvement efforts, LAUSD set aside additional local, federal and non-federal funds for lower-performing schools (including 10 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 2024 or during the 2024-25 school year:

- **Summer Learning:** To create ongoing learning opportunities for at-risk students over the summer, LAUSD offers several programs that students of CSI schools can attend:

- **Summer School, UTK-8 Program:** The District offers a districtwide summer program with non-federal funds, and students from CSI Elementary and Middle Schools will be eligible to participate, with a priority for our lower-performing students. When possible, CSI Low Performing school sites may be prioritized to be locations of the summer program.

- **Summer Enrichment Program:** Beyond the Bell will administer a summer enrichment program that complements the Summer School UTK-8 Program, which will take place in the afternoon following the academic program. Additional select school sites will host a full-day enrichment program from 8:00 a.m.-6:00 p.m.

- **Summer Term:** All at-risk students attending any LAUSD high school, including CSI schools, can attend a 24-day summer program to recover credits and make progress toward graduation.

Additional supports that CSI schools with low academic performance or low graduation will be eligible to receive for 2024-25 include:

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

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

Lastly, LAUSD has prioritized additional supports for schools with low performance based on LAUSD-determined criteria (i.e., LAUSD

"Priority" schools). Priority schools, some of which are identified as CSI, receive priority staffing, additional instructional support, structures to support professional development such as substitute residencies, and assistance in leveraging partnerships. LAUSD's Educational Transformation Office (ETO) collaborates with District offices and Regions to ensure Priority Schools implement Districtwide 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 Los Angeles Unified will monitor and evaluate the implementation of effectiveness of the CSI plans:

- Regional staff and the Office of Transitional Programs staff will monitor and support the implementation of CSI plans. The online SPSA includes a prompt for these offices to describe the ways in which they are providing additional support and monitoring to the CSI schools. The support and monitoring may vary depending on school context and needs and will be described in the Monitoring section of the school's SPSA.

- CSI school teams, including SSC members, will formally evaluate school plans alongside Region support staff annually. School teams will review whether they have met the measurable objectives stated in the plan and reflect on implementation. While the measurable objectives and data points may vary by school, the objectives are aligned to state indicators on the California School Dashboard. Because the SPSA is online, 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 their plan implementation part way through the year alongside regional staff.

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

    - 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.

- 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, as well as access the personalized learning program offered by i-Ready to support ongoing student support in areas of need. The i-Ready personalized instruction program is evidence-based at the "Moderate" level per www.evidenceforessa.org.

- Math- Schools and District staff can review and analyze SBA Math performance at the student level, which is available annually. The percentage of students meeting or exceeding standards is available at the student level, and the Distance from Standard is available by grade level and student group. Additionally, schools administer i-Ready assessments in math at the beginning, middle, and end of year, and can analyze results, as well as access 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 has an English Language Proficiency Assessments for California (ELPAC) report that provides 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 course 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.

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

- School Experience Survey- LAUSD administers an annual Districtwide survey to students, staff, and families. Data reports are provided annually, and include response rates and results at multiple levels, including category, content area, and individual questions. 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 now available at the student group level.

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

- In the 2022-23 school year, LAUSD launched school level target setting for each of the District's board goals that guide the strategic plan. All schools set targets and progress will be tracked annually to assess school success in supporting

post-secondary preparedness, ELA, Math, and Social emotional/wellness.

The MyData system and School Experience Survey data provide longitudinal information, which can help schools and the District see patterns and trends overtime, 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.

In 2019-20, the District also launched two data systems to support schools in progress monitoring/implementation and to support summative information at the school level. The Whole Child Integrated Data system supports various educators based on their role and offers a wide array of data in a one-stop shop, including literacy, attendance, assessments, special education information, grades and more. The platform has been updated to include a State Accountability page that reports official CA School Dashboard results and progress monitoring metrics. The District's Open Data platform complements the California School Dashboard by offering additional data to better inform schools and their communities about the academic and social growth of students.

In 2021-2022, LAUSD launched the Executive Dashboard to support the Superintendent's Office, central office executives, local district executives, and community of school administrators with tracking and monitoring LCAP goals, Board goals, and other key performance indicators. Currently, the data reported on the Executive Dashboard includes enrollment, attendance, SBA summative and interim assessments, DIBELS (K-2nd grade), ELPAC, Elementary Marks, GPA, graduation on-track status and staff assignments and vacancies. In Spring of 2024, it will include i-Ready ELA and Math assessment data.

The robust data sets and platforms (e.g., the Whole Child Integrated Data System and the Executive Dashboard) described above track information across a variety of areas with some 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 will 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 the 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	In partnership with Region Family and Community Engagement (FACE) teams and District departments, the LCAP team provided presentations on LCAP goals and actions to Regions in the District (North, South, East, and West) during the school year. Presentations allowed each Region to individualize and highlight the goals and actions important to that Region as well as Region specific data. The 1.5 hour long presentations included question and answer sessions and the opportunity for participants to provide input in the development of the District's 2024-25 LCAP. 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 ○ Region North: November 28, 2023 ○ Region South: November 14, 2023 ○ Region East: November 8, 2023 ○ Region West: November 6, 2023 ● LCAP Topics: LCAP Goal 1- Academic Excellence; LCAP Goal 2- Joy and Wellness ○ Region North: February 6, 2024 ○ Region South: February 8, 2024 ○ Region East: February 7, 2024 ○ Region West: February 5, 2024 ● LCAP Topics: LCAP Goal 5- Investing in Staff; LCAP Goal 6- English Learner Supports; LCAP Goal 7- Black Student Achievement Plan ○ Region North: March 5, 2024

Educational Partner(s)	Process for Engagement
	○ Region South: March 7, 2024 ○ Region East: March 13, 2024 ○ Region West: March 4, 2024 In attendance at the Region-level LCAP engagement meetings were teachers, principals, and other school personnel. Feedback was provided on the development of goal actions specific to each Region meeting and topic via the digital Community-wide ThoughtExchange platform which tracks demographic data such as District employee position to determine feedback by position. In addition to Region LCAP Engagement meetings, the LCAP team developed and provided each District school with a presentation for school principals to present and share at Coffee with the Principal meetings; Coffee with the Principal: Overview of the LCAP and Engagement. The presentation included a message from Superintendent Alberto Carvalho and provided an opportunity for parents, teachers, principals, administrators and other school personnel, at the school level, to learn about the LCAP and reflect upon the LCAP goals and actions that were most relevant to the school site. In addition, families and all staff were provided with and encouraged to provide feedback on the District's LCAP development using the digital ThoughtExchange platform. Also, on the Districtwide Community ThoughtExchange, 14,553 participants identified as parents and family members, an increase from 5,733 participants identifying as parents and family members in 2022-23.
Parents, Students, Teachers, Principals, Administrators, Other School Personnel, Community Partners and the General Public	Regular Board Meetings: The Los Angeles Unified School District's Board of Education regularly monitored implementation of the Local Control and Accountability Plan (LCAP) and the aligned 2022-2026 Strategic Plan regarding budget planning and topics including College Access, the Black Student Achievement Plan, Special Education, the Community Schools Initiative, school safety, and facilities. The following Board of Education meetings are a sample of Board meetings focused on topics related to the LCAP and the aligned Board adopted Strategic Plan: ● August 22, 2023: 2023-24 Revised District Budget ○ 2023-24 Revised Budget Presentation ● December 15, 2023: Budget Workshop ○ Fiscal Year 2023-24 1st Interim Financial Reports Presentation

Educational Partner(s)	Process for Engagement

	• January 23, 2024: Superintendent's Report: Strategic Plan Year 1 Update- 2022-23
	  ○ Superintendent's Report: Strategic Plan Year 1 Presentation
	  ○ LAUSD Strategic Plan- Year One Report Booklet
	  ○ Family Guide to the Strategic Plan
	• February 13, 2024: Mid-Year Annual LCAP Update
	  ○ 2023-24 Mid-Year Annual LCAP Update Presentation
	• February 20, 2024: 2024-25 Budget Update
	  ○ 2024-25 Budget Update (tab 2)
	
	The Board of Education held a public hearing on the LCAP and the Budget on Tuesday, June 18, 2024 and adopted the LCAP and the Budget on Tuesday, June 25, 2024.

Students	In partnership with the District's Student Empowerment Unit, the LCAP team offered opportunities for feedback to student leadership and focus groups. Students provided perspectives on a number of areas including mental health services, academics, importance of afterschool activities, and social-emotional needs. In the following meetings, students were provided with an opportunity to offer input on the development of the District's 2024-25 LCAP via the digital ThoughtExchange platform. Students were provided with the associated LCAP presentation and encouraged to share the presentation and ThoughtExchange link with students at their individual school-level committee meetings as leaders of District engagement. • Superintendent's Student Advisory Council (SSAC)- September 18, 2023 • Asian Pacific Student Advisory Council (APSAC)- November 15, 2023 • Board District 4 Youth Advisory Council- November 30, 2023 • Gifted And Talented Education Student Advisory Council (GATESAC)- January 11, 2024 • Board District 7 Student Advisory Council- January 16, 2024 • Arts Ambassadors Student Advisory Council (AASAC)- February 7, 2024 • Region North Superintendent's Student Advisory Council- February 12, 2024 • Government Relation Student Advisory Council (GRSAC)- March 5, 2024 • Black Student Achievement Plan Student Advisory Council (BSAPSAC)- April 8, 2024 In addition, on the Districtwide Community ThoughtExchange, 1,844 participants identified as students.
Community Partners	Los Angeles Unified understands partnerships with community organizations are vital to expanding student learning opportunities, fostering community engagement, and bringing additional resources,

Educational Partner(s)	Process for Engagement
	among additional factors. As a result, the LCAP team sends updates and invitations during the school year for engagement opportunities to a listserv of 750+ community partners. On an annual basis and at the outset of 2023-24, the LCAP team requested feedback from community partners on the topics and programs they wanted presented and discussed at meetings during the school year. In addition, comment and input on the 2024-25 LCAP was presented and received during the community partner meetings. Based on community partner feedback, the following meeting topics were presented, which included a question and answer session with presenters: ● December 13, 2023: Overview of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF); LCAP Alignment to the District's 2022-26 Strategic Plan; Outline of 2023-24 LCAP Engagement and 2024-25 LCAP Development. ● January 24, 2024: Overview of LCAP Region engagement; Community Schools Initiative and Arts Education. ● February 21, 2024: Beyond the Bell; Career Technical Education (CTE) and Linked Learning. ● March 20, 2024: Student Health and Human Services; Student, Family and Community Engagement. ● May 1, 2024: Implementation of the Black Student Achievement Plan On June 5, 2024, a review and feedback on the Draft 2024-25 LCAP was presented. In addition, the Districtwide 2023-24 Community ThoughtExchange had 191 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 Student, Family and Community Engagement (SFACE) department, the LCAP team engaged with the District's Parent Advisory Committee (PAC) during the 2023-24 school year. A survey was completed in fall 2023 by PAC members, which supported PAC meeting topics for the 2023-24 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 2024-25 LCAP via the digital ThoughtExchange platform.

Educational Partner(s)	Process for Engagement
	• December 7, 2023: The LCAP team provided an overview of the LCAP, including a review of the state's Local Control Funding Formula (LCFF) and the District's use of Student Equity Needs Index (SENI) funding, and the 2023-24 engagement timeline for 2024-25 LCAP development. • January 18, 2024: The LCAP team with the Office of Data and Accountability and the Student, Family and Community Engagement (SFACE) department completed a presentation on actions and services for student, parent, and family engagement, connection to the District's Strategic Plan as well as an overview of the California School Dashboard and student performance results by Dashboard indicator. Specific focus on actions within LCAP Goal 3: Engagement and Collaboration and LCAP Goal 4: Operational Effectiveness. • February 15, 2024: The LCAP team with the Student Health and Human Services (SHHS) department, A-G Interventions and Supports department, and the Los Angeles School Police Department (LASPD) developed a presentation on actions and services for student mental health supports, college and career readiness including financial aid, and school safety. Specific focus on actions within LCAP Goal 1: Academic Excellent and LCAP Goal 2: Joy and Wellness. • March 14, 2024: The LCAP team with the Human Resources Division, the Black Student Achievement Plan (BSAP) department, and the Multilingual and Multicultural Education Department (MMED) developed a presentation on actions and services for improving Black student outcomes, English Learner supports, and teacher pipelines to increase the hiring and development of highly-qualified teachers. Specific focus on actions within LCAP Goal 5: Investing in Staff, LCAP Goal 6: English Learner Supports, and LCAP Goal 7: Black Student Achievement Plan. • May 30, 2024: The LCAP team presented information about the LCFF Equity Multiplier Funds, the eligible schools for 2024-25. District English Learner Advisory Committee (DELAC) The LCAP team collaborated with the Student, Family and Community Engagement (SFACE) department to engage with the District English Learner Advisory Committee (DELAC) in the meetings during the 2023-24 school year. In addition, DELAC members had the opportunity to provide comments towards the development of the District's 2024-25 LCAP via the digital ThoughtExchange platform: • March 21, 2024: The LCAP team developed a presentation on an overview of the LCAP, including a review of the state's Local Control Funding Formula (LCFF) and the District's use of Student Equity Needs Index (SENI) funding.

Educational Partner(s)	Process for Engagement
	• May 23, 2024: The LCAP team developed a presentation on a review of the 2023-24 Annual LCAP Update including a review of the 2024-25 LCAP. In addition, the District-level committees used a specific ThoughtExchange for PAC and DELAC to provide comments on the development of the LCAP. Also, on the Districtwide Community ThoughtExchange, 14,573 participants identified as parents and family members.
Labor Partners	In developing the goals and actions for the LCAP, the LCAP team continued to collaborate with our Labor Partners and invited representatives from 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) to two engagement sessions, May 16, 2024 and May 20, 2024, to invite input and discussion on the development of the 2024-25 LCAP.
Administrators and Staff Engagement	During 2023-24, the LCAP team consistently held monthly Accountability Workgroup meetings with District and Region instructional and operational program administrators. These meetings aimed to provide awareness and coherence on initiatives across the District, share progress updates, and solicit input regarding the development of the 2024-25 LCAP. The Accountability Workgroup meetings were held on the following dates: • September 29, 2023: Results on State Smarter Balanced Assessments and District's School Experience Survey; Review Mid-Year Annual LCAP Update process. • October 27, 2023: Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI); Strategic Plan implementation; LCAP engagement; Review release of California School Dashboard results. • December 15, 2023: Strategic Plan Family Guide Update; Review LCAP Template. • January 26, 2024: Review 2023-24 Mid-Year Annual LCAP Update; Review Strategic Plan Year 1 Update; Targeted Student Population (TSP) Plan updates; English Learner Reclassification; Review Students with Disabilities performance on California School Dashboard Indicators. • March 22, 2024: Strategic Plan Quarter 3 Update; CA School Dashboard Local Indicators; State Assessment testing windows; Family and Community Engagement updates, English Learner Progress Indicator (ELPI) overview and resources.

Educational Partner(s)	Process for Engagement
	● April 26, 2024: Review Alternative Graduation Pathway for Students with Disabilities; Updates on State testing and District Dashboards. ● May 31, 2024: Notice of upcoming release of Draft 2024-25 LCAP and the Draft 2023-24 Annual LCAP Update. The LCAP team continued to organize LCAP Leadership Group meetings in 2023-24 involving essential District department teams, including the Division of Instruction, Office of Data and Accountability, Special Education, and the Federal and State Education Programs Branch. Staff engagement involved feedback on the Districtwide Community ThoughtExchange with 331 participants identified as Los Angeles Unified school or District administrators, 530 participants identified as classified personnel, and 624 participants identified as certificated personnel.
Special Education Local Plan Area (SELPA) Administrator Engagement	Throughout the school year, the Chief of Special Education, Equity, and Specialized Programs, as well as the Special Education Local Plan Area (SELPA) Administrator, consulted with District senior leaders. Together, they identified targeted actions in the LCAP to support students with disabilities. Additionally, the Special Education Division received feedback on the District's special education program through monthly meetings, beginning in November 2023, with the Community Advisory Committee (CAC) for Special Education, which advises the Board of Education, SELPA, and the Superintendent's Cabinet on annual priorities addressed in the SELPA plan.
Online Engagement Forums	The District continued to implement a digital community-wide engagement platform, ThoughtExchange, where participants can provide anonymous feedback and rate other participants' comments, allowing the District to receive both the most frequently mentioned responses and the responses that resonated with the most members of our District communities on both the development of the LCAP and the implementation of the aligned District Strategic Plan. The forum generated over 203,942 ratings on 13,268 comments from 22,667 participants, including: ● 14,573 parents / family members ● 1,844 students ● 1,485 staff members The 22,667 ThoughtExchange participants represented an 91% increase in participants, up from 11,816 participants, from 2022-23.
Educational Partners at Equity Multiplier Eligible Schools	The LCFF Equity Multiplier is a new state funding program providing additional funds to school sites meeting nonstability rates greater than 25% and socioeconomically disadvantaged student thresholds

Educational Partner(s)	Process for Engagement
	greater than 70% in the prior year. Per state legislation, funding will begin to be used in 2024-25 to implement evidence-based services and supports for students at eligible school sites and address all student groups that have the lowest performance level (e.g., 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 Appendix A for the list of the 71 eligible District schools. In addition, please see the District's Equity Multiplier Funding webpage: https://www.lausd.org/Page/20353 With the state's December 2023 release of the 2023 California School Dashboard results, the 71 Equity Multiplier eligible District schools met with educational partners in various school-level forums including Local School Leadership Councils beginning in winter 2024 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 2024 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.

Los Angeles Unified will continue to align the District's LCAP with the District's Board adopted Strategic Plan based on feedback received from our community in supporting students, families, and staff. The development of the LCAP is a collaborative process that incorporated feedback from a wide range of educational partners. This year, 22,667 educational partners participated through the digital ThoughtExchange platform by generating 13,268 individual comments and providing 203,942 ratings on individual comments- representing an 91% increase in participants, up from 11,816 participants, from 2022-23.

The individual comments and rated comments from our educational partners created a themed-focus around the District's work on providing students with academic supports, mental and physical health resources, opportunities for student engagement, safe school campuses, increased learning opportunities, and differentiated supports for students learning a second language or particular student groups represented in our learning community.

For a summary regarding the feedback offered by specific educational partners, please review below.

Student Engagement

Los Angeles Unified received student feedback via student advisory council meetings and school-level engagement forums, which is incorporated by the top rated thoughts by LCAP goal in the District's LCAP in the following ways:

- Academic Excellence (Goal 1):
  - Create opportunities for students, particularly female students, to join Science Technology Mathematics and Engineering (STEM) programs (addressed in Goal 1, Action 29: Career Technical Education and Goal 1, Action 30: Linked Learning)
- Joy and Wellness (Goal 2):
  - Continued need and focus for mental health resources as impacted by the COVID-19 pandemic (addressed in Goal 2, Action 9: Mental Health Supports).
  - Safe schools (addressed in Goal 2, Action 1-4: Safe School Facilities, School Police, Base-Funded School Climate Support Staff and Supplemental School Climate Support Staff)
- Engagement and Collaboration (Goal 3):
  - Continue to provide students with a voice by creating additional opportunities for student leadership (addressed in Goal 3, Action 4: Student Empowerment)
- Operational Effectiveness (Goal 4):
  - Improve school facilities including adding refillable water stations on school campuses (addressed in Goal 4, Action 2: Facilities and Physical Infrastructure)
- Investing in Staff (Goal 5):
  - Focus on hiring highly qualified teachers and developing them by providing training and support (addressed primarily in Goal 5, Actions 1-4: Recruitment, Teacher Pipeline Support, Beginning Teacher Support, and Professional Development).
- English Learner Supports (Goal 6):
  - Continue to provide dual language programs (addressed in Goal 6, Action 5: Dual Language Education)
- Black Student Achievement Plan (Goal 7):
  - Focused programs and resources for Black students (addressed in Goal 7, Actions 1-5: BSAP Academic Supports, Community Partnerships, Development of African American Studies course, School Climate and Wellness Supports, and Community-Based Safety Pilots.

Parent, Family, and Community Engagement

The District received feedback from the community-wide ThoughtExchange within LCAP goal and actions which continued to support the alignment of the LCAP with the District's Strategic Plan and followed a similar theme to student feedback:

- LCAP Goal 1: Academic Excellence
  - Continued focus on improving outcomes for students in foster care and students experiencing homelessness (addressed in Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness)
  - Continued use of student assessments such as i-Ready to help students be at grade level in math and English Language Arts Early academic interventions and the use of student assessments such as i-Ready to better support students who require

additional assistance (addressed in Goal 1, Action 12: School-Level Supports for Individualized Learning Interventions and Goal 4, Action 1: Assessments and Evaluations)
    - Provide job-related and career-related opportunities correlated with student interests (addressed in Goal 1, Action 29: Career Technical Education and Goal 1, Action 30: Linked Learning)
- LCAP Goal 2: Joy and Wellness
    - Increased focus on mental health supports for students (addressed in Goal 2, Action 9: Mental Health and Student Supports)
    - Ensure school safety and students feeling safe at school-sites (addressed in Goal 2, Actions 1-4: Safe School Facilities, School Police, Base-Funded School Climate Support Staff and Supplemental School Climate Support Staff)
    - Continue to increase student engagement in athletics and art (addressed in Goal 2, Action 7 and Goal 1, Actions 1-2: Base-Funded Arts Education and Supplemental Arts Education)
- LCAP Goal 3: Engagement and Collaboration
    - Encouraging more frequent parent involvement across the District (addressed in Goal 3, Action 1: Parent and Family Engagement)
    - Continue to increase opportunities for student leadership and student engagement at schools and in the District (addressed in Goal 3, Action 4: Student Empowerment)
- LCAP Goal 4: Operational Effectiveness
    - Campus improvements to add more green space and playground space (addressed in Goal 4, Action 1: Assessments and Evaluations)
    - Continue to increase use and access of technology for students (addressed in Goal 4, Action 3: Technology Infrastructure)
- LCAP Goal 5: Investing in Staff
    - Increase professional development for teacher aides and interventionists to support students in the classroom (addressed in Goal 5, Action 4: Professional Learning)
    - Ensure adequate staffing of support personnel such as Psychiatric Social Workers (PSWs) and counselors.
    - Work to retain high quality administrators and teachers (addressed in Goal 5, Action 1: Recruitment and Staffing)
- LCAP Goal 6: English Learner Supports
    - Additional tutoring resources for English Learners (addressed in Goal 6, Action 1: UTK-12 English Learner Services)
    - Offer increased services for students who are English Learners and have an Individualized Education Plan (IEP) (addressed in Goal 6, Action 1: UTK English Learner Services and Goal 1, Action 19: Special Education-Base Program)
    - Continue to support International Newcomer students (addressed in Goal 6, Action 2: International Newcomer Supports)
- LCAP Goal 7: Black Student Achievement Plan Implementation
    - Continue to focus on Black student achievement and remove the achievement gap (addressed in Goal 7, Action 1: BSAP Academic Supports)

In addition, in engagement with the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) during the school year, feedback received in a unique ThoughtExchange for District level committees and during meetings prioritized a focus on LCAP actions within parent engagement, resource allocation, and staff training to increase student success. Committee members emphasized parents' voices should be heard and better communication channels should be established across the District. In addition, input

focused on continuing to direct funding and programs to the most high-needs schools and that staff and teacher training should focus on educational techniques to better support students.

- Comments:
    - Provide extra funds and programs to the most at-needs schools (addressed in actions supported with SENI Investments- Goal 1, Actions 31-33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools, Middle Schools, High Schools; Goal 2, Actions 14-16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools, Middle Schools, High Schools; Goal 3, Actions 6-8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools, Middle Schools, High Schools).
    - District needs to make additional efforts to improve parent engagement and participation (addressed in Goal 3, Action 1: Parent and Family Engagement)
    - Support diverse needs of students (addressed in Goal 1, Action 12: School-Level Supports for Individualized Learning Intervention, within additional actions)
    - Professional learning for teachers is important (addressed in Goal 5, Action 6: High Performance Standards)
    - Expose middle school students also not just high school students to various career pathways (addressed in Goal 1, Action 29: Career Technical Education and Goal 1, Action 30: Linked Learning)
    - Importance of school safety for students (addressed principally in Goal 2, Action 1: Safe School Facilities; Goal 2, Action 2: School Police)
    - Minimize gaps in teacher staffing (addressed in Goal 5, Action 1: Recruitment and Staffing)

<u>Teachers</u>

Feedback from teachers centered on instruction, educational equity, and supporting teachers with training and resources. The input supported and connected to the assessment and implementation of specific LCAP actions at school sites:

- Foster quality instruction- teaching and learning are the “core” of the work (addressed in Goal 1 actions)
- Continue to provide students with enrichment and intervention opportunities (addressed primarily in Goal 1, Action 12: School-Level Supports for Individualized Learning Interventions and Goal 1, Action 14: Literacy and Numeracy Interventionist Program)
- Supporting teachers with training and resources (addressed in Goal 5: Investing in Staff)
- Continue to support teacher and staff wellness (addressed specifically in Goal 5, Action 5: Staff Wellness)

<u>Principals</u>

The feedback provided by school principals was utilized to bolster the development of LCAP actions, emphasizing the following actions:

- Support more afterschool opportunities for students (addressed in Goal 1, Action 8: Base-Funded Afterschool Programs and Goal 1, Action 9: Supplemental Afterschool Programs)
- Increase parent engagement and parent access to the District’s Parent Portal (addressed in Goal 3, Action 1: Parent and Family Engagement and Goal 3, Action 3: Communications / Accessibility Technology)

- Increase early education opportunities for parents and families to enroll their children (addressed in Goal 1, Action 13: Expanded Transitional Kindergarten)
- Support services for our students learning a second language (addressed primarily in Goal 6: English Learner Supports)

Administrators

Administrators input expressed a desire for schools to be safe learning environments where students feel safe and empowered to attendance school and engage in opportunities:

- Continue to provide inclusive classrooms and ensure students feel safe and appreciated (addressed in Goal 1, Action 22: Special Education - Inclusion and Goal 2 actions)
- Increase attendance supports for students to ensure they come to school regularly and learn (addressed in Goal 2, Action 11: Attendance Interventions)
- Continued focus on engagement and collaboration for student leadership opportunities (addressed in Goal 3, Action 4: Student Empowerment)

Other School Personnel

The feedback from other school personnel such as classified staff informed a focus on the development of LCAP actions:

- Importance of a safe and secure campus for teachers 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 to offer and provide workshops on helping parents to support their children (addressed in Goal 3, Action 1: Parent and Family Engagement)
- Focus on career readiness not just college readiness (addressed in Goal 1, Action 29: Career Technical Education and Goal 1, Action 30: Linked Learning).
- Support students in attending school (addressed primarily in Goal 2, Action 9: Mental Health and Student Supports and Goal 2, Action 11: Attendance Interventions)

Labor Partner Engagement

In conversation with our District Labor Partners and feedback from the community-wide ThoughtExchange, a theme mirrored similar input from additional educational partners:

- LCAP Goal 2: Joy and Wellness
    - Continued focus on actions to support and increase student and staff safety at school sites, including staffing for school safety (e.g., school police)
- LCAP Goal 5: Investing in Staff
    - Continued focus on actions to promote professional development and capacity of staff including recruitment and retention

Educational Partners at Equity Multiplier Eligible Schools

Each of the identified 71 schools eligible for Equity Multiplier funding in 2024-25 met with and consulted with their educational partners to address student group performance within the lowest performance level as evidenced in 2023 California School Dashboard indicators and the development of the focus goal. In meetings with educational partners including parents, teachers, other school personnel, and District personnel, the feedback identified evidence-based services in addition to other programs for improving graduation rates and college/career readiness, reducing chronic absenteeism and suspension rates, and improving student performance on state summative assessments in English Language Arts and mathematics. Strategies included the use of services provided by Pupil Services and Attendance (PSA) counselors, Psychiatric Social Workers (PSWs), and community representatives to increase student performance. In winter and spring 2024, the 71 school principals met formally with educational partners within School Site Council (SSC) meetings, Governance Council meetings, and teacher and staff meetings, among additional formal and informal meeting structures, and used feedback from the meetings and surveys to inform planning and development of each school's School Plan for Student Achievement (SPSA) and use of allocated Equity Multiplier funds to address student groups that have the lowest performance level on one or more state indicators on the California School Dashboard. Reviewed student performance data in each school's meetings worked to identify root causes of the areas of student growth and the use of evidence-based strategies for enhancing student learning outcomes.

In the meetings and consultations, educational partners understood the need to move identified student groups out of the lowest performance levels by Dashboard indicator and focused on having metrics and progress monitoring measures that would evaluate this movement. Each school principal completed a survey with information collected at the District level to understand the evidence-based services and programs to be employed at each site with Equity Multiplier funds as well as how the decision was informed by feedback from educational partners. For more information, please see the Equity Multiplier focus goal- Goal 8.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Excellence	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 28.4 points below in 2022-23.
    - Grades 3-5: Students improved from 28.3 points below grade-level standards in 2021-22 to 27.6 points below in 2022-23.
    - Grade 11: Students improved from 17.4 points below grade-level standards in 2021-22 to 11.9 points below in 2022-23.

- Math:
  - Grades 3-5: Students improved from 44.7 points below grade-level standards in 2021-22 to 37.4 points below in 2022-23.
  - Grades 6-8: Students improved from 81.3 points below grade-level standards in 2021-22 to 80.1 points below in 2022-23.
  - Grade 11: Students improved from 114.3 points below grade-level standards in 2021-22 to 110.7 points below in 2022-23.
- English Learner Reclassification:
  - Grades TK-5: Reclassification rates rose from 8.3% in 2020-21 to 18.7% in 2022-23
  - Grades 6-8: Reclassification rates rose from 18.0% in 2020-21 to 37.0% in 2022-23
  - Grades 9-12: Reclassification rates rose from 9.7% in 2020-21 to 19.5% in 2022-23
- Four-year cohort graduation rates grew from 81.6% in 2020-21 to 84.0% in 2022-23 (with the five-year cohort similarly increasing from 83.2% in 2020-21 to 87.7% in 2022-23).

As stated in the 2023 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.01	DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten	All Students: 69% 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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 56.6% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*				
1.02	DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1	All Students: 69.9% African American / Black: 61.5% Hispanic / Latino: 65.9% 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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 80% African American / Black: 80% Hispanic / Latino: 80% English Learner: 80% RFEP: 100% Standard English Learner: 80% Students with Disabilities: 80% Low Income: 80% Foster Youth: 80%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.03	DIBELS - Percent of Students Meeting Early	All Students: 66.1%	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Students: 84% African American / Black: 84%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Literacy Benchmarks in Grade 2	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% Foster Youth: 53.1% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*	Hispanic / Latino: 84% English Learner: 84% RFEP: 100% Standard English Learner: 84% Students with Disabilities: 84% Low Income: 84% Foster Youth: 84%	*for 2025-26, per the LCAP template.*
1.04	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3	All Students: -28.4 African American / Black: -61.0 Hispanic / Latino: -43.9 English Learner: -101.3	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: -2.8 African American / Black: -21.2 Hispanic / Latino: -9.8 English Learner: -66.2	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Aligned to Board Goals)	RFEP: 25.2 Standard English Learner: -32.7 Students with Disabilities: -101.9 Low Income: -45.8 Foster Youth: -74.0 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			RFEP: 32.7 Standard English Learner: 10.7 Students with Disabilities: -63.0 Low Income: -10.8 Foster Youth: -32.8	
1.05	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	All Students: -27.6 African American / Black: -59.0 Hispanic / Latino: -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 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: -6.0 African American / Black: -43.0 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	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.06	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8	All Students: -34.6 African American / Black: -67.3 Hispanic / Latino: -49.9 English Learner: -159.3 RFEP: -30.7 Standard English Learner: -35.2 Students with Disabilities: -129.3 Low Income: -50.4 Foster Youth: -91.2 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: -10 African American / Black: -33 Hispanic / Latino: -19 English Learner: -120 RFEP: -0.9 Standard English Learner: -5 Students with Disabilities: -95 Low Income: -18 Foster Youth: -54	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.07	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11	All Students: -11.9 African American / Black: -46.5 Hispanic / Latino: -22 English Learner: -162.8 RFEP: -12.6	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 4 African American / Black: -25 Hispanic / Latino: -5 English Learner: -121 RFEP: 10.5 Standard English Learner: 9.5	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard English Learner: -8.9 Students with Disabilities: -118.1 Low Income: -20.7 Foster Youth: -89 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students with Disabilities: -90 Low Income: -3 Foster Youth: -55	
1.08	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 *(Aligned to Board Goals)*	All Students: -37.4 African American / Black: -72.7 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 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: -4.5 African American / Black: -28.1 Hispanic / Latino: -10 English Learner: -10 RFEP: 10.5 Standard English Learner: 10.5 Students with Disabilities: -62.8 Low Income: -10.4 Foster Youth: -37.9	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.09	Smarter Balanced Results:	All Students: -80.1	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Students: -40.9	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Met in Mathematics - Grades 6-8 *(Aligned to Board Goals)*	African American / Black: -121.5 Hispanic / Latino: -97.8 English Learner: -188.0 RFEP: -77.9 Standard English Learner: -84.8 Students with Disabilities: -173.4 Low Income: -96.8 Foster Youth: -143.9 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*	African American / Black: -70.3 Hispanic / Latino: -48.4 English Learner: -133 RFEP: -26 Standard English Learner: -5 Students with Disabilities: -124.9 Low Income: -47 Foster Youth: -88.9	*for 2025-26, per the LCAP template.*
1.10	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11	All Students: -110.7 African American / Black: -146 Hispanic / Latino: -123.7 English Learner: -224.4 RFEP: -114.6 Standard English Learner: -112.8	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: -70 African American / Black: -107 Hispanic / Latino: -70 English Learner: -140 RFEP: -70 Standard English Learner: -70	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -204.4 Low Income: -120.5 Foster Youth: -186.9 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students with Disabilities: -150 Low Income: -70 Foster Youth: -120	
1.11	Percent Met/Exceed Standard on California Science Test - Grade 5	All Students: 24.8% African American / Black: 14.2% 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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 35.4% African American / Black: 26.3% 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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.12	Percent Met/Exceed Standard on	All Students: 21.0%	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Students: 27.4%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test - Grade 8	African American / Black: 11.5% Hispanic / Latino: 15.3% English Learner: 0.3% RFEP: 16.1% Standard English Learner: 19.7% Students with Disabilities: 4.9% Low Income: 15.7% Foster Youth: 8.9% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*	African American / Black: 20.2% Hispanic / Latino: 23.2% English Learner: 6.3% RFEP: 25.7% Standard English Learner: 29.0% Students with Disabilities: 10.8% Low Income: 23.8% Foster Youth: 14.8%	*for 2025-26, per the LCAP template.*
1.13	Percent Met/Exceed Standard on California Science Test - Grade 11	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 18.5% Foster Youth: 7.1% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students with Disabilities: 10.1% Low Income: 25.4% Foster Youth: 15.7%	
1.14	Percent of Students with Disabilities Who Are in the General 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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.15	Percent of Students Whose Eligibility for Special Education Services Were Determined Within	All Students with Disabilities: 65.5% African American / Black: 66.9%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students with Disabilities: 100% African American / Black: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	60 Days of Guidelines	Hispanic / Latino: 65.5% English Learner: 64.5% RFEP: 54.1% Standard English Learner: 66.2% Low Income: 65.6% Foster Youth: 63.6% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Hispanic / Latino: 100% English Learner: 100% RFEP: 100% Standard English Learner: 100% Low Income: 100% Foster Youth: 100%	
1.16	Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	All Students with Disabilities: 72.6% African American / Black: 66.3% Hispanic / Latino: 74.2% English Learner: 71.0% RFEP: 77.5% Standard English Learner: 72.4% Low Income: 73.4% Foster Youth: 70.4% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students with Disabilities: 100% African American / Black: 100% Hispanic / Latino: 100% English Learner: 100% RFEP: 100% Standard English Learner: 100% Low Income: 100% Foster Youth: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	AP Pass Rate *(Percent of Advanced Placement Exams with a Score of 3 or Higher)*	All Students: 40.9% African American / Black: 28.0% Hispanic / Latino: 33.2% English Learner: 47.2% RFEP: 33.9% Standard English Learner: 34.9% Students with Disabilities: 23.3% Low Income: 34.9% Foster Youth: 16.7% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 87.3% African American / Black: 73.0% Hispanic / Latino: 84.2% English Learner: 71.74% RFEP: 84.0% Standard English Learner: 82.5% Students with Disabilities: 77.9% Low Income: 83.8% Foster Youth: 72.1%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.18	A-G Completion Rate *(Aligned to Board Goals)*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 73.0% African American / Black: 73.2% Hispanic / Latino: 73.1% English Learner: 55.7% RFEP: 73.0% Standard English Learner: 73.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 27.9% Low Income: 51.1% Foster Youth: 23.3% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students with Disabilities: 59.2% Low Income: 73.0% Foster Youth: 67.5%	
1.19	CTE Completion Rate	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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 27.0% African American / Black: 24.0% Hispanic / Latino: 27.0% English Learner: 21.0% RFEP: 30.0% Standard English Learner: 27.0% Students with Disabilities: 24.0% Low Income: 27.0% Foster Youth: 23.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.20	A-G and CTE Completion Rate	All Students: 13.8%	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Students: 26%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American / Black: 10.2% Hispanic / Latino: 14.3% 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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*	African American / Black: 24% Hispanic / Latino: 26% English Learner: 23% RFEP: 26% Standard English Learner: 26% Students with Disabilities: 24% Low Income: 26% Foster Youth: 23%	*for 2025-26, per the LCAP template.*
1.21	Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 30% African American / Black: 20% Hispanic / Latino: 27% English Learner: 8% RFEP: 28% Standard English Learner: 29% Students with Disabilities: 9%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 18.0% Foster Youth: 7.5% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Low Income: 27% Foster Youth: 18%	
1.22	Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics	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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.23	Middle School Dropout Rate	All Students: 1.8% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 0.2%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	High School Dropout Rate	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% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.25	Four-Year Cohort Graduation Rate	All Students: 84% African American / Black: 82.4% Hispanic / Latino: 83.5% English Learner: 62.4% RFEP: 90.2% Standard English Learner: 86.6%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 95.0% African American / Black: 95.0% Hispanic / Latino: 95.0% English Learner: 83.2% RFEP: 95.0% Standard English Learner: 95.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students with Disabilities: 95.0% Low Income: 95.0% Foster Youth: 79.9%	
1.26	Five-Year Cohort Graduation Rate	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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 96.0% African American / Black: 96.0% Hispanic / Latino: 96.0% English Learner: 86.2% Students with Disabilities: 96.0% Low Income: 96.0% Foster Youth: 82.6%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
1.27	Implementation of Academic Standards: Purchase of Curriculum and	Health Education: Full Implementation Physical Education: Full Implementation	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Health Education: Full Implementation Physical Education: Full Implementation	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

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)*	Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation (Year: 2023-24) *Source: Local Indicator Priority 2 Self-Assessment*			Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	
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)*	Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100% (Year: 2023-24) *Source: Local Indicator Priority 7 Self-Assessment*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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: Newly adopted California elementary and middle school science standards ● 2020-2021: Elementary and middle school mathematics. The District will continue to adopt highly rated, standards-aligned curriculum by content area as follows: ● English Language Arts (ELA): The District will continue to provide educators support to understand and apply the current research in the science of reading and developing reading and comprehension skills across grade levels. We will utilize highly rated, standards-aligned curricula to support the acquisition of literacy skills in all grade levels aligned to the California State content standards and implement high leverage instructional practices aligned to data. ○ Grades TK - 5/6 Elementary English Language Arts materials were adopted in 2022 for implementation in 2023-24. ● Math: In addition to providing support for our newly adopted mathematics curriculum, the district will provide professional development in best practices and evidence based instruction to build conceptual development, support increasing mathematical fluency and engage in Math Practices as outlined in the California Content Standards. Los Angeles Unified will provide opportunities for all students to engage in sense making and meaningful problem solving to develop open, inquiring, and demanding minds with the confidence to approach novel situations with adaptability, insight, and creativity. ● Health: Grades K-5/6 and Grades 6-7 Health textbooks were adopted in 2021 for implementation during the 2022-23 school year. ● World Languages: Grades 6-12 World Languages textbooks were adopted in	$75,836,960	N

Action #	Title	Description	Total Funds	Contributing
		2021 for implementation during the 2022-23 school year. ● Arts: Grades 9-12 Arts textbooks (e.g., Advanced Placement (AP) Art History) were adopted in 2022 for implementation during the 2023-24 school year. Professional development on the related CA Content Standards, the newly adopted textbook series, and accompanying high leverage instructional practices aligned to data (e.g., assessments, work samples, observations) will be provided to support initial implementation and subsequent years to deepen the instructional practice and outcomes. The District will monitor the effectiveness of Curriculum adoption and professional development using the following progress monitoring measures: ● Increased number of teachers who complete required series of implementation trainings ● Improved school leader implementation survey results ● Improved i-Ready/DIBELS and Smarter Balanced Assessment (SBA) Growth Data As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.02	School Staffing & Operations	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* In order to support student achievement in the California Content Standards, Los Angeles Unified is focused on the consistent implementation of high-quality instruction through base-funded instructional staff including teachers assistants and instructional aides. The District will monitor the effectiveness of instruction using the following progress monitoring measures: ● Improved DIBELS/iReady 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	$2,664,031,601	N

Action #	Title	Description	Total Funds	Contributing
		● 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.		
1.03	Central District Supports for Instruction	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* The Chief Academic Officer, along with other Division of Instruction heads, implement and provide direction to ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students. The District's Division of Instruction provides additional data analysis and support to Regions, Communities of Schools, and school sites in order to identify intervention strategies and approaches proven to accelerate learning for English Learners, students in foster care, and low-income students. This support and oversight is critical to ensuring the fidelity of implementation of District programs and services, as well as accountability for student progress throughout the District. The Division of Instruction supports services and programs that address the specific needs of high need students in order to increase access to standards-based instruction and support, decrease the achievement gap, and ensure that all students are academically proficient in order to graduate college and career ready. By providing coordinated support and services for our students, the District provides students with opportunities to which they might not otherwise have access. In addition, the Division of Instruction also advises and supports staff in ensuring that these opportunities are differentiated for the needs of English Learners, students in foster care, and low-income students. Through these coordinated services for our students, the District ensures that students get the services they need and a well-rounded educational experience that includes	$52,021,230	N

Action #	Title	Description	Total Funds	Contributing
		strategies and supports specific to the identified needs of English Learners, students in foster care, and low-income students. The District will monitor the effectiveness of these District-level supports for instruction using the following progress monitoring measures: ● Improved outcomes on DIBELS (TK-2 Reading) ● Improved outcomes on iReady (Grades 3-12 Reading; Grades TK-12 Math) As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.04	Options Program	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* Los Angeles Unified will ensure that all students in the Educational Options Schools will receive high-quality instruction to improve student outcomes and graduation rates. Continuation, Community Day, and Alternative Education School principals, teachers, and staff will: 1) deliver standards-based instruction and educational experiences designed for students who have not been successful in traditional school settings; 2) build opportunities for students to accelerate learning and recover credits, both within and outside the school day; and 3) analyze and utilize assessment data to guide instructional planning and intervention. In order to support the implementation of these actions, the District will provide high-quality and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership. The District will monitor the effectiveness of the Educational Options Program using the following progress monitoring measures: ● Increased percentage of students improving one or more performance levels by end-of-year District formative assessments in math and reading ● Increased percentage of students participating in District sponsored tutoring programs ● 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	$109,405,043	N

Action #	Title	Description	Total Funds	Contributing
		are subject to change.		
1.05	Instructional Technology Initiative	*(Aligned to Strategic Plan Priority 1A: High-Quality Instruction)* While the experience of distance learning and the District's investment in devices for every student has greatly reduced the digital divide in terms of access to technology, a gap still exists for low-income students around digital participation and digital citizenship. Low-income students are spending more time in front of screens, yet continue to be underrepresented in pathways towards computer science careers. Even as the District transitioned back to in-person instruction from hybrid learning during the pandemic, the integration of technology continues to be an essential need for low-income students to close equity gaps. Through the Instructional Technology Initiative, Instructional Technology Facilitators will therefore continue to provide direct support to schools, including on-site professional development, coaching, co-teaching, and small group instruction of students in the area of technology integration. Content areas include Digital Citizenship, Computer Science Education, and the ISTE Standards. Schools submit an application to be included in this program and are selected by their respective Regional Superintendents based on their applications as well as on their enrollment of English Learners, students in foster care, and low-income students. Beginning in 2022-23, the Digital Citizenship Certification is required for participating schools with the certification being valid for two years. The District will monitor the effectiveness of the Instructional Technology Initiative (ITI) using the following progress monitoring measures: ● Increased number of schools that attain Digital Citizenship Certified School. ● Increased number of educators that attain Digital Citizenship Certified Educator. ● Increased number of elementary schools that provide 20 hours of computer science instruction in Pre-Kindergarten to 5th grade. ● Increased number of middle schools that provide at least one rigorous and relevant computer science course in grades 6-8. ● Increased number of high schools that provide a computer science pathway in grade 9-12. ● Increased number of educators that participate in the Computer Science Cohort. ● Provide student devices to each school based on enrollment.	$28,200,819	Y

Action #	Title	Description	Total Funds	Contributing
		● Provide continued access to targeted schools serving high percentages of low-income students As new data becomes available moving forward, these progress monitoring measures are subject to change. Low-income students will experience the greatest benefits from the improved instruction in digital citizenship and computer science education due to their previous lack of access. In addition, we recognize that all students will benefit from this program and therefore these supports are provided schoolwide in participating schools. For the list of schools participating in this initiative, please see: https://achieve.lausd.net/Page/16015.		
1.06	Base-Funded Arts Education	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* As part of the District's strategy to provide enriching experiences and achieve Academic Excellence, the Administrator of Arts Education Branch, the Arts Coordinators, office staff, as well as the central elementary orchestra office staff who maintain and loan orchestra instruments to elementary schools for student use will continue to support initiatives and implement programs that will aid students in becoming meaningful and engaged citizens in the 21st century by giving them access to arts curriculum. The Arts Education Branch will continue to directly provide the delivery of arts education services to all elementary schools throughout the District through the itinerant arts program, as well as support the delivery of direct arts education services to all middle and senior high schools. In addition, the Arts Education Branch will also provide professional development in arts integration to teachers to meet the learning modalities of all students outlined in Gardner's Theory of Multiple Intelligences to include musical, interpersonal, intrapersonal, and spatial-visual. ● Dance Programs: ○ Dance provides support for cognitive development. Through the dance creation process, students encounter problems and investigate solutions. This compels students to communicate solutions through the language of movement, which demand cognitive processes and skills. The developing brain needs sufficient activation of the motor-cerebral-vestibular system for	$1,217,977	N

Action #	Title	Description	Total Funds	Contributing
		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 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.		

Action #	Title	Description	Total Funds	Contributing
		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 measures: ● Increased professional development offerings, and ● Improved engagement with arts partners. As new data becomes available moving forward, these progress monitoring measures are subject to change. For more information, see: https://www.cde.ca.gov/ci/vp/cf/. The Arts Education Framework serves as a critical guide to all arts education offered through the District. It is utilized to create coursework and also formulates instructional pacing plans to meet the arts education needs of all learners.		
1.07	Supplemental Arts Education	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* Past Districtwide data on Arts Education indicated that English Learners, foster youth, and low-income students had less access to enriched arts education programs beyond the minimum state requirements. In addition to the Arts Education programming funded with Base funds in the previous action, all schools will continue to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual	$34,605,198	Y

Action #	Title	Description	Total Funds	Contributing
		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, these progress monitoring measures are subject to change. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.		
1.08	Base-funded Afterschool Programs	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* In order to increase student engagement to drive improvement in student attendance, Los Angeles Unified's Beyond the Bell (BTB) staff will implement the following programs:	$1,536,224	N

Action #	Title	Description	Total Funds	Contributing
		● 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 and federal funds, which do not appear in this LCAP.*		

Action #	Title	Description	Total Funds	Contributing
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. *Note: Beyond the Bell provides additional student services and programs supported with*	$8,339,860	Y

Action #	Title	Description	Total Funds	Contributing
		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 2024-25 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 District's 2022-2026 Strategic Plan. ALO will continue to share responsibility and accountability with Regions and school site teachers, coordinators and administrators to address the needs of our targeted student populations, eliminate barriers, and increase services and support by using evidence-based data to guide and improve practice. As a result of these programs and services, gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds will be identified/verified and be provided high-quality differentiated opportunities for learning that meet their unique abilities, talents, and social-emotional needs, in order to ensure that students are college and career ready. For more information, see lausd.org/gate. The District will monitor the effectiveness of Gifted and Talented Education (GATE) programs using the following progress monitoring measures: ● Increase the Districtwide percentage of students identified for gifted and talented programs to 14.2% by June 2025. ● Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services.	$4,356,248	N

Action #	Title	Description	Total Funds	Contributing
		As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.11	Differentiated Local Supports for Students	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to close equity gaps and ensure that low-income students thrive academically, District and Region leaders will collaborate to build school staff capacity to deliver data-driven academic supports and interventions to Tier 2 and 3 schools, which have been identified based on demonstrated performance gaps in key outcome areas, including SBA English Language Arts and Math achievement, DIBELS scores, and A-G on-track rates. Please refer to Appendix A 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 ○ 41.9% 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 2021-22. ○ 42.4% 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 2021-22. ● District Goal 2: Literacy ○ Third-grade students overall at identified schools were -76.2 points below standard on SBA ELA assessments in 2021-22. ○ Third-grade low-income students at identified schools were -76.4 points below standard on SBA ELA assessments in 2021-22. ● District Goal 3: Numeracy ○ Grades 3-5 ■ Students in Grades 3-5 overall at identified schools were -83.4 points below standard on SBA Math assessments in 2021-22. ■ Low-income students in Grades 3-5 at identified schools were -83.5 points below standard on SBA Math assessments in 2021-2022. ○ Grades 6-8	$13,965,319	Y

Action #	Title	Description	Total Funds	Contributing
		■ Students in Grades 6-8 overall at identified schools were -124.9 points below standard on SBA Math assessments in 2021-22. ■ Low-income students in Grades 6-8 at identified schools were -124.9 points below standard on SBA Math assessments in 2021-22. 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		

Action #	Title	Description	Total Funds	Contributing
		delivery of professional development to support the effective implementation of curricula and school interventions, such as small groups, tutoring, and expanding the instruction to support students. The District will monitor the effectiveness of these tiered regional 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 563,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. Throughout the partner engagement process beginning in 2020-21, during the prior LCAP cycle, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs, this input demonstrates a connection to the educational partner feedback received that led to the development of the 2024-25 LCAP. This was further supported in our engagement of English Learners and students	$1,023,490,890	Y

Action #	Title	Description	Total Funds	Contributing
		in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District provides additional site-level staffing above and beyond the base-funded instructional staffing for grade level spans such as counseling staff and instructional aides in Action 2 above. (Note that schools may also invest their discretionary SENI funds in order to deliver more intensive supports to these students as well). Through this additional staffing, our teachers will focus their implementation of Tier 2 and 3 instructional supports within the following multi-tiered system: ● Tier 1: Universal Supports: high-quality first instruction as aligned to principles of Universal Design for Learning. ● Tier 2: Targeted Instruction and Intervention: targeted small-group instruction and focused progress monitoring for students who demonstrate need for a more targeted level of support. ● Tier 3: Intensive Supports: intensive instruction to individual or very small student groups (1-3 students), including modeling, scaffolded practice, and regular mastery assessments, as well as more frequent progress monitoring. The District will monitor the effectiveness of these individualized learning supports as delivered by our additional site-level staffing using the following progress monitoring measures: ● Increased number of secondary students receiving C or better grades on report cards ● Improved School Experience Survey results for students and teachers ● Improved outcomes on DIBELS (TK-2 Reading) ● Improved outcomes on iReady (Grades 3-12 Reading; Grades TK-12 Math) As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
		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, 2023 and September 1, 2024. ● In 2022-23, Expanded Transitional Kindergarten transitioned to UTK in 316 elementary schools and added an additional 171 elementary schools in 2023-24 to 488 elementary schools- full implementation. While full implementation of UTK occurs statewide in 2025-26, Los Angeles Unified understands the equity need for an accelerated timeline in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. The District is continuing the action as it continues to implement the programs prior to the required statewide implementation. The District is providing funding above state mandated levels to focus on actions which include a focus on development of early literacy and numeracy skills to provide an early education foundation for high-needs student groups as well as social skills and emotional development. The District will monitor the effectiveness of these Early Education programs using the	$193,023,921	Y

Action #	Title	Description	Total Funds	Contributing
		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 within a child's first 60 days of enrollment and again at 6 months following enrollment. As new data becomes available moving forward, these progress monitoring measures are subject to change. High quality early education has been shown to increase academic proficiency and graduation rates. As a result, the expansion of Universal Transitional Kindergarten (UTK) programs and increased support for children facing trauma all support Eliminating Opportunity Gaps. Research from multiple studies has shown that quality early education programs lead to positive outcomes for students who participate in them. In a recent study by the School Effectiveness and Inequity Initiative (SEII), researchers from the University of Chicago, MIT, and UC Berkeley looked at the long-term effects of preschool. Their findings indicate that universal pre-k in Boston boosted high school graduation, SAT test-taking, and college enrollment. Preschool also led to an improvement in behavioral outcomes by reducing suspensions and rates of juvenile incarceration. Effects were larger for boys, but findings were consistent across different racial and socioeconomic groups. Research from the Perry Preschool Project study and the work by James Heckman on early childhood investments also supports positive outcomes for children. The design of these programs specifically addresses the social emotional and cognitive needs for low-income students and those experiencing trauma. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided school-wide in participating schools. *Note: The District offers preschool programs for children ages 2 through 4 at Early Education Centers, which are supported with separate state funding than UTK.* For more information on these programs, including which school sites host these programs, please see: https://achieve.lausd.net/Page/15507.		

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

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

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

Action #	Title	Description	Total Funds	Contributing
		that all students will benefit from this program, and therefore these supports are provided to all students at participating schools. *Note: The Interventionist Program is primarily supported with non-LCFF funds.*		
1.15	Secondary Literacy Supports and Interventions	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* Many of our English learners and low-income students are coming into the secondary grades with large gaps in their reading skills. The Renaissance Star Reading assessment data shows nearly 40% of all students are not meeting standards. 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. Secondary educators will implement the following interventions: ● <u>Intensive Literacy Instructional Supports</u> ○ Continue expanding and support Read 180 Universal/System 44 program with built-in ELD instruction to address students who need intensive reading intervention services in order to accelerate their reading skills so they are better able to access and interact with core reading materials across the curriculum. ○ Expand the structured literacy training (Orton-Gillingham and Language Essentials for the Teachers of Reading and Spelling [LETRS]) for core ELA teachers to provide them with the instructional tools to address the needs of students who need foundational literacy support. ● <u>Strategic Literacy instructional Supports</u> ○ Provide blended learning training with a focus on Station Rotation model for core ELA/integrated ELD teachers to support targeted intervention in the core classroom to meet the needs of all students, but especially targeted groups. This blended learning model will provide differentiated targeted support for EL students that can address their oral and written language needs. ○ Provide training on podcast units/lessons developed by DOI Secondary Literacy 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	$9,255,506	Y

Action #	Title	Description	Total Funds	Contributing
		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. The District will monitor the effectiveness of these secondary literacy interventions using the following progress monitoring measures: ● Improved outcomes on Reading Inventory: Student reading skills growth in Tier III ELA intervention program ● Improved outcomes on teacher implementation survey and observation data on implementation of station rotation model for differentiated instruction ● Increased number of lessons created for Secondary ELA lesson bank As new data becomes available moving forward, these progress monitoring measures are subject to change. As a result of these efforts, we expect to see higher levels of performance on the state content standards to increase for targeted groups and higher rates of English Learner reclassification. We also expect with the implementation (with fidelity) of Read 180 Universal/System 44 program that English Learners, low-income, and foster youth should move up two reading grade-levels as measured by the Reading Inventory assessment. English Learners, low-income students, and students in foster care will experience the greatest benefit to their secondary academic progress from these 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		

Action #	Title	Description	Total Funds	Contributing
		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
1.17	Standard English Learner Supports	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to support improved Smarter Balanced proficiency rates for our Standard English Learners, the Los Angeles Unified School District's Access, Equity, and Acceleration (AEA) Unit works to ensure culturally relevant, sustaining, and high-quality instruction to recognize these students' strengths, abilities, and potential. The AEA team will continue to provide professional development through the Academic English Mastery Program for teachers to learn and deliver culturally responsive academic supports. 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	$2,178,241	N

Action #	Title	Description	Total Funds	Contributing
		implementation for improving student-teacher relationships, mentoring programs to increase school engagement of Standard English Learners, and creating opportunities to recognize and celebrate the successes of Standard English Learners). The Access, Equity, and Acceleration Unit believes that strategic and explicit Culturally and Linguistically Responsive professional development, resources, staff, parent, and community supports will be effective in improving academic outcomes including: improved Smarter Balanced proficiency rates, increased academic language proficiency, increased access to the CORE curriculum, improved social emotional wellness, increased college and career supports, increased graduation rates, increased enrollment in rigorous courses, increased qualifying Advanced Placement (AP) results, and celebrated successes of Standard English Learners. The District will monitor the effectiveness of the supports for Standard English Learners using the following progress monitoring measures: ● Academic English Mastery Program (AEMP) ○ Improved LAS Links beginning- and middle-of-year assessment data ○ Increased DIBELS and SBA ELA scores ○ Improved outcomes on AEMP CLR professional development surveys and analysis to evaluate implementation and effectiveness ● UCLA-LAUSD Collaborative ● Increased number of qualifying scores on AP exams ● Increased number of students on track for A-G Completion with a “C” or better As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.18	Specialized Student Services (SSS) Programs for Students in Foster Care and	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* The Specialized Student Service program goals are to: ● Increase attendance rates and school engagement. ● Increase academic achievement and graduation rates.	$46,976,892	Y

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

Action #	Title	Description	Total Funds	Contributing

		• 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 will monitor the effectiveness of Specialized Student Services (SSS) Programs using the following progress monitoring measures:
		
		• Supports for Students in Foster Care
		  ○ Increased number of best interest determination meetings (BIDs) provided to support school stability for students in foster care
		  ○ Increased attendance rates
		  ○ Increased numbers of students on-track to graduate
		• Supports for Students Experiencing Homelessness
		  ○ Increased number of District students properly identified as homeless under the McKinney-Vento Act definition
		  ○ Increased attendance rates
		  ○ Increased numbers of students on-track to graduate
		
		As new data become available, these progress monitoring measures are subject to change.
		
		For more information (including the list of schools), see the Specialized Student Services webpage: https://www.lausd.org/Page/16356.		

1.19	Special Education: Base Program	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order for all students to achieve proficiency in state content standards, Los Angeles Unified Special Education staff will continue to deliver high quality supports and services for students with disabilities as designated in their IEPs. This staffing includes teachers, school site administrators, related service providers (including all direct behavior support providers), support administrator/teachers. and classified staff.	$1,057,914,755	N

Action #	Title	Description	Total Funds	Contributing
		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). In addition, a portion of our base program (15%) is set aside to reduce the over identification of Black students with disabilities identified with an Emotional Disturbance (ED) eligibility and reduce the suspension rates of Black students with disabilities. To reduce these areas, in collaboration with the Division of Instruction (DOI), the Division of Special Education has created professional development that addresses implicit bias, building a strong sustainable academic/social emotional Multi-Tiered System of Support (MTSS). *Note: LCFF funds may also be used to meet the requirements set by the Office of Civil Rights resolution agreement. The District also receives separate special education state funding outlined in the District's Special Education Local Plan Area (SELPA) plan.* The District will monitor the effectiveness of the Special Education base program using the following progress monitoring measures: ● Percentage of IEPs held on time ● Percentage of assessments completed on time on IEPs held with an assessment plan As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.20	Special Education: Extended School Year	*(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 Operations will also provide Extended School Year (ESY) services to students with disabilities who require it per their Individualized Education Plan (IEP). IEP teams determine, on an individualized (and annual) basis, that the services are necessary for the provision of a free appropriate public education (FAPE) to the child. ESY is a Special Education service that is provided to a child with a disability: (I) Beyond the normal school year of the public agency;	$19,300,000	N

Action #	Title	Description	Total Funds	Contributing
		(ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (iv) Meet the standards of the State Educational Agency. ESY services shall be provided in accordance with 34 C.F.R. 300.106, for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, making it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. *Note: For 2024-25, Special Education ESY will be funded out of one-time monies instead of LCFF and therefore do not appear in the LCAP Action Tables, which only include LCFF funding. The decision reflects the District's efforts to maximize one-time funds. In 2025-26, it is the District's intention to revert Special Education ESY funding back to LCFF. The goal will continue to remain in the LCAP to provide our educational partners with transparency and progress monitoring for this program.* The District will monitor the effectiveness of the Special Education Extended School Year program using the following progress monitoring measures: ● Compare iReady end-of-year (EOY) scores to beginning-of-year (BOY) scores for students who participated in ESY. This will allow us to determine if regression was minimized. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.21	Special Education: Intensive Diagnostic	*(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	$3,472,220	N

Action #	Title	Description	Total Funds	Contributing
	Education Centers (IDEC)	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 iReady scores As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.22	Special Education: Inclusive Practices	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In an effort to increase the amount of time students with disabilities spend in general education, the Division of Special Education will support general education/special education staff in facilitating research based practices. In collaboration with the Division of Instruction, the Division of Special Education will support these sites in creating professional development, monitoring progress through data dialogues and instructional rounds, and communicating with parents on the effectiveness of the programs. In addition to increasing students with disabilities' time in general education, the expectation is that these programs will also increase academic (Math and English Language Arts) and Social Emotional Learning outcomes. The District will monitor the effectiveness of increasing inclusive practices using the following progress monitoring measures: ● Increased percent of students with disabilities who are in the general education program at least 80% of the school day ● Decreased percent of students with disabilities who are in the general education	$36,242,455	N

Action #	Title	Description	Total Funds	Contributing
		program 40% or more of the school day ● ELA and Math SBA scores for students with disabilities included in general education for 80% or more of the day ● Improved growth in iReady from BOY to EOY for students with disabilities included in general education for 80% or more of the day. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.23	Special Education: Special Day Program	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to support the unique needs of students with disabilities, Los Angeles Unified offers Special Day Programs (SDP) for students in both the Alternate and Core Curriculum. A special day class/program is defined as a class/program for students with disabilities taught by a Special Education teacher. In both scenarios, students spend the majority of the day (over 50% on the instructional day) in a special education setting, in alignment with the students' IEP. Students in Alternate Curriculum Special Day Programs focus on grade level standards through a modified curriculum, also building daily life skills, and social emotional growth. Students in Core Curriculum Special Day Programs are taught grade level standards with accommodations. As with all students and as appropriate, our goal is to serve and support students in their Least Restrictive Environment. The District will monitor the effectiveness of the Special Day Program using the following progress monitoring measures: ● Increased time spent in general education classes ● iReady scores from beginning-of-year (BOY) assessments to middle-of-year (MOY) assessments and middle-of-year (MOY) assessments to end-of-year (EOY) assessments ● Increased participation in credit recovery and general education summer	$235,235,772	N

Action #	Title	Description	Total Funds	Contributing
		programs As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.24	Special Education Transition Services	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In Los Angeles Unified, there are 19,572 students with disabilities ages 14 and above (Fall 2023-24 CALPADS), of which 5,377 are in 12th grade. As the District continues the work to prepare these students for successful post-secondary life, an opportunity gap has been identified to address in the area of postsecondary education. Students with disabilities are underrepresented in postsecondary education when compared to their non-disabled peers. In 2022, 46% of LAUSD students with disabilities enrolled in college during the first fall semester immediately after high school. In comparison, 66.4% of non-disabled LAUSD students enrolled in college during the first fall semester immediately after high school (National Clearinghouse, 2022). 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	$11,109,681	N

Action #	Title	Description	Total Funds	Contributing
		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. The District will monitor the effectiveness of these special education transition services using the following progress monitoring measures: ● 12th Grade Student Advisories: Number of senior (12th grade) student advisories/progress towards 4 senior advisories per student per year. ● 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. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.25	Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* English Learners, students in foster care, and low-income students in Los Angeles Unified have faced significant challenges to their successful enrollment and achievement in Advancement Placement (AP) courses, including inadequate academic preparation for the rigors of AP, insufficient number of AP course offerings and/or seats, educator bias (implicit or explicit), assessment and grading practices, lack of outreach to students and	$5,595,248	Y

Action #	Title	Description	Total Funds	Contributing
		communication to parents/families, and financial barriers that prevent students from taking AP/IB exams. In response to this need, Los Angeles Unified's AP Policy encourages open access: any student interested and motivated to enroll in an AP course should be enrolled in an AP course. Since establishing the District's equitable access AP policy, the District—despite a steady decline in high school enrollment—has substantially increased the number of students, including English learners, low-income students, and students in foster care, taking AP exams and achieving AP Exam success without decreasing the overall percentage of its AP Exam success percentage rate. ● From 2014-2015 to 2019-2020, the number of AP exams with a score of 3 or higher increased by 17%. ● From 2014-2015 to 2019-2020, almost all the student groups saw a double-digit increase in % of students achieving a qualifying score of 3 or above. ● Student participation increased from 24.4% in 2022-23 to 24.8% in 2023-2024. ● For more information on this program's successes, please refer to Los Angeles Unified's Open Data Dashboard under College & Career Readiness and College Persistence: https://my.lausd.net/opendata/dashboard#. In alignment with this policy, the Division of Instruction, in collaboration with school site teachers, coordinators, and administrators, will continue to establish, support, and communicate an equity-based framework that includes: 1. Staff Supports ● Professional development that supports course participation and the exam success of diverse learners. ● Designation of site AP coordinator ● Allocation of funds to support 1.0 FTE IB instructional coordinator ● Fiscal support to IB Diploma Programme sites, which includes allocation of funds to support the acquisition of a DP coordinator 2. Student Supports ● AP/IB Exam Fee Reimbursement Program to remove financial barriers that may prevent economically disadvantaged students from taking AP or IB Diploma Programme (DP) examinations. ● AP Readiness Saturday program in partnership with UCLA that provides students with supplemental instructional support to ensure AP course and exam success		

Action #	Title	Description	Total Funds	Contributing
		● 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/IB and resources and support available to students and parents/families ● Districtwide ALO parent meetings, conferences, etc. that address AP, IB and other programs that support access The programs are intentionally designed to address the specific needs of the target groups: ● UCLA AP Readiness focus on addressing academic preparation and support for AP and IB ● 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 and IB opportunity and benefits (School site and districtwide) ● District AP/IB 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 and IB The Division of Instruction will continue to provide guidance, service and support to ensure adherence to select District programs, including AP and IB, so that our English learners, students designated as low-income and students in foster care have equitable		

Action #	Title	Description	Total Funds	Contributing
		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. The District will monitor the effectiveness of these programs using the following progress monitoring measures: ● Increased AP student enrollment ● Increased use of “MyAP” classroom and increased access to College Board tools and resources by leveraging usage data from the College Board ● Increased AP Readiness student participation ● Increased percentage of Diploma Programme students receiving an IB Diploma 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/IB enrollment, participation, and exam pass rate. In addition, we recognize that this program would also benefit all students; therefore, this support is provided Districtwide.		
1.26	Districtwide A-G Interventions	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* English Learners, low-income students, and foster youth in Los Angeles Unified often exhibit lower attendance and academic achievement rates than other students, creating barriers to postsecondary readiness. Accordingly, A-G Intervention and Support staff will continue to deliver research-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): Content and resources are outlined below: ● PASS Program	$10,245,659	Y

Action #	Title	Description	Total Funds	Contributing
		○ Performance Assessment Student Support (PASS) is a modular, self-paced and mastery-based approach to high school credit recovery, allowing for students to demonstrate proficiency of grade-level standards in ELA and mathematics. A grade of C or better is earned upon successful demonstration of grade-level proficiency, or beyond. ● Just in Time Intervention program ○ Middle and high school ELA and Math Just in Time intervention resources provide intensive materials for implementation during the students' class of enrollment whenever she/he experiences challenges meeting specific standards or learning targets. This resource can also be offered outside the school day, as part of the school's intervention program. ● Academic Course Extension (ACE) ○ Academic Course Extension (ACE) for grades 9-12 students is an opportunity to raise an existing low grade end of course grade through additional time and deliberate practice. ACE is by agreement with the students' teacher of record. ● Training for instructional proficiency programs ○ The A-G team provides virtual self-paced training for educators planning to implement PASS, ACE and Just in Time programs. All trainings can be accessed in MyPLN with the courses housed in Schoology. Educators can earn their training rate for completion. Payroll is processed through the A-G Intervention and Support office. ● Summer Bridge resources for incoming 6th and 9th graders ○ The A-G Team has created Summer Bridge resources, including suites of guided mini-lessons on study skills, time management, motivation and self-exploration. ● The A-G office supports monitoring of student data, focusing on students on or off-track for graduation and for grades of C or better (eligible for CSU/UC admissions). Data reports are shared with Region leadership, with attention to Tier 1, 2 and 3 bands indicating 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		

Action #	Title	Description	Total Funds	Contributing
		self-efficacy. ● Program design is modular, allowing for students to focus on standards and learning targets that they struggle with the most. Experiencing early, incremental success is critical in this program, especially for students whose self-efficacy has been impacted by prior experiences with course failure. With flexible pacing, students can spend more time on certain modules, building up their ability through small tasks and engaging in additional practice and review before moving on to the next section. They are able to spend less time on modules where they can demonstrate proficiency and confidence in learning. ● Flexible program delivery means that we are meeting the needs of student populations who often have competing obligations outside of school or have challenges maintaining consistent attendance. Programs can be delivered in person, virtually or in a hybrid model and scheduled before or after the school day, on Saturdays, during intercession, etc. If students begin a course close to the end of a semester or year, and do not have time to complete it, they can resume in the next academic session with no “incomplete” having been entered into the transcript. ● These programs are also aligned to English Language Development (ELD) standards. The ELA programs include engaging, culturally relevant materials and 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		

Action #	Title	Description	Total Funds	Contributing
		are subject to change. These programs are specifically designed to address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their A-G completion rates. For example, English Learners have academic needs supported by the addition of ELD standards. The PASS and intervention programs are designed in alignment with these standards. In addition, English Learners may be scheduled into an additional language support class depending upon their designated language level leading to a full schedule of academic classes. Students in foster care and low-income students benefit from the social-emotional supports built into our programs. Flexibility in program delivery is essential to meet the needs of students who have competing responsibilities outside of school. Recognizing that these Graduation Readiness interventions would also benefit all students, these supports are therefore available across the district to Grades 6-12.		
1.27	Diploma Program	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* The A-G Diploma Program goals are to: ● Increase student attendance and engagement ● Increase graduation rates and decrease dropout rates ● Increase A-G course completions to promote college and career readiness A-G Diploma Program PSA counselors provide services to approximately 1,700 students in middle school and 17,000 in high school who: ● Are off-track to graduate (tier 2/tier 3) in high school ● Failed two or more classes in the prior school year (middle school) The A-G Diploma Program provides universal, targeted, and intensive support to identified students to address obstacles to academic achievement, regular school attendance, and behavior: ● **Universal Interventions** include activities such as school-wide planning, recognition events, staff development meetings, parent presentations, student presentations, and mass communications. ● **Targeted Interventions** include activities such as parent/student informational	$3,176,672	Y

Action #	Title	Description	Total Funds	Contributing
		presentations, staff trainings, student counseling groups, collaborative consultation, and targeted communication and/or outreach for identified student groups. ● **Intensive Intervention**s 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 Health and Human Services (SHHS) staff, and other school staff to provide coordinated support for students off-track to graduate. The A-G Diploma Program PSA counselors address obstacles for students in special populations (English learners, foster, and low-income) as it relates to academic achievement, high school graduation, and postsecondary access starting in middle school and extending throughout high school. In addition, students may have other systemic issues affecting their academic success such as access to basic need services, housing instability, school mobility, and trauma. A-G Diploma Program counselors receive specialized training in: ● Updated graduation policy including graduation exemptions and partial credits for students in special populations ● MiSiS Focus and Elevate reports to identify students off track to graduate ● New Free Application for Federal Student Aid (FAFSA) updates and procedures ● Educational rights for students in special populations ● Credit recovery supports and options ● Social emotional learning resources The District will monitor the effectiveness of the Diploma Program's targeted school-level progress monitoring supports using the following progress monitoring measures: ● Middle School: ○ Decreased percentage of fails (fail marks in 2 or more courses) for identified students when comparing prior year semester to current year semester ● High School:		

Action #	Title	Description	Total Funds	Contributing
		○ Increased percentage of identified students who do not fall further behind (maintain or decrease number of courses off track) ○ Increased percentage of students whose course passage moves them from tier 3 (5+ classes behind) to tier 2 (3-4 classes behind) or on-track As new data become available, these progress monitoring measures are subject to change. These programs are specifically designed to address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their graduation and college and career readiness rates. In addition, we recognize that these programs would also benefit all students, and therefore these supports are provided on a school-wide basis at the targeted sites. For more information (including the list of schools), see the A-G Diploma Program webpage: https://achieve.lausd.net/Page/12897.		
1.28	College Access Program	*(Aligned to Strategic Plan Priority 1D: College and Career Readiness)* Many of Los Angeles Unified's English Learners, low-income students and foster youth, as members of historically underrepresented populations, often struggle to overcome barriers to college and career opportunities. In addition, many of these students are "first generation" college students who may lack home/community resources to help them access college. In order to increase the number of students from these target student groups enrolling in college upon completion of high school, the A-G Intervention and Support team, in collaboration with Central Office and Region counseling coordinators and school counselors, will continue to implement the College Access Program, including the following strategies: ● Ongoing support for Naviance, a web-based College Access application that the District provides free for secondary students and teachers. ● NCAN (National College Attainment Network) licenses for secondary staff to access current information and professional development in college and financial aid advising. ● Summer Melt Toolkit for counselors to support successful transitions from high	$641,837	Y

Action #	Title	Description	Total Funds	Contributing
		school graduation into college. ● F.A.S.T. (Financial Aid Success Toolkit), updated annually with staff, student and family-facing resources that communicate financial aid availability and application processes. ● College & Career Readiness Guide, available for high school students to support postsecondary awareness and preparation. ● Continuing online synchronous professional development for certificated staff (counselors and teachers) on multiple topics related to postsecondary preparation. ○ College Access for Everyone (CAFE): open to all educators. Winter and Summer options offered on consecutive days during the intersessions. ○ Cafecitos: for counselors working with Juniors and Seniors. These sessions are held on one Saturday morning per month with content designed to support the college preparation and application timeline. ● Development of materials and publications includes the A-G Graduation requirements brochures and college access poster sets, printed in English and Spanish, the A-G website, Schoology group, and social media outreach are maintained with current information and resources. ● The Junior and Senior College Journals are updated annually and produced in English and Spanish. Writable PDF versions are available and there are companion schoology courses that expand on Journal content. ● The College Advising Handbook is a complete guide for college counseling. It contains comprehensive information to support all steps in the college preparation, application and transition processes. ● Naviance, the postsecondary awareness, planning and application hub is available to all secondary students and staff. Naviance includes grade-level tasks/curriculum and activities to increase college readiness and engages students with a variety of interactive modalities that build self-knowledge and career/college readiness. ● Partnership with UCLA Extension to provide the College Advisement Program (CAP) for all district counselors, initiated in spring 2023. The CAP is a graduate level program led by UCLA X faculty and organized into cohorts, each taking the four core sequential courses over a one-year period. The final CAP cohort will conclude in spring 2025. ● Collaborations with external partners, including the Los Angeles Community College District (LACCD), Unite LA, CAL-SOAP, and the CA Student Aid		

Action #	Title	Description	Total Funds	Contributing
		Commission (CSAC). ● Collaborations with District partners including Student, Family and Community Engagement, Division of Special Education, and the Division of Adult and Career Education. Through the College Access Program, Los Angeles Unified will continue to support students as they build college and career knowledge so that they understand and are ready for post-secondary options. Maintaining these products and services supports students' applications for college and financial aid and to make successful transitions from high school graduation to post-secondary enrollment, attendance and persistence. The needs of English Learners, low income students, and students in foster care are an essential part of our work to prepare all students for post-secondary success. Professional development is intentionally focused on supporting these students who are historically underrepresented and the resources developed by the A-G team are specific in addressing the unique hurdles these students face. The District will monitor the effectiveness of the College Access Program using the following progress monitoring measures: ● Increased percentage of students passing A-G courses with a "C" or better. ● Increased percentage of senior students completing the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). 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. We recognize that this program would also benefit all students, and therefore these supports are therefore available across the district to Grades 6-12.		
1.29	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	$22,704,738	N

Action #	Title	Description	Total Funds	Contributing
		Centers and Programs were typically from lower achieving and lower socioeconomic status than peers, but were just as likely to enroll in postsecondary education and eventually earn higher wages. In order to support Career Readiness for all students, the District will continue to provide and expand Career Technical Education (CTE) Pathways: ● Principals will collaborate with Human Resources to recruit and hire CTE teachers and to support qualifying classified staff, substitutes and single-subject teachers to receive a designated subject credential to teach CTE classes. ● CTE teachers will provide students with industry specific skills and work readiness skills. They will have an opportunity to have a continuum of work experiences such as hearing from professional guest speakers, visiting work sites, job shadowing, and internships. ● The CTE Administrator and Coordinator will provide support to all CTE teachers and their classes through professional development and externships for CTE teachers. The District will monitor the effectiveness of Career Technical Education programs using the following progress monitoring measures: ● Increased number of students earning a Work Ready Badge ● Increased number of Pathway Completers ● Increased number of Pathway Completers' graduation rate compared to non-Pathway Completers As new data becomes available moving forward, these progress monitoring measures are subject to change.		
1.30	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	$1,886,008	Y

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

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

Action #	Title	Description	Total Funds	Contributing
		through the number of students in each student group graduating with college credits and the number of students progressing to 2-4 year colleges as reported by the senior exit survey. In addition, we recognize that this program would also benefit all students, and therefore these supports are provided schoolwide at participating schools. For more information on Linked Learning, including the list of Linked Learning Pathways offered in Los Angeles Unified by industry sector, please see: https://achieve.lausd.net/linked.		
1.31	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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-23, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations) ○ Early Literacy Benchmarks (DIBELS) - Kindergarten: 60.2% ○ Early Literacy Benchmarks (DIBELS) - Grade 1: 58.9% ○ Early Literacy Benchmarks (DIBELS) - Grade 2: 54.2% ○ SBA ELA - Distance from Standard Met (Grades 3-5): -69.7 points below standard	$260,247,214	Y

Action #	Title	Description	Total Funds	Contributing
		○ SBA Math - Distance from Standard Met (Grades 3-5): -73.8 points below standard ○ English Learner reclassification rate: 17.9% ● High Need (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations) ○ Early Literacy Benchmarks (DIBELS) - Kindergarten: 66.0% ○ Early Literacy Benchmarks (DIBELS) - Grade 1: 64.4% ○ Early Literacy Benchmarks (DIBELS) - Grade 2: 58.6% ○ SBA ELA - Distance from Standard Met (Grades 3-5): -54.1 points below standard ○ SBA Math - Distance from Standard Met (Grades 3-5): -60.7 points below standard ○ English Learner reclassification rate: 17.9% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by elementary schools to address the academic needs of their students. Within the Academic Excellence Program Code, elementary schools will invest their funds in additional staffing and supports to implement the District's programs for improved academic outcomes so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their academic proficiency needs. Elementary schools invested 58% 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		

Action #	Title	Description	Total Funds	Contributing
		implementation of District policies and programs to serve the local proficiency needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2023-24 school year to develop 2024-25 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for elementary schools towards Academic Excellence disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Academic Excellence. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in academic proficiency for their school's English Learners, low-income students, and students in foster care.		
1.32	SENI Investments to Increase Access to Programs and	*(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	$74,002,090	Y

Action #	Title	Description	Total Funds	Contributing
	Supports for Academic Excellence: Middle Schools	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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-23, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2021-22 for 2022-2023 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grades 6-8): -90.0 points below standard ○ SBA Math - Distance from Standard Met (Grades 6-8): -141.8 points below standard ○ English Learner reclassification rate: 34.7% ● High Need (SENI Quintile 2) (as identified in 2021-2022 for 2022-2023 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grades 6-8): -63.8 points below standard ○ SBA Math - Distance from Standard Met (Grades 6-8): -112.9 points below standard ○ English Learner reclassification rate: 36.2% 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		

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. Middle schools invested 53.3% 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 2023-24 school year to develop these 2024-25 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for middle schools towards Academic Excellence disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change.		

Action #	Title	Description	Total Funds	Contributing
		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.		
1.33	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	*(Aligned to Strategic Plan Pillar 1: Academic Excellence)* English Learners, students in foster care, and low-income students all experience systemic barriers to academic achievement, whether through the additional challenge of learning English as a second language, instability in learning environments, and/or limited access to private instructional supports. To address these students' needs, schools must be able to conduct site-level needs assessments and invest in programs and staffing that can address needs at an individual level. In order to support proficiency and academic achievement at campuses with the highest concentration of these students, Los Angeles Unified will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-23, high and highest-need high schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2021-22 for 2022-23 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grade 11): -56.3 points below standard ○ SBA Math - Distance from Standard Met (Grade 11): -156.1 points below standard ○ English Learner reclassification rate: 17.1% ○ A-G Completion Rate: 52.4%	$138,390,941	Y

Action #	Title	Description	Total Funds	Contributing
		○ CTE Completion Rate: 21.1% ○ Four-Year Cohort Graduation Rate: 83.4% ● High Need (SENI Quintile 2) (as identified in 2021-22 for 2022-23 SENI allocations) ○ SBA ELA - Distance from Standard Met (Grade 11): -36.5 points below standard ○ SBA Math - Distance from Standard Met (Grade 11): -134.6 points below standard ○ English Learner reclassification rate: 17.3% ○ A-G Completion Rate: 51.4% ○ CTE Completion Rate: 26.6% ○ Four-Year Cohort Graduation Rate: 87.0% 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 academic needs of their students. Within the Academic Excellence Program Code, high schools will invest their funds in additional staffing and supports to implement the District's programs for improved academic outcomes so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their academic proficiency needs. High schools invested 52% 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.		

Action #	Title	Description	Total Funds	Contributing
		School leaders have engaged their communities and conducted school-level needs assessments throughout the 2023-24 school year to develop 2024-25 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for high schools towards Academic Excellence disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Academic Excellence. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in academic proficiency for their school's English Learners, low-income students, and students in foster care.		

Goal

Goal #	Description	Type of Goal
2	Joy and Wellness	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.

In order for our students to thrive in our schools and fully engage in their academic experience, we must also commit to creating environments where they feel safe, welcome, and excited to learn. 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 2022-23 (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 36.4% in 2022-23.
- 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 32.4%

in 2022-23.
- 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 39.4% in 2022-23.

In addition, the percent of students with excellent attendance, 96% or higher, increased from 31.2% in 2021-22 to 35.5% in 2022-23. 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 2023 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.01	Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)	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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.02	Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8	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% Low Income: 33.0% Foster Youth: 29.5% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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% Low Income: 9.6% Foster Youth: 9.2%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
2.03	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-23) *Source: LAUSD Open Data Dashboard*				
2.04	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	All Students: 32.4% African American / Black: 44.0% Hispanic / Latino: 33.8% English Learner: 39.4% RFEP: 26.4% Standard English Learner: 38.7% Students with Disabilities: 43.0% Low Income: 34.7% Foster Youth: 38.9% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 9.6% African American / Black: 13.8% Hispanic / Latino: 10.1% English Learner: 12.1% RFEP: 7.5% Standard English Learner: 11.9% Students with Disabilities: 13.4% Low Income: 10.4% Foster Youth: 11.9%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
2.05	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	All Students: 39.4% African American / Black: 47.3% Hispanic / Latino: 40.5% English Learner: 51.0% RFEP: 36.3%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 19.5% African American / Black: 23.8% Hispanic / Latino: 20.1% English Learner: 25.8% RFEP: 17.8%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Standard English Learner: 21.2% Students with Disabilities: 24.7% Low Income: 20.4% Foster Youth: 25.2%	
2.06	Single Student Suspension Rate	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% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.07	Instructional Days Lost to Suspension	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 (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
2.08	Expulsion Rate	All Students: 0.02% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 0.01%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
2.09	Percent of Students Reporting on the 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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 72.3% African American / Black: 66.9% Hispanic / Latino: 72.1% English Learner: 75.3% RFEP: 69.9%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard English Learner: 64.6% Students with Disabilities: 63.9% Low Income: 62.5% Foster Youth: 66.4% (Year 2023-24) *Source: LAUSD Open Data Dashboard*			Standard English Learner: 72.0% Students with Disabilities: 72.1% Low Income: 71.4% Foster Youth: 73.0%	
2.10	Percent of Parents Reporting on the School Experience Survey: *"My child is safe on school grounds."*	All Parents: 84.9% (Year 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Parents: 91.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
2.11	Percent of Staff Reporting on the School Experience Survey: *"I feel safe on school grounds during the day"*	All Staff: 94.1% (Year 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Staff: 94.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
2.12	Percent of Students Reporting on the School Experience Survey: *"I feel like I am part of this school."*	All Students: 58.5% African American / Black: 55.8% Hispanic / Latino: 57.7% English Learner: 63.4% RFEP: 54.6%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 66.6% African American / Black: 63.1% Hispanic / Latino: 66.0% English Learner: 71.4% RFEP: 63.1%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard English Learner: 60.1% Students with Disabilities: 58.9% Low Income: 57.5% Foster Youth: 56.8% (Year 2023-24) *Source: LAUSD Open Data Dashboard*			Standard English Learner: 66.2% Students with Disabilities: 66.1% Low Income: 65.6% Foster Youth: 64.6%	

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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 Facilities Division will continue to complete regular environmental health, safety, and emergency readiness assessments at schools. The District will monitor the effectiveness of these policies using the following progress monitoring measure: ● Percentage of schools with completed environmental health, safety, and emergency readiness assessments. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$25,662,171	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.	$64,605,389	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:	$47,173,294	N

Action #	Title	Description	Total Funds	Contributing
		• Overall School Experience Survey results for: "Adults at this school treat all students with respect" • Overall School Experience Survey results for: "There is an adult at my school whom I trust and can talk to no matter what is bothering me" • Overall School Experience Survey results for: "There is at least one adult at my school who supports me" As new data becomes available moving forward, these progress monitoring measures are subject to change.		
2.04	Supplemental School Climate Support Staff	*(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)* Per the 2023-24 School Year School Experience Survey, 62.5% of students designated as low-income, 66.4% of students in foster care, and 66.7% of English Learners felt safe at their school. Additionally, in elementary school, 76.1% of low income students, 74.1% of students in foster care, and 73.3% of English Learners felt as though there was at least one adult at their school who supported them. In middle school, 60.2% of low income students, 56.6% of students in foster care, and 58.8% of English Learners felt as though there was at least one adult at their school who supported them. In high school, 64.2% of low income students, 67.2% of students in foster care, and 62.3% of English Learners felt as though there was at least one adult at their school who supported them. In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Action 2.3 above, Los Angeles 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	$12,719,309	Y

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

Action #	Title	Description	Total Funds	Contributing
		English Learners, students in foster care, and students designated as low-income will experience the greatest benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.		
2.05	Student Health Services	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)* The District Nursing Services team under the direction of the Office of the Chief Medical Director (OCMD) provides a comprehensive array of services that supports students, families, and staff to cultivate a safe, healthy, welcoming and affirming learning and working environment where all students thrive and graduate as empowered members of society. District Nursing Services staff funded through this action will continue to provide critical resources and services to support the health of all students, including but not limited to: ● Audiometry Testing ● Health Assessments ● Vision Testing ● Bullying and hazing - prevention & response ● Implementation of strategies and activities to reduce chronic absenteeism and truancy among students and increase student attendance rates ● Student risk assessments for suicidal ideation, self-injurious behavior, and threat/risk behavior and safety planning ● Crisis response and Intervention ● Immunizations ● Health assessments for our students with Individual Education Plans (IEPs) ● Linkages to medical, dental, vision, mental health/counseling, and academic support and tutoring resources	$150,543,895	N

Action #	Title	Description	Total Funds	Contributing
		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.		
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. The California Legislative Analyst’s Office found that in California, students with disabilities are disproportionately low-income. While	$16,627,544	Y

Action #	Title	Description	Total Funds	Contributing
		students in low-income communities are about 60% of the student population in California, they make up 66% of students with disabilities. 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 for students with disabilities from a healthcare perspective, providing targeted supports to address the additional barriers facing low-income students with disabilities. 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; ● Collection of comprehensive data pertinent to the child's health situation; ● Identification of expected outcomes for a plan individualized to the student or situation; ● Partnerships with the student, family, and key partners to advocate for and effect change; ● Health needs assessments of the school environment to identify current health problems; and ● Development of interagency partnerships that support student health and educational goals. The District will monitor the effectiveness of supplemental student health services using the following progress monitoring measure: ● Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need		

Action #	Title	Description	Total Funds	Contributing
		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	Student Athletics Programs	*(Aligned to Strategic Plan Priority 2B: Whole-Child Well-Being)* In order to increase student attendance, Los Angeles Unified will continue to implement and support student athletics programs. At the high school level, principals designate an administrator and athletic director to oversee the formation of teams based on facilities availability and student interest. Coaches and athletic directors also continually monitor academic achievement and provide students needed additional support. Data has shown that student athletes have higher attendance, GPAs, and graduation rates compared to non-participants. The District will monitor the effectiveness of student athletics programs using the following progress monitoring measures: ● Increased number of students participating in athletics ● Increasing opportunities for academic interventions ● Increased academic certificates to students receiving above 3.0	$2,469,811	N

Action #	Title	Description	Total Funds	Contributing
		and 3.5 GPA ● Increased partnerships with third parties to provide additional academic and attendance recognitions. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
2.08	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 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:	$32,668,116	N

Action #	Title	Description	Total Funds	Contributing
		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: ● Attendance rates at participating Community Schools ● Chronic absenteeism rates at participating Community Schools ● School Experience Survey results at participating Community Schools As new data becomes available moving forward, these progress monitoring measures are subject to change.		
2.09	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.	$1,336,479	Y

Action #	Title	Description	Total Funds	Contributing
		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) ● 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.		
2.10	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	$2,642,146	Y

Action #	Title	Description	Total Funds	Contributing
		at disproportionate risk for experiencing trauma and need additional support through building community and relationships at school. With the physical school closures during the pandemic, these students' pre-existing needs were exacerbated by limited connection with teachers and peers. Returning to physical school campuses, the implementation of Positive Behavior Interventions and Strategies (PBIS) and Restorative Practices (RP) strategies and practices have been essential to support the social emotional wellbeing of these students. To address these students' needs, Systems of Support Advisers will: ● Implement Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) leveraging a trauma/resilience-informed Multi-Tiered Systems of Supports (MTSS) framework (see: https://achieve.lausd.net/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 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		

Action #	Title	Description	Total Funds	Contributing
		the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. A small cadre of central office staff provide technical assistance, training, and support for the Systems of Support Advisers. Each Region has the autonomy to determine the staff they need to improve school culture and climate in their region. As such, some have selected to assign System of Support Advisers to support a community of schools. Students in foster care, low-income students, and English Learners will experience the greatest benefits from systematic implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP). In addition, we recognize that these supports also benefit all students, and therefore these supports are implemented Districtwide. The District will monitor the effectiveness of Positive Behavior Interventions and Restorative Practices using the following progress monitoring measures: ● Decreased out-of-school single student suspension rate ● Decreased instructional days lost to out of school suspensions ● Decreased number of Office Discipline Referrals (ODR) As new data become available, these progress monitoring measures are subject to change. PBIS/RP promotes development of caring, authentic relationships to foster learning and overall well-being. A sense of community in the school and classroom helps partners feel 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		

Action #	Title	Description	Total Funds	Contributing
		due to their increased experiences of trauma discussed above. In addition, we recognize that these positive behavior interventions and restorative practices would also benefit all students, and therefore these supports are implemented Districtwide.		
2.11	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	$7,696,427	Y

Action #	Title	Description	Total Funds	Contributing
		Learners, students in foster care, and low-income students will experience the greatest benefits to their attendance rates as we work to overcome their disproportionate vulnerability to the attendance barriers described above. In addition, we recognize that these attendance interventions would also benefit all students, and therefore these supports are implemented Districtwide. All PSA Counselors possess a Pupil Personnel Services Credential with Specialization in Child Welfare & Attendance (CWA) in order to support their focus on students in marginalized populations, children who have been abused or neglected, students with involvement in the juvenile justice system, students experiencing homelessness, students with special needs, and students who have serious disciplinary issues. All School Based PSA Counselors funded from SENI/TSP and other dollars are supervised by the Region PSA Coordinator, in alignment with the work conducted by PSA Counselors under this action. The District will monitor the effectiveness of these attendance interventions using the following progress monitoring measures: ● Increased percentage of students achieving 96% or greater attendance ● Decreased percentage of students who are chronically absent (i.e., below 91% attendance) As new data become available, these progress monitoring measures are subject to change.		
2.12	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 2023 to March 15, 2024** on students that received services at the SEPA Centers: it showed 3,254 students from over 57 countries and included some continuing LAUSD students. The most common countries of origin for our newly arrived students, and accounting for	$1,387,442	Y

Action #	Title	Description	Total Funds	Contributing
		almost 80% of our Newcomers, are: ● Guatemala (682 students) ● Mexico (330 students) ● El Salvador (254 students) ● Russian Federation (152 students) ● Nicaragua (127 students) ● Honduras (119 students) ● Venezuela (81 students) ● Colombia (74 students) ● Philippines (66 students) ● Armenia (60 students) ● Peru (52 students) ● Bangladesh (46 students) ● Ecuador (27 students) ● Kyrgyzstan (25 students) ● Kazakhstan (22 students) ● Ukraine (17 students) ● China (17 students) ● Belize (16 students) ● Georgia (7 students) ● Uzbekistan (6 students) ● Saudi Arabia (6 students) ● Tajikistan (4 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. To meet these education and social emotional needs, LAUSD Student Medical Services will continue to collaborate with the internal resources		

Action #	Title	Description	Total Funds	Contributing
		including the Multilingual and Multicultural Education Department and with our community partnerships to support the District's two School Enrollment Placement and Assessment (SEPA) Centers. Staff located at each SEPA Center (consists of Nurse Practitioners, Medical Assistants, Psychiatric Social Worker, Pupil Services & Attendance Counselor, Healthy Start navigators, Children's Health Access and Medi-Cal Program (CHAMP) staff, and Spanish Interpreter Aides) will continue to provide the following services and supports: 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. The District will monitor the effectiveness of SEPA Center 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 number of students compliant with all vaccinations served by the center As new data becomes available moving forward, these progress monitoring measures are subject to change. English Learners and low-income students, especially International		

Action #	Title	Description	Total Funds	Contributing
		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.		
2.13	FamilySource System	*(Aligned to Strategic Plan Priority 2D: Outstanding Attendance)* In addition to the attendance interventions provided by Pupil Services and Attendance (PSA) Counselors (as described in Goal 2, Action 6), through the FamilySource Centers, PSA Counselors provide intensive services to students and families, including conducting Biopsychosocial/educational assessments to identify family strengths, supports and needs and offering Parenting Classes/ Workshops, such as: ● 7 Habits of Highly Effective Families / Resilient Families curriculum ● A-G Graduation Requirements / College Readiness ● Digital Citizenship & Internet Safety ● How to Support your Child Academically and During Distance Learning ● Stress Management / Self Care / Resiliency / Grief and Loss ● Transitioning to MS and HS ● Access to FamilySource services such as: ○ Financial Literacy workshops / Free tax preparation (VITA) ○ Pre-employment / employment support ○ Food bank / Baby Items ○ Tutoring; Mentoring, civic engagement for students	$2,022,347	Y

Action #	Title	Description	Total Funds	Contributing
		Family Source PSA Counselors collaborate with school based PSA counselors to ensure that families and students have access to the FamilySource Center services. Examples of these collaborations include school site coordination meetings, presentation and case consultation meetings. The District will monitor the effectiveness of FamilySource System supports using the following progress monitoring measures: ● Increased number of students provided child welfare and attendance supports through diversion program ● Increased number of students who successfully complete diversion program ● Increased number of students provided with educational advocacy and child welfare and attendance supports As new data become available, these progress monitoring measures are subject to change. English Learners, students in foster care, and low-income students, will experience the greatest benefit to their attendance and absenteeism rates as a result of these services, which will in turn serve to improve these students' academic success, higher grades, increased high school graduation rates and enrollment in post-secondary education. In addition, we recognize that these supports and evidence-based interventions provided by the FamilySource PSA Counselors would also benefit all students, and therefore these supports are implemented Districtwide.		
2.14	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 35.5% in 2022-23, for low-income students this was only 33.8%, for English Learners it was 32.7% and for students in foster care it was 34.6%.	$105,232,428	Y

Action #	Title	Description	Total Funds	Contributing
		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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-2023, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2022-2023 for 2023-24 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 30.5% ○ Chronic Absenteeism Rate (91% or Lower): 44.1% ○ Single Student Suspension Rate: 0.2% ○ School Safety (Student Perception - Percent of students who feel safe at school): 73.5% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 70.1% ● High Need (SENI Quintile 2) (as identified in 2021-2022 for 2022-2023 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 31.7% ○ Chronic Absenteeism Rate (91% or Lower): 39.2% ○ Single Student Suspension Rate: 0.1% ○ School Safety (Student Perception - Percent of students who feel safe at school): 77.7% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 71.9% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by elementary		

Action #	Title	Description	Total Funds	Contributing
		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 25.3% of their total SENI funds in programs and strategies towards Joy and Wellness: ● Expand attendance incentive programs, including recognition events, spirit days, and attendance "challenges" ● Enhance staff capacity to implement trauma-informed practices ● Provide additional student wellness services ● Deliver tiered child welfare and attendance interventions and absence prevention efforts to support target student groups ● Expand implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates ● Provide additional opportunities to build capacity of families to support attendance for students Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local attendance, school climate, and school safety needs of the English Learners, students in foster care, and low-income students in their schools. School leaders have engaged their communities and conducted school-level needs assessments throughout the 2023-24 school year to develop 2024-25 TSP Plans, which articulate and address the specific		

Action #	Title	Description	Total Funds	Contributing
		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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for elementary schools towards Joy and Wellness disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Joy and Wellness. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in attendance, absenteeism, and school climate and safety outcomes for their school's English Learners, low-income students, and students in foster care.		
2.15	SENI Investments to Increase Access to Programs and Supports	*(Aligned to Strategic Plan Pillar 2: Joy and Wellness)*	$40,543,344	Y

Action #	Title	Description	Total Funds	Contributing
	for Joy and Wellness: Middle Schools	While the District's overall rate of students with excellent attendance was 35.5% in 2022-23, for low-income students this was only 33.8%, for English Learners it was 32.7% and for students in foster care it was 34.6%. 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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-2023, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 35.1% ○ Chronic Absenteeism Rate (91% or Lower): 40.3% ○ Single Student Suspension Rate: 0.9% ○ School Safety (Student Perception - Percent of students who feel safe at school): 54.1% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 49.0% ● High Need (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 37.4% ○ Chronic Absenteeism Rate (91% or Lower): 35.8% ○ Single Student Suspension Rate: 1.0% ○ School Safety (Student Perception - Percent of students who feel safe at school): 59.8% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 54.5%		

Action #	Title	Description	Total Funds	Contributing
		As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by middle schools to address the school climate and attendance needs of their students. Within the Joy and Wellness Program Code, middle schools will invest their funds in additional staffing and supports to implement the District's programs to support safe and welcoming schools and improve attendance so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their attendance and school climate needs. Middle schools invested 28.1% 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 2023-2024 school year		

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

Action #	Title	Description	Total Funds	Contributing
2.16	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 35.5% in 2022-23, for low-income students this was only 33.8%, for English Learners it was 32.7% and for students in foster care it was 34.6%. In addition, for high schoolers overall in 2022-2023, the chronic absenteeism rate (as defined by the District as being absent for 9% or more of the instructional days enrolled) was 39.4%. By comparison, 41.0% of low-income high school students, and 51.0% of English Learners and 49.8% 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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-2023, high and highest-need high schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2022-2023 for 2023-2024 SENI allocations) ○ Students with Excellent Attendance (96% or Higher): 31.9% ○ Chronic Absenteeism Rate (91% or Lower): 45.2% ○ Single Student Suspension Rate: 0.6% ○ School Safety (Student Perception - Percent of students who feel safe at school): 56.9% ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 53.6%	$63,700,783	Y

Action #	Title	Description	Total Funds	Contributing

		• High Need (SENI Quintile 2) (as identified in 2022-2023 for 2023-2024 SENI allocations)
		  ○ Students with Excellent Attendance (96% or Higher): 36.1%
		  ○ Chronic Absenteeism Rate (91% or Lower): 38.9%
		  ○ Single Student Suspension Rate: 0.8%
		  ○ School Safety (Student Perception - Percent of students who feel safe at school): 63.9%
		  ○ School Climate (Student Perception - Percent of students who feel they are part of their school): 58.4%
		
		As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by high schools to address the school climate and attendance needs of their students.
		
		Within the Joy and Wellness Program Code, high schools will invest their funds in additional staffing and supports to implement the District's programs to support safe and welcoming schools and improve attendance so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their attendance and school climate needs. High schools invested 28.8% 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"		

Action #	Title	Description	Total Funds	Contributing
		Schools have received capacity-building and training from the District's Equitable School Performance Office and Budget Services teams for the development of Targeted Student Population (TSP) Plans to describe how these investments will support their implementation of District policies and programs to serve the local 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 2023-2024 school year to develop 2024-2025 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for high schools towards Joy and Wellness disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change.		

Action #	Title	Description	Total Funds	Contributing
		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	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 2023 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the

efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.01	Percent of Parents Reporting on the School Experience Survey: *"This school includes me in important decisions about my child's education."*	All Parents: 85.2% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Parents: 90%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
3.02	Percent of Parents Reporting on the School Experience Survey: *"I feel welcome to participate at this school."*	All Parents: 90.1% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Parents: 95%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
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."*	All Parents: 86.0% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Parents: 88%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
3.04	Percent of Parents Reporting on the	All Parents: 86.0%	*This information will be provided when*	*This information will be provided when*	All Parents: 88%	*This information will be provided when*

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

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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, network-level, Region-level, and District-level decision-making, the Office of Student, Family and Community Engagement (SFACE) will continue to pursue the following strategies: <u>Seeking Input for Decision Making: Honoring Perspectives (collaboration with MMED, FSEP, and HR Divisions)</u> With the goal of respecting and cultivating family voice, leadership and advocacy in shared decision making at the school site, Region, and District levels, the Office of Student, Family and Community Engagement will strengthen parent partnerships leading to improved student academic achievement: ● School Site Council & English Learner Advisory Committee Parent Leaders Training: Host School Site Council (SSC) and English Learner Advisory Committee (ELAC) by Regions to share information and receive feedback, as well as promote trusting relationships and leadership capacity development (promotoras model). This model has been used to target historically under-engaged groups and communities. The training will include a fall training by Region and frequent spring collaboration between Regional 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 are members of the Community Advisory Committee, District English Learner Advisory Committee and Parent Advisory Committee. Participants of the aforementioned District Committees will benefit from training	$851,130	N

Action #	Title	Description	Total Funds	Contributing
		in areas of their assigned topics through the Family Academy, Parliamentary Procedures, Data, developing comments and recommendations, and other topics. The objective is for families to develop confidence to project their voice as District leaders and partners. <u>Promotion of Parent Participation in Programs: Building Capacity across School Networks</u> With the goal of shifting practice from lower impact and compliance-driven engagement to higher impact practices that will result in strong home-to-school partnerships, and families supporting their child's development and achievement by each grade level, the Office of Student, Family and Community Engagement will collaborate with Regions to offer the following opportunities: ● Strategic Budgeting Professional Development for Personnel: Developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families through training in the area of family engagement and strategic, equity and transparent budget development practices. Training has been developed by the Office of Student, Family and Community Engagement and Budget Services. The objective is to develop leaders who lead strategic school site and District-level budgeting in a transparent process that informs families and elevates their role in decision making opportunities and committees. Training will be facilitated for school teams annually within their Region before budget development. ● Evolving Practice from Lower to Higher Impact Engagement for Families Series: Greater alignment in family engagement professional development will result in school and District personnel learning the latest research, how practice has evolved, and mindsets that yield higher engagement of school sites from highest need families. These professional development segments have been developed by Office of Student, Family and Community Engagement for use with school leaders, targeting the areas of asset and needs assessments to inform practice, relational trust, research and promising practices, and cultivating two-way and high impact engagement at schools that go beyond compliance. The learning is framed using a Parent and Family Empowerment Rubric developed by families with District leadership. Schools will learn how to		

Action #	Title	Description	Total Funds	Contributing
		align their engagement to school site School Plan for Student Achievement, Targeted Student Population Plan and School Site Family Engagement Policy and Compact. Training is provided to school leaders participating in assistant principal and principal preparation programs, at Parent and Family Center personnel professional development, as well as hosting Family Engagement Professional Development Summits for school teams as extensions of the Principal Leadership Institute. The content is also available for schools to use with their communities. ● Parent & Family Engagement Microcredential: Continue to increase participation and completion for the Parent & Family Engagement Micro-Credential, which serves as professional development track for teachers, who are invited to collaborate with their administrators and Parent & Family Center staff, focused on resource mapping, workshop and module development, cultivating welcoming environments for families, and high impact family engagement and outreach strategies. The micro-credential will develop a pipeline of practitioners to work with school site parent leaders on a problem of practice using the learning facilitated by the year-long course. <u>Promotion of Parent Participation in Programs: Building Relationships across Communities of Schools</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 Parent 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		

Action #	Title	Description	Total Funds	Contributing
		in decision-making opportunities, academic, socioemotional, and leadership development content. Courses and modules will cover topics such as literacy, mathematics, science, strategic budgeting with families, instructional rounds with families, English Learners, and how families can be advocates for English Learner, gifted student, students with disabilities, and foster students to name a few. ● 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	$2,780,149	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 ITS office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● Ensure that 100% of schools are in compliance with certifying their student computer device inventory and meet the needs of 100% of families, students and employees who request technical support The Student, Family and Community Engagement (SFACE) office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● Ensure all families have the training to access technology to promote communication and advocacy for student learning The Communications office will employ the following strategies to expand and ensure information is accessible, clear, and consistent to educational partners: ● Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information ● Increase collaboration with media partners to share positive and uplifting stories of Los Angeles Unified ● Provide school promotion training and resources ● Improve internal communication structures to ensure all employees receive timely District news and important information	$6,189,801	N

Action #	Title	Description	Total Funds	Contributing
		• Communicate with families in multiple languages and modes to best meet their needs. The District will monitor the effectiveness of the Office of Data and Accountability efforts to increase accessible and effective school and District communication to partners employing the following progress monitoring measure: • Increase the percentage of parents reporting on the School Experience Survey that their school provides them with information they can understand to 96% (from 92.5% in 2023-2024) The District will monitor the effectiveness of the Information Technology Services' efforts to increase accessible and effective school and District communication to partners employing the following progress monitoring measure: • Ensure that 100% of schools are in compliance with certifying their student computing device inventory and meet the needs of 100% of families, students and employees The District will monitor the effectiveness of Communications efforts to increase accessible and effective school and District communication to partners employing the following progress monitoring measures: • Increase primary website usage by 20% • Increase social media reach and engagement by 10% • Increase published media stories by 15% • Provide 100% of schools with resources, including training toolkits, to promote local programs and meaningful stories • Communicate timely and relevant District information to 100% of employees • Increase outreach of messages in languages other than English and Spanish by 10% As new data becomes available moving forward, these progress monitoring measures are subject to change.		

Action #	Title	Description	Total Funds	Contributing
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) 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:	$301,598	Y

Action #	Title	Description	Total Funds	Contributing
		• Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually • Increased the number of students who participate in Districtwide leadership conferences by 3% 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 Central 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 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.		

Action #	Title	Description	Total Funds	Contributing
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 Office of the Chief Strategy Officer) will collaborate across the District's Divisions to deepen partner engagement through expanded opportunities for students, families, and community engagement above the statutory requirements. In addition to supporting the development of the annual LCAP, the LCAP team will also continue to share the feedback and input shared in these engagement opportunities with District teams to support their ongoing refinement of planning and programs. The LCAP Team will also provide capacity-building and accountability support to Regions, Community of Schools, and school processes. ● School-level strategic planning, budgeting, and engagement: School site leaders will engage educational partners to develop their Targeted Student Population (TSP) Plans, through which they will define their strategies to close gaps for English Learners, students in foster care, and/or students designated as low income and align funds allocated through the Student Equity Needs Index (SENI) to expand access to the programs identified in the first three LCAP Goals: Academic Excellence, Joy and Wellness, and Engagement and Collaboration. In addition, site leaders of Equity Multiplier-eligible schools will consult with educational partners in the formation of evidence-based actions and services to support student groups with the lowest performance levels on one or more California Dashboard indicators.	$733,358	Y

Action #	Title	Description	Total Funds	Contributing
		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 internal planning and accountability alignment meetings ● Increased number of educational partner engagement opportunities ● Increased number of participants in ThoughtExchange engagement forums and other feedback / input surveys ● Improved feedback on the effectiveness of engagement strategies 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 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.		
3.06	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	*(Aligned to Strategic Plan Pillar 3: Engagement and Collaboration)* On the 2023-24 School Experience Survey, when asked if they agree that "students have a voice in decision-making at this school," only 52.0% of English Learners, 52.8% of students in foster care, and 51.3% of low-income students in elementary school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional	$35,347,121	Y

Action #	Title	Description	Total Funds	Contributing
		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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-2023, high and highest-need elementary schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2021-2022 for 2023-2024 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 89.3% ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me support my child's education.": 87.9% ● High Need (SENI Quintile 2) (as identified in 2021-2022 for 2023-2024 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 89.7% ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me support my child's education.": 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 elementary schools to address the engagement needs of their students and families. Within Engagement and Collaboration, elementary schools will invest their funds in additional staffing and supports to implement the District's programs to empower student, family, and community engagement so that each school's English Learners, students in foster care, and low-income students have increased access to the		

Action #	Title	Description	Total Funds	Contributing
		interventions determined through school needs assessments to be effective in meeting their needs. Elementary schools invested 8.4% 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 2023-24 school year to develop 2024-25 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238.		

Action #	Title	Description	Total Funds	Contributing
		In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for elementary schools towards Engagement and Collaboration disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Engagement and Collaboration. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in engagement and empowerment for their school's English Learners, low-income students, and students in foster care.		
3.07	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	*(Aligned to Strategic Plan Pillar 3: Engagement and Collaboration)* On the 2023-24 School Experience Survey, when asked if they agree that "students have a voice in decision-making at this school", only 41.2% of English Learners, 40.1% of students in foster care, and 47.0% of low-income students in middle school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner	$16,298,980	Y

Action #	Title	Description	Total Funds	Contributing
		engagement. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-2023, high and highest-need middle schools observed the following needs for their students: ● Highest Need (SENI Quintile 1) (as identified in 2021-2022 for 2023-2024 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 82.7% ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me support my child's education.": 82.6% ● High Need (SENI Quintile 2) (as identified in 2021-2022 for 2023-2024 SENI allocations) ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 84.5% ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me support my child's education.": 83.1% As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by middle schools to address the engagement needs of their students and families. Within the Engagement and Collaboration Program Code, middle schools will invest their funds in additional staffing and supports to implement the District's programs to empower student, family, and community engagement so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs. Middle schools invested 13.1% of their total SENI funds in programs and strategies towards Engagement and Collaboration:		

Action #	Title	Description	Total Funds	Contributing
		• 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 2023-24 school year to develop 2024-25 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for middle schools towards Engagement and Collaboration disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open		

Action #	Title	Description	Total Funds	Contributing
		Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Engagement and Collaboration. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in engagement and empowerment for their school's English Learners, low-income students, and students in foster care.		
3.08	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	*(Aligned to Strategic Plan Pillar 3: Engagement and Collaboration)* On the 2023-24 School Experience Survey, when asked if they agree that "students have a voice in decision-making at this school," only 49.8% of English Learners, 49.0% of students in foster care, and 47.0% of low-income students in high school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. In 2022-2023, high and highest-need high schools observed the following needs for their students:	$30,609,865	Y

Action #	Title	Description	Total Funds	Contributing

		• Highest Need (SENI Quintile 1) (as identified in 2021-2022 for 2023-2024 SENI allocations)
		  ○ Percent of Parents Reporting on the School Experience Survey that "This school includes me in important decisions about my child's education.": 82.4%
		  ○ Percent of Parents Reporting on the School Experience Survey that "This school provides instructional resources to help me support my child's education.": 82.6%
		
		As part of ongoing engagement on the LCAP and the Student Equity Needs Index, Los Angeles Unified communities shared the need for transparency and visibility into the investments made by school type. As a result, this Action reflects the SENI investments made by high schools to address the engagement needs of their students and families.
		
		Within the Engagement and Collaboration Program Code, high schools will invest their funds in additional staffing and supports to implement the District's programs to empower student, family, and community engagement so that each school's English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs. High schools invested 13.3% 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		

Action #	Title	Description	Total Funds	Contributing
		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 2023-24 school year to develop 2024-25 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 Principal Supervisors, who provide ongoing support and oversight for school implementation of District programs. For more information on SENI, including the list of specific indicators and weights incorporated which determine a school's allocation the most recent list of allocations per school, and access to the Targeted Student Population Plans, please see: https://achieve.lausd.net/Page/17238. In addition to ongoing progress monitoring at the school level, Community of Schools level, and Region level, the District will work to analyze the LCAP metric outcomes for high schools towards Engagement and Collaboration disaggregated by SENI ranking quintile ("Highest Need" to "Lowest Need") in order to monitor the effectiveness of these investments. Educational partners can also refer to the Open Data LCAP Dashboard (https://my.lausd.net/opendata/dashboard) for school profiles to track site-level outcomes for all LCAP metrics. As new data becomes available moving forward, this progress monitoring measure is subject to change. By design, these investments will address the specific needs of English Learners, students in foster care, and low-income students throughout the District by increasing access to District programs and supports towards Engagement and Collaboration. Through the site-level data and progress monitoring, needs assessment and partner engagement described above, school leaders have chosen to invest their SENI funds to increase access to these programs in order to close equity gaps in engagement and empowerment for their school's English Learners, low-income students, and students in foster care.		

Goal

Goal #	Description	Type of Goal
4	Operational Effectiveness	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 2023 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan to increase the efficiency and evaluation of developed District actions in the support of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.01	Percent of Facilities in Good Repair	100% of Facilities in Good Repairs or Better Based on SARC (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	100% of Facilities In Good Repairs or Better Based on SARC	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
4.02	Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	All Students: 100% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Students: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Assessments and Evaluations	*(Aligned to Strategic Plan Priority 4A: Data-Driven Decision-Making)* In order to support the effective implementation of state mandated assessments, the District's Office of Data and Accountability will continue to fund testing coordinator positions. The District will monitor the effectiveness of assessment coordination using the following progress monitoring measures: ● Improve the number of coordinators who have completed their requirements. ● Monitor the number of unfilled testing coordinator positions and work with Principals to ensure every school has a designated coordinator. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$4,577,921	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 100% 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.	$647,286,061	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.		
4.03	Technology Infrastructure	*(Aligned to Strategic Plan Priority 4B: Modernizing Infrastructure)* The Los Angeles Unified School District's Information Technology Services will continue to invest in technology to support district operations as well as our District community (through mobile app support and the Open Data platform) in order to ensure the security of student data and ongoing provision of basic services for all Los Angeles Unified students. The District will monitor the effectiveness of Information Technology Services supports using the following progress monitoring measure: ● Decrease Information Technology Services mean time to resolution for incidents 5% each year over a span of five years. As new data becomes available moving forward, this progress monitoring measure is subject to change.	$82,430,154	N
4.04	Budgeting and Operations	*(Aligned to Strategic Plan Priority 4C: Sustainable Budgeting)* Los Angeles Unified Central Office staff will continue to manage and oversee the basic operations of the District (beyond instructional services), such as cafeteria operations, transportation (not including Special Education transportation), human resources, payroll, and accounting in order to ensure ongoing provision of basic services to all Los Angeles Unified students. The District will monitor the effectiveness of operations using the following progress monitoring measure: ● Maintain positive certification of the District's multi-year budget As new data becomes available moving forward, this progress monitoring measure is subject to change.	$77,978,029	N

Action #	Title	Description	Total Funds	Contributing
4.05	Magnet Schools	*(Aligned to Strategic Plan Priority 4D: District of Choice)* In order to establish increased opportunities for students, the Los Angeles Unified School District's Magnet School Program (as overseen and supported by the Student Integration Services team) will continue to provide high-quality magnet school programs with the goals of ensuring racial/ethnic integration across the District, as well as ensuring access to high quality thematic programs beyond the boundaries of students' immediate neighborhoods. Funding is largely used for programmatic supports at school sites to develop and expand magnet program offerings as well as provide support and guidance to enrolled students, which involves academic counseling and connecting students with resources. Magnet programs were created in 1970 to satisfy a court order to integrate Los Angeles Unified Schools after the courts found that forcing students into racially isolated schools was inequitable. As a result, students now have the opportunity to either: 1. Attend an ethnically integrated program, or 2. Attend a high quality, thematic instructional program outside their neighborhood. For more information on the history of magnet programs and relevant documents visit https://achieve.lausd.net/Page/6351. Magnet programs have a long history of academic success. Per US News and World Report 2023-24 High School Rankings, six of the top seven Los Angeles Unified high schools are Magnet schools. As such, Magnet programs are expected to display higher achievement rates than comparable schools. The District will monitor the effectiveness of these Magnet programs using the following progress monitoring measures: ● Improved magnet schools attendance rates ● Increased percent of students in one honors course or percent of students in one Advanced Placement (AP) course (Secondary) ● Increased percent of students that met or exceeded ELA standards (Smarter Balanced Assessment (SBA))	$45,246,078	N

Action #	Title	Description	Total Funds	Contributing
		• Increased percent of students that met or exceeded Math standards (Smarter Balanced Assessment (SBA)) • Increased percent of Magnet students in 50% or more magnet classes (Secondary only) • Increased percent of Magnet teachers teaching in 50% or more Magnet tagged classes (Secondary only) • Magnet program's magnet theme is integrated into all subjects (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.) As new data becomes available moving forward, these progress monitoring measures are subject to change. For information about magnet programs and a list of programs visit: https://echoices.lausd.net/magnet.		
4.06	Transportation	*(Aligned to Strategic Plan Priority 4D: District of Choice)* The Los Angeles Unified Transportation Services Division (TSD) will continue to provide safe, clean, and efficient transportation services for student access to schools, resources, and programs across the District, as well as continue to ensure Los Angeles Unified is a district of choice for families. Funding is allocated to facilitate student transportation and cover expenses related to the upkeep of District buses and vehicles including labor, fuel, and maintenance. In addition, funding is utilized to pay the expenses associated with transportation services provided by school bus service contractors. The District will monitor the effectiveness of the Transportation Services Division's services using the following progress monitoring measure: • Increase student ridership access for transportation services TSD will continue to work with program offices/schools, and communicate directly with parents to sign-up for transportation and increase ridership.	$211,619,806	N

Goal

Goal #	Description	Type of Goal
5	Investing in Staff	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)

State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe in the boundless potential of each of our students and realize that potential is only possible when we recognize, empower, and support our staff. The most important factor in ensuring our students thrive and are Ready for the World is having knowledgeable, caring, and courageous educators, school leaders, and support staff to guide them on their journey through Los Angeles Unified.

The ambitious goals we have set for ourselves and for our students require a clear focus on the recruitment, development, and retention of talented and dedicated staff. Our commitment to upholding students' joy and wellness, as well as their academic success, must be mirrored in our investments to sustain staff wellness and to build pathways for ongoing professional development, growth, and opportunities to excel.

In listening to our educational partners, investing in the selection and professional growth of our District staff and educators directly supports the Academic Excellence (Goal 1) and Joy and Wellness (Goal 2) goals for our students. Wellness for staff, just as it is for students, is important to maintaining a strong and healthy school and District climate and improves attendance. The goal's metrics and progress monitoring measures allow the District to track and evaluate the success of the goal as well as the ability to update actions when necessary to meet the continued needs of staff and students.

As stated in the 2023 LCAP, the District has aligned LCAP goals 1-5 with the District's Board adopted 2022-26 Strategic Plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.01	Percent of Teachers Are Appropriately Credentialed for the Students They Are	All Teachers: 90% (Year: 2022-23)	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Teachers: 94%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assigned to Teach	*Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*		*for 2025-26, per the LCAP template.*
5.02	Percent of Staff with Excellent Attendance (96% or Higher)	All Staff: 55.0% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Staff: 86%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
5.03	Percent of Classroom Teachers (Early Education through Grade 12) Who Have Final Educator Development and Support: Teacher (EDST) Performance Evaluation by the End of the School Year	All Teachers: 36.0% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Teachers: 37.5%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
5.04	Percent of Staff Reporting on the School Experience Survey: *"This school is a supportive and inviting place for staff to work."*	All Staff: 78.2% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Staff: 94.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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%. ● Increase retention rates of staff hired in 2021-2022 and 2022-2023 placed at SENI high/highest-needs schools. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$187,725,274	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	$7,158,161	N

Action #	Title	Description	Total Funds	Contributing
		internships, residency programs, and paraprofessional career ladder programs. The District will monitor the effectiveness of teacher pipeline support programs using the following progress monitoring measures: ● Increased number of students in an Education career pathway who become teaching assistants after graduation. ● Increased enrollment numbers for all teacher pipeline programs. ● Completion progress for Career Ladder and District Intern program participants ● Increased number of Career Ladder graduates. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
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 Increased	$10,455,392	N

Action #	Title	Description	Total Funds	Contributing
		percentages of candidate teachers who complete the full two-year program (95% or above for enrolled Candidates). ● Using program quality survey data, the TGI Program will show Improved results from surveys of candidate teachers, mentors, and school administrators ● Using program quality survey data, the TGI Program will continue to assess and monitor the effectiveness of program systems and training of the induction candidate, mentor, and school leader educational partner groups ● Using Individual Learning Program assessment and goal progress data, the TGI Program will monitor improved professional practice results from Individual Learning Plan reviews throughout the two (2) year period. ● Using induction/mentoring interaction data, the TGI Program will monitor the alignment of induction interaction data with broader District goals and priorities as identified in the District's Strategic Plan ● Using certificated assignment data and program quality survey data, the TGI Program will monitor maintained and Increased educator retention rates of candidate teachers employed at non-Priority Schools ● Using certificated assignment data and program quality survey data increased educator retention rates of candidate teachers employed at Priority Schools As new data becomes available moving forward, these progress monitoring measures are subject to change.		
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	$22,121,732	N

Action #	Title	Description	Total Funds	Contributing
		social-emotional development The District will monitor the effectiveness of the Human Resources Division's professional learning opportunities using the following progress monitoring measures: ● Increase the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-2022) ● Offer staff at least 12 micro-credential programs (from four offered in 2021-2022) As new data becomes available moving forward, these progress monitoring measures are subject to change.		
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. ● Build capacity of employees to promote wellness strategies for their schools and teams. The District will monitor the effectiveness of the Human Resources Division's efforts to increase staff wellness and employee capacity using the following progress monitoring measures: ● Increase participation rates in professional development focused on wellness by 100% As new data becomes available moving forward, these progress monitoring measures are	$66,793,449	N

Action #	Title	Description	Total Funds	Contributing
		subject to change.		
5.06	High Performance Standards	*(Aligned to Strategic Plan Priority 5D: High Performance Standards)* The Los Angeles Unified Human Resources Division will continue to develop and implement formal and informal performance evaluation systems as well as provide comprehensive professional learning opportunities to advance accountability and promote exceptional opportunities for employee growth and development. The Human Resources Division will employ the following strategies to maintain consistent high quality workplace performance standards: ● Strengthen the implementation of formal and informal performance evaluation systems for teachers and administrators, grounded in District-developed frameworks, that describe exemplary practices for effective teaching and supervision of instruction. ● Facilitate comprehensive training for supervisors and managers to ensure successful implementation of effective performance management strategies. ● Widely promote career growth and development tools to assist employees in planning and achieving their goals. The District will monitor the effectiveness of the Human Resources Division's professional learning services using the following progress monitoring measures: ● Ensure 100% of employees receive performance management training as they are hired into supervisory or management positions ● Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups As new data becomes available moving forward, these progress monitoring measures are subject to change.	$1,934,654	N

Goal

Goal #	Description	Type of Goal
6	English Learner Supports	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 Title III funding, please visit the following link to view the District's LCAP Federal Addendum: https://www.lausd.org/page/8789.

Additional feedback from our educational partners is the continued desire to focus on ensuring English Learners become Fluent English Proficient. A focus on English Learner Supports promotes a community goal of educational equity and graduating high school both college and career reading. 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	All English Learners: 21.8% Grades UTK-5: 18.7% Grades 6-8: 37.0% Grades 9-12: 19.5% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All English Learners: 25.0% Grades UTK-5: 25.0% Grades 6-8: 45.0% Grades 9-12: 40.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.02	English Learners Who Reclassify by Grade 5	All English Learners: 70.0% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All English Learners: 80.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.03	English Learners Who Progress in English Proficiency (as measured by ELPI Levels)	All English Learners: 48.4% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All English Learners: 75.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.04	English Learners Meeting Level 4 on the Summative ELPAC	All English Learners: 16.3% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All English Learners: 25.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.05	Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	English Learner: 53.8% RFEP: 63.1% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 80% RFEP: 80%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.06	Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines	English Learner: 64.5% RFEP: 54.1% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 100% RFEP: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.07	Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	English Learner: 71.0% RFEP: 77.5% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 100% RFEP: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.08	Kindergarten - Students Meeting Early Literacy Benchmarks (DIBELS)	English Learner: 56.3% RFEP: 99.9% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 83.0% RFEP: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.09	Grade 1 - Students Meeting Early Literacy Benchmarks (DIBELS)	English Learner: 50.3% RFEP: 97.6% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 80% RFEP: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.10	Grade 2 - Students Meeting Early Literacy Benchmarks (DIBELS)	English Learner: 42.9% RFEP: 96.5% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 84% RFEP: 100%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.11	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3 *Note: Aligned to Board Goal for Literacy*	English Learner: -101.3 RFEP: 25.2 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -66.2 RFEP: 32.7	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.12	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	English Learner: -114.4 RFEP: 8.3 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -91.4 RFEP: 7.8	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.13	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 6-8	English Learner: -159.3 RFEP: -30.7 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -120 RFEP: -0.9	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.14	Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 11	English Learner: -162.8 RFEP: -12.6 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -121 RFEP: 10.5	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.15	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 *Note: Aligned to Board Goal for Numeracy*	English Learner: -103.7 RFEP: -10.5 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -60.9 RFEP: 10.5	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.16	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8	English Learner: -188.0 RFEP: -77.9 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -137.6 RFEP: -26.0	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Note: Aligned to Board Goal for Numeracy					
6.17	Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11	English Learner: -224.4 RFEP: -114.6 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: -140 RFEP: -70	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.18	Percent Met/Exceed Standard on California Science Test - Grade 5	English Learner: 0.8% RFEP: 25.8% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 13.76% RFEP: 36.39%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.19	Percent Met/Exceed Standard on California Science Test - Grade 8	English Learner: 0.3% RFEP: 16.1% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 6.33% RFEP: 25.70%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.20	Percent Met/Exceed Standard on California Science Test - Grade 11	English Learner: 0.2% RFEP: 18.3% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 7.45% RFEP: 26.68%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.21	11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts	English Learner: 0.0% RFEP: 17.9% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 8% RFEP: 28%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.22	11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics	English Learner: 0.1% RFEP: 5.4% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 8% RFEP: 14%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.23	AP Pass Rate (Percent of Advanced Placement Exams with a 3 or Higher)	English Learner: 47.2% RFEP: 33.9% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 71.74% RFEP: 84.03%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.24	A-G Completion Rate *Note: Aligned to Board Goal for Postsecondary*	English Learner: 31.3% RFEP: 58.4% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 55.0% RFEP: 80.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.25	CTE Completion Rate	English Learner: 10.3% RFEP: 24.5%	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	English Learner: 21.0% RFEP: 30.0%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*		*for 2025-26, per the LCAP template.*
6.26	A-G and CTE Completion Rate	English Learner: 6.2% RFEP: 17.5% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 55.7% RFEP: 73.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.27	Four-Year Cohort Graduation Rate	English Learner: 62.4% RFEP: 90.2% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 75.0% RFEP: 95.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.28	Five-Year Cohort Graduation Rate	English Learner: 65.7% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 80.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.29	High School Dropout Rate	English Learner: 27% RFEP: 4.7% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 12.0% RFEP: 3.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.30	Student Attendance: Students with Excellent Attendance (96% or Higher)	English Learner: 32.7% RFEP: 43.7% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 35.9% RFEP: 46.9%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.31	Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8	English Learner: 43.2% RFEP: 27.2% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 30.1% RFEP: 14.1%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.32	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	English Learner: 37.4% RFEP: 20.9% (Year 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 24.3% RFEP: 7.8%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.33	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	English Learner 39.4% RFEP: 26.4% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 26.3% RFEP: 13.3%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.34	Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	English Learner: 51% RFEP: 36.3% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 37.9% RFEP: 23.2%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.35	Single Student Suspension Rate	English Learner: 0.3% RFEP: 0.41% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 0.25% RFEP: 0.36%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.36	Instructional Days Lost to Suspension	English Learner: 592 RFEP: 1,050 (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 524 RFEP: 929	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
6.37	Students Reporting on the School Experience Survey: *"I feel safe in this school."*	English Learner: 66.7% RFEP: 60.6% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 75.3% RFEP: 69.9%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.38	Students Reporting on the School Experience Survey: *"I feel like I am part of this school."*	English Learner: 63.4% RFEP: 54.6% (Year: 2023-24) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	English Learner: 71.4% RFEP: 63.1%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.01	UTK-12 English Learner Services	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to increase the rate of English Learners (ELs) making progress in learning English, reaching English language proficiency, meeting or exceeding standards, and graduating college and career ready and earning the State Seal of Biliteracy, the Multilingual Multicultural Education department will implement the following action steps/strategies, aligned to the District's 2022-26 Strategic Plan, 2018 Master Plan, and the EL Roadmap: 4. 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. 5. Provide ongoing professional development to improve Designated and Integrated English Language Development (ELD) instruction, guided by the ELD standards, California ELD/ELA Framework. 6. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of 12 Suite of Strategies (3 listens, 3 conversations, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to support/enhance English Learners' mastery of academic content. 7. 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. 8. 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. 9. Provide a yearly, mandatory summer and mid-year Master Plan Instructional Institute (MPII) to EL Designees, Multilingual Multicultural Academic Language Instructional Coaches, International Newcomer Coaches, Parent Educator Coaches, and administrators to enhance EL support staff capacity to address the	$9,156,807	Y

Action #	Title	Description	Total Funds	Contributing
		linguistic and academic needs of English Learners. The five-day MPI training will include the following areas: a. EL Instructional Approaches and Elegance of 12 Suite of Strategies b. Concepts of critical wellness to support diverse language learners and how they can be used to correct school inequities c. Understanding EL Language Performance, the Translanguaging Classroom and the Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing) d. Culturally and Linguistically Responsive Pedagogy (CLRP) e. English Learner Progress Indicator (ELPI) f. Observation Protocol for Teacher of ELs (OPTEL) 10. Central and Regional 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. 11. 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 (EL instructional approaches 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. 12. Establish K-12 cadres of teachers, administrators and/or Multilingual Multicultural Academic Language Coaches to support the development of focused professional development and dELD or iELD lessons/resources for Districtwide use for ELs. 13. Conduct regular classroom walk-throughs to observe professional development transference and/or inform future professional development. 14. 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. 15. 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. 16. Purchase supplemental materials, intervention software licenses or supplies to support access to grade level instruction or remedy any learning needs. 17. 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 SBA ELA. ● Increase the percentage of ELs meeting or exceeding standards on SBA ELA. ● Increased four-year cohort graduation rate of International Newcomers		

Action #	Title	Description	Total Funds	Contributing
		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. *Note that in the District's 2021-2024 LCAP, this action also included supports for international newcomers, potential long-term English Learners, and long-term English Learners. However, in response to community feedback about the need to communicate the differentiated supports more clearly for different typologies of English Learners, that action has been split into multiple separate actions.*		
6.02	International Newcomer Supports	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* To support the accelerated linguistic and academic progress of International Newcomer students, MMED will implement the following action steps/strategies: 1. Provide ongoing professional development to teachers, International Newcomer Coaches/Counselors, and administrators on the linguistic, academic, and social emotional needs of International Newcomers. MMED staff will use the U.S. Department of Education Newcomer Toolkit as the guiding document and professional reading material to understand: a. Who are our International Newcomer students? b. How to support them	$4,578,403	Y

Action #	Title	Description	Total Funds	Contributing
		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 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, 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		

Action #	Title	Description	Total Funds	Contributing
		support the linguistic and academic progress of International Newcomers. 11. Promote the linguistic and academic success of International Newcomer students at key parent meetings, events, conferences, and institutes. The District will monitor the effectiveness of English Learner supports using the following progress monitoring measures: ● Increase the percentage of International Newcomers who complete A-G courses with a grade of C or better. ● Increased four-year cohort graduation rate of International Newcomers As new data becomes available moving forward, these progress-monitoring measures are subject to change.		
6.03	Potential Long-Term English Learner (PLTEL) Interventions	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* To support Potential Long-Term ELs (PLTELs) progress towards reclassification and academic success, the following action steps will be implemented: 1. Develop focused, targeted supports for Potential Long-Term ELs (PLTELs) to reduce the number and percentage of Long-Term ELs (LTELs) in secondary schools. Because PLTELs struggle in reading, writing, academic vocabulary and are at-risk of not meeting the reclassification criteria within five years of formal English instruction, their supports will consist of the following: a. Provide targeted language development, literacy development, and instructional programs and services that address their specific academic linguistic and academic needs. b. Targeted literacy acceleration/enrichment. c. Develop and strengthen PLTELs' study skills and knowledge of learning and organizational strategies. 2. Provide ongoing, targeted professional development on Designated and Integrated ELD to enhance teacher capacity to address the instructional needs of PLTELs. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), 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	$4,578,403	Y

Action #	Title	Description	Total Funds	Contributing
		academic content. 4. Form a Language and Literacy PLTEL Cadre whereby English Learner teachers and coaches will review, update, and use instructional resources/lessons created for PLTELs in grades 3-5 to be used during Tier 1 instruction. The focus of these resources will be foundational skills and comprehension. 5. We will also review data to identify strengths, assets, and areas of growth of our English Learners. 6. Promote the use of the Student Support and Progress Team (SSPT) to: a. Design and implement effective instructional programs and placement for PLTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of PLTELs. c. Recommend appropriate acceleration/enrichment for PLTELs at risk of becoming LTELs. d. Assess the effectiveness of recommended acceleration/enrichment supports in meeting the needs of PLTELs. 7. Establish an Individual Reclassification Plan (IRP) for every PLTEL. The IRP will serve as a school tool for parents, students, and teachers to know the progress toward reclassification and establish goals and acceleration/enrichment supports to meet the reclassification criteria. The District will monitor the effectiveness of English Learner supports using the following progress monitoring measures: ● Increase the percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status. ● Increased percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 5 ● Increased percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 8 ● Increased percentage of Potential Long-Term English Learners (PLTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 10 As new data becomes available moving forward, the progress-monitoring measure is subject to change.		

Action #	Title	Description	Total Funds	Contributing
6.04	Long-Term English Learner (LTEL) Interventions	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* To support Long-Term ELs (LTELs) in meeting the criteria for reclassification and achieve academic success, MMED will implement the following action steps/strategies: 1. Continue to offer the Accelerated program for Long-Term English Learners and related Designated ELD courses (Literacy and Language for ELs and Advanced ELD) to specifically address and meet their English Language Development needs. 2. Provide ongoing, targeted professional development on Designated and Integrated ELD to enhance teacher capacity to address the instructional needs of LTELs. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of Suite of 12 Strategies (3 listens, 3 talks, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to support/enhance English Learners' mastery of academic content. 4. Promote the use of the Student Support and Progress Team (SSPT) process to: a. Design and implement effective instructional programs and placement for LTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of LTELs. c. Recommend appropriate acceleration/enrichment for LTELs. 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. 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	$4,578,403	Y

Action #	Title	Description	Total Funds	Contributing
		EL status to Fluent English Proficient (FEP) status by grade 10 As new data becomes available moving forward, the progress-monitoring measure is subject to change.		
6.05	Multilingual Programs and Pathways and Dual Language Education	*(Aligned to Strategic Plan Priority 1B: Enriching Experiences)* Los Angeles Unified students bring a wealth of both cultural and linguistic diversity to our District, with over 90 languages other than English spoken as the primary language at home. The most spoken languages in our District include: ● Spanish (over 218,000 students) ● Armenian (over 4,600 students) ● Korean (over 2,900 students) ● Filipino (over 3,300 students) ● Russian (over 2,000 students) Access to grade level instruction and academic achievement in English Language Arts and Math is a continuous effort that brings together many educational partners around a common vision. The availability of responsive curricular and digital resources (in English and the target languages) for language arts and math instruction is a growing need for both small group, and whole group instruction. In 2022-2023, Smarter Balanced Assessment results show that as a numerically significant group, 4% of ELs meet or exceed standards in ELA and 7% 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	$1,486,847	N

Action #	Title	Description	Total Funds	Contributing
		heritage connections and experience improved cognitive flexibility in decision-making and problem-solving skills. It is the overall goal to honor, maintain, and expand upon the linguistic and cultural assets of students throughout their educational experience in Los Angeles Unified. We expect that English Learners will experience the greatest benefit to their academic progress and a greater number of EL students will meet or exceed standards in ELA and Math and graduate college and career ready with the State Seal of Biliteracy. In addition, we recognize that all students will benefit from this program and therefore these supports are provided schoolwide in participating schools. **Dual Language Education (DLE)** The Multilingual and Multicultural Education Department will support the improvement, strengthening and strategic expansion of Dual Language Education (DLE) programs and World Languages and Cultures course pathways as envisioned and delineated within the 2018 Master Plan for English Learners and Standard English Learners, the CA Education for a Global Economy Initiative (Proposition 58) and the Global CA 2030 Initiative. Currently, the District offers 230 (SY 2023-24) 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		

Action #	Title	Description	Total Funds	Contributing
		language instruction and development in language arts, math, science and social studies/history; target language standards; target language proficiency; teaching for biliteracy; project-based learning, and target language assessments. 5. Establish a DLE Micro-Credentialing Program to cultivate a community of educational leaders with a solid understanding of Dual Language Education Guiding Principles, California Content Standards, Translanguaging, and the pedagogy for teaching target language development or content in the target language. This yearlong DLE Micro-Credentialing Program builds teacher expertise across all aspects of DLE implementation, and nurtures informed and robust leadership at school sites. 6. Work in collaboration with Los Angeles Unified's Human Resources department to monitor and support systems to help schools identify authorized teachers to teach in DLE programs. 7. Pathways to Biliteracy information and recognition awards. 8. Training Universal Transitional Kindergarten teachers on DLE programs, instructional models, goals, and benefits of DLE in collaboration with the Early Education Department and SEAL. 9. Strengthen the pillars of DLE by offering various structures of implementation support for both new and existing DLE teachers. a. DLE teacher office hours to support language and grade-level -specific instruction. b. Continuous curation of DLE instructional resources in Schoology DLE groups. c. Collaborate with curricular partners (i.e., District's Access, Equity and Acceleration (AEA) Unit, to offer various trainings specific to strengthening the pillars of DLE by offering various structures of implementation support for both new and existing DLE teachers). d. Collaborate with curricular partners (i.e., AEA, to offer various training specific to the needs of our student populations, including SELs). e. Conduct classroom observations and provide feedback/recommendations to strengthen target language instruction. f. Design lessons that teach for transfer and leverage students' linguistic toolkit. g. Implement multimodal activities such as lectures, multimedia activities, small group work, short answer questions, discussions,		

Action #	Title	Description	Total Funds	Contributing
		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. 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 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. ● Analysis of growth for mCLASS Lectura data in grades K-2. ● Analysis of growth for iReady ASR data in grades 3-5/6. ● Increased number of 5th, 6th, and 8th grade students who receive the Los Angeles Unified Pathway to Biliteracy Award. In the 2023 school year, 19,738 UTK-8th grade students earned the awards. ● Increased number of 12th grade students who graduate receiving the State Seal of Biliteracy. In the 2023 school year, 6,594 or 24% of the graduating class earned the award. 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	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. BSAP addresses the longstanding disparities in educational outcomes between Black students and their non-Black peers. Dating back to the landmark case Brown v. Board of Education of Topeka, in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for Black students and their communities continue to fall below District and national averages of their non-Black counterparts. The perennial trend of Black student underperformance and the implications for full societal participation paired with the current landscape of local and national advocacy for racial equity have served as the inspiration to implement and monitor the Black Student Achievement Plan.

The BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community-based organizations with proven track records of success within the Black community, and provides increased support to address the academic and social-emotional needs of Black students.

The creation and implementation of this plan is a joint effort shared across Los Angeles Unified and our community partners. We will hold each other accountable for the realization of the Black Student Achievement Plan. The plan will serve as a dynamic document with adjustments made based on its responsiveness to Black students, parents and their communities. Adjustments will be made based on formative and summative data. This LCAP goal has been established to increase progress monitoring transparency of the BSAP through the use of metrics and action progress monitoring measures and represents the desire of educational partners to further differentiate and highlight the supports and actions of the District to achieve this goal.

Note that the Measuring and Reporting Results section below reports data and targets for all Black students in Los Angeles Unified as determined by the relevant District teams (for example: the District's Student Health and Human Services department determines the overall target for Black student attendance in Los Angeles Unified). In addition, this section also reports data and targets set by the Black Student Achievement Plan team for BSAP Cohort 1 and Cohort 2 schools.

- Cohort 1 schools account for 32% of the total District Black student population and were designated for the highest level of BSAP program support based on the following criteria:
  - 200 or more total Black student enrollment with 1 or more high need flags and English/Math proficiency below District average; or
  - 100 – 199 total black students with 2 or more high need flags and English/Math proficiency below District average; or
  - Humanizing Education for Equitable Transformation (HEET) schools and the City of Angels K-12 independent study school
- Cohort 2 schools account for 28% of the total District Black student population and were designated for a secondary level of BSAP program support based on the following criteria:
  - 100 or more total black student enrollment with 0 or 1 high need flags

- *Note: High needs flags include referral/suspension rate greater than percent of enrollment, greater than 10 percentage points more Black students disagreed with school experience survey than District average, higher chronic absenteeism than District average.*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.01	Attendance Rate: Percent of Students with Excellent Attendance (96% or Higher)	All Black Students in LAUSD: 28.6% Students in BSAP Cohort 1 Schools: 25.4% Students in BSAP Cohort 2 Schools: 30.2% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 60.6% Students in BSAP Cohort 1 Schools: 60.6% Students in BSAP Cohort 2 Schools: 60.6%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.02	Black Student Chronic Absenteeism Rate (District Calculation:	All Black Students in LAUSD: 48.4%	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Black Students in LAUSD: 6.5%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	91% or Lower) - Grades K-5	Students in BSAP Cohort 1 Schools: 53.3% Students in BSAP Cohort 2 Schools: 46.7% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*	Students in BSAP Cohort 1 Schools: 11.7% Students in BSAP Cohort 2 Schools: 11.7%	*for 2025-26, per the LCAP template.*
7.03	Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	All Black Students in LAUSD: 44.0% Students in BSAP Cohort 1 Schools: 51.7% Students in BSAP Cohort 2 Schools: 41.6% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 13.8% Students in BSAP Cohort 1 Schools: 13.8% Students in BSAP Cohort 2 Schools: 13.8%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.04	Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	All Black Students in LAUSD: 47.3% Students in BSAP Cohort 1 Schools: 46.6%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 19.5% Students in BSAP Cohort 1 Schools: 23.8%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in BSAP Cohort 2 Schools: 46.8% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students in BSAP Cohort 2 Schools: 23.8%	
7.05	Single Student Suspension Rate	All Black Students in LAUSD: 1.0% Students in BSAP Cohort 1 Schools: 1.36% Students in BSAP Cohort 2 Schools: 0.68% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 0.95% Students in BSAP Cohort 1 Schools: 0.95% Students in BSAP Cohort 2 Schools: 0.95%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.06	Instructional Days Lost to Suspension	All Black Students in LAUSD: 745 Students in BSAP Cohort 1 Schools: 331 Students in BSAP Cohort 2 Schools: 168 (Year: 2022-23)	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 659 Students in BSAP Cohort 1 Schools: 300 Students in BSAP Cohort 2 Schools: 130	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard				
7.07	Early Literacy Proficiency - DIBELS (Kindergarten)	All Black Students in LAUSD: 60.7% Students in BSAP Cohort 1 Schools: 53.9% Students in BSAP Cohort 2 Schools: 62.3% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 83.0% Students in BSAP Cohort 1 Schools: 83.0% Students in BSAP Cohort 2 Schools: 83.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.08	Early Literacy Proficiency - DIBELS (Grade 1)	All Black Students in LAUSD: 61.5% Students in BSAP Cohort 1 Schools: 55.5% Students in BSAP Cohort 2 Schools: 63.3% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 80% Students in BSAP Cohort 1 Schools: 80% Students in BSAP Cohort 2 Schools: 80%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.09	Early Literacy Proficiency - DIBELS (Grade 2)	All Black Students in LAUSD: 57.4% Students in BSAP Cohort 1 Schools: 47.8% Students in BSAP Cohort 2 Schools: 59.6% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 84% Students in BSAP Cohort 1 Schools: 84% Students in BSAP Cohort 2 Schools: 84%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.10	Smarter Balanced Results: Proficiency Rate (ELA) - Grades 3-5 % Met or Exceeded Standard *For reference:* *Distance from Standard Met (ELA)*	All Black Students in LAUSD: 29.2% Students in BSAP Cohort 1 Schools: 20.8% Students in BSAP Cohort 2 Schools: 29.7% (Year: 2022-23) *Source: LAUSD SBA Data* *All Black Students in LAUSD: -59.0* (Year: 2022-23)	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 25% Students in BSAP Cohort 2 Schools: 36% *All Black Students in LAUSD: -43.0*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard				
7.11	Smarter Balanced Results: Proficiency Rate (ELA) - Grades 6-8 % Met or Exceeded Standard *For reference:* *Distance from Standard Met (ELA)*	All Black Students in LAUSD: 28.2% Students in BSAP Cohort 1 Schools: 13.7% Students in BSAP Cohort 2 Schools: 35.2% (Year: 2022-23) *Source: LAUSD SBA Data* *All Black Students in LAUSD: -67.3* *(Year: 2022-23)* *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 16% Students in BSAP Cohort 2 Schools: 42.2% *All Black Students in LAUSD: -33.0*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.12	Smarter Balanced Results: Proficiency Rate (ELA) - Grade 11 % Met or Exceeded Standard *For reference:*	All Black Students in LAUSD: 38.2% Students in BSAP Cohort 1 Schools: 29.7%	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 60.0% Students in BSAP Cohort 1 Schools: 36%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard Met (ELA)	Students in BSAP Cohort 2 Schools: 49.9% (Year: 2022-23) *Source: LAUSD SBA Data* *All Black Students in LAUSD: -46.5* *(Year: 2022-23)* *Source: LAUSD Open Data Dashboard*			Students in BSAP Cohort 2 Schools: 60% *All Black Students in LAUSD: -25.0*	
7.13	Smarter Balanced Results: Proficiency Rate (Math) - Grades 6-8 % Met or Exceeded Standard *For reference:* *Distance from Standard Met (Math)*	All Black Students in LAUSD: 14.9% Students in BSAP Cohort 1 Schools: 5.6% Students in BSAP Cohort 2 Schools: 18.8% (Year: 2022-23) *Source: LAUSD SBA Data* *All Black Students in LAUSD: -121.5* *(Year: 2022-23)*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 45.0% Students in BSAP Cohort 1 Schools: 6.7% Students in BSAP Cohort 2 Schools: 22.6% *All Black Students in LAUSD: -70.3*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LAUSD Open Data Dashboard				
7.14	Smarter Balanced Results: Proficiency Rate (Math) - Grade 11 % Met or Exceeded Standard *For reference:* *Distance from Standard Met (Math)*	All Black Students in LAUSD: 11.8% Students in BSAP Cohort 1 Schools: 7.3% Students in BSAP Cohort 2 Schools: 18.0% (Year: 2022-23) *Source: LAUSD SBA Data* *All Black Students in LAUSD: -146.0* *(Year: 2022-23)* *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.15	Percent of Advanced Placement Exams with a Score of 3 or higher	All Black Students in LAUSD: 28.0% Students in BSAP Cohort 1 Schools: 18.5% Students in BSAP Cohort 2 Schools: 33.2%	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 73.0% Students in BSAP Cohort 1 Schools: 73.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-23) *Source: LAUSD Open Data Dashboard*			Students in BSAP Cohort 2 Schools: 73.0%	
7.16	A-G Completion Rate	All Black Students in LAUSD: 45.5% Students in BSAP Cohort 1 Schools: 47.1% Students in BSAP Cohort 2 Schools: 51.8% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 73.2% Students in BSAP Cohort 1 Schools: 73.2% Students in BSAP Cohort 2 Schools: 73.2%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.17	Four-Year Cohort Graduation Rate	All Black Students in LAUSD: 82.4% Students in BSAP Cohort 1 Schools: 90.8% Students in BSAP Cohort 2 Schools: 80.7% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	All Black Students in LAUSD: 95.0% Students in BSAP Cohort 1 Schools: 95.0% Students in BSAP Cohort 2 Schools: 95.0%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*
7.18	Five-Year Cohort Graduation Rate	All Black Students in LAUSD: 88.0%	*This information will be provided when completing the LCAP*	*This information will be provided when completing the LCAP*	All Black Students in LAUSD: 96%	*This information will be provided when completing the LCAP*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in BSAP Cohort 1 Schools: 91.4% Students in BSAP Cohort 2 Schools: 90.6% (Year: 2022-23) *Source: LAUSD Open Data Dashboard*	*for 2025-26, per the LCAP template.*	*for 2026-27, per the LCAP template.*	Students in BSAP Cohort 1 Schools: 96% Students in BSAP Cohort 2 Schools: 96%	*for 2025-26, per the LCAP template.*

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.01	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve student achievement in the California content standards, BSAP school principals will leverage teacher professional development and planning time for culturally responsive unit development and individual student needs assessment. BSAP school principals will analyze their curriculum to determine the extent to which the curriculum is responsive to all students. They will monitor instruction each semester aligned with culturally responsive tenets. Administration and school teams will observe implementation and continue to refine based on student performance. Second, for individual student needs assessment, recognizing that every student has unique areas of strength and challenge, in order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool. In addition, this action also reflects administrative support for BSAP school principals. The District will monitor the effectiveness of the culturally responsive instruction and student needs assessments using the following progress monitoring measures: ● Percent of teachers at each site that have completed culturally responsive instruction professional development. ● Percent of teachers that are incorporating culturally responsive lessons and activities in their classrooms for both semesters. ● Percent of schools that participated in the individual student support structure professional development. ● Percent of schools that are implementing individual student support structures within the school day.	$20,114,990	N

Action #	Title	Description	Total Funds	Contributing
		• Percent of schools that will complete the culturally responsive PD series. • Percent of BSAP Survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
7.02	BSAP Community Partnerships	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve the student success metrics, each Community of Schools for BSAP Group 1, 2 and Group 3 schools focused on developing community partnerships to better support student performance. In addition, this action also reflects the BSAP Teacher University Residency Development Pipeline effort. The District will monitor the effectiveness of these Community Partnerships using the following progress monitoring measures: • Percent of schools with new community partnerships. • Collect student outcome data aligned to the BSAP success metrics that each community partnership targets. • Mid-year evaluation reports collected for community partnerships • Percent of BSAP Survey respondents agreeing that community organization presence has increased. As new data becomes available moving forward, these progress monitoring measures are subject to change.	$8,061,603	N
7.03	Development of an African American Studies Course	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve access to culturally responsive curriculum and	$717,639	N

Action #	Title	Description	Total Funds	Contributing
		increase the number of students taking African American Studies, AP African American Studies, and Ethnic Studies funding and instructional support is provided (e.g., Group 1 & 2 middle and SPAN schools serving grades 6-8 are provided funds for an auxiliary period). Selected teachers for the African American & Ethnic Studies courses will receive planning time and support to increase their understanding of the content and continue to develop their implementation of culturally responsive instructional practices. The District will monitor the effectiveness of these auxiliary periods towards the development of an African American Studies course using the following progress monitoring measures: ● Percent of schools that included African American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings. ● Numbers of students enrolled in African American Studies (high school) and Ethnic studies (middle school) ● Observational feedback to ensure alignment with the intended scope and sequence of the courses. As new data becomes available moving forward, these progress monitoring measures are subject to change.		
7.04	BSAP School Climate & Wellness Personnel Support	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)* In order to improve 18 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites. Secondary Counselors ● Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents; ● Participate in data reviews with the BSAP site team every grade period; ● Participate in multidisciplinary teams, such as Student Success	$68,859,530	N

Action #	Title	Description	Total Funds	Contributing
		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 determine Black Student Success Plan (BSSP) caseload; and ● Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents. Restorative Justice Teachers ● Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/-Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations; and ● Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice. Psychiatric Social Workers (PSWs) ● Promote student achievement and well-being by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being. School Climate Advocates ● Collaborate with school site personnel in implementing multi-tiered systems of support and the District's school-site safety policies to build positive school climates;		

Action #	Title	Description	Total Funds	Contributing
		• Support school personnel with student mediation and conflict resolution; and • Provide direct supports to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction. • *Note that this reflects School Climate Advocates overseen by the BSAP team.* The BSAP Teacher University Residency Development Pipeline work to build a diverse workforce so students see themselves in their teachers is also included in this action. The District will monitor the effectiveness of the School Climate & Wellness personnel support using the following progress monitoring measures: • Percent of schools with full School Climate & Wellness teams • Participation of teams in BSAP professional development • Percent of BSAP Survey respondents agreeing that every student has an advocate. • Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources. • Percent of BSAP Survey respondents agreeing that levels of parent and family engagement have increased. • Percent of BSAP Survey respondents agreeing that students have increased participation in extracurricular activities at school. • Completion data for the individual Black Student Success Plans (BSSPs) As new data becomes available moving forward, these progress monitoring measures are subject to change.		
7.05	BSAP Community-Based Safety Pilots	*(Aligned to Strategic Plan Priority 1C: Eliminating Opportunity Gaps)*	$27,246,239	N

Action #	Title	Description	Total Funds	Contributing
		In order to improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will: ● Allow schools to receive support from the District's established city partnership and increase community-based organizations' partnerships on school campuses. The partnerships will help ensure Safe Passage for students and families to commute to and from school safely. Students will also benefit from community-based partnerships to enhance youth development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement and attendance. ● *Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators.* The District will monitor the effectiveness of the Community-Based Safety Pilots using the following progress monitoring measures: ● School Experience Survey data ● Office discipline referrals and student suspension rates ● Chronic absenteeism data ● Crime statistics 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 2023 California School Dashboard indicators at eligible schools.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

State Priority 4: Pupil Achievement (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In the 2022-23 and 2023-24 Local Control and Accountability Plans (LCAPs), state legislation required Local Education Agencies (LEAs) such as Los Angeles Unified to include a mandated school accountability goal for identified schools based on the following eligibility criteria:

- For two consecutive years, the school received the lowest performance levels on the California School Dashboard ("Dashboard") for all but one of its indicators;
- In both years, the District's performance for all students was at least one performance level higher on all these indicators.

With the 2024-25 LCAP, the mandated school accountability goal is no longer required. Pursuant to new state legislation, LEAs are mandated or required in the same manner as the mentioned mandated school accountability goal to include one or more new goals, referred to as the Equity Multiplier Focus Goal(s), with different criteria for schools eligible for Equity Multiplier funding.

Identification - Eligibility for LCFF Equity Multiplier Funding

The Local Control Funding Formula (LCFF) Equity Multiplier is a new state funding program for eligible schools based on their 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 percentage of socioeconomically disadvantaged students using the following eligibility criteria:

- Prior year, 2022-23, pupil nonstability rates greater than 25%; and
- Prior year, 2022-23, socioeconomically disadvantaged (SED) pupil rates greater than 70%.

Note: As measured by the state, stability rate is the percentage of students enrolled during a school year who completed a full year in one school. If a student started the school year in one school and then moved to another school during the same school year, the student would

calculate into the school's "nonstability rate." For additional information, please visit: https://www.cde.ca.gov/ds/ad/srinfo.asp

Within Los Angeles Unified, the following 71 schools have been identified by the state as Equity Multiplier funding eligible schools to use a total $21,226,936 in allocated state funding in 2024-25 due to having a 25% or greater pupil nonstability rate and a 70% or greater socioeconomically disadvantaged (SED) pupil rate in 2022-23:

SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2022-23)	SED RATE (2022-23)	SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2022-23)	SED RATE (2022-23)
Aggeler Community Day	Community Day School	93.9%	95.7%	John Hope Continuation	Continuation High School	81.8%	100.0%
Albert Einstein Continuation	Continuation High School	78.6%	95.9%	John R. Wooden High	Continuation High School	52.2%	92.1%
Amelia Earhart Continuation	Continuation High School	39.4%	97.3%	La Salle Avenue Elementary	Elementary School	34.5%	98.4%
Angeles Mesa Elementary	Elementary School	25.2%	95.5%	Lankershim Elementary	Elementary School	25.5%	89.9%
Ann Street Elementary	Elementary School	26.1%	98.7%	Virtual Academy Leadership & Public Service	Independent Study	53.0%	79.4%
Audubon Middle	Middle School	33.4%	96.6%	Manhattan Place Elementary	Elementary School	32.9%	96.9%
Avalon Gardens Elementary	Elementary School	27.8%	87.9%	Mariposa-Nabi Primary Center	Primary Center	26.8%	97.2%
Barack Obama Global Preparation Academy	Span School	29.3%	98.7%	Martin Luther King Jr. Elementary	Elementary School	30.1%	97.6%
Belmont Senior High	Senior High School	32.9%	98.0%	Metropolitan Continuation	Continuation High School	75.4%	100.0%
Boyle Heights Continuation	Continuation High School	80.0%	96.8%	Mission Continuation	Continuation High School	83.2%	98.9%
Bret Harte Preparatory Middle	Middle School	30.0%	97.7%	Moneta Continuation	Continuation High School	69.8%	96.7%
Cabrillo Avenue Elementary	Elementary School	27.1%	93.0%	Monterey Continuation	Continuation High School	74.7%	97.6%
Cal Burke High	Continuation High School	72.7%	100.0%	Ninth Street Elementary	Elementary School	45.7%	97.6%
CDS Secondary	Community Day School	96.3%	100.0%	Odyssey Continuation	Continuation High School	68.6%	95.6%
Central High	Continuation High School	75.6%	84.8%	Owensmouth Continuation	Continuation High School	63.8%	97.3%

SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2022-23)	SED RATE (2022-23)	SCHOOL	SCHOOL TYPE	NONSTABILITY RATE (2022-23)	SED RATE (2022-23)
Charles Drew Middle	Middle School	29.0%	99.0%	Phoenix Continuation	Continuation High School	86.7%	89.8%
Coliseum Street Elementary	Elementary School	31.9%	96.8%	Pinewood Avenue Elementary	Elementary School	25.5%	89.7%
Contreras Learning-School of Social Justice	Senior High School	28.8%	99.5%	Pueblo de Los Angeles Continuation	Continuation High School	82.6%	98.2%
Crenshaw Science (STEMM)	Magnet School - SHS	32.8%	96.3%	Ramona Opportunity High	Community Day School	82.6%	94.7%
Dan M. Isaacs Avalon High	Continuation High School	82.5%	92.2%	Samuel Gompers Middle	Middle School	36.2%	100.0%
Danny J. Bakewell, Sr., Primary Center	Primary Center	33.2%	95.1%	San Antonio Continuation	Continuation High School	75.5%	97.7%
Dorothy V. Johnson Community Day	Community Day School	76.5%	100.0%	Simon Rodia Continuation	Continuation High School	74.5%	97.7%
Edwin Markham Middle	Middle School	25.3%	99.5%	Sophia T. Salvin Special Education Center	Special Education School	26.3%	93.2%
Ellington (Duke) High (Continuation)	Continuation High School	81.6%	95.0%	Stoney Point Continuation	Continuation High School	42.3%	92.5%
Evergreen Continuation	Continuation High School	79.0%	96.8%	Thomas Riley High	Opportunity School	87.5%	93.2%
Fifty-Fourth Street Elementary	Elementary School	26.6%	90.2%	Tri-C Community Day	Community Day School	74.3%	97.4%
Forty-Second Street Elementary	Elementary School	30.7%	95.4%	View Park Continuation	Continuation High School	77.1%	89.7%
Frida Kahlo High	Continuation High School	79.6%	100.0%	Virtual Academy- World Languages and Cultures	Independent Study	44.1%	77.6%
George S. Patton Continuation	Continuation High School	61.7%	91.5%	Whitman Continuation	Continuation High School	54.3%	90.3%
George Washington Preparatory High	Senior High School	34.5%	97.6%	Whitney Young Continuation	Continuation High School	76.9%	97.6%
Harold McAlister High (Opportunity)	Opportunity School	65.0%	88.6%	Will Rogers Continuation	Continuation High School	59.0%	99.3%
Harris Newmark Continuation	Continuation High School	69.8%	96.5%	William J. Johnston Community Day	Community Day School	83.9%	91.0%
Highland Park Continuation	Continuation High School	54.7%	96.8%	William Tell Aggeler Opportunity High	Opportunity School	58.0%	98.3%

Hillcrest Drive Elementary	Elementary School	26.5%	97.4%	Youth Opportunities Unlimited	Opportunity School	77.7%	100.0%
Jack London Continuation	Continuation High School	63.6%	97.1%	Zane Grey Continuation	Continuation High School	42.0%	95.9%
James J. McBride Special Education Center	Special Education School	32.0%	75.0%				

Of the 71 Equity Multiplier funding eligible schools, 31 schools are continuation high schools, six schools are community day schools, and four schools are opportunity schools. The high nonstability rate for the identified educational options schools (continuation schools, community day schools, and opportunity schools) is due to a focus of the schools to transfer students back to their traditional high schools when students are no longer credit deficient in order to graduate. Therefore, students may enter and exit an options school in the same school year contributing to a school's high nonstability rate.

Student Group Performance

Considered a separate funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are to be used by the 71 eligible schools to implement evidence-based services and supports for all student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the California School Dashboard in 2022-23 and, if applicable, any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators at Equity Multiplier funding eligible schools.

With the eligible schools receiving Equity Multiplier funding due to each school's pupil nonstability rate and socioeconomically disadvantaged pupil rate, the schools are required to improve performance for student groups receiving the lowest performance level on one or more 2023 Dashboard indicators. A summary of student groups that received the lowest performance level rating on the 2023 Dashboard for one or more indicators within the identified schools:

- African American/Black: English Language Arts (ELA), Mathematics, Chronic Absenteeism, Suspension
- English Learners: English Language Arts (ELA), Mathematics, Chronic Absenteeism, English Language Progress, Graduation Rate, College/Career
- Foster Youth: Suspension
- Hispanic/Latino: English Language Arts (ELA), Mathematics, Chronic Absenteeism, Suspension, Graduation Rate, College/Career
- Homeless: Graduation Rate, College/Career
- Multiple Races: Chronic Absenteeism

- Socioeconomically Disadvantaged: English Language Arts (ELA), Mathematics
- Students with Disabilities: English Language Arts (ELA), Mathematics

The below table indicates the eligible schools with one or more student groups identified in the Red or Very Low rating for any of the following California School Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career.

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	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
Aggeler Community Day					FOS, HI		
Albert Einstein Continuation				ALL, SED			ALL, HI, SED
Amelia Earhart Continuation							ALL, HI, SED
Angeles Mesa Elementary	AA, ALL, EL, SED	AA					
Audubon Middle	AA, ALL, EL, HI, SED, SWD		EL				
Avalon Gardens Elementary			AA, ALL, HI, SED				
Barack Obama Global Preparation Academy	AA, ALL, HI, SED, SWD	AA, ALL, SWD	AA, SWD				
Belmont Senior High	ALL, HI	ALL, HI, SED		ALL, EL, HI, HOM, SED		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
Bret Harte Preparatory Middle	AA, ALL, EL, HI, SED, SWD	EL, SWD					
Cabrillo Avenue Elementary	EL					ALL, EL	
Cal Burke High				ALL, HI, SED		ALL, EL	ALL, HI, SED
Central High				ALL, EL, HI, HOM, SED, SWD			ALL, EL, HI, HOM, SED, SWD
Charles Drew Middle	EL, HI, SED, SWD	EL					
Coliseum Street Elementary	ALL, HI, SED	ALL, HI, SED					
Contreras Learning Center-School of Social Justice				ALL, EL, HI		ALL, EL	
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	AA, ALL	AA, ALL, SED		HI		ALL, EL	HI, SWD
Dan M. Isaacs Avalon High				ALL, HI, SED			ALL, HI, SED
Danny J. Bakewell, Sr., Primary Center			MR				
Edwin Markham Middle	AA, ALL, EL, HI, SED, SWD	AA, ALL, EL, HI, SED, SWD					
Ellington (Duke) High (Continuation)				ALL, SED			ALL, SED
Evergreen Continuation							ALL, HI, SED
Fifty-Fourth Street Elementary			HI				
Fifty-Second Street Elementary		SWD					
Frida Kahlo High				ALL, HI, SED			ALL, HI, SED
George S. Patton Continuation							ALL, HI, SED
George Washington Preparatory High	AA, ALL, HI, SED			EL, SWD	AA, ALL, FOS, SED		EL
Harold McAlister High (Opportunity)						ALL, EL	
Harris Newmark Continuation				ALL, HI, SED			ALL, HI, 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				
Jack London Continuation				ALL, HI, SED			ALL, SED
John Hope Continuation				ALL, HI, SED			ALL, HI, SED
John R. Wooden High				ALL, HI, SED			ALL, HI, SED
La Salle Avenue Elementary	AA						
Lankershim Elementary			EL, HI				
Leadership & Public Service Virtual Academy							ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Manhattan Place Elementary	AA						
Martin Luther King Jr. Elementary	EL		AA				
Metropolitan Continuation				ALL, HI, SED			ALL, HI, SED
Monterey Continuation				ALL, HI, SED			ALL, HI, SED
Ninth Street Elementary	EL						
Odyssey Continuation				ALL, HI, SED			ALL, HI, SED
Owensmouth Continuation				ALL, SED			ALL, HI, SED
Phoenix Continuation							ALL, SED
Pinewood Avenue Elementary			ALL, HI, SED			ALL, EL	
Pueblo de Los Angeles Continuation				ALL, HI, SED			ALL, HI, SED
Samuel Gompers Middle	AA, ALL, EL, HI, SED	AA, ALL, EL, HI, SED					
San Antonio Continuation				ALL, HI, SED			ALL, HI, SED
Simon Rodia Continuation				ALL, HI, SED			ALL, HI, SED
Stoney Point Continuation				ALL, HI, SED			ALL, HI, SED
Tri-C Community Day		ALL, HI		ALL, HI, SED			ALL, HI, SED
Whitman Continuation							ALL, HI, SED
Will Rogers Continuation	HI, SED	ALL, HI		ALL, HI, SED			ALL, HI, SED
Youth Opportunities Unlimited				ALL, SED			ALL, SED
Zane Grey Continuation				ALL, SED			ALL, HI, SED

Of the 71 schools identified for Equity Multiplier funding, 15 schools did not have one or more student groups with a Red or Very Low performance level on one or more state indicators on the 2023 California School Dashboard. The 15 schools are identified in the below table with one or more student groups receiving an Orange or Low performance level or higher performance level on one or more Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career.

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	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
Ann Street Elementary			HI, SED *(Orange)*				
CDS Secondary					SED *(Orange)*		
Dorothy V. Johnson Community Day					SED *(Yellow)*		
Forty-Second Street Elementary	SED *(Orange)*	SED *(Orange)*	AA, HI, SWD *(Orange)*				
James J. McBride Special Education Center					AA, HI, SED, SWD *(Blue)*		
Mariposa-Nabi Primary Center			EL, HI, SED, SWD *(Orange)*				
Moneta Continuation					HI, SED *(Blue)*		
Ramona Opportunity High					HI, SED *(Blue)*		
Sophia T. Salvin Special Education Center					SED, SWD *(Orange)*		
Thomas Riley High					ALL *(Blue)*		
View Park Continuation					ALL *(Blue)*		
Virtual Academy of International Studies / Humanities							HI, SED *(Low)*
Whitney Young Continuation					ALL *(Blue)*		
William J. Johnston Community Day					SED, SWD		

					(Orange)		
William Tell Aggeler Opportunity High					HI, SED, SWD *(Orange)*		

The 15 eligible schools with one or more student groups receiving an Orange or Low performance level or higher performance level on one or more Dashboard indicators identified the use of Equity Multiplier funds to either improve performance levels or maintain performance levels (in cases where schools received a Blue performance level) on one or more state indicators.

Use of Evidence-Based Services

Each of the 71 Equity Multiplier funding eligible schools has met and consulted with their parents, students, and staff, beginning in winter 2024, to discuss student group performance within California School Dashboard indicators as well as examine areas of student performance success and areas for growth, in particular those indicators where one or more student groups received the lowest performance level (e.g, Red). In addition, the eligible schools consulted with their educational partners in spring 2024 within a number of schoolsite forums and received feedback on the specific use of evidence-based services and programs to improve outcomes for identified student groups within Dashboard indicators at their schoolsites.

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, navigating the document poses challenges for our educational partners. Understanding the requirements for completing the LCAP have increased this year 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 developed one Equity Multiplier focus goal in meeting the new 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.

It is important to note that school identification and eligibility for Equity Multiplier funding by the California Department of Education (CDE) occurs well into the school year. In 2024, the District's 71 eligible schools were determined by CDE in late-February 2024. The late identification presents a difficulty for eligible schools to fully engage with their educational partners on possible funding uses given the short time frame before reporting in the LCAP. Given the new Equity Multiplier state funding and accountability requirement for inclusion in the District's LCAP, it is the District's advocacy that there can be an earlier in the school year identification process by the CDE that allows for increased time for eligible schools to engage with their educational partners on the use of funds.

In August 2024, educational partners will be able to view the use of Equity Multiplier funds towards specific actions and services by each of the 71 eligible schools to support identified student groups via the Los Angeles Unified School Directory: https://schooldirectory.lausd.net/schooldirectory/

In addition, school level information will be available at each school site. Consultation and engagement with educational partners will occur annually as school identification by CDE for Equity Multiplier funding is a yearly 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	*Reporting most recent year of data available for SBA results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red (Year: 2022-23) *Source: California School Dashboard* Elementary schools with student groups performing at the lowest performance level, Red: 1. Angeles Mesa a. AA: -90.3	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels on the California School Dashboard SBA English Language Arts indicator by applicable student groups; By 2026, all students and/or student groups performing at the lowest performance level in ELA at the following elementary schools 1. Angeles Mesa 2. Cabrillo Avenue 3. Coliseum Street 4. Hillcrest Drive 5. La Salle Avenue 6. Manhattan Place 7. MLK, Jr. 8. Ninth Street will increase achievement in ELA as measured by a 6 point increase toward proficiency as	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 c. HI: -110.2 d. SED: -112.3 5. La Salle Avenue a. AA: -77.0 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			measured by the SBA in ELA. By 2026, the Low Income student group at Forty-Second Street Elementary will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by the SBA in ELA.	
8.02	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met	*Reporting most recent year of data available for SBA results at time of initial identification in 2024, in alignment with the LCAP instructions,*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels on the California School Dashboard SBA English Language Arts indicator by	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in English Language Arts - Grades 6-8	*for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red (Year: 2022-23) *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: Middle Schools: 1. Audubon a. AA: -104.8 b. ALL: -98.5 c. EL: -129.7 d. HI: -88.3 e. SED: -100.4 f. SWD: -142.5 2. Bret Harte a. AA: -147.4 b. ALL: -132.6 c. EL: -159.8 d. HI: -126.37 e. SED: -132.2			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. Bret Harte 3. Charles Drew 4. Edwin Markham 5. Samuel Gompers And the following SPAN school: 1. Barack Obama will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by the SBA in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		f. SWD: -180.0 3. Charles Drew a. EL: -133.7 b. HI: -78.9 c. SED: -84.1 d. SWD: -160.1 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				
8.03	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in English Language Arts - Grade 11	*Reporting most recent year of data available for SBA results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels on the California School Dashboard SBA English Language Arts indicator by applicable student groups; By 2026, all students and/or student	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red (Year: 2022-23) *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 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 Continuation a. HI: -183.2 b. SED: -173.7 SPAN School 1. Barack Obama a. AA: -123.4			groups performing at the lowest performance level in ELA at the following high schools: 1. Belmont 2. Crenshaw STEMM 3. George Washington Prep 4. Will Rogers Continuation And the following SPAN school: 1. Barack Obama will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by the SBA in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		b. ALL: -108.8 c. HI: -108.2 d. SED: -110.1 e. SWD: -171.8				
8.04	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in Mathematics - Grades 3-5	*Reporting most recent year of data available for SBA results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red (Year: 2022-23) *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: Elementary Schools: 1. Angeles Mesa a. AA: -113.3	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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. Coliseum Street 3. Hillcrest Drive will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math. By 2026, the Low Income student group at Forty-Second Street Elementary will increase achievement in Math as measured by a 6	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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			point increase toward proficiency as measured by the SBA in Math.	
8.05	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in Mathematics - Grades 6-8	*Reporting most recent year of data available for SBA results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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. Bret Harte 2. Charles Drew 3. Edwin Markham	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Red (Year: 2022-23) *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: Middle Schools: 1. Bret Harte a. EL: -192.3 b. SWD: -217.9 2. Charles Drew a. EL: -178.0 3. Edwin Markham a. AA: 184.8 b. ALL: -139.5 c. EL: -162.7 d. HI: -127.9 e. SED: -139.8 f. SWD: -189.8 4. Samuel Gompers a. AA: -150.9 b. ALL: -123.8 c. EL: -160.7 d. HI: -112.9 e. SED: -123.8 SPAN School: 1. Barack Obama a. AA: -193.6 b. ALL: -165.3 c. SWD: -219.9			4. Samuel Gompers The following SPAN school: 1. Barack Obama And the following Community Day School: 1. Tri-C Community will increase achievement in Math as measured by a 6 point increase toward proficiency as measured by the SBA in Math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community day school: 1. Tri-C CDS a. ALL: -282.3 b. HI: -280.8				
8.06	Smarter Balanced Assessment (SBA) Results: Performance Level-Distance from Standard (DFS) Met in Mathematics - Grade 11	*Reporting most recent year of data available for SBA results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red English Learners: Red Hispanic / Latino: Red Low Income: Red Students with Disabilities: Red (Year: 2022-23) *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: High Schools: 1. Belmont	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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. Will Rogers Continuation The following SPAN school: 1. Barack Obama And the following Community Day School: 1. Tri-C Community will increase achievement in Math as measured by a 6	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. ALL: -164.1 b. HI: -166.8 c. SED: -168.1 2. Crenshaw STEMM a. AA: -185.6 b. ALL: -183.1 c. SED: -180.9 3. Will Rogers Continuation a. ALL: -233.2 b. HI: -243.2 SPAN School: 1. Barack Obama a. AA: -193.6 b. ALL: -165.3 c. SWD: -219.9 Community day school: 1. Tri-C Community a. ALL: -282.3 b. HI: -280.8			point increase toward proficiency as measured by the SBA in Math.	
8.07	Performance Level in English Learner Progress: English Learners Who Progress in English Proficiency (as measured by ELPI Levels)	*Reporting most recent year of data available for English Learner Progress results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* English Learners: Red (Year: 2022-23) *Source: California School Dashboard*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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:	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 STEMM a. EL: 28.1% Opportunity School: 1. Harold McAlister (High) a. EL: 5.7%			1. Cabrillo Avenue 2. Pinewood Avenue The following high schools: 1. Belmont 2. Cal Burke Continuation 3. Contreras- School of Social Justice 4. Crenshaw STEMM And the following Opportunity School: 1. Harold McAlister (High) Will increase annual progress toward English proficiency as measured by ELPI Levels.	
8.08	Performance Level in Graduation Rate: Five-Year Cohort Graduation Rate *(CA School Dashboard graduation rate*	*Reporting most recent year of data available for Graduation Rate results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.*	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels by applicable student groups on the California School Dashboard Graduation Rate indicator;	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	includes fifth-year graduates)	All Students: Red English Learners: Red Hispanic / Latino: Red Homeless: Red Low Income: Red Students with Disabilities: Red (Year: 2022-23) *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% 2. Belmont a. ALL: 65.3% b. EL: 47.2% c. HI: 64.5% d. HOM: 44.4% e. SED: 64.8% 3. Boyle Heights a. ALL: 65.6% b. HI: 65.6% c. SED: 67.7% 4. Cal Burke a. ALL: 48.4%			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. Belmont 3. Boyle Heights 4. Cal Burke 5. Central 6. Contreras- School of Social Justice 7. Crenshaw STEMM 8. Dan Isaacs Avalon 9. Ellington (Duke) High Continuation 10. Frida Kahlo 11. George Washington Prep 12. Harris Newmark 13. Highland Park 14. Jack London 15. John Hope 16. John R. Wooden 17. Metropolitan Continuation 18. Monterey Continuation 19. Odyssey Continuation 20. Owensmouth Continuation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		b. HI: 48.3% c. SED: 48.4% 5. Central a. ALL: 39.9% b. EL: 38.2% c. HI: 39.8% d. HOM: 40.4% e. SED: 40.0% f. SWD: 43.5% 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% 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%			21. Pueblo de Los Angeles Continuation 22. San Antonio Continuation 23. Simon Rodia Continuation 24. Stoney Point Continuation 25. Will Rogers Continuation 26. Youth Opportunities Unlimited 27. Zane Grey Continuation And the following community day school: 1. Tri-C CDS will increase Graduation Rate by 2% as measured by the graduation rate calculated on the California School Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.09	Performance Level in College/Career	*Reporting most recent year of data available for College/Career results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Very Low English Learners: Very Low Hispanic / Latino: Very Low Homeless: Very Low Low Income: Very Low Students with Disabilities: Very Low (Year: 2022-23) *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%	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels by applicable student groups on the California School Dashboard College/Career indicator; By 2026, all students and student groups performing at the lowest performance level on the College and Career indicator (CCI) on the California School Dashboard at the following high schools: 1. Albert Einstein Continuation 2. Amelia Earhart Continuation 3. Boyle Heights Continuation 4. Cal Burke 5. Central 6. Crenshaw STEMM 7. Dan M. Isaacs Avalon 8. Ellington (Duke) High Continuation 9. Evergreen Continuation 10. Frida Kahlo 11. George S. Patton Continuation	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 a. ALL: 0.9% b. EL: 0.0% c. HI: 0.5% d. HOM: 0.0% e. SED: 0.9% f. SWD: 0.0% 6. Crenshaw STEMM a. HI: 6.5% b. SWD: 9.8% 7. Dan M. Isaacs Avalon a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 8. Ellington (Duke) High Continuation a. ALL: 0.0% b. SED: 0.0% 9. Evergreen Continuation a. ALL: 4.1% b. HI: 4.1% c. SED: 4.2%			12. George Washington Prep 13. Harris Newmark 14. Highland Park Continuation 15. Jack London Continuation 16. John Hope Continuation 17. John R. Wooden Continuation 18. Metropolitan Continuation 19. Mission Continuation 20. Monterey Continuation 21. Odyssey Continuation 22. Owensmouth Continuation 23. Phoenix Continuation 24. Pueblo de Los Angeles Continuation 25. San Antonio Continuation 26. Simon Rodia Continuation 27. Stoney Point Continuation 28. Whitman Continuation 29. Will Rogers Continuation 30. Youth Opportunities Unlimited	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10. Frida Kahlo a. ALL: 2.6% b. HI: 2.8% c. SED: 2.6% 11. George S. Patton Continuation a. ALL: 2.6% b. HI: 2.8% c. SED: 2.6% 12. George Washington Prep a. EL: 8.6% 13. Harris Newmark a. ALL: 3.3% b. HI: 3.6% c. SED: 3.3% 14. Highland Park Continuation a. ALL: 2.1% b. HI: 2.3% c. SED: 2.4% 15. Jack London Continuation a. ALL: 0.0% b. SED: 0.0% 16. John Hope Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 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%			31. Zane Grey Continuation The following community day school: 1. Tri-C CDS will increase by 2% the percentage of students prepared for the CCI as measured on the California School Dashboard. By 2026, all students and student groups at Virtual Academy of International Studies / Humanities will increase by 2% the percentage of students prepared for the CCI as measured on the California School Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. SED: 2.7% 19. Mission Continuation a. HI: 3.3% b. HOM: 0% c. SED: 3% 20. Monterey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 21. Odyssey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 22. Owensmouth Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 23. Phoenix Continuation a. ALL: 6.1% b. SED: 6.5% 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%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		b. HI: 0.0% c. SED: 0.0% 27. Stoney Point Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 28. Whitman Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 29. Will Rogers Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% 30. Youth Opportunities Unlimited a. ALL: 0.0% b. SED: 0.0% 31. Zane Grey Continuation a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% Community day school: 1. Tri-C CDS a. ALL: 0.0% b. HI: 0.0% c. SED: 0.0% School with student groups performing at the Low performance level:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1. Virtual Academy of International Studies / Humanities a. HI: 14.9% b. SED: 12%				
8.10	Performance Level in Chronic Absenteeism Rate	*Reporting most recent year of data available for Chronic Absenteeism results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red Hispanic / Latino: Red English Learners: Red Multiple Races: Red Low Income: Red Students with Disabilities: Red (Year: 2022-23) *Source: California School Dashboard* Schools with student groups performing at the lowest	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	Improved performance levels by applicable student groups on the California School Dashboard Chronic Absenteeism indicator; By 2026, all students and student groups performing at the lowest performance level for Chronic Absenteeism on the California School Dashboard at the following elementary schools: 1. Avalon Gardens 2. Fifth-Fourth Street 3. Hillcrest Drive 4. Lankershim 5. MLK, Jr. 6. Pinewood Avenue The following primary center: 1. Danny J. Bakewell, Sr.	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. Fifth-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. AA: 67.6% 6. Pinewood Avenue a. ALL: 42.5% b. HI: 44.5% c. 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%			The following middle school: 1. Audubon And the following SPAN school: 1. Barack Obama Will decrease chronic absenteeism by 1% as measured by the chronic absenteeism rate calculated on the Dashboard. By 2026, all students and student groups at Ann Street Elementary, Forty-Second Street Elementary, and Mariposa-Nabi Primary Center will decrease chronic absenteeism by 1% as measured by the chronic absenteeism rate calculated on the Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools with student groups performing at the Orange or higher performance level: 1. Ann Street Elementary a. HI: 30.6% b. SED: 33.7% 2. Forty-Second Street Elementary a. AA: 57.6% b. HI: 42.6% c. SWD: 56.1% 3. Mariposa-Nabi Primary Center a. EL: 33.8% b. HI: 44.1% c. SED: 40.7% d. SWD: 40.5%				
8.11	Performance Level in Suspension Rate	*Reporting most recent year of data available for Suspension Rate results at time of initial identification in 2024, in alignment with the LCAP instructions, for Equity Multiplier eligible schools.* All Students: Red African American / Black: Red Hispanic / Latino: Red Low Income: Red Foster Youth: Red	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*	*This information will be provided when completing the LCAP for 2026-27, per the LCAP template.*	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 school:	*This information will be provided when completing the LCAP for 2025-26, per the LCAP template.*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-23) *Source: California School Dashboard* Schools with student groups performing at the lowest performance level, Red: High School: 1. George Washington Prep a. AA: 8.4% b. ALL: 6.2% c. FOS: 11.1% d. SED: 6.5% Community day school: 1. Aggeler CDS a. FOS: 14.3% b. HI: 11.9% Schools with student groups performing at the Orange or higher performance level: 1. CDS Secondary a. SED: 2.3% 2. Dorothy Johnson CDS a. SED: 1.4% 3. James J. McBride Special Education Center a. AA: 0% b. HI: 0%			1. George Washington Prep And the following community day school: 1. Aggeler CDS Will decrease suspension rates by 4% as measured by the suspension rate calculated on the Dashboard. By 2026, all students and student groups at: 1. CDS Secondary 2. Dorothy Johnson CDS 3. James J. McBride Special Education Center 4. Moneta Continuation 5. Ramona Opportunity High 6. Sophia T. Salvin Special Education Center 7. Thomas Riley High 8. View Park Continuation 9. Whitney Young Continuation 10. William J. Johnston CDS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		c. SED: 0% d. SWD: 0% 4. Moneta Continuation a. HI: 0% b. SED: 0% 5. Ramona Opportunity High a. HI: 0% b. SED: 0% 6. Sophia T. Salvin Special Education Center a. HI: 0% b. SED: 0% c. SWD: 0% 7. Thomas Riley High a. SED: 0% 8. View Park Continuation a. SED: 0% 9. Whitney Young Continuation a. AA: 0% b. SED: 0% 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%			11. 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.	

Goal Analysis for [Add Year]

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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.

Not Applicable. The data for this section will be completed in next year's LCAP, 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District's 2023-24 LCAP Annual Update.

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 2023-24 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>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th></tr><tr><td>Angeles Mesa Elementary</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr></table></td><td>$4,483,244</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing

Audubon Middle	-	-	Red	Red	Red	Red
Barack Obama Global Preparation Academy	Red	Red	-	Red	Red	Red
Belmont Senior High	Red	-	-	Red	-	-
Bret Harte Preparatory Middle	Red	Red	Red	Red	Red	Red
Cabrillo Avenue Elementary	-	-	Red	-	-	-
Charles Drew Middle	-	-	Red	Red	Red	Red
Coliseum Street Elementary	Red	-	-	Red	Red	-
Crenshaw STEMM	Red	Red	-	-	-	-
Edwin Markham Middle	Red	Red	Red	Red	Red	Red
Forty-Second Street	-	-	-	-	Orange	-
George Washington Preparatory High	Red	Red	-	Red	Red	-
Hillcrest Drive Elementary	Red	-	Red	Red	Red	-
La Salle Avenue Elementary	-	Red	-	-	-	-
Manhattan Place Elementary	-	Red	-	-	-	-
Martin Luther King Jr. Elementary	-	-	Red	-	-	-
Ninth Street Elementary	-	-	Red	-	-	-
Samuel Gompers Middle	Red	Red	Red	Red	Red	-
Will Rogers Continuation	-	-	-	Red	Red	-

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></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 2023-24 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Mathematics), to inform decisions on how to best improve student outcomes at the school site.

Please refer to the below table for the identified schools and identified student group performance levels for this action.

<table>
<tr><th>Schools</th><th>All Students</th><th>African American / Black</th><th>English Learners</th><th>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th></tr>
<tr><td>Angeles Mesa Elementary</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Barack Obama Global Preparation Academy</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
</table>
</td><td>$3,224,409</td><td>N</td></tr>
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<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><td>Belmont Senior High</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Bret Harte Preparatory Middle</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Charles Drew Middle</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td></tr>
<tr><td>Coliseum Street Elementary</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Crenshaw STEMM</td><td>Red</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Edwin Markham Middle</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Forty-Second Street</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Orange</td><td>-</td></tr>
<tr><td>Hillcrest Drive Elementary</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Samuel Gompers Middle</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>Tri-C Community Day</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</td><td>-</td></tr>
<tr><td>Will Rogers Continuation</td><td>Red</td><td>-</td><td>-</td><td>Red</td><td>-</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 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.</td><td>$984,267</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>By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2023-24 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.

<table><tr><th>Schools</th><th>English Learners</th></tr><tr><td>Belmont Senior High</td><td>Red</td></tr><tr><td>Cabrillo Avenue Elementary</td><td>Red</td></tr><tr><td>Cal Burke High</td><td>Red</td></tr><tr><td>Contreras Learning Center-School of Social Justice</td><td>Red</td></tr><tr><td>Crenshaw STEMM</td><td>Red</td></tr><tr><td>Harold McAlister High (Opportunity)</td><td>Red</td></tr><tr><td>Pinewood Avenue Elementary</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.</td><td>$2,782,221</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		● 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 2023-24 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., Graduation Rate), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and identified student group performance levels for this action.		

Schools	All Students	English Learners	Hispanic / Latino	Homeless	Low Income	Students with Disabilities
Albert Einstein Continuation	Red	-	-	-	Red	-
Belmont Senior High	Red	Red	Red	Red	Red	-
Boyle Heights Continuation	Red	-	Red	-	Red	-
Cal Burke High	Red	-	Red	-	Red	-
Central High	Red	Red	Red	Red	Red	Red
Contreras Learning Center-School of Social Justice	Red	Red	Red	-	-	-
Crenshaw STEMM	-	-	Red	-	-	-
Dan M. Isaacs Avalon High	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><td>Ellington (Duke) High (Continuation)</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Frida Kahlo High</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>George Washington Preparatory High</td><td>-</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td></tr>
<tr><td>Harris Newmark Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Highland Park Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Jack London Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>John Hope Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>John R. Wooden High</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Metropolitan Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Monterey Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Odyssey Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Owensmouth Continuation</td><td>Red</td><td>-</td><td>-</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>Pueblo de Los Angeles Continuation</td><td>Red</td><td>-</td><td>Red</td><td>-</td><td>Red</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:

● Partial 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.
● Partial 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.</td><td>$5,629,804</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		• 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 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 2023-24 school year, which has included the review of student group performance as evidenced in California School Dashboard indicators (e.g., College/Career), to inform decisions on how to best improve student outcomes at the school site. Please refer to the below table for the identified schools and identified student group performance levels for this action.		

Schools	All Students	English Learners	Hispanic / Latino	Homeless	Low Income	Students with Disabilities
Albert Einstein Continuation	Very Low	-	Very Low	-	Very Low	-
Amelia Earhart Continuation	Very Low	-	Very Low	-	Very Low	-
Boyle Heights Continuation	Very Low	-	Very Low	-	Very Low	-
Cal Burke High	Very Low	-	Very Low	-	Very Low	-
Central High	Very Low	Very Low	Very Low	Very Low	Very Low	Very Low
Crenshaw STEMM	-	-	Very Low	-	-	Very Low
Dan M. Isaacs Avalon High	Very Low	-	Very Low	-	Very Low	-
Ellington (Duke) High	Very Low	-	-	-	Very Low	-

Action #	Title	Description						Total Funds	Contributing
		(Continuation)							
		Evergreen Continuation	Very Low	-	Very Low	-	Very Low	-	
		Frida Kahlo High	Very Low	-	Very Low	-	Very Low	-	
		George S. Patton Continuation	Very Low	-	Very Low	-	Very Low	-	
		George Washington Preparatory High	-	Very Low	-	-	-	-	
		Harris Newmark Continuation	Very Low	-	Very Low	-	Very Low	-	
		Highland Park Continuation	Very Low	-	Very Low	-	Very Low	-	
		Jack London Continuation	Very Low	-	-	-	Very Low	-	
		John Hope Continuation	Very Low	-	Very Low	-	Very Low	-	
		John R. Wooden High	Very Low	-	Very Low	-	Very Low	-	
		Leadership & Public Service Virtual Academy	Very Low	-	Very Low	-	Very Low	-	
		Metropolitan Continuation	Very Low	-	Very Low	-	Very Low	-	
		Mission Continuation	Very Low	-	Very Low	Very Low	Very Low	-	
		Monterey Continuation	Very Low	-	Very Low	-	Very Low	-	
		Odyssey Continuation	Very Low	-	Very Low	-	Very Low	-	
		Owensmouth Continuation	Very Low	-	Very Low	-	Very Low	-	
		Phoenix Continuation	Very Low	-	-	-	Very Low	-	
		Pueblo de Los Angeles Continuation	Very Low	-	Very Low	-	Very Low	-	
		San Antonio Continuation	Very Low	-	Very Low	-	Very Low	-	
		Simon Rodia Continuation	Very Low	-	Very Low	-	Very Low	-	
		Stoney Point Continuation	Very Low	-	Very Low	-	Very Low	-	

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<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
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<tr><td>Tri-C Community Day</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td></tr>
<tr><td>Virtual Academy of International Studies</td><td>-</td><td>-</td><td>Low</td><td>-</td><td>Low</td><td>-</td></tr>
<tr><td>Whitman Continuation</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td></tr>
<tr><td>Will Rogers Continuation</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td></tr>
<tr><td>Youth Opportunities Unlimited</td><td>Very Low</td><td>-</td><td>-</td><td>-</td><td>Very Low</td><td>-</td></tr>
<tr><td>Zane Grey Continuation</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td><td>Very Low</td><td>-</td></tr>
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</td><td></td><td></td></tr>
<tr><td>8.06</td><td>Chronic Absenteeism Rate: Use of Evidence-Based Services and Supports by Identified Schools</td><td>Identified schools will implement the following use of evidence-based services and supports to address student group performance levels on the CA School Dashboard Chronic Absenteeism Rate Indicator:

● Implementation of academic support services such as tutoring to keep students motivated and attending school.
● Use of school-based student health services such as mental health services to improve student wellness and attendance.
● Partial funding of Pupil Services and Attendance Counselors (PSAs) and/or Psychiatric Social Workers (PSWs) to provide tiered and differentiated intervention supports.
● Partial funding of parent liaisons and other staff to monitor student attendance trends and identify students in need of attendance interventions including working with parents and families of students who are chronically absent.
● Use of Positive Behavior Interventions and Supports (PBIS) program to reduce student chronic absenteeism.
● Expansion of student attendance programs, including recognition events.

By engaging with their school communities and educational partners in a continuous improvement cycle, school principals have conducted school-needs assessments throughout the 2023-24 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.</td><td>$2,938,013</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		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	Multiple Races	Low Income	Students w/ Disabilities
Ann Street Elementary	-	-	-	Orange	-	Orange	-
Audubon Middle School	-	-	Red	-	-	-	-
Avalon Gardens Elementary	Red	Red	-	Red	-	Red	-
Barack Obama Global Preparation Academy	-	Red	-	-	-	-	Red
Danny J. Bakewell, Sr., Primary Center	-	-	-	-	Red	-	-
Fifty-Fourth Street Elementary	-	-	-	Red	-	-	-
Forty-Second Street Elementary	-	Orange	-	Orange	-	-	Orange
Hillcrest Drive Elementary	-	-	Red	Red	-	-	-
Lankershim Elementary	-	-	Red	Red	-	-	-
Mariposa-Nabi Primary Center	-	-	Orange	Orange	-	Orange	Orange
Martin Luther King Jr. Elementary	-	Red	-	-	-	-	-
Pinewood Avenue Elementary	Red	-	-	Red	-	Red	-
Audubon Middle School	-	-	Red	-	-	-	-
Avalon Gardens Elementary	Red	Red	-	Red	-	Red	-
Barack Obama Global	-	Red	-	-	-	-	Red

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<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
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<tr><td>Preparation Academy</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>8.07</td><td>Suspension 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 Suspension Rate Indicator:

● 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 2023-24 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.

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>Foster</th><th>Hispanic / Latino</th><th>Low Income</th><th>Students with Disabilities</th></tr>
<tr><td>Aggeler Community Day School</td><td>-</td><td>-</td><td>Red</td><td>Red</td><td>Red</td><td>-</td></tr>
<tr><td>George Washington Preparatory High School</td><td>Red</td><td>Red</td><td>Red</td><td>-</td><td>Red</td><td>-</td></tr>
<tr><td>CDS Secondary</td><td>-</td><td>-</td><td>-</td><td>-</td><td>Orange</td><td>-</td></tr>
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</td><td>$1,184,978</td><td>N</td></tr>
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Action #	Title	Description	Total Funds	Contributing

Dorothy V. Johnson Community Day	-	-	-	-	Yellow	-
James J. McBride Special Education Center	-	Red	-	Red	Red	-
Moneta Continuation	-	-	-	Blue	Blue	-
Ramona Opportunity High	-	-	-	Blue	Blue	-
Sophia T. Salvin Special Education Center	-	-	-	-	Orange	Orange
Thomas Riley	Blue	-	-	-	-	-
View Park Continuation	Blue	-	-	-	-	-
Whitney Young Continuation	Blue	-	-	-	-	-
William J. Johnston Community Day	-	-	-	-	Orange	Orange
William Tell Aggeler Opportunity High	-	-	-	Orange	Orange	Orange

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 2,270,506,613 (including discretionary Affiliated Charter Schools supplemental and concentration grant funds)	$ 184,862,639 (including discretionary Affiliated Charter Schools concentration grant funds)

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
32.14%	9.01%	$374,450,772	41.15%

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	Instructional Technology Facilitators will provide direct support to schools to increase student participation in computer science pathways and use of technology by increasing technology integration in instruction. Content areas include Digital Citizenship, Computer Science Education, and the ISTE Standards. While the experience of distance learning and	For the identified student group(s): ● 1.28: Access to a Broad Course of Study ● Measures include increased number of elementary schools that provide 20 hours of computer science instruction in Pre-K to 5th

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
	engagement, attendance, and academic achievement. Within educational partner feedback, there is a stated desire for students from low income families 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	the District's investment in devices for every student has greatly reduced the digital divide in terms of access to technology, a gap still exists for low-income students around digital participation and digital citizenship. Low-income students are spending more time in front of screens, yet continue to be underrepresented in pathways towards computer science careers. Even as the District transitioned back to in-person instruction from hybrid learning during the pandemic, the integration of technology continues to be an essential need for low-income students to close equity gaps. Low-income students will experience the greatest benefits from the improved instruction in digital citizenship and computer science education due to their previous lack of access. In addition, we recognize that all students will benefit from this program and therefore these supports are provided schoolwide in participating schools. For the list of schools participating in this initiative, please see: https://achieve.lausd.net/Page/16015.	grade (For more information, see Action 1.05: Instructional Technology Initiative)
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. In addition, student engagement with the arts supports increased student	In addition to the Arts Education programming funded with Base funds, all schools will continue to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with	For the identified student group(s): ● 1.27: Implementation of Academic Standards ● Expanded school level arts programs and additional arts programming

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
	attendance and reduces chronic absenteeism as well as increased academic achievement. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District. **Scope:** LEA-wide	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. 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 2023 Dashboard includes: English Language Arts (87.8 points below standard for English Learners, 46.1 points below standard, and 83.1 points below standard for Foster Youth versus 32.4 points below standard for all students) and Math (106 points below standard for English Learners, 78.4 points below standard, and 111.7 points below standard for	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.	For the identified student group(s): ● 1.04-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 1.11-1.13: % Met/Exceed Standard on CST- Grades 5, 8, 11

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth versus 67.3 points below standard for all students). Within educational partner feedback, particularly parents and families, a stated desire is for District elementary and middle schools to provide opportunities for a safe and structured learning environment for students after school as many of our families of high-needs students work or have other responsibilities where an afterschool program is beneficial for their child(ren). **Scope:** LEA-wide	Trained coaches will utilize the supplies and equipment provided to design and implement high quality learning experiences for students within the realms of arts, physical fitness, team sports, dance, and academic enrichment. Site staff will also be trained, coached, and assisted throughout the course of programming. Research demonstrates that afterschool and summer school programs have positive impacts on academics, social and emotional skills and competencies, and overall well-being to help students re-engage in learning and become strong, resilient, and hopeful. Low-income students will experience the greatest benefits to their attendance and engagement based on their existing needs and limited access to high quality afterschool programming. In addition, we recognize that all students will benefit from this program, 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 2023 LAUSD Open Data Dashboard includes: A-G Completion Rate (23.3% for Foster Youth, 51.1% for Low Income,	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, DIBELS scores, and	For the identified student group(s): ● 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
	and 31.3% for English Learners versus 53.0% for all students). Within educational partner feedback, a stated desire is to increase the academic outcomes including increased access to college for students from low income families and ensure equitable opportunities in comparison to students from high income families. **Scope:** Schoolwide	A-G on-track rates. Please refer to Appendix A for the list of identified schools. The support to schools will be centered around implementing sustainable practices and continuous improvement cycles as well as leveraging instructional interventionists and coaches as well as systems that support instructional progress, including formative assessments, instructional data cycles of improvement, instructional leadership teams, professional learning communities, common curriculum and pacing plans, and systems for observations and feedback. The supports are implemented to increase student academic outcomes by increasing school-level supports based on student need. In addition, we recognize that these interventions would also benefit all students, and therefore this increase in staffing is implemented school-wide at Tier 2 and 3 schools, which includes that both certificated and classified vacancies are filled at the schools.	
1.12	**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 2023 LAUSD Open Data Dashboard includes: DIBELS- % of	Los Angeles Unified continues to serve over 563,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. Throughout the partner engagement process beginning in 2020-21, during the prior LCAP	For the identified student group(s): ● 1.01-1.03: DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2 ● 1.04: Smarter Balanced Assessment: ELA- Grade 3

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students Meeting Early Literacy Benchmarks in Grade 2 (53.1% for Foster Youth, 62.7% for Low Income, and 42.9% for English Learners versus 66.1% for all students). Within educational partner feedback, primarily parents and families of high-needs students, a stated desire is to provide equitable education for high-needs student groups including the use of differentiated learning supports to ensure students are performing at grade-level standards. **Scope:** LEA-wide	cycle, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs, this input demonstrates a connection to the educational partner feedback received that led to the development of the 2024-25 LCAP. This was further supported in our engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers. In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, in alignment with the strategies described throughout this LCAP, the District provides additional site-level staffing above and beyond the base-funded instructional staffing to provide targeted instruction and intervention and intensive supports such as individual 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	● 1.05-1.07: Smarter Balanced Assessment: ELA- Grades 3-8, 11 ● 1.08-1.10: Smarter Balanced Assessment: Math- Grades 3-8, 11 ● 1.18: A-G Completion Rate ● 1.25: Four-Year Cohort Graduation Rate ● 1.26: Five-Year Cohort Graduation Rate

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
		monitoring for students who demonstrate need for a more targeted level of support. ● Tier 3: Intensive Supports: intensive instruction to individual or very small student groups (1-3 students), including modeling, scaffolded practice, and regular mastery assessments, as well as more frequent progress monitoring. In addition, we recognize that this program would also benefit all students, and therefore this increase in staffing is implemented Districtwide.	
1.13	**Action:** Early Education and Universal Transitional Kindergarten **Need:** Increase the opportunity for students from low income families to have access to early education. Evidence of need from the 2023 LAUSD Open Data Dashboard includes: DIBELS- % of Students meeting early literacy benchmarks in Grade 2 (62.7% for Low Income versus 66.1% for all students). Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. Students will begin formal education at an earlier age providing the opportunity for students to enter elementary	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	For the identified student group(s): ● 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
	school grade levels with increased literacy and numeracy skills. **Scope:** LEA-wide	September 2, 2023 and September 1, 2024. ● In 2022-23, Expanded Transitional Kindergarten transitioned to UTK in 316 elementary schools and added an additional 171 elementary schools in 2023-24 to 488 elementary schools- full implementation. While full implementation of UTK occurs statewide in 2025-26, Los Angeles Unified understands the equity need for an accelerated timeline in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. 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 2023 LAUSD Open Data	Targeted instruction is provided to assist the identified student groups in increased academic achievement. Far too many students, especially English Learners, students in foster care, and low-income students, are not reaching grade-level proficiency targets in literacy and numeracy. These outcomes are due to inconsistent implementation of highly	For the identified student group(s): ● 1.01-1.03: DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2 ● 1.04: Smarter Balanced Assessment: ELA- Grade 3

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard include: Smarter Balanced Assessment- Distance from Standard Met in ELA- Grades 3-5 (-77.5 points below standard for Foster Youth, -45.0 points below standard for Low Income, and -114.4 points below standard for English Learner versus -27.6 below standard for all students). In addition, evidence of need includes 2022-23 DIBELS data in Grade 1 (56.8% for Foster Youth, 67.1% for Low Income, and 50.3% for English Learner versus 69.9% for all students). Within educational partner feedback, a stated desire is for high-need student groups (English Learners, students in foster care, and students from low income families) to be at grade-level proficiency in ELA and mathematics and graduate within four years both college and career ready. **Scope:** Schoolwide	effective Tier I instruction and Tier II support that is specifically calibrated and adjusted to support each learner's progress within the District's multi-tiered systems of support. In order to address these needs, Los Angeles Unified's Central/Regional Administrators and Instructional Support Staff, in collaboration with site principals, coordinators, interventionists, and teachers, will implement targeted elementary literacy and mathematics interventions. Reading is the foundation for all content learning to occur after third grade; however, post pandemic data shows that students in grades 4th and above also need intervention to address unfinished learning. With the Literacy and Numeracy Interventionist Program in place, students will receive the necessary support to accelerate their learning and reach proficiency as measured by DIBELS in grades K-2 and the i-Ready reading diagnostic in grade 3rd through 12th grade for literacy. Proficiency in mathematics will be measured with the i-Ready Math Diagnostic for students in grades K-12. By implementing the strategies outlined, we will see an increase in our student proficiency in reading and mathematics. Targeted instruction to meet the needs of our most vulnerable and challenged students will result in increased academic achievement. ● **Literacy Interventions**: ○ Targeted direct instruction in Reading: The program supports educators in conducting deep data analysis of individual student	● 1.05-1.07: 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
		data to identify and address specific skills and concepts using a Multi-tiered system of supports, including Tier II acceleration/intervention support. Current research in the Science of Reading supports our cycle of instruction focused on foundational literacy skills. ○ Professional Development on the Science of Reading and Research Guided Literacy: Program supports educators developing a deep knowledge of the science of teaching reading to ensure students reach proficiency. Teachers learn to effectively implement an evidence based, systematic, and cumulative process for teaching reading. ○ Instructional Materials: Hands-on materials to allow students to engage in a multi-sensory, multi-modal approach to learning. Students will use the materials to reinforce their learning. ● **Math Interventions** ○ Targeted direct instruction in building fluency: Program supports educators in gathering progress monitoring data to support students' movement along developmental stages and address key concepts for the grade, using a Multi-tiered system of support to promote fluency in early numeracy and mathematics. ○ Professional Development on Early Numeracy and Building Math Fluency:	

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
		Program supports educators developing a deep knowledge of mathematics content and instructional practice to ensure students reach proficiency. Teachers learn to effectively implement instructional strategies to support early numeracy development and fluency. ○ Instructional Materials: Hands-on materials to allow students to engage in a multi-sensory, multi-modal approach to learning. Students will use the materials to reinforce their learning. 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, and therefore these supports are provided to all students at participating schools. Please see Appendix B- Goal 1, Action 14 for	

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 list of participating schools.	
1.15	**Action:** Secondary Literacy Supports and Interventions **Need:** English Learners, students in foster care, and students from low income families are not reaching grade-level proficiency in literacy as are the all student group. Evidence of need from the 2023 LAUSD Open Data Dashboard include: Smarter Balanced Assessment- Distance from Standard Met in ELA- Grade 11 (-89 points below standard for Foster Youth, -20.7 points below standard for Low Income, and -162.8 points below standard for English Learner versus -11.9 below standard for all 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 have improved access to college and career readiness. **Scope:** LEA-wide	Many of our English learners and low-income students are coming into the secondary grades with large gaps in their reading skills. The Renaissance Star Reading assessment data shows nearly 40% of all students are not meeting standards. 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.	For the identified student group(s): ● 1.05-1.07: 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
		● <u>Strategic Literacy instructional Supports</u> ○ Provide blended learning training with a focus on Station Rotation model for core ELA/integrated ELD teachers to support targeted intervention in the core classroom to meet the needs of all students, but especially targeted groups. This blended learning model will provide differentiated targeted support for EL students that can address their oral and written language needs. ○ Provide training on podcast units/lessons developed by DOI Secondary Literacy 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	

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
		include a focus on integrated English Language Development (ELD) instruction that addresses building and strengthening English Learners academic vocabulary, academic conversations, and writing skills. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
1.25	**Action:** Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs **Need:** Increase the number of English Learners, students from low income families, and students in foster care that enroll in AP/IB 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). Within educational partner engagement, the ability for high-needs students to have increased opportunities for college access through the Advanced Placement (AP) and International Baccalaureate (IB) programs was important as was the ability for students to receive college credit for passing AP exams resulting in saving money for college costs.	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/IB exams. In response to this need, Los Angeles Unified's AP Policy encourages open access: any student interested and motivated to enroll in an AP course should be enrolled in an AP course. Since establishing the District's equitable access AP policy, the District—despite a steady decline in high school enrollment—has substantially increased the number of students, including English learners, low-income students, and students in foster care, taking AP exams and achieving AP Exam success without decreasing the overall percentage of its AP Exam success	For the identified student group(s): ● 1.17: AP Pass Rate ● 1.18: A-G Completion Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	percentage rate. Supports to increase access to AP and IB programs for identified student groups include: 1. Student Supports ● AP/IB Exam Fee Reimbursement Program to remove financial barriers that may prevent economically disadvantaged students from taking AP or IB Diploma Programme (DP) 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 In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
1.26	**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	English Learners, low-income students, and foster youth in Los Angeles Unified often exhibit lower attendance and academic achievement rates than other students, creating barriers to postsecondary readiness. Accordingly, A-G Intervention and Support staff will continue to deliver research-backed and data-based practices to support students' grade level proficiency and to provide opportunities to	For the identified student group(s): ● 1.18: A-G Completion Rate ● 1.21: EAP - ELA ● 1.22: EAP - Math ● 1.25: Four-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	admission to a University of California/California State University compared to the all student group. Evidence of need from the 2023 LAUSD Open Data Dashboard includes: A-G Completion Rate (23.3% for Foster Youth, 51.1% for Low Income, and 31.3% for English Learners compared to 53.0% for all students). Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to college. **Scope:** LEA-wide	complete A-G coursework, which are the courses necessary for high school graduation and enrollment in a UC or CSU campus, especially for traditionally underrepresented students (e.g., ELs, low-income students, and foster youth). Actions to support the identified student groups and address the stated need include: ● PASS Program ○ Performance Assessment Student Support (PASS) is a modular, self-paced and mastery-based approach to high school credit recovery, allowing for students to demonstrate proficiency of grade-level standards in ELA and mathematics. A grade of C or better is earned upon successful demonstration of grade-level proficiency, or beyond. ● Just in Time Intervention program ○ Middle and high school ELA and Math Just in Time intervention resources provide intensive materials for implementation during the students' class of enrollment whenever she/he experiences challenges meeting specific standards or learning targets. This resource can also be offered outside the 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	

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
		with the students' teacher of record. ● Training for instructional proficiency programs ○ The A-G team provides virtual self-paced training for educators planning to implement PASS, ACE and Just in Time programs. All trainings can be accessed in MyPLN with the courses housed in Schoology. Educators can earn their training rate for completion. Payroll is processed through the A-G Intervention and Support office. ● Summer Bridge resources for incoming 6th and 9th graders ○ The A-G Team has created Summer Bridge resources, including suites of guided mini-lessons on study skills, time management, motivation and self-exploration. ● The A-G office supports monitoring of student data, focusing on students on or off-track for graduation and for grades of C or better (eligible for CSU/UC admissions). Data reports are shared with Region leadership, with attention to Tier 1, 2 and 3 bands indicating 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	

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
		their A-G completion rates. For example, English Learners have academic needs supported by the addition of ELD standards. The PASS and intervention programs are designed in alignment with these standards. In addition, English Learners may be scheduled into an additional language support class depending upon their designated language level leading to a full schedule of academic classes. Students in foster care and low-income students benefit from the social-emotional supports built into our programs. Flexibility in program delivery is essential to meet the needs of students who have competing responsibilities outside of school. Recognizing that these Graduation Readiness interventions would also benefit all students, these supports are therefore available across the district to Grades 6-12.	
1.27	**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 2023 LAUSD Open Data Dashboard includes: High School Dropout Rate (22.0% for Foster Youth, 9.7% for Low Income, and 27.0% for English Learners versus 9.7% for all students). Within educational partner feedback, particularly parents and families, a stated desire is to ensure	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.	For the identified student group(s): ● 1.18: A-G Completion Rate ● 1.24: High School Dropout Rate ● 1.25: Four-Year Cohort Graduation Rate ● 1.26: Five-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, students from low income families, and students stay in school and graduate from high school ready for college and career. **Scope:** Schoolwide	● **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 Health and Human Services (SHHS) staff, and other school staff to provide coordinated support for students off-track to graduate. The A-G Diploma Program PSA counselors address obstacles for students in special populations (English learners, foster, and low-income) as it relates to academic achievement, high school graduation, and postsecondary access starting in middle school and extending throughout high school. In addition, students may have other systemic issues affecting their academic success such as access to basic need services, housing instability, school mobility, and trauma. These programs are specifically designed to address the precise barriers described above that English Learners, students in foster care, and low-income students face, and these students will experience the greatest benefit to their graduation and college and career readiness rates. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at	

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.	
1.28	**Action:** College Access Program **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. Evidence of need includes: 2023 Dashboard Graduation Rate results (62.8% for English Learners, 83.4% for Low Income, and 68.5% for Foster Youth versus 83.6% for all students) and 2023 A-G Completion Rate (31.3% for English Learners, 51.1% for Low Income, and 23.3% for Foster Youth versus 53.0% for all students). Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to college. **Scope:** LEA-wide	Many of Los Angeles Unified's English Learners, low-income students and foster youth, as members of historically underrepresented populations, often struggle to overcome barriers to college and career opportunities. In addition, many of these students are "first generation" college students who may lack home/community resources to help them access college. In order to increase the number of students from these target student groups enrolling in college upon completion of high school, the A-G Intervention and Support team, in collaboration with Central Office and Region counseling coordinators and school counselors, will continue to implement the College Access Program. The A-G Intervention and Support team along with counseling coordinators and school counselors provide services to students, including: ● Naviance, the postsecondary awareness, planning and application hub is available to all secondary students and staff. Naviance includes grade-level tasks/curriculum and activities to increase college readiness and engages students with a variety of interactive modalities that build self-knowledge and career/college readiness. ● F.A.S.T. (Financial Aid Success Toolkit), updated annually with staff, student and family-facing resources that communicate	For the identified student group(s): ● 1.18: A-G Completion Rate ● 1.24: High School Dropout Rate ● 1.25: Four-Year Cohort Graduation Rate ● 1.26: Five-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		financial aid availability and application processes. ● College & Career Readiness Guide, available for high school students to support postsecondary awareness and preparation. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
1.30	**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 2023 Dashboard includes: College and Career indicator results (17.9% prepared for English Learners, 41.1% prepared for Low Income, and 17.2% prepared for Foster Youth versus 42.7% prepared 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 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.	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 low-income have access to the Linked Learning curriculum, including CTE. Student engagement in school is a key lever of success. Foster youth and English Learners who are connected to school and have meaningful, supportive experience are more likely to leave high school college and career	For the identified student group(s): ● 1.19: CTE Completion Rate ● 1.20: A-G and CTE Completion Rate ● 1.25: Four-Year Cohort Graduation Rate ● 1.26: Five-Year Cohort Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	ready. In Los Angeles Unified, there is a need for more students in foster care to complete high school college prepared. Connecting learning to the world outside of school, not only ensures more foster youth complete high school with the coursework necessary to apply to college, it also ensures students in foster care graduate career ready through the completion of a CTE pathway and industry certification. The Linked Learning program supports high-need student groups with access to A-G courses, a Career Technical Pathway, embedded work-based learning opportunities and individualized support through intentional scheduling practices and student cohorting with Linked Learning identified teachers. In addition, Work-based learning coordinators connect classrooms to industry professionals and build 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.	
1.31	**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): ● 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 2023 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 3 (45.8 points below standard for Low Income, 74.0 points below standard for Foster Youth, and 101.3 points below standard for English Learners versus 28.4 points below standard for all students); Smarter Balanced Assessment- Math Grades 3-5 (83.6 points below standard for Foster Youth, 52.9 points below standard for Low Income, and 103.7 points below standard for English Learners versus 37.4 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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. Elementary schools are targeting identified student groups with services to increase academic performance, including: ● 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	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.	
1.32	**Action:** SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Evidence of need from the 2023 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 6-8 (50.4 points below standard for Low Income, 91.2	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	For the identified student group(s): ● 1.06: Smarter Balanced Results- ELA, Grades 3-5 ● 1.09: Smarter Balanced Results- Math, Grades 6-8

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below standard for Foster Youth, and 159.3 points below standard for English Learners versus 34.6 points below standard for all students); Smarter Balanced Assessment-Math Grade 6-8 (143.9 points below standard for Foster Youth, 96.8 points below standard for Low Income, and 188.0 points below standard for English Learners versus 80.1 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	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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. Middle schools are targeting identified student groups with services to increase academic performance, including: ● 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 In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the middle schools.	
1.33	**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): ● 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 2023 LAUSD Open Data Dashboard includes: Smarter Balanced Assessment- ELA Grade 11 (20.7 points below standard for Low Income, 89 points below standard for Foster Youth, and 162.8 points below standard for English Learners versus 11.9 points below standard for all students); Smarter Balanced Assessment- Math Grade 11 (186.9 points below standard for Foster Youth, 120.5 points below standard for Low Income, and 224.4 points below standard for English Learners versus 110.7 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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. High schools are targeting identified student groups with services to increase academic performance, including: ● 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 In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the high	● 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
		schools.	
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: 2023 LAUSD Open Data Dashboard Suspension Rate (0.43% for Low Income, 0.30% for English Learner, and 1.26% versus 0.39% 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 in school, safe, and learning. **Scope:** LEA-wide	Per the 2023-24 School Year School Experience Survey, 62.5% of students designated as low-income, 66.4% of students in foster care, and 66.7% of English Learners felt safe at their school. Additionally, in elementary school, 76.1% of low income students, 74.1% of students in foster care, and 73.3% of English Learners felt as though there was at least one adult at their school who supported them. In middle school, 60.2% of low income students, 56.6% of students in foster care, and 58.8% of English Learners felt as though there was at least one adult at their school who supported them. In high school, 64.2% of low income students, 67.2% of students in foster care, and 62.3% of English Learners felt as though there was at least one adult at their school who supported them. In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Action 2.3 above, Los Angeles 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. 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): ● English Learner, Low Income, and Foster Youth student group results for: "Adults at this school treat all students with respect" on the School Experience Survey. ● English Learner, Low Income, and Foster Youth student group results for: "There is an adult at my school whom I trust and can talk to no matter what is bothering me" on the School Experience Survey. ● English Learner, Low Income, and Foster Youth student group results for: "There is at least one adult at my school who supports me" on the School Experience Survey.

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
2.06	**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 2022-23 includes: Excellent Attendance Rate (32.7% for English Learners, 33.8% for Low Income, and 34.6% for Foster Youth versus 35.5% 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 have access to quality health care as lack of access causes unnecessary absences. **Scope:** LEA-wide	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. The California Legislative Analyst’s Office found that in California, students with disabilities are disproportionately low-income. While students in	For the identified student group(s): ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher)

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		low-income communities are about 60% of the student population in California, they make up 66% of students with disabilities. 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 for students with disabilities from a healthcare perspective, providing targeted supports to address the additional barriers facing low-income students with disabilities. 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. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	
2.09	**Action:** Mental Health and Student Supports **Need:** Decrease the percentage of students from low income families with a high rate of chronic	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	For the identified student group(s): ● 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
	absenteeism compared to the all student group. Evidence of need from the LAUSD Open Data Dashboard for 2022-23 includes: Chronic Absenteeism K-5- District calculation (39.3% for Low Income versus 36.4% for all students). 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	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. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12
2.10	**Action:** Positive Behavior Interventions and Restorative Practices **Need:** English Learners, students from low income families, students in foster care have a higher suspension rate than the all student group. Evidence of need from the LAUSD Open Data Dashboard for 2022-23 includes: Student	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	For the identified student group(s): ● 2.06: Single Student Suspension Rate ● 2.07: Instructional Days Lost to Suspension ● 2.08: Expulsion Rate ● 2.12: Percent of Students 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
	Suspension Rate (0.30% for English Learners, 1.26% for Foster Youth, and 0.43% for Low Income versus 0.39% 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 being supported with alternatives to suspension and feel connected to schools. **Scope:** LEA-wide	Interventions and Strategies (PBIS) and Restorative Practices (RP) strategies and practices have been essential to support the social emotional wellbeing of these students. To address 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.	Experience Survey: "I feel like I am part of this school."
2.11	**Action:** Attendance Interventions **Need:** English learners, students from low income families, and students in foster care are more likely to experience barriers to attendance such as housing instability and food insecurity. 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 2022-23 includes: Chronic Absenteeism K-5- District calculation (39.3% for Low Income, 33.3% for Foster Youth, and 37.4% for English Learners versus 36.4% for all students).	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	For the identified student group(s): ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	
2.12	**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 2022-23 includes: Excellent Attendance Rate (32.7% for English Learners and 33.8% for Low Income versus 35.5% for all students). **Scope:**	Many of Los Angeles Unified's English learners enrolled in schools are Newcomers from other countries. The following data was filtered from **July 2023 to March 15, 2024** on students that received services at the SEPA Centers: it showed 3,254 students from over 57 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	For the identified student group(s): ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	site staff for ongoing case management. Services to support English Learners and students from low income families that are newly arrived include the following: 1. Students will be immediately enrolled in school and linked to academic support at their school site. 2. The center aims to eliminate as many barriers as possible for student success. This includes providing basic needs such as food, clothing, shelter, and assistance with medical insurance enrollment. By eliminating barriers, it is the goal for students to be successful in their academic pursuit and maintain an excellent attendance rate. 3. Parents will receive accurate information pertaining to their children's educational rights so they can seek services to further support their children academically. In addition, we recognize that these services would also benefit all students, and therefore these supports are implemented Districtwide.	
2.13	**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 2023 LAUSD Open Data Dashboard includes: Chronic Absenteeism Rate-	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:	For the identified student group(s): ● 2.01: Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● 2.03: Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5

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
	Grades 6-8, District Calculation (38.9% for Foster Youth, 34.9% for Low Income, and 39.4% for English Learners versus 32.4% for all students). Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** LEA-wide	● 7 Habits of Highly Effective Families / Resilient Families curriculum ● A-G Graduation Requirements / College Readiness ● Digital Citizenship & Internet Safety ● How to Support your Child Academically and During Distance Learning ● Stress Management / Self Care / Resiliency / Grief and Loss ● Transitioning to MS and HS ● Access to FamilySource services such as: ○ Financial Literacy workshops / Free tax preparation (VITA) ○ Pre-employment / employment support ○ Food bank / Baby Items ○ Tutoring; Mentoring, civic engagement for 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.	● 2.04: Chronic Absenteeism Rate (District Calculation: 91% or higher) 6-8 ● 2.05: Chronic Absenteeism Rate (District Calculation: 91% or higher) 9-12
2.14	**Action:**	While the District's overall rate of students with excellent attendance was 35.5% in 2022-23, for	For the identified 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
	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 2023 LAUSD Open Data Dashboard includes: Students with excellent attendance (33.8% for Low Income, 34.6% for Foster Youth, and 32.7% for English Learners compared to 35.5% for all students). Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** Schoolwide	low-income students this was only 33.8%, for English Learners it was 32.7% and for students in foster care it was 34.6%. 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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. Elementary schools are targeting identified student groups with services to increase attendance, including: ● Expand attendance incentive programs, including recognition events, spirit days, and attendance “challenges” ● Enhance staff capacity to implement trauma-informed practices ● Provide additional student wellness services ● Deliver tiered child welfare and attendance interventions and absence prevention efforts to support target student groups ● Expand implementation of Positive Behavior interventions and Supports and Restorative Practices to build positive school climates ● Provide additional opportunities to build capacity of families to support attendance for students	● 2.01: Students with Excellent Attendance ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 2.06: Single Student Suspension Rate ● 2.09: Percent of Students Reporting on the SES: “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES: “I feel like I am part of this school.”

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		In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the elementary schools.	
2.15	**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 2023 LAUSD Open Data Dashboard includes: Students with excellent attendance (33.8% for Low Income, 34.6% for Foster Youth, and 32.7% for English Learners compared to 35.5% for all students). Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** Schoolwide	While the District's overall rate of students with excellent attendance was 35.5% in 2022-23, for low-income students this was only 33.8%, for English Learners it was 32.7% and for students in foster care it was 34.6%. 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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. Middle schools are targeting identified student groups with services to increase attendance, including: ● 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	For the identified student group(s): ● 2.01: Students with Excellent Attendance ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 2.06: Single Student Suspension Rate ● 2.09: Percent of Students Reporting on the SES: "I feel safe in this school" ● 2.12: Percent of Students Reporting on the SES: "I feel like I am part of this school."

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		● Expand 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 schools.	
2.16	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools **Need:** Increase attendance and decrease the chronic absenteeism rate for English Learners, students from low income families, and students in foster care. Evidence of need from the 2023 LAUSD Open Data Dashboard includes: Students with excellent attendance (33.8% for Low Income, 34.6% for Foster Youth, and 32.7% for English Learners compared to 35.5% for all students). Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** Schoolwide	While the District’s overall rate of students with excellent attendance was 35.5% in 2022-23, for low-income students this was only 33.8%, for English Learners it was 32.7% and for students in foster care it was 34.6%. In addition, for high schoolers overall in 2022-2023, the chronic absenteeism rate (as defined by the District as being absent for 9% or more of the instructional days enrolled) was 39.4%. By comparison, 41.0% of low-income high school students, and 51.0% of English Learners and 49.8% 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. Schools invest their SENI funds across three	For the identified student group(s): ● 2.01: Students with Excellent Attendance ● 2.02-2.05: Chronic Absenteeism Rate- Grades K-12 ● 2.06: Single Student Suspension Rate ● 2.09: Percent of Students Reporting on the SES: “I feel safe in this school” ● 2.12: Percent of Students Reporting on the SES: “I feel like I am part of this school.”

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. High schools are targeting identified student groups with services to increase attendance, including: ● 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” In addition, we recognize that these supports would also benefit all students, and therefore these supports are provided across the high schools.	
3.04	**Action:** Student Empowerment **Need:** Increase student engagement opportunities and connection to school for English Learners, students in foster care, and students from low-income families compared to the all student	The District will continue to provide low-income, English Learners, and foster youth opportunities to participate in multiple leadership skill building programs, empowerment conferences and mentoring opportunities. These students interact with other students and adults who act as role models, provide social-emotional support, college-readiness support, and leadership	For the identified student group(s): ● 2.12: Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school.”

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	group. Evidence of need from the 2023-24 School Experience Survey includes: Metric- “I feel that I am part of this school” (56.8% for Foster Youth and 57.5% for Low Income versus 58.5% 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	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. **Scope:** LEA-wide	In order to support the needs of the actions, the District will implement the following strategies to align planning, budgeting, and engagement throughout the District: ● District-level strategic planning, budgeting, and engagement: The LCAP team (within the Office of the Chief Strategy Officer) will collaborate across the District’s Divisions to deepen partner engagement through expanded opportunities for students, families, and community engagement above the statutory requirements. In addition to supporting the development of the annual LCAP, the LCAP team will also continue to share the feedback and input shared in these engagement opportunities with District teams to support their ongoing refinement of	To monitor effectiveness: ● 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

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		planning and programs. The LCAP Team will also provide capacity-building and accountability support to Regions, Community of Schools, and school processes. ● School-level strategic planning, budgeting, and engagement: School site leaders will engage educational partners to develop their Targeted Student Population (TSP) Plans, through which they will define their strategies to close gaps for English Learners, students in foster care, and/or students designated as low income and align funds allocated through the Student Equity Needs Index (SENI) to expand access to the programs identified in the first three LCAP Goals: Academic Excellence, Joy and Wellness, and Engagement and Collaboration. In addition, site leaders of Equity Multiplier-eligible schools will consult with educational partners in the formation of evidence-based actions and services to support student groups with the lowest performance levels on one or more California Dashboard indicators. 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.	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.” ● Maintain LCAP meetings with the Los Angeles County Office of Education ● Increased number of internal planning and accountability alignment meetings ● Increased number of educational partner engagement opportunities ● Increased number of participants in ThoughtExchange engagement forums and other feedback / input surveys ● Improved feedback on the effectiveness of engagement strategies

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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 2023-24 School Experience Survey for elementary school students: “Students have a voice in decision-making at this school” (52.0% of English Learners, 52.8% of students in foster care, and 51.3% of students from low income families agreed). 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	On the 2023-24 School Experience Survey, when asked if they agree that “students have a voice in decision-making at this school,” only 52.0% of English Learners, 52.8% of students in foster care, and 51.3% of low-income students in elementary school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. 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	To Monitor Effectiveness: ● 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
		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.	
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 2023-24 School Experience Survey for middle school students: “Students have a voice in decision-making at this school” (41.2% of English Learners, 40.1% of students in foster care, and 47.0% of students from low income families agreed). Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child’s	On the 2023-24 School Experience Survey, when asked if they agree that “students have a voice in decision-making at this school”, only 41.2% of English Learners, 40.1% of students in foster care, and 47.0% of low-income students in middle school agreed. In order to ensure the efficacy of site-level implementation of District initiatives, including the use of SENI funds, it is critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will	To Monitor Effectiveness: ● 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
	education and are welcome to participate at their child's school. **Scope:** Schoolwide	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. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. 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.	Experience Survey: "This school provides instructional resources to help me support my child's education." ● 3.05: Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."
3.08	**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	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	To Monitor Effectiveness: ● 3.01: Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about 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
	high-need high schools serving English Learners, students from low income families, and students in foster care. Evidence of need includes the 2023-24 School Experience Survey for high school students: “Students have a voice in decision-making at this school” (49.8% of English Learners, 49.0% of students in foster care, and 47.0% of students from low income families agreed). 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	critical that these students and their families are engaged in decision-making. However, these students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. In order to support meaningful parent, student, and community engagement at the school level, the Los Angeles Unified School District will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments. The SENI prioritizes schools based on various community and school indicators, as determined through educational partner engagement. Schools invest their SENI funds across three budget codes aligned to the first three LCAP goals / Strategic Plan Pillars. High schools will invest in additional staffing and supports to implement the District’s programs to empower student, family, and community engagement so that each school’s English Learners, students in foster care, and low-income students have increased access to the interventions determined through school needs assessments to be effective in meeting their needs, which included delivering additional school community events that engage family and staff in order to support target student groups. In addition, we recognize that these Engagement	● 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
		and Collaboration supports would also benefit all students, and therefore these supports are provided across high schools.	

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 2023 Dashboard includes: graduation rate (68.4% for homeless students and 68.5% for foster youth versus 83.6% for all students), English Language Arts (87.8 points below standard for homeless students and 83.1 points below standard for foster youth versus 32.4 points below standard for all students), and Mathematics (111.3 points below standard for homeless students and 111.7 points below standard for foster youth versus 67.3 points below standard for all students). Within educational partner feedback, a stated desire is to ensure students in foster care and students experiencing homelessness are receiving differentiated support services in counseling, academics, and additional supports to provide equitable opportunities and improved educational outcomes.	Students in foster care and experiencing homelessness receive the following supports to ensure improved outcomes: Specialized Student Services (SSS) counselors provide services to over 10,000+ students in foster care and 17,000+ students experiencing homelessness annually, a 42% increase in the number of students experiencing homelessness from last year. Supports for these students include: ● Educational case management and advocacy for educational rights services ● Collaboration with school staff, caregivers, and county personnel (Department of Children and Family Services (DCFS), Probation, agency staff) to promote school stability ● Provide educational supports and linkages to address academic and attendance barriers ● Students with an open case in dependency court and under the supervision of the Department of Children and Family Services (DCFS) case (foster) ● Students with an open case in delinquency court and an educational transition plan (foster) ● Students experiencing homelessness who are chronically absent and/or off track to graduate high school (tier 2 or 3)	For the identified student group(s): ● 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 ● Increased number of District students properly identified as homeless under the McKinney-Vento Act definition ● Increased attendance rates ● Increased number of students on-track to graduate ● Increased number of best interest determination meetings (BIDs) provided to support school stability for students in foster care

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Low Income, Foster Youth (FY)		
6.01	**Action:** UTK-12 English Learner Services **Need:** Increase the percentage of English Learners making annual progress in learning English, meeting or exceeding state content standards, and graduating college and career ready as well as earning the State Seal of Biliteracy. Evidence of need from the 2023 Dashboard includes: English Language Arts (87.8 points below standard versus 32.4 points below standard for all students), Mathematics (106 points below standard versus 67.3 points below standard for all students), and graduation rate (62.8% versus 83.6% 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, 2018 Master Plan, and the EL Roadmap: 1. Offer focused, enhanced training/support to improve and differentiate EL instructional programs to meet the language and academic needs of different EL profiles/typologies, while placing focused attention on the language and literacy needs of at-promise ELs (Potential Long-Term ELs and Long-Term ELs) and International Newcomers. 2. Provide ongoing professional development to improve Designated and Integrated English Language Development (ELD) instruction, guided by the ELD standards, California ELD/ELA Framework. 3. Provide professional development on Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of 12 Suite of Strategies (3 listens, 3 conversations, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to	For the identified student group(s): ● 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
		support/enhance English Learners' mastery of academic content. 4. Emphasize/prioritize in all professional development that language and content are inextricably linked and that the three parts of the ELD standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills) should be at the center of a robust English Learner instructional program. When instructing English learners, teachers are both content and English language development teachers. 5. Provide additional opportunities for teachers of ELs to have many opportunities to engage in collaborative lesson planning based on the provided professional development and ELD standards. 6. Provide a yearly, mandatory summer and mid-year Master Plan Instructional Institute (MPII) to EL Designees, Multilingual Multicultural Academic Language Instructional Coaches, International Newcomer Coaches, Parent Educator Coaches, and administrators to enhance EL support staff capacity to address the linguistic and academic needs of English Learners. The five-day MPI training will include the following areas: a. EL Instructional Approaches and Elegance of 12 Suite of Strategies b. Concepts of critical wellness to support diverse language learners and how they can be used to correct school inequities c. Understanding EL Language Performance, the Translanguaging Classroom and the Instructional	

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) 7. Central and Regional Multilingual Multicultural Academic Language staff (Coordinators, Specialist, and Experts) will coordinate Master Plan programs and instructional services for ELs, including planning and delivering EL-specific professional development, planning, and implementing model dELD and iELD curricular lessons and acceleration, and monitoring Districtwide data to identify professional development / program support needs. 8. Provide elementary and secondary Multilingual Multicultural Academic Language Coaches to support EL-specific professional development needs of teachers, conduct coaching cycles/lesson studies around dELD and iELD, develop and model iELD and dELD lessons, and acceleration/enrichment to English learners, and provide family training. 9. Establish K-12 cadres of teachers, administrators and/or Multilingual Multicultural Academic Language Coaches to support the development of focused professional development and dELD or iELD lessons/resources for Districtwide use for ELs. 10. Conduct regular classroom walk-throughs to observe professional development	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		transference and/or inform future professional development. 11. Offer enrichment/intervention or other expanded learning opportunities for English Learners during the winter, spring, summer, before or after school, and/or Saturdays to address the language and academic needs of ELs or accelerate their English language development. 12. Support and promote EL parent/family participation, engagement, input, and leadership development to support the implementation and review of the LCAP's EL supports and to develop active home/school partnerships. The following family resources or trainings will be provided: a. Home-School Resources to promote language development, literacy, and numeracy at home. b. Training on topics such as the EL Journey, Identification, Assessment, Placement, Reclassification and Beyond, as well as their role in the education of their children. i. Family engagement modules on 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,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		and writers. ii. Prepare surveys, regular family sessions, and/or focus groups to ensure families have opportunities to provide input or advice on EL program supports. b. Purchase supplemental materials, intervention software licenses or supplies to support access to grade level instruction or remedy any learning needs. c. Provide strategic and targeted support for improved results in California's English Language Proficiency Assessments, including: i. Training on the English Learner Progress Indicator (ELPI) and the ELPI MMED Dashboard. ii. Training on ELPAC Interim assessments and promoting their use to progress monitor ELs towards English proficiency. The action is providing services beyond the 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
6.02	**Action:** International Newcomer Supports **Need:** International Newcomer students face considerable challenges when entering the country such as language barriers, cultural adjustment, access to academic support services, and social integration. Evidence of need from the 2023 Dashboard includes: Smarter Balanced Assessment results in English Language Arts (87.8 points below standard versus 32.4 points below standard for all students), Mathematics (106 points below standard versus 67.3 points below standard for all students), and graduation rate (62.8% versus 83.6% 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 Newcomes due to their unique needs. **Scope:** English Learner (EL)	To support the accelerated linguistic and academic progress of International Newcomer students, the District will implement the following action steps/strategies: 1. Provide ongoing professional development to teachers, International Newcomer Coaches/Counselors, and administrators on the linguistic, academic, and social emotional needs of International Newcomers. MMED staff will use the U.S. Department of Education Newcomer Toolkit as the guiding document and professional reading material to understand: a. Who are our International Newcomer students? b. How to support them c. Best practices to welcome them and engage their families: i. Helping parents understand the new country, community, and school. ii. Helping parents understand their legal rights and precedents that lay the foundation for their children to receive educational 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	For the identified student group(s): ● 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
		programs for International Newcomers. e. Specific learning strategies for International Newcomers. f. How to integrate social-emotional and academic support. 2. Fund International Newcomer Coaches and Counselors will support the growing International Newcomer student population and their families at schools with high populations of these students. 3. Allocate International Newcomer Instructional Aides to elementary schools with the highest counts of International Newcomers to support their adjustment to the U.S. educational systems and ensure their progress in learning English and mastery of grade level content instruction. 4. Open Dream Centers at high schools with high International Newcomer counts to provide newcomers with a safe space to discuss immigration experiences and receive social-emotional support, academic, graduation or college/university attendance 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Newcomer Academies to provide safe, nurturing learning spaces for students to learn English and master grade level content. 8. Implement a yearly International Newcomer Leadership Conference to provide newly immigrated students and their families with skills, key information, and resources to ensure they thrive personally and academically. 9. Ensure access to all core, A-G classes, and promote participation in Advanced Placement (AP) programs while learning English. 10. Utilize the Student Support and Progress Team (SSPT) process to monitor and support the linguistic and academic progress of International Newcomers. 11. Promote the linguistic and academic success of International Newcomer students at key parent meetings, events, conferences, and institutes.	
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 2023 Dashboard includes: Smarter Balanced Assessment results in English Language Arts (87.8 points below standard versus 32.4 points below standard for all students), Mathematics (106 points below standard versus 67.3 points	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	For the identified student group(s): ● 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 ● Increase the % of PLTEL who reclassify from EL status to FEP status.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	below standard for all students), and graduation rate (62.8% versus 83.6% for all students). Within educational partner feedback, a stated desire is to continue the support of English Learners towards English language proficiency and academic success due to the large student group population as well as communicate different supports more clearly for different typologies of English Learners, such as PLTELs due to their unique needs. **Scope:** English Learner (EL)	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 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	● Increase the % of PLTEL who reclassify from EL status to FEP status by grade 5. ● Increase the % of PLTEL who reclassify from EL status to FEP status by grade 8. ● Increase the % of PLTEL who reclassify from EL status to FEP status by grade 10.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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.	
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: 2023 Dashboard ELPI performance was Orange, with 48.4% of EL's making progress, a decline of 3% from prior year. Within educational partner feedback, a stated desire is to continue the support of English Learners towards English language proficiency	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	For the identified student group(s): ● 6.01: English Learner Reclassification Rate ● Increased % of LTELS who reclassify from EL status to FEP status ● Increased % of LTELS who reclassify from EL status to FEP status by grade 8 ● Increased % of LTELS who reclassify from EL status to FEP status by grade 10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and academic success due to the large student group population as well as communicate different supports more clearly for different typologies of English Learners, such as Long-Term English Learners due to their unique needs. **Scope:** English Learner (EL)	Approaches (Active Listening, Extended Communication and Oral Summarizing), Elegance of Suite of 12 Strategies (3 listens, 3 talks, 3 reads, and 3 writes), and the High Impact Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) to support/enhance English Learners' mastery of academic content. 4. Promote the use of the Student Support and Progress Team (SSPT) process to: a. Design and implement effective instructional programs and placement for LTELs. b. Conduct ongoing group monitoring of the linguistic and academic progress of LTELs. c. Recommend appropriate acceleration/enrichment for LTELs. 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.

For 2024-25, based on the surveys, 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 1.31-1.33; Goal 2, Actions 14-16; and Goal 3, Actions 6-8.

<u>Positions of Instructional Staff Enhancing Student Success:</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:</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	1,648.86 Full-time equivalent classified staff serving 49,829 students (as counted on October 4, 2023- the first Wednesday in October of 2023, in alignment with the template). (30.22**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*	17,653.24 Full-time equivalent classified staff serving 363,736 students (as counted on October 4, 2023- the first Wednesday in October of 2023, in alignment with the template). (20.60**:**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	3,119.57 Full-time equivalent certificated staff serving 49,829 students (as counted on October 4, 2023- the first Wednesday in October of 2023, in alignment with the template). (15.97**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*	32,980.90 Full-time equivalent certificated staff serving 363,736 students (as counted on October 4, 2023- the first Wednesday in October of 2023, in alignment with the template). (11.03**:**1) *Note: Figures also include applicable Los Angeles Unified affiliated charter school staff and students.*

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.

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.

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.

- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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 holistic 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) (California Legislative Information) 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.

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.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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

- 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.
- 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.
- 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.

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 of 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).

California Department of Education
November 2023

Appendix A:

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 California School Dashboard indicators: English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, Suspension Rate, English Learner Progress, and College/Career. For more information on the California School Dashboard, please refer to: https://www.caschooldashboard.org/

Key: Please refer to the following key to identify student groups in the below table.

STUDENT GROUPS			
ALL	All Students	WH	White
AA	African American / Black	MR	Multiple Races / Two or More
AI	American Indian or Alaska Native	EL	English Learners
AS	Asian	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
HI	Hispanic / Latino	FOS	Foster Youth
PI	Pacific Islander	HOM	Homeless Youth

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
Abraham Lincoln Senior High	SWD	SWD					
Academy of Medical Arts at Carson High		SED					
Aggeler Community Day					FOS, HI		
Albert Einstein Continuation				ALL, SED			ALL, HI, SED
Aldama Elementary	EL		SWD, WH				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
Angeles Mesa Elementary	AA, ALL, EL, SED	AA					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
Bassett Street Elementary	EL						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
Boyle Heights Continuation				ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Calvert Charter for Enriched Studies			HI			ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Castlebay Lane Charter			EL, MR, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Christopher Columbus Middle	EL	EL, SWD, WH					
Cienega Elementary	EL, SED, SWD						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
Corona Avenue Elementary	EL	SWD	SWD				
Cowan Avenue Elementary			HI				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Dolores Street Elementary			EL, SWD				
Dr. Julian Nava Learning Academy	EL, SWD	ALL, EL, HI, SED	AA				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Elizabeth Learning Center	EL						
Ellington (Duke) High (Continuation)				ALL, SED			ALL, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Fairburn Avenue Elementary			ALL, EL, HI, SED, SWD, WH				
Fairfax Senior High							EL

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Franklin Avenue Elementary			HI, SWD, WH				
Frida Kahlo High				ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
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

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Grover Cleveland Charter High	EL, SWD	EL					
Gulf Avenue Elementary	EL						

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
Heliotrope Avenue Elementary	SWD	SWD				ALL, EL	
Henry David Thoreau Continuation				ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
Hope Street Elementary	SWD	SWD					
Horace Mann UCLA Community	AA, ALL, EL, HI, SED, SWD	AA, ALL, HI, SED, SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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			
Jane Addams Continuation				ALL, EL, HI, SED			ALL, EL, HI, SED
John A. Sutter Middle	ALL, EL, HI, SED, SWD	EL, SWD				ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
Joseph Le Conte Middle	EL, SWD	ALL, EL, HI, SED, SWD	WH				
Joseph Pomeroy Widney Career Preparatory and Transition Center							ALL, SED, SWD

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Leadership & Public Service Virtual Academy							ALL, HI, SED
Leapwood Avenue Elementary			SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Lorena Street Elementary	SWD	SWD	SWD				
Lorne Street Elementary	EL, SWD	SWD	SWD			ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Malabar Street Elementary	EL, SWD	SWD				ALL, EL	
Manchester Avenue Elementary		SWD	AA, ALL, EL, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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			
Maywood Center for Enriched Studies	EL, SWD	EL				ALL, EL	
Maywood Elementary			EL, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Mountain View Elementary			HI, SED			ALL, EL	
Mt. Gleason Middle	EL, SWD	EL, HI, SED, SWD	EL, WH				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
North Hollywood Senior High	SWD	EL				ALL, EL	
Northridge Academy High	SWD	SWD					SWD

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Open Charter Magnet			MR, SED, SWD				
Orchard Academies 2B						ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
Park Western Place Elementary			WH				
Paseo del Rey Fundamental			AA, ALL, HI, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Porter Ranch Community			SWD				
President Avenue Elementary	EL, SWD	EL, SWD	AA, ALL, EL, HI, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
Richard A. Alonzo Community Day				ALL, HI, SED			ALL, SED
Richard E. Byrd Middle	EL, SWD	EL, SWD	EL				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
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	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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	
San Pedro Senior High		SED		EL			EL
San Pedro Street Elementary			EL				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Short Avenue Elementary			ALL, MR, SED				
Sierra Park Elementary	EL, SWD	SWD					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Stanley Mosk Elementary	EL		AS				
State Street Elementary		SWD				ALL, EL	

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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						
Taper Avenue Elementary	SWD						
Tarzana Elementary			HI, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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				
Towne Avenue Elementary			EL				
Tri-C Community Day		ALL, HI		ALL, HI, SED			ALL, HI, SED

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Valley View Elementary			ALL, SED, WH				
Van Deene Avenue Elementary			ALL, HI, SED, SWD				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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
Virtual Academy STEAM							HI
Vista del Valle Dual Language Academy			EL, SED				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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			
West Athens Elementary	AA, ALL, EL, HI, SED	AA, ALL, EL, HI, SED			AA		
West Hollywood Elementary			ALL, EL, HI, SED, WH				

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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					
Wilshire Park Elementary	SWD	SWD	AS				
Winnetka Avenue Elementary	EL	EL					

SCHOOL	ELA	MATH	CHRONIC ABSENTEEISM	GRADUATION RATE	SUSPENSION RATE	ENGLISH LEARNER PROGRESS	COLLEGE / CAREER
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: 2024-25 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 5: Instructional Technology Initiative (ITI)

Current ITI Schools
1. Canoga Park Elementary School 2. El Dorado Elementary School 3. Hillery T. Broadous Elementary School 4. James Madison Middle School 5. Martin Luther King Jr. Elementary School 6. Maywood Elementary School 7. Redesa Charter High School 8. Sherman Oaks Center for Enriched Studies 9. Union Avenue Elementary School 10. Wilmington Middle School STEAM Magnet

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: 2024-25 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

School Name	School Name	School Name
Annandale El	Byrd MS	Cortines Sch of VAPA
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

School Name	School Name	School Name
Gardner St El	International St LC	Manhattan Place El
Germain Acad AA	Jefferson SH	Mann UCLA Comm Sch
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

School Name	School Name	School Name
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
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: 2024-25 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

School Name	Region	School Name	Region
10TH ST EL	East	SAN FERNANDO MS	North
1ST ST EL	East	SANTANA ARTS ACADEMY	North
28TH ST EL	East	SATICOY EL	North
2ND ST EL	East	SENDAK EL	North
49TH ST EL	East	SEPULVEDA MS	North
4TH ST EL	East	SUN VALLEY ET MAG	North
9TH ST EL	East	SUTTER MS	North
ALEXANDRIA EL	East	SYLVAN PARK EL	North
AMANECER PC	East	TELFAIR EL	North
ANN EL	East	VALERIO EL	North
ANTON EL	East	VAN NUYS EL	North
ASCOT EL	East	VAN NUYS MS	North
AURORA EL	East	VISTA MS	North
BELVEDERE EL	East	107TH ST EL	South
BREED EL	East	109TH ST EL	South
BRIDGE EL	East	112TH ST EL	South
BUSHNELL WAY EL	East	116TH ST EL	South
CARVER MS	East	118TH ST EL	South
CASTRO MS	East	24TH ST EL	South
CHAVEZ EL	East	42ND ST EL	South
CLINTON MS	East	52ND ST EL	South
CORONA EL	East	59TH ST EL	South
DEL OLMO EL	East	61ST ST EL	South
EASTMAN EL	East	75TH ST EL	South
ESCALANTE EL	East	92ND ST EL	South
ESCUTIA PC	East	93RD ST EL	South
ESPERANZA EL	East	95TH ST EL	South
ESTRELLA EL	East	96TH ST EL	South
EVERGREEN EL	East	99TH ST EL	South
FLORENCE EL	East	AUDUBON MS	South
GAGE MS	East	BACA ARTS ACADEMY	South
GARZA PC	East	BAKEWELL PC	South
HARMONY EL	East	BARRETT EL	South
HARRISON EL	East	BARTON HILL EL	South
HELIOTROPE EL	East	BETHUNE MS	South
HILLSIDE EL	East	BRADLEY GLBL AWR MAG	South
HOLMES EL	East	BUDLONG EL	South

School Name	Region	School Name	Region
HOOPER EL	East	CENTURY PARK EL	South
HOOPER PC	East	CIMARRON EL	South
HUERTA EL	East	COLISEUM EL	South
HUNTINGTON DR EL	East	COMPTON EL	South
HUNTINGTON PARK EL	East	DE LA TORRE JR EL	South
JONES EL	East	DREW MS	South
KENNEDY EL	East	EDISON MS	South
LEE MED HLTH MAG	East	FIGUEROA EL	South
LIBERTY EL	East	FLOURNOY EL	South
LIECHTY MS	East	FRIES EL	South
LIZARRAGA EL	East	GARDENA EL	South
Logan Academy of Global Ecology	East	Gil Garcetti Learning Academy	South
LOMA VISTA EL	East	GOMPERS MS	South
LORENA EL	East	GRAHAM EL	South
LOS ANGELES ACAD MS	East	GRAPE EL	South
MACARTHUR PARK VPA	East	GRIFFITH JOYNER EL	South
MAIN ST EL	East	HARBOR CITY EL	South
MALABAR EL	East	HARTE PREP MS	South
MAPLE PC	East	HILLCREST DR EL	South
MIDDLETON PC	East	Horace Mann UCLA Comm School	South
MILES EL	East	JONES PC	South
MONTARA AVE EL	East	KING JR EL	South
MONTE VISTA EL	East	KNOX EL	South
MURCHISON EL	East	LA SALLE EL	South
NEVIN EL	East	LAWSON ACAD A/M/S	South
NUEVA VISTA EL	East	Mack EL	South
OCHOA LC	East	MANHATTAN PLACE EL	South
PACIFIC BLVD SCHOOL	East	MARKHAM MS	South
RIDE EL SMART ACAD	East	MCKINLEY EL	South
ROWAN EL	East	MENLO EL	South
SAN ANTONIO EL	East	MILLER EL	South
SAN GABRIEL EL	East	MIRAMONTE EL	South
SAN PEDRO EL	East	MOORE M/S/T ACAD	South
SHERIDAN ST EL	East	MUIR MS	South
SOTO EL	East	NORMANDIE EL	South
SOUTHEAST MS	East	NORWOOD EL	South
STANFORD EL	East	Obama Global Prep Acad	South
STANFORD PC	East	PARMELEE EL	South
STATE EL	East	PEARY MS	South
SUNRISE EL	East	POINDEXTER LAMOTTE EL	South
TRINITY EL	East	PURCHE EL	South

School Name	Region	School Name	Region
UNION EL	East	RAYMOND AVE EL	South
VERNON CITY EL	East	RITTER EL	South
VICTORIA EL	East	RUSSELL EL	South
WADSWORTH EL	East	SOUTH PARK EL	South
WEST VERNON EL	East	VERMONT EL	South
WHITE EL	East	WASHINGTON PC	South
ALTA CALIFORNIA EL	North	WEEMES EL	South
BASSETT EL	North	WEST ATHENS EL	South
BELLINGHAM EL	North	Western Av Tech/Eng/Comm/Hum Magnet	South
BLYTHE EL	North	WISDOM EL	South
BURTON EL	North	WOODCREST EL	South
CAMELLIA EL	North	YES ACADEMY	South
CANOGA PARK EL	North	54TH ST EL	West
Canoga Park Middle School	North	6TH AVE EL	West
CANTARA EL	North	ALTA LOMA EL	West
CHASE EL	North	ANGELES MESA EL	West
COLDWATER CYN EL	North	ARAGON EL	West
COLUMBUS AVE EL	North	ARLINGTON HTS EL	West
COUGHLIN EL	North	BANCROFT MS	West
EL DORADO EL	North	CARSON-GORE ACADEMY	West
FERNANGELES EL	North	COCHRAN MS	West
FULTON COLLEGE PREP	North	HARVARD EL	West
GARDEN GROVE EL	North	HOBART BLVD EL	West
GLENWOOD EL	North	Hollywood Elementary School	West
HADDON EL	North	KINGSLEY EL	West
HART ST EL	North	LE CONTE MS	West
KORENSTEIN EL	North	LOCKWOOD EL	West
LANGDON EL	North	MAGNOLIA EL	West
LIMERICK EL	North	MARINA DEL REY MS	West
MACLAY MS	North	MARIPOSA-NABI PC	West
MADISON MS	North	PIO PICO MS	West
NAPA EL	North	POLITI EL	West
NOBLE EL	North	RAMONA EL	West
NORTHRIDGE MS	North	RFK AMBASSADOR GLBL EDU	West
OBAMA EL	North	RFK AMBASSADOR GLBL LDSH	West
PANORAMA CITY EL	North	RFK Comm Schs-Acad K-12	West
PARKS LC	North	SHENANDOAH EL	West
PLUMMER EL	North	VINE EL	West
PRIMARY ACADEMY	North	WEBSTER MS	West
ROMER MS	North	WINDSOR M/S AERO MAG	West
ROSCOE EL	North		

Appendix B: 2024-25 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 27: Diploma Program

LCFF-Funded Diploma Program: Middle Schools		
Adams MS	Audubon MS	Bethune MS
Carver MS	Castro MS	Columbus MS
Fleming MS	Gage MS	Gompers MS
Harte Prep MS	Liechty MS	Mann Expansion
Markham MS	Nimitz MS	Obama Global Prep Academy
Pacoima MS	Peary MS	Reed MS
Southeast MS	Wilmington STEAM Magnet	
LCFF-Funded Diploma Program: High Schools		
Banning SH	Belmont SH	Canoga Park SH
CDS Johnson	Central Continuation HS	City of Angels
Crenshaw Magnet STEMM	Dorsey SH	Isaacs Avalon HS
Jordan SH	MaCES Magnet	Manual Arts SH
Maywood Academy SH	Owensmouth Continuation HS	Ramona HS
Rivera LC GD STEAM Academy	Roybal LC	

Appendix B: 2024-25 LCAP Schoolwide Increased/Improved Services: Schools list

Goal 1, Action 30: 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)
- 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)
- 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 30: 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)
- Sutter Middle School - STEAM and Leadership Magnet (Engineering Design)
- Webster Middle School STEAM Magnet (Engineering Design)

Linked Learning Elementary School PATHWAYS (Grades K-5/6)

- Euclid Ave. Elementary School - Gifted STEAM Magnet (Engineering Design)
- Glassell Park Elementary School - STEAM Magnet

Linked Learning SPAN School PATHWAYS (Grades K-8, 6-12)

- Arroyo Seco Museum Science Magnet (K-8)
- Laurel Cinematic Arts and Creative Technologies Magnet (K-8) (Production and Managerial Arts)

Appendix C: Common Education Acronyms

AP	• Advanced Placement
CAASPP	• California Assessment of Student Performance and Progress (CAASPP) • See more information here: https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp
CADAA	• California Dream Act Application
CAST	• California Science Test • Part of the CAASPP system • See more information here: https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
CDE	• California Department of Education
CTE	• Career Technical Education
DELAC	• District English Learner Advisory Committee
dELD	• Designated English Language Development
DIBELS	• Dynamic Indicators of Basic Early Literacy Skills
DLE	• Dual Language Education
EASE	• Employee Assistance Service for Education
EL	• English Learner
ELA	• English Language Arts
ELAC	• English Learner Advisory Committee
ELD	• English Language Development
ELPAC	• English Language Proficiency Assessments for California • See more information here: https://www.cde.ca.gov/ta/tg/ep/
ELPI	• English Learner Progress Indicator • Indicator on the California School Dashboard • See more information here: https://www.cde.ca.gov/ta/ac/cm/documents/elprogressindicator.pdf
ESSER	• Elementary and Secondary School Emergency Relief
FAFSA	• Free Application for Federal Student Aid
FEP	• Fluent English Proficient
FTE	• Full-Time Equivalent
GATE	• Gifted and Talented Education
IB	• International Baccalaureate

iELD	• Integrated English Language Development
IEP	• Individualized Education Plan • Required plan or program developed to ensure that a child with an identified disability receives specialized instruction and related services. • See more information here: https://www.cde.ca.gov/sp/se/sr/iepresources.asp
LCAP	• Local Control and Accountability Plan • Three-year plan that describes the use of LCFF funds (see below)
LCFF	• Local Control Funding Formula • California funding model that allocates funds to school districts based on their overall enrollment as well as their unduplicated enrollment of English learners, students in foster care, and students who are designated as low-income
LTEL	• Long-Term English Learner
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