



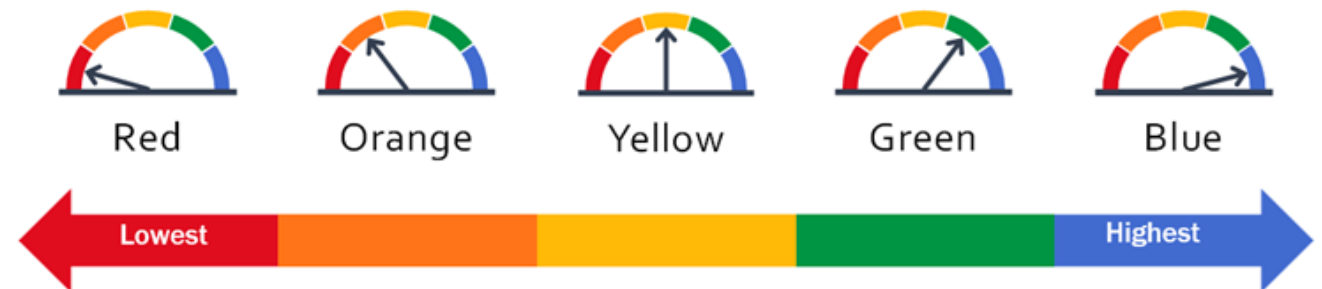
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2026 Student Performance

California School Dashboard and State Assessment Results

*Meeting of the Committee of the Whole
October 27, 2026*

- *Eight Indicators of district and school performance and progress*
 - *English Language Arts (ELA)*
 - *Math*
 - *Science*
 - *Chronic Absenteeism*
 - *Graduation*
 - *College/Career*
 - *Suspension*
 - *English Learner Progress*



Dashboard results for LAUSD do not include independent or affiliated charters

Highlights

Improvement Across All Indicators

- Improvement in both ELA and Math for third consecutive year
- Science growth for second consecutive year
- Decrease in Chronic Absenteeism for the fourth consecutive year
- Improvement in College/Career for the third consecutive year

Highest Graduation Rate Reported

- Highest reported graduation rate for the District at 87.6%
- Highest graduation rate reported for several student groups, including:
 - African American: 87.9%
 - Latine Students: 87.1%
 - White Students: 88.4%
 - Pacific Islander: 96.1%
 - Low Income Students: 87.9%
 - Students with Disabilities: 78.7%
 - Homeless Students: 76.4%

2025–26 Dashboard Overview



	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Chronic Absenteeism</i>	<i>Graduation</i>	<i>College/Career</i>	<i>Suspension Rate</i>	<i>English Learner Progress</i>
Los Angeles Unified	Yellow	Yellow	Green	Orange	Green	Green	Blue	Yellow
Statewide	<i>Orange</i>	<i>Yellow</i>	<i>Yellow</i>	<i>Yellow</i>	<i>Yellow</i>	<i>Green</i>	<i>Yellow</i>	<i>Yellow</i>
San Diego Unified	Yellow	Yellow	Green	Yellow	Green	Blue	Green	Orange
Long Beach Unified	Yellow	Yellow	Yellow	Orange	Green	Green	Green	Yellow
San Jose Unified	Yellow	Orange	Green	Yellow	Green	Green	Green	Orange
San Francisco Unified	Yellow	Yellow	Green	Red	Yellow	Green	Green	Yellow
Oakland Unified	Orange	Yellow	Green	Orange	Yellow	Green	Yellow	Orange
Fresno Unified	Yellow	Yellow	Green	Yellow	Green	Green	Yellow	Green
Santa Ana Unified	Orange	Orange	Yellow	Orange	Orange	Green	Green	Orange
San Bernardino City Unified	Yellow	Yellow	Green	Orange	Green	Green	Green	Yellow
Stockton Unified	Orange	Red	Yellow	Red	Green	Green	Green	Yellow
Pasadena Unified	Orange	Yellow	Green	Yellow	Green	Green	Green	Green
Compton Unified	Green	Green	Green	Green	Blue	Blue	Green	Blue



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CAASPP Insights: Sustaining Success for All Students

Highlights

Outpacing the State and Other Districts

- Double the rate of improvement compared to statewide average
- All student groups are outpacing peers statewide
- Many student groups are also outperforming their peers across the state

Unprecedented Achievement

- **Highest-ever achievement** in ELA, Math, and Science
- **Double-digit improvement** in Distance from Proficient (DFP) in ELA and Math
- 11th grade students performed above standard on average in ELA

Better than Last Year and Pre-Pandemic

- **All subjects and grade levels**, both in terms of DFS and the percentage of students meeting or exceeding standard
- **Black, Latino, Low Income, and Students with Disabilities** are, on average, performing better than pre-pandemic

ELA Results, by Grade

	Distance From Proficiency (DFP)			% Proficient or Advanced (PoA)		
Grade	2025-26	Change vs 2018-19	Change vs 2024-25	2025-26	Change vs 2018-19	Change vs 2024-25
All Grades	-9.4	↑ 10.2	↑ 4.8	48.3%	↑ 4.2 pp	↑ 1.9 pp
Grade: 3	-17.4	↑ 1.3	↑ 0.2	44.1%	↑ 1.2 pp	↑ 0.5 pp
Grade: 4	-12.6	↑ 8.3	↑ 4.0	46.5%	↑ 3.1 pp	↑ 1.5 pp
Grade: 5	-5.0	↑ 10.9	↑ 4.3	48.7%	↑ 4.0 pp	↑ 1.5 pp
Grades: 3-5	-11.6	↑ 6.9	↑ 2.9	46.5%	↑ 2.8 pp	↑ 1.2 pp
Grade: 6	-14.0	↑ 9.8	↑ 2.5	46.9%	↑ 4.2 pp	↑ 1.2 pp
Grade: 7	-9.2	↑ 15.1	↑ 9.5	49.3%	↑ 5.6 pp	↑ 3.4 pp
Grade: 8	-14.1	↑ 14.3	↑ 6.8	47.8%	↑ 6.6 pp	↑ 2.9 pp
Grades: 6-8	-12.5	↑ 13.1	↑ 6.3	48.0%	↑ 5.4 pp	↑ 2.5 pp
Grade: 11	8.4	↑ 10.6	↑ 7.6	56.2%	↑ 4.4 pp	↑ 2.7 pp

Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

Math Results, by Grade

	Distance From Proficiency (DFP)			% Proficient or Advanced (PoA)		
Grade	2025-26	Change vs 2018-19	Change vs 2024-25	2025-26	Change vs 2018-19	Change vs 2024-25
All Grades	-36.6	↑ 14.0	↑ 8.5	39.7%	↑ 6.3 pp	↑ 3.0 pp
Grade: 3	-3.1	↑ 10.6	↑ 5.1	50.1%	↑ 5.7 pp	↑ 2.5 pp
Grade: 4	-14.2	↑ 12.9	↑ 4.6	45.3%	↑ 7.3 pp	↑ 2.0 pp
Grade: 5	-32.4	↑ 17.5	↑ 8.8	40.0%	↑ 8.8 pp	↑ 3.6 pp
Grades: 3-5	-16.8	↑ 13.7	↑ 6.1	45.0%	↑ 7.3 pp	↑ 2.7 pp
Grade: 6	-46.0	↑ 10.6	↑ 5.8	37.2%	↑ 4.7 pp	↑ 1.9 pp
Grade: 7	-43.8	↑ 18.8	↑ 11.7	37.5%	↑ 7.1 pp	↑ 3.6 pp
Grade: 8	-51.9	↑ 22.1	↑ 13.9	36.1%	↑ 6.8 pp	↑ 4.3 pp
Grades: 6-8	-47.3	↑ 17.1	↑ 10.5	36.9%	↑ 6.2 pp	↑ 3.3 pp
Grade: 11	-75.2	↑ 10.3	↑ 9.9	29.2%	↑ 3.9 pp	↑ 2.9 pp

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Science Results, by Grade

	Science Points (SP)			% Proficient or Advanced (PoA)		
Grade	2025-26	Change vs 2018-19	Change vs 2024-25	2025-26	Change vs 2018-19	Change vs 2024-25
All Grades	52.3	↑ 6.2	↑ 2.4	32.1%	↑ 9.3 pp	↑ 4.8 pp
Grade: 5	52.7	↑ 6.0	↑ 1.9	33.0%	↑ 8.7 pp	↑ 3.7 pp
Grade: 8	51.4	↑ 5.4	↑ 2.3	31.4%	↑ 8.3 pp	↑ 4.9 pp
Grades: 10-12*	52.8	↑ 7.4	↑ 3.1	31.6%	↑ 11.1 pp	↑ 5.9 pp

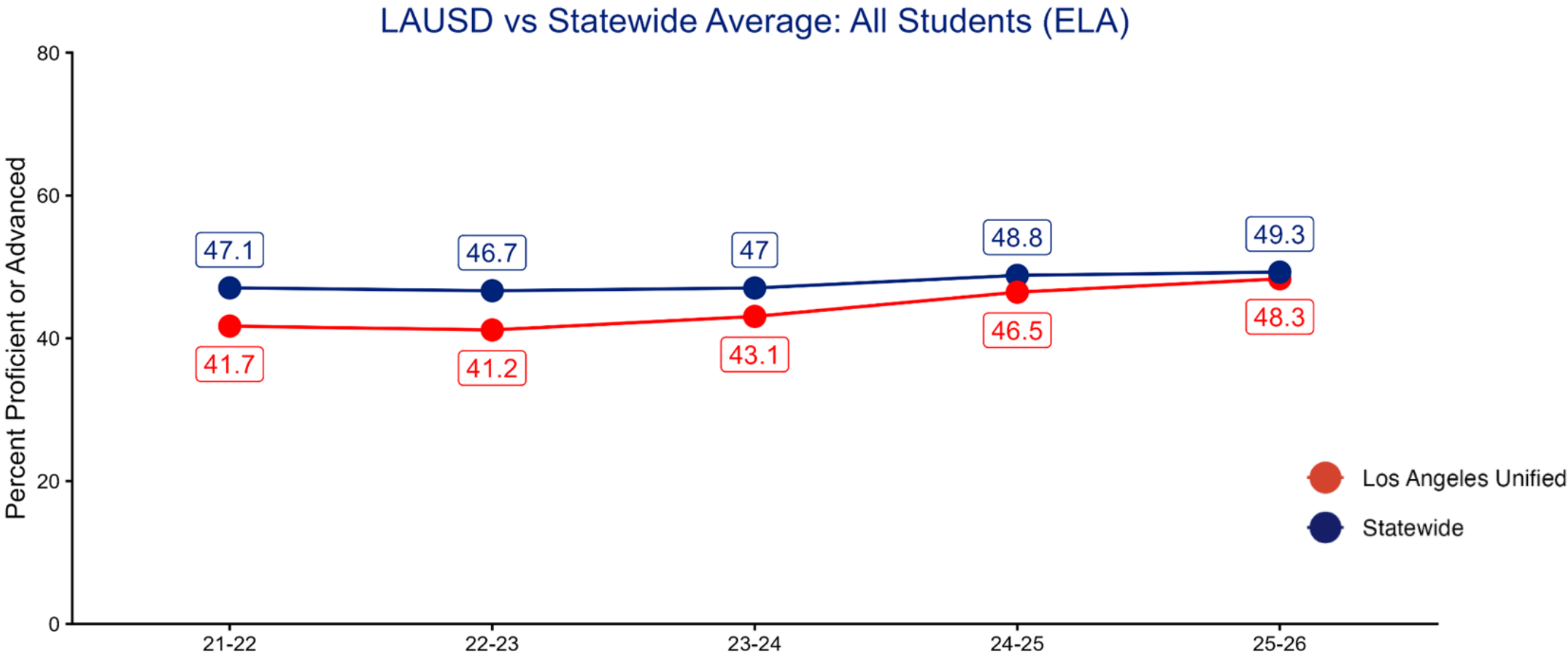
Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.

*High school students only take the CAST exam one time, usually in 11th grade.

Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

ELA Results – LAUSD vs Statewide Average

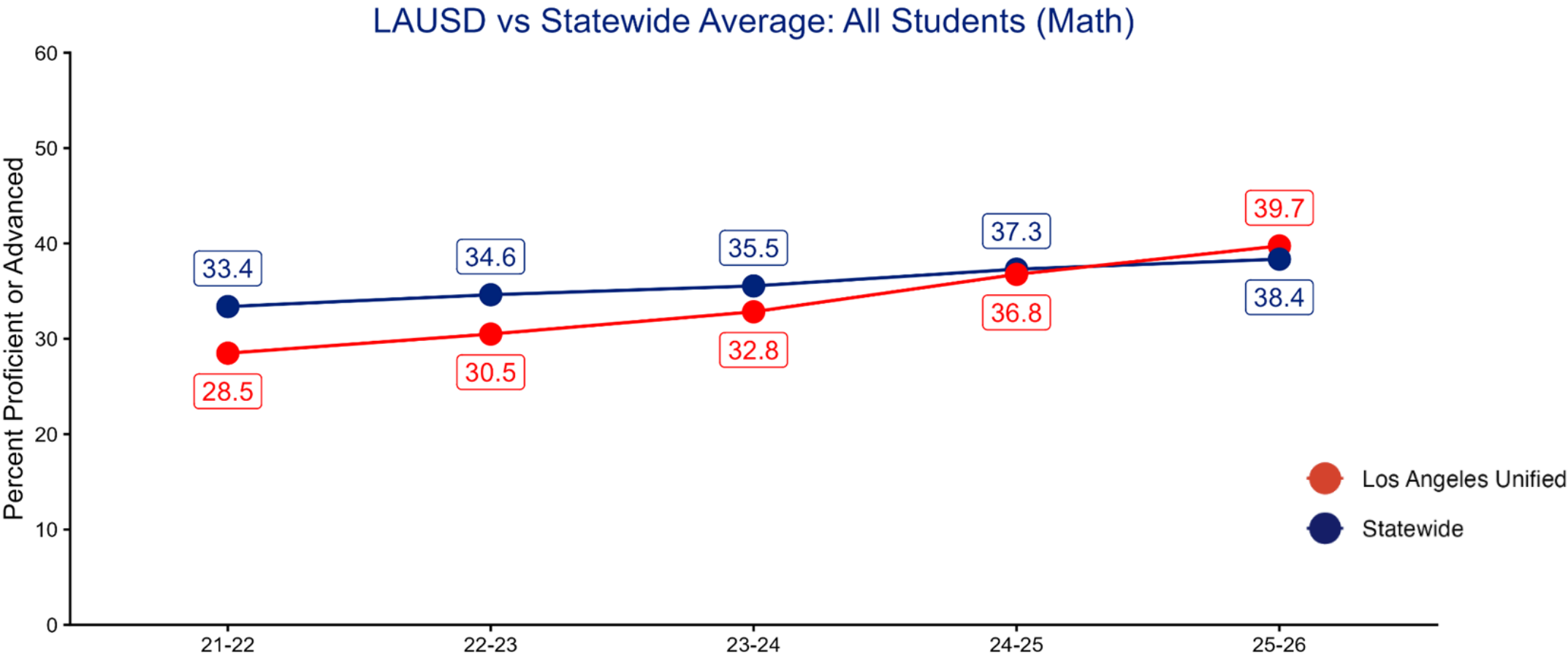
LAUSD students continue to close the gap between their peers statewide.



Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

Math Results – LAUSD vs Statewide Average

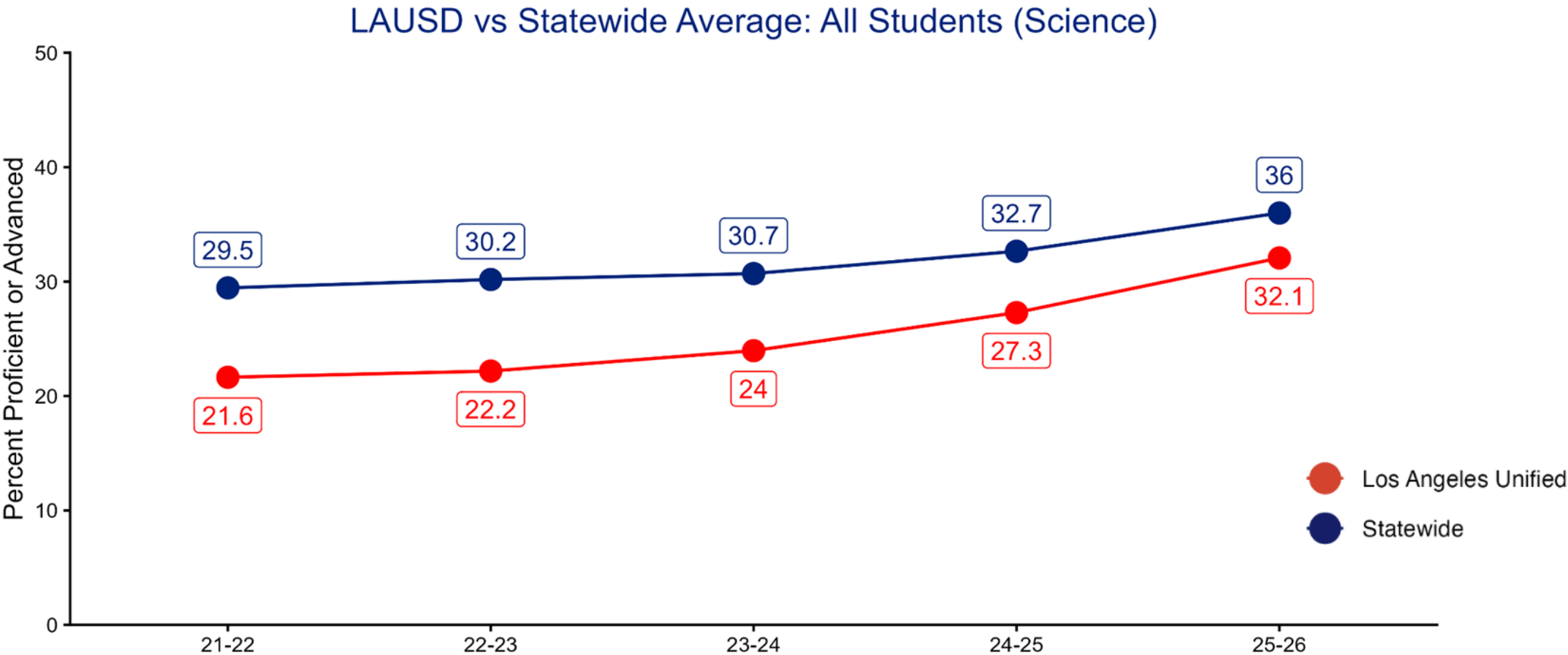
LAUSD students have surpassed their peers statewide.



Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

Science Results – LAUSD vs Statewide Average

LAUSD students are closing the gap between their peers statewide.



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Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

K-12: Deepening Implementation to Accelerate Student Learning

 Literacy • Implementation and coaching of high quality instructional materials • Implementation of writing across the disciplines and use of academic language • Literacy Interventionists & Small Group Instruction	 Numeracy • Implementation and coaching of high quality instructional materials • Mathematical thinking and reasoning through writing • Numeracy Interventionists & Small Group Instruction	 Science • Focus on Science & Engineering Practices • Strengthen literacy through reading and writing in science • Engage Students in Phenomena-Based Inquiry
 Assessments Informing Instruction • Teachers using assessment data to plan at grade/content level • Ongoing capacity building in using iReady tools and reports • Offer tutoring to students based on data	 Professional & Leadership Development • Professional development and lesson labs offered in literacy and numeracy • Leverage Instructional Rounds to improve implementation of quality instruction • Support principals and Instructional Leadership Teams in backwards planning, informal observations, and feedback	 Plan-Do-Study-Act Cycles • Continuous improvement cycles using the Multi Tiered Systems of Support approach • Focus on grade level standards and effective teaching practices that support their success. • Support principal and Instructional Leadership Teams working together in using data to inform instructional decisions

Literacy: K-12 Actions & Strategies

Reading

Strengthen foundational skills in early grades through structured literacy grounded in the Science of Reading and **targeted small-group interventions**

Deepen comprehension through increasingly complex texts, background knowledge development, and standards-aligned instruction.

Use **data-informed instruction and collaborative planning** to address learning needs and ensure instructional coherence.

Writing & Research

Embed **explicit writing instruction** across grade levels and content areas, emphasizing organization, purpose, and evidence-based practices.

Develop research and analytical skills through multiple sources, credible evidence, and critical media literacy.

Build writing proficiency through genre-specific instruction, common scaffolds, and writing across content areas.

Speaking & Listening

Promote **purposeful academic discourse** through structured engagement protocols, collaborative learning, and intentional questioning.

Strengthen student reasoning by **using textual evidence** to explain, justify, and challenge ideas.

Increase equitable participation through cooperative learning and academic language routines such as Socratic Seminars.

Math: K–12 Actions & Strategies

Concepts & Procedures

Strengthen **conceptual understanding** through manipulatives, multiple representations, and connections to mathematical procedures.

Develop **procedural fluency** by reinforcing prerequisite skills and connecting mathematical concepts to strategies and algorithms.

Use **curriculum maps, assessments, and targeted supports** to prioritize standards, monitor progress, and refine instruction.

Problem Solving & Modeling

Connect **mathematics to real-world applications** through modeling, inquiry, and relevant problem-solving tasks.

Engage students in **cognitively demanding tasks** that foster critical thinking, exploration, and application.

Build independent problem-solving skills through **strategic tool selection and multiple approaches to solutions**.

Communicating Reasoning

Promote **mathematical discourse** through number talks, structured language routines, and purposeful questioning.

Facilitate student discourse by strengthening mathematical justification through strategies such as Claim Evidence Reasoning, written explanations, and evidence-based arguments.

Encourage students to **explain and critique reasoning** to deepen understanding and mathematical communication.

Science: K–12 Actions & Strategies

Science & Engineering Practices

Engage students in **scientific inquiry** through questioning, investigations, data analysis, and identification of patterns.

Strengthen scientific modeling to explain phenomena, analyze systems, and predict outcomes.

Develop evidence-based explanations using strategies such as Claim Evidence Reasoning.

Disciplinary Core Ideas

Implement NGSS-aligned, phenomenon-based instruction using **adopted instructional materials** to deepen understanding of scientific concepts.

Strengthen instructional practices through professional development.

Leverage **progress-monitoring assessments** (CAST Interim) to inform instruction to inform instruction.

Crosscutting Concepts

Develop understanding of interconnected scientific concepts, including patterns, cause and effect systems, and stability and change.

Apply crosscutting concepts to explain scientific phenomena and relationships across disciplines.

Strengthen student discourse through data interpretation, evidence-based explanations, and writing.

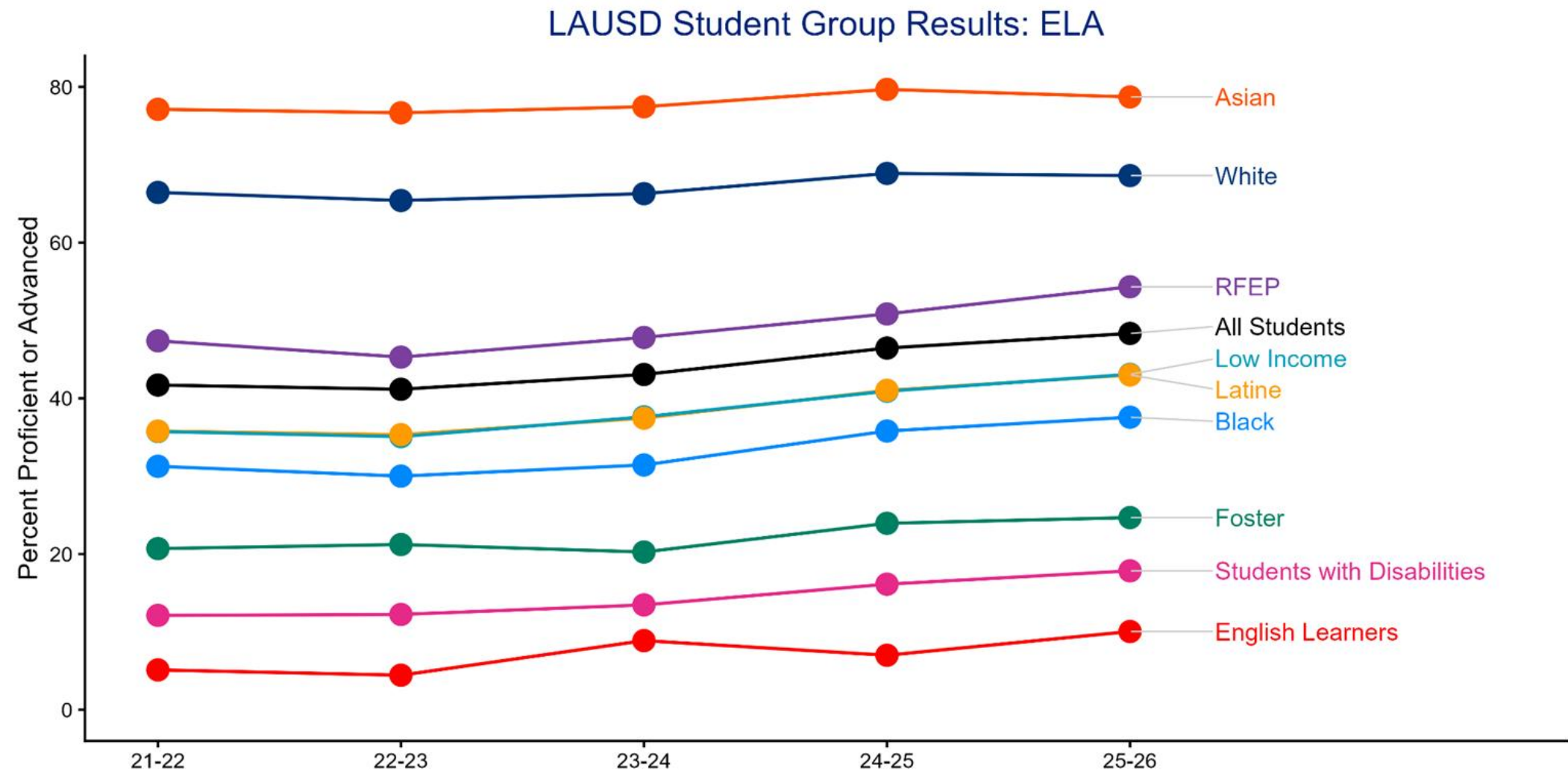


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Results Across Student Populations

ELA Achievement by Student Group

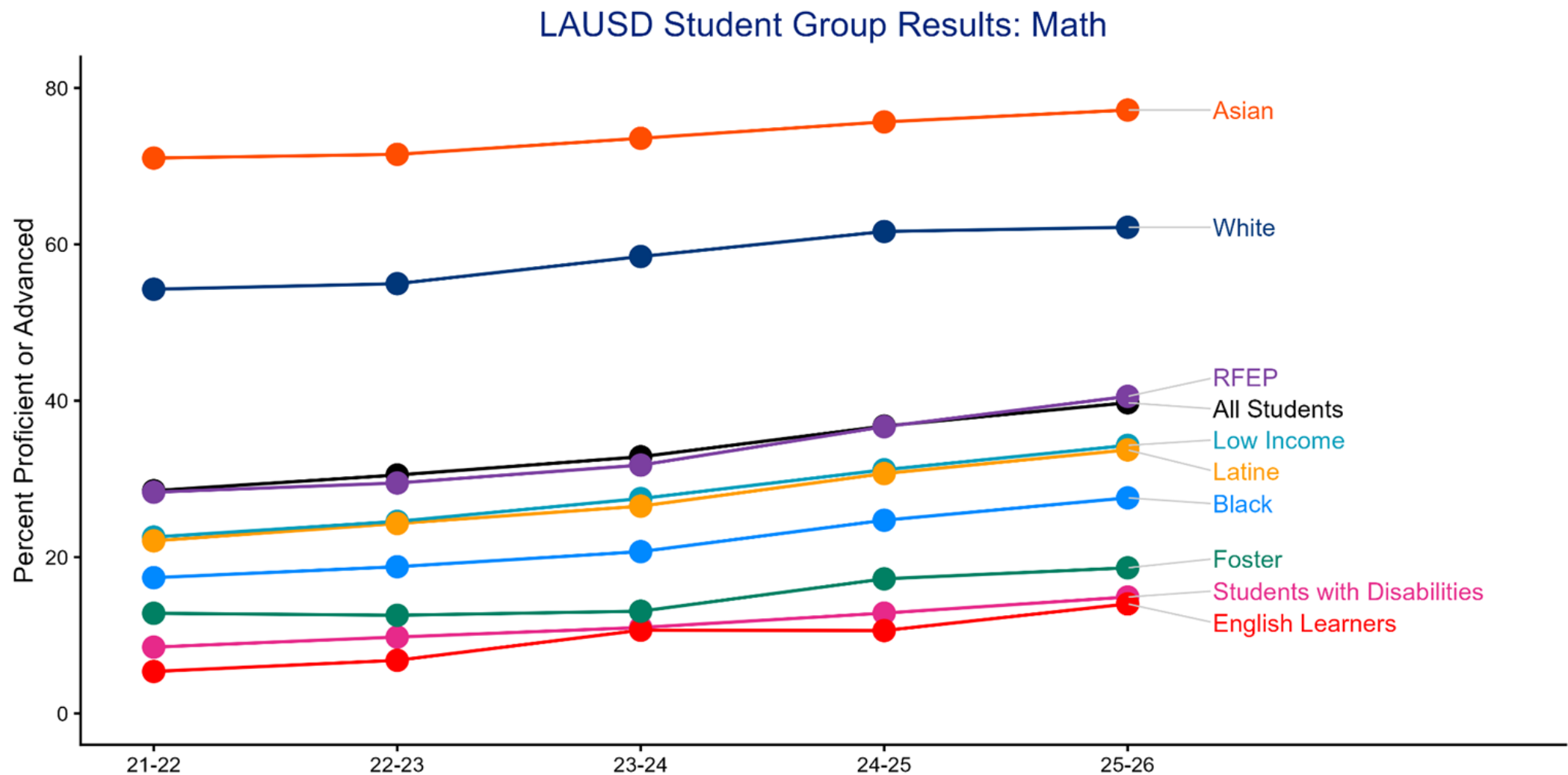
ELA performance is improving across most student groups



Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
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Math Achievement by Student Group

Math performance is improving across all student groups

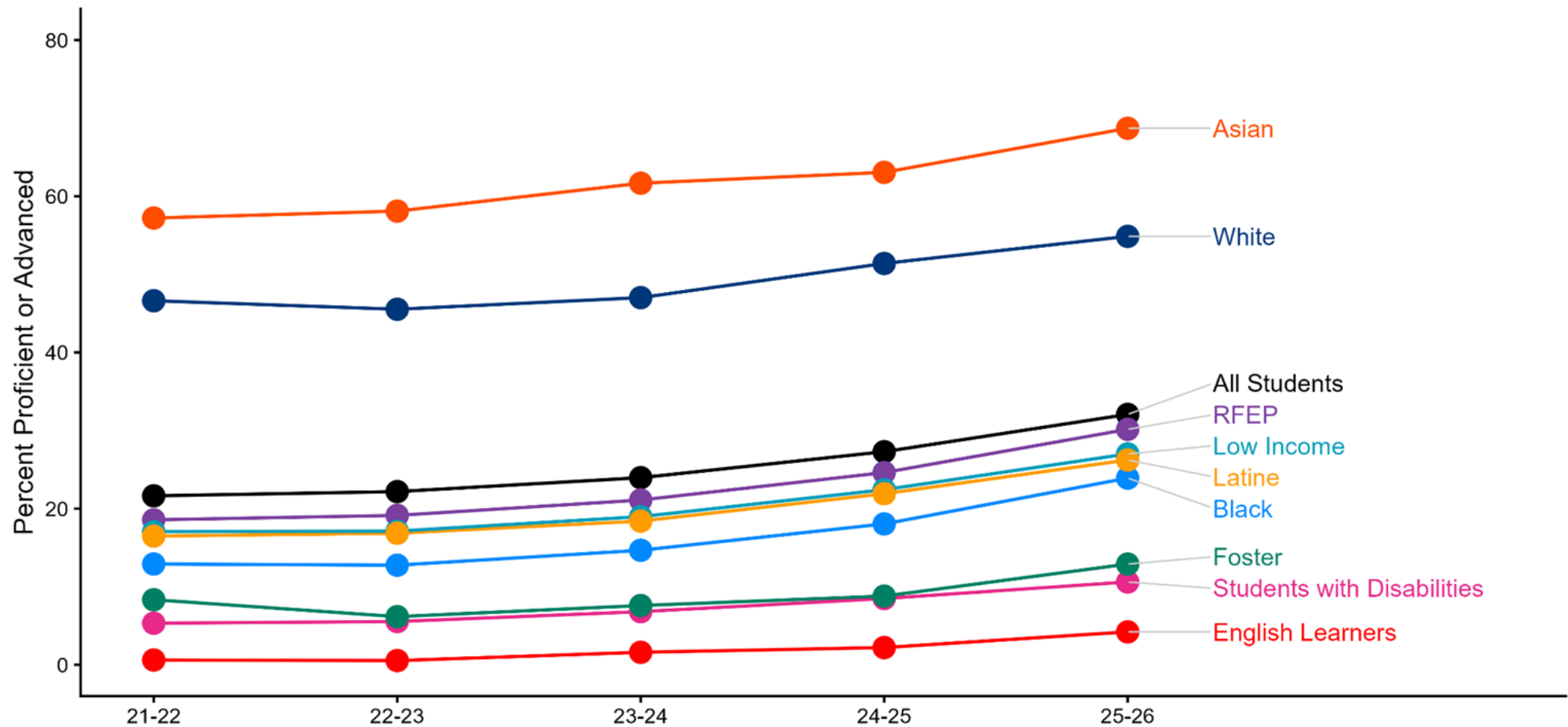


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Science Achievement by Student Group

Science performance is improving across all student groups

LAUSD Student Group Results: Science

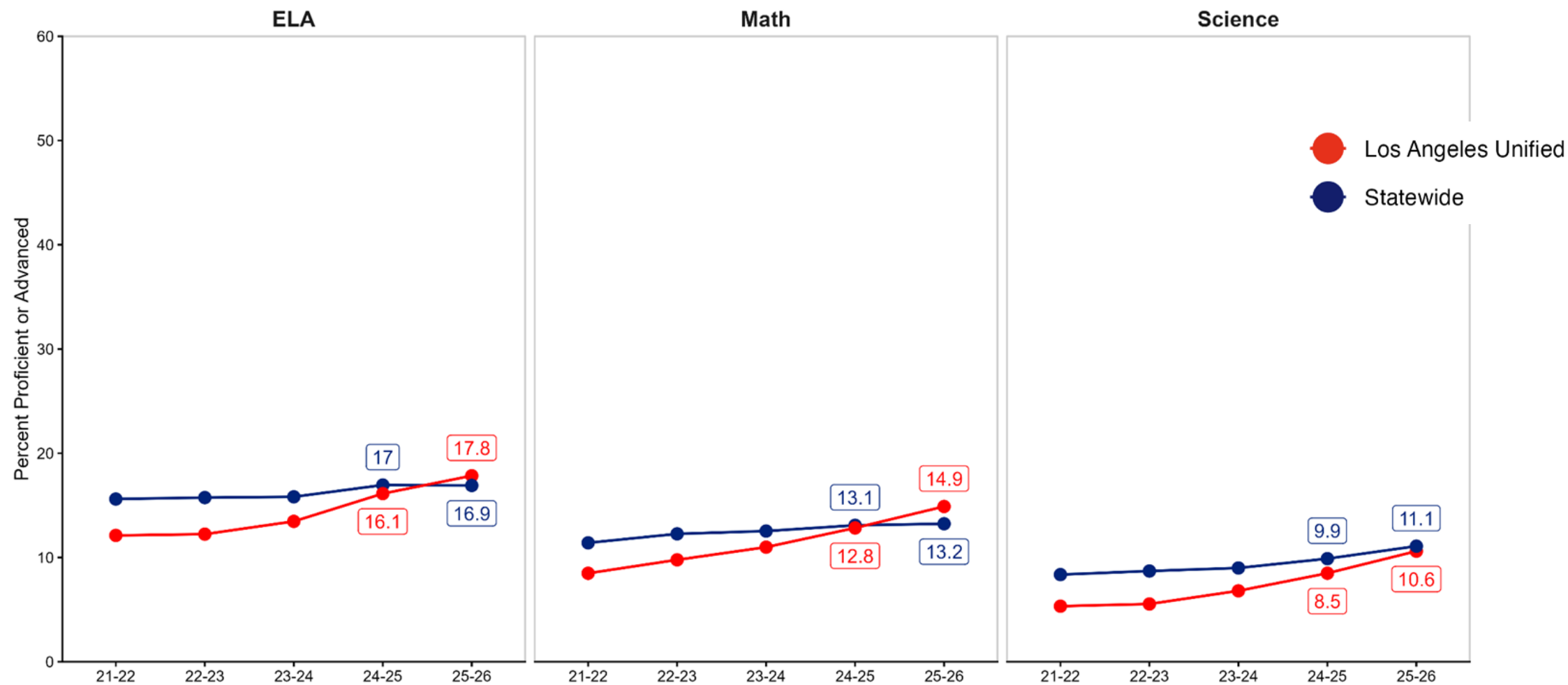


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CAASPP Achievement for Students with Disabilities, Compared to the State

ELA and Math performance among LAUSD's Students with Disabilities has surpassed their peers statewide.

LAUSD vs Statewide Average: Students with Disabilities Students



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Actions & Strategies for Acceleration

Students with Disabilities

- SBA data analysis and response training for region support staff and assistant principals who support students with disabilities
- Professional development for facilitating targeted small group instruction for teachers and paraprofessionals
- Build awareness and knowledge of the Accessibility Matrix

Instructional Priorities

Division of Instruction Commitments

- 01 Observing Cognitively Demanding Instruction
- 02 Student Work Analysis Through the Modified ATLAS Protocol
- 03 Writing Across the Curriculum

Division of Special Education Instructional Priorities

Inclusive Practices & Equitable Access for Every Learner

Students with disabilities are educated in their least restrictive environment (LRE) to the maximum extent appropriate.

High Quality Instruction for Every Learner

Students with disabilities are served as general education students first with special education supports in addition.

• Students with disabilities are served as general education students first with special education supports in addition.

• UDL, accommodations, and differentiation increase access without reducing the thinking demand.

• General and special educators co-plan grade-level, standards-aligned tasks.

Informed Decision Making Through Intentional Data Analysis

Continuous improvement cycles based on individualized needs through intentional data analysis.

• Frequent progress monitoring cycles inform instruction and IEP progress reporting.

• Teachers analyze instructional data to determine flexible small groups.

• Students demonstrate ownership of their learning by setting goals, reflecting on progress and providing peer feedback using established success criteria.

• Student writing demonstrates evidence of critical thinking, revisions and increasingly independent application of learning.

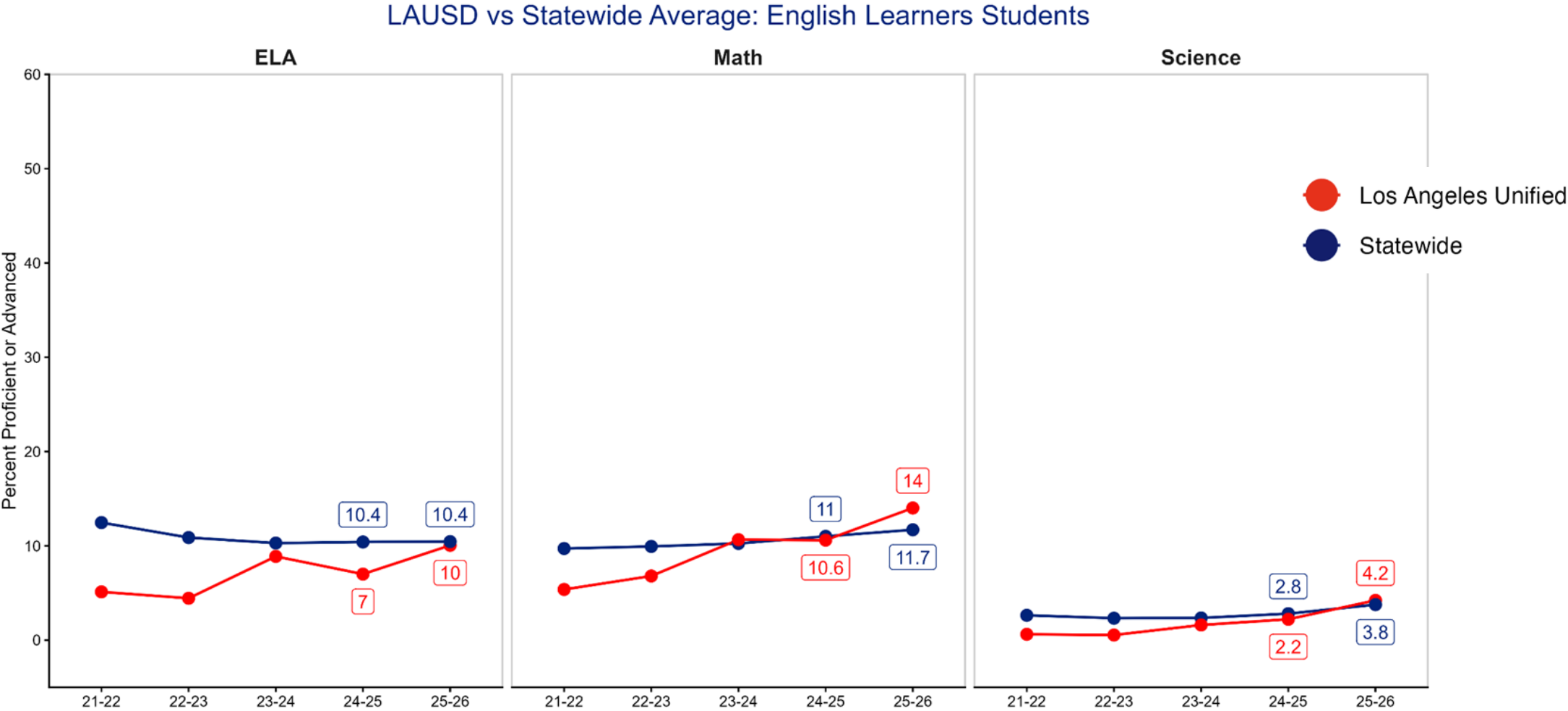
• Classroom discourse reflects equitable participation, with all students having multiple opportunities to contribute.

DSE LAUSD UNIFIED Classroom Look Fors

Classroom Look Fors: Core Curriculum		Classroom Look Fors: Alternate Curriculum	
Goal Setting and Monitoring	Accommodations (Modifications) with Intention	Goal Setting and Monitoring	Accommodations (Modifications) with Intention
What do you see?	What do you hear?	What do you see?	What do you hear?
☐ Current and frequently (3+ weeks) updated data wall (3a)	☐ District adapted curriculum in use as foundation of instruction (3a)	☐ Visual prompts or scaffolds at individual student desks (3a)	☐ District adapted curriculum in use as foundation of instruction (3a)
☐ Data/data book or file for each student (3a)	☐ Visual prompts or scaffolds at individual student desks (3a)	☐ Visual prompts or scaffolds at individual student desks (3a)	☐ Visual prompts or scaffolds at individual student desks (3a)
☐ Students have access to data and goals (3a)	☐ Technology is used to meet individual needs (3a)	☐ Technology is used to meet individual needs (3a)	☐ Technology is used to meet individual needs (3a)
☐ Schedule of meeting times for teacher and student to meet (3a)	☐ Communication boards (3a)	☐ Communication boards (3a)	☐ Communication boards (3a)
☐ Personalized schedules (3a)	☐ Personalized schedules (3a)	☐ Personalized schedules (3a)	☐ Personalized schedules (3a)
Productive Struggle	Small Group Instruction	Productive Struggle	Small Group Instruction
What do you see?	What do you hear?	What do you see?	What do you hear?
☐ Students working individually or in small groups on solving a problem (3a)	☐ Schedule of small group instruction (3a, 3b)	☐ District areas for small group instruction (3a)	☐ District areas for small group instruction (3a)
☐ Students trying different ways to get to a solution (3a)	☐ Classroom Aids leading small group instruction (3a)	☐ Schedule of small group instruction (whole class or individualized) (3a)	☐ Schedule of small group instruction (whole class or individualized) (3a)
☐ Students are given wait time to allow for self-correction and thought formulation (3a)	☐ Groups are flexible and based on data (3a)	☐ Classroom Aids leading small group instruction (3a)	☐ Classroom Aids leading small group instruction (3a)
☐ Staff making high expectations while recognizing student instructional level and setting expectations to meet (3a, 3b)	☐ Independent work center that extends learning or allows for maintenance and/or practice of previous material (3a)	☐ Independent work center that extends learning or allows for maintenance and/or practice of previous material (3a)	☐ Independent work center that extends learning or allows for maintenance and/or practice of previous material (3a)
What do you hear?	What do you hear?	What do you hear?	What do you hear?
☐ Students discussing possible solutions (3a)	☐ Interactions among learners are structured - e.g., time limits, participant roles, configuration of groups (3a, 3b)	☐ Interactions among learners are structured - e.g., time limits, participant roles, configuration of groups (3a, 3b)	☐ Interactions among learners are structured - e.g., time limits, participant roles, configuration of groups (3a, 3b)
☐ Students asking questions with each other (3a)	☐ Conversation among learners is on challenging question(s) related to content (3a)	☐ Conversation among learners is on challenging question(s) related to content (3a)	☐ Conversation among learners is on challenging question(s) related to content (3a)
☐ Teacher uses varied discussion techniques throughout lesson/presentation (3a)	☐ Adults prompt deeper thinking without giving answers (3a)	☐ Adults prompt deeper thinking without giving answers (3a)	☐ Adults prompt deeper thinking without giving answers (3a)
☐ Methods designed to involve most or all students in discussing the content (3a)			

CAASPP Achievement for English Learners, Compared to the State

Math and Science performance among LAUSD's English Learners now surpasses their peers statewide.

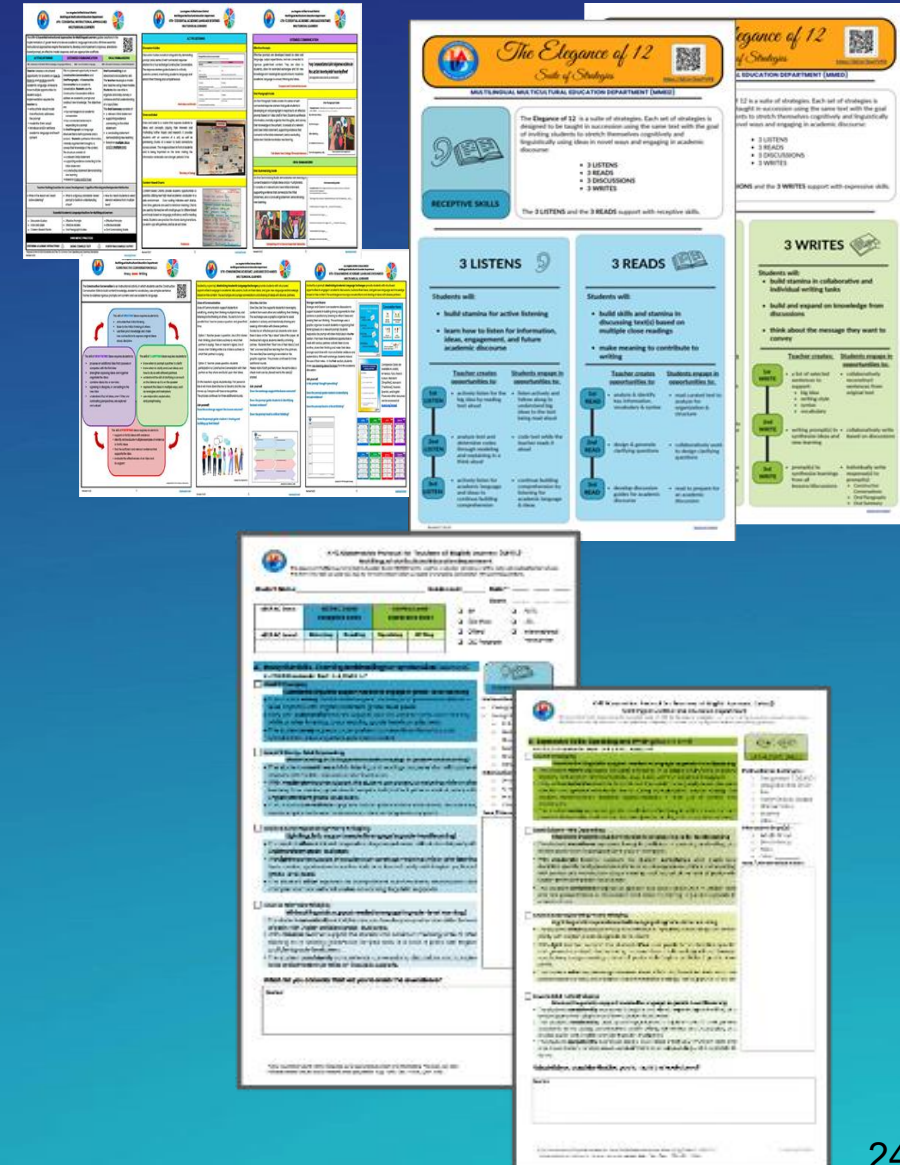


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Actions & Strategies for Acceleration

English Learners

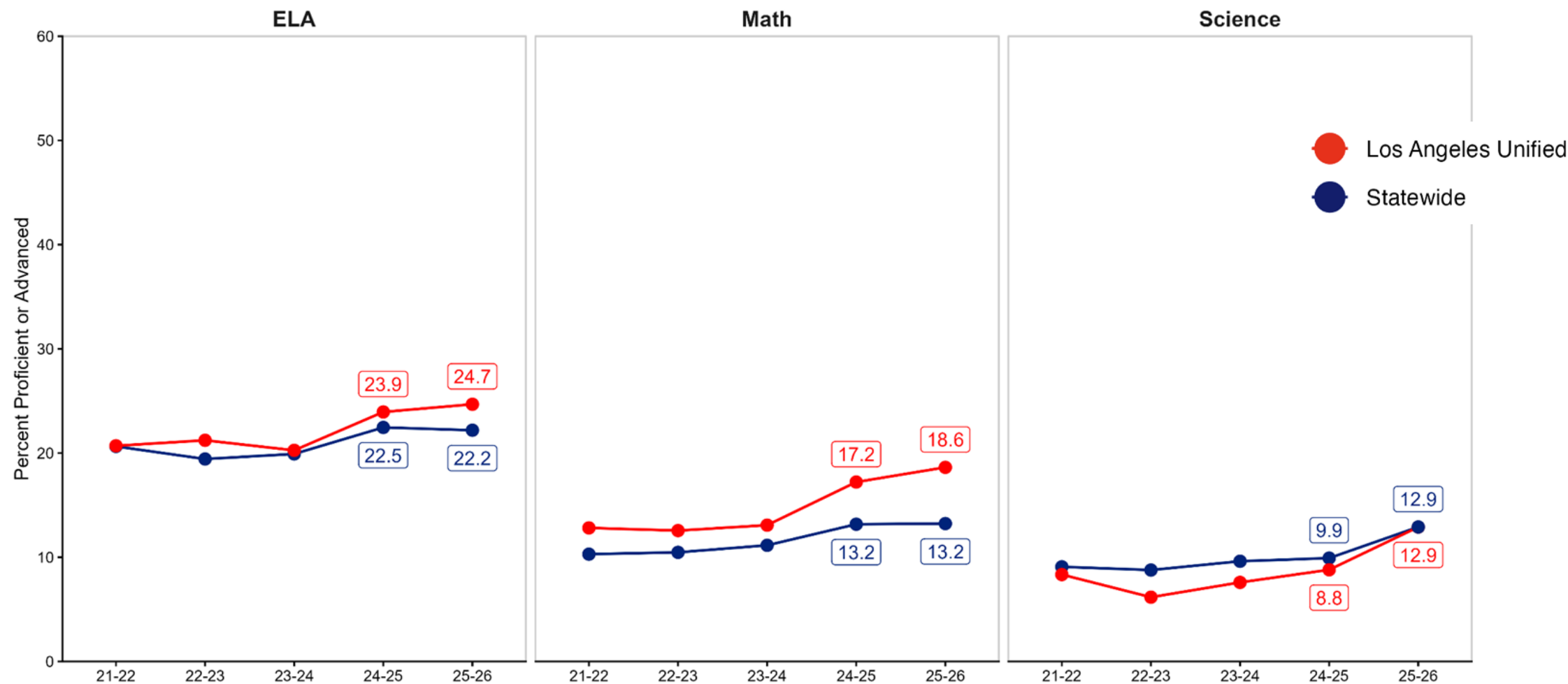
- Implement data Informed instruction and support through PDSA cycles.
- Provide a PD series on dELD/iELD using MMED instructional planning resources, paired with Observation Protocol for Teachers of English Learners (OPTEL)
- Provide supplemental MMALC Coaches at high count schools
- Opportunities to earn Bilingual Pathways Awards (K-8 grade)



CAASPP Achievement for Foster Students, Compared to the State

ELA and Math performance among LAUSD's Foster students remained above their peers statewide. Science performance is now on par with statewide peers.

LAUSD vs Statewide Average: Foster Students



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Students in Foster Care

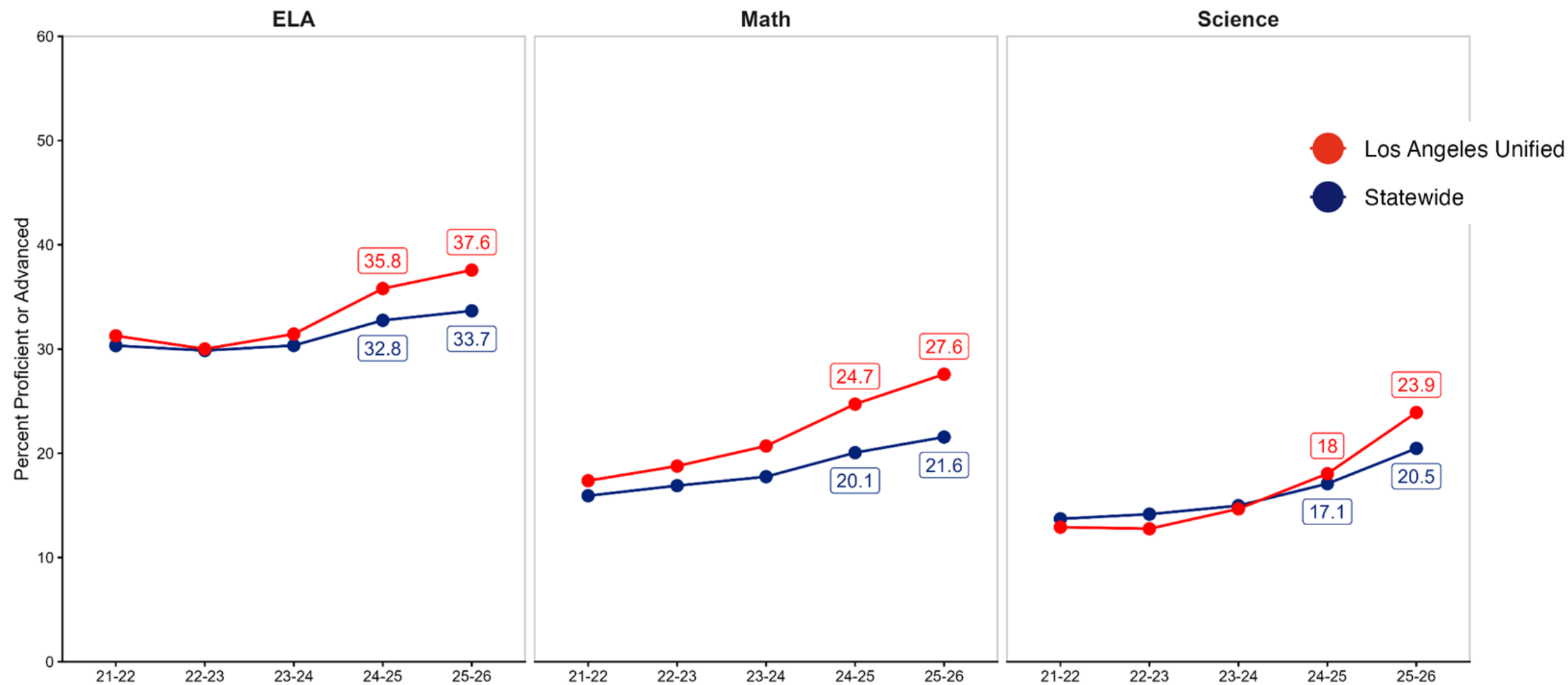
Specialized PSA counselors meet monthly with students in foster care to provide:

- Monitoring of academic progress and attendance
- Connections to tutoring services
- Access to community programs & partners
- Guidance on educational rights and advocacy through a Leadership Empowerment curriculum
- Linkages with appropriate services and resources to address obstacles to achievement
- Access to transportation and school stability services to school of origin
- Connections to sports, extracurricular activities, and adult mentors
- Advocacy for educational rights including partial credits, graduation exemptions, and priority access to intersession

CAASPP Achievement for Black Students, Compared to the State

Performance in ELA, Math, and Science among LAUSD's Black students surpasses statewide rates.

LAUSD vs Statewide Average: Black Students



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Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

Actions & Strategies for Acceleration Black Students

BSAP Priority Schools

Ensuring High-Quality Teaching and Learning

- Facilitate quarterly unit planning for all teachers
 - Model Depth of Knowledge Strategies
 - Higher-Order Questioning
 - Claims, Evidence, and Reasoning
 - Real-world Problem Solving
- Conduct Lesson Labs
 - Ensuring implementation of adopted ELA and Math Curriculum

School-Based Systems

- Instructional Leadership Team
- Professional Learning Communities

Fall & Spring Impact Reviews

- Measure the transfer of PD implementation
- Provide differentiated support as needed

All BSAP Schools

Monthly School-Based Data Discussions

- Ensure enrichment and interventions tailored to students' needs
- Evaluate and improve systems that make students and families feel seen, valued, and heard.
 - Attendance
 - Culturally Affirming School and Classroom Environments
 - Student Recognitions
 - School Based Committees
 - Multi-tiered Systems of Support (SEL and academics)



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Questions



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Appendix

English Language Arts

LEARN MORE

English Language Arts

All Students

State



Yellow

13.2 points below proficient

Increased 4.6 Points ↑

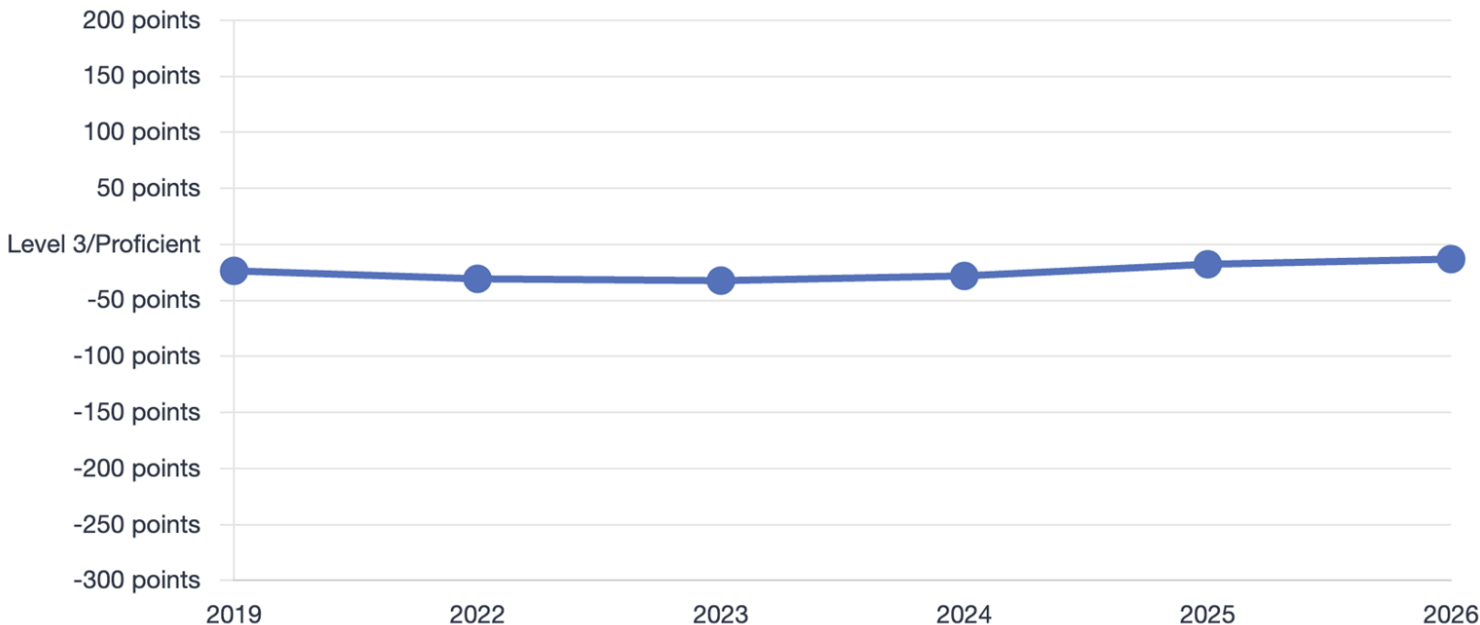
EQUITY REPORT

Number of Student Groups in Each Color



Distance From Proficiency (English Language Arts)

Distance from Proficiency measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



Note: Students must be continuously enrolled from Fall Census Day to testing, with no gap exceeding 30 consecutive calendar days; students enrolling after Fall Census Day are excluded. The Dashboard includes California Alternate Assessment (CAA) records. Affiliated and independent charters are excluded.

LEARN MORE
Mathematics

All Students State



Yellow

40.7 points below proficient

Increased 8.2 Points ↗

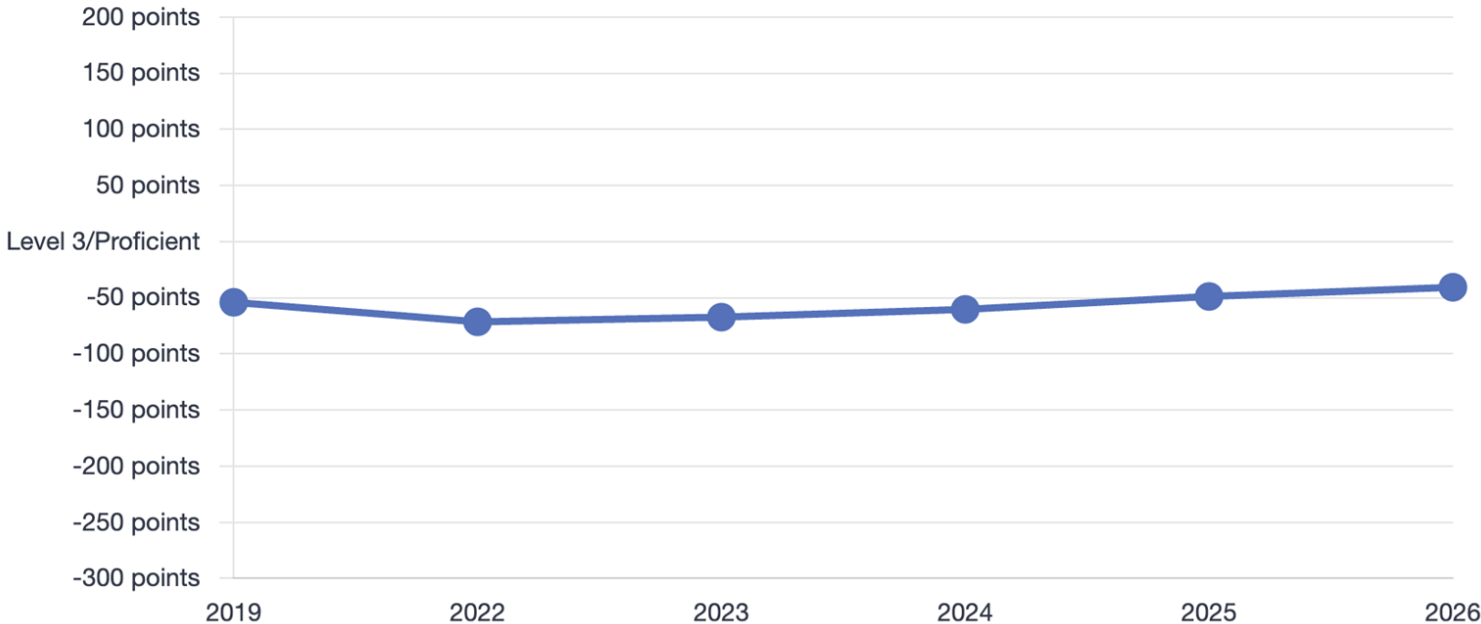
EQUITY REPORT

Number of Student Groups in Each Color



Distance From Proficiency (Mathematics)

Distance from Proficiency measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



Note: Students must be continuously enrolled from Fall Census Day to testing, with no gap exceeding 30 consecutive calendar days; students enrolling after Fall Census Day are excluded. The Dashboard includes California Alternate Assessment (CAA) records. Affiliated and independent charters are excluded.

Science

LEARN MORE
Science

All Students

State



Green

51.6 science points

Increased 2.3 Points

EQUITY REPORT

Number of Student Groups in Each Color



Science Points (Science)

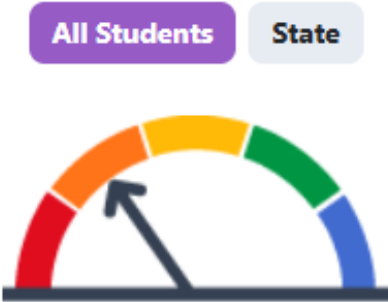


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Chronic Absenteeism

[LEARN MORE](#)

Chronic Absenteeism



Orange

21.3% chronically absent

Declined 0.6% ↴

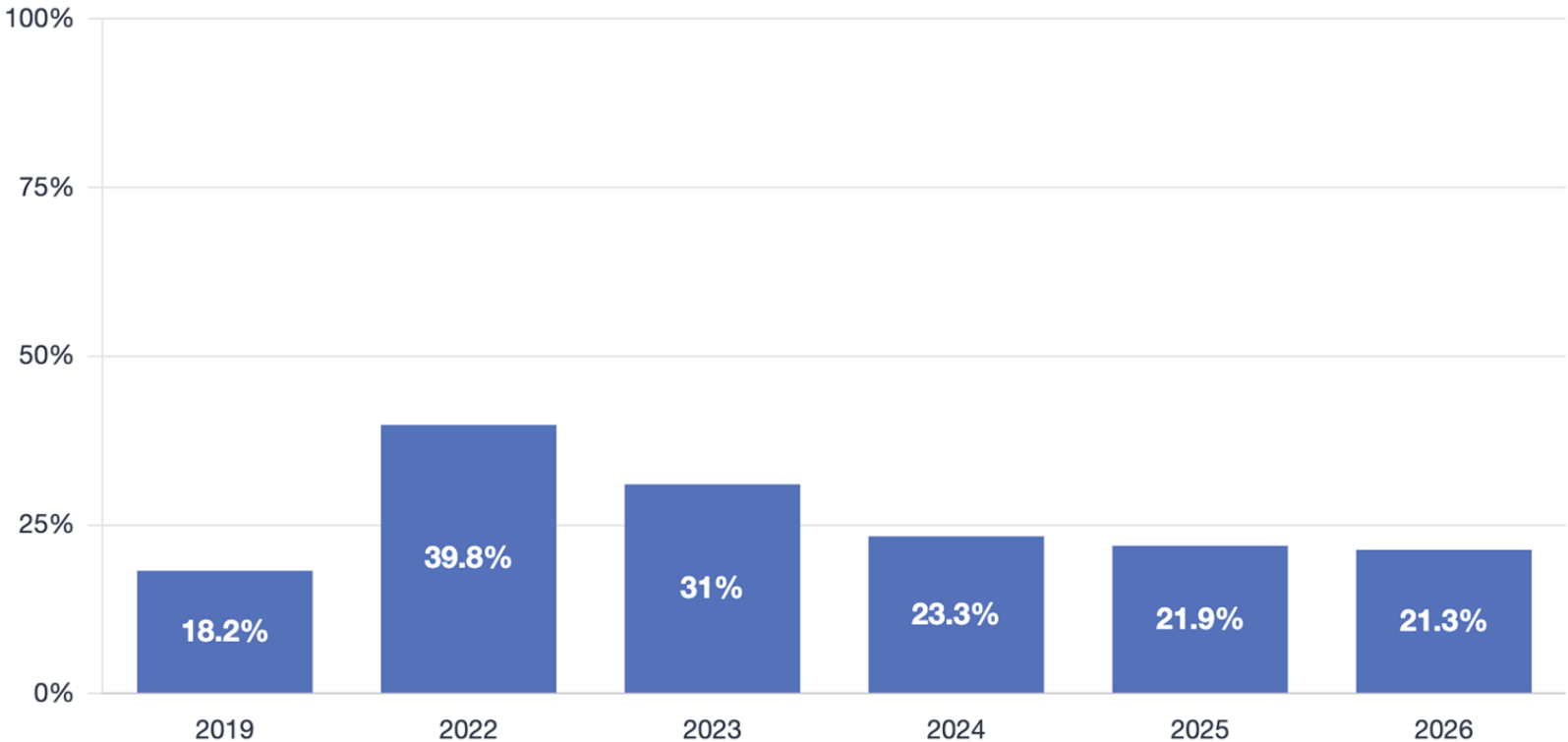
EQUITY REPORT

Number of Student Groups in Each Color



Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were expected to attend in school.



Note: Includes only students who were enrolled in TK – grade 8 for at least 31 instructional days. Affiliated and independent charters are excluded.

Graduation Rate

LEARN MORE
Graduation Rate

All Students State



Green

87.6% graduated

Increased 1.1% ↑

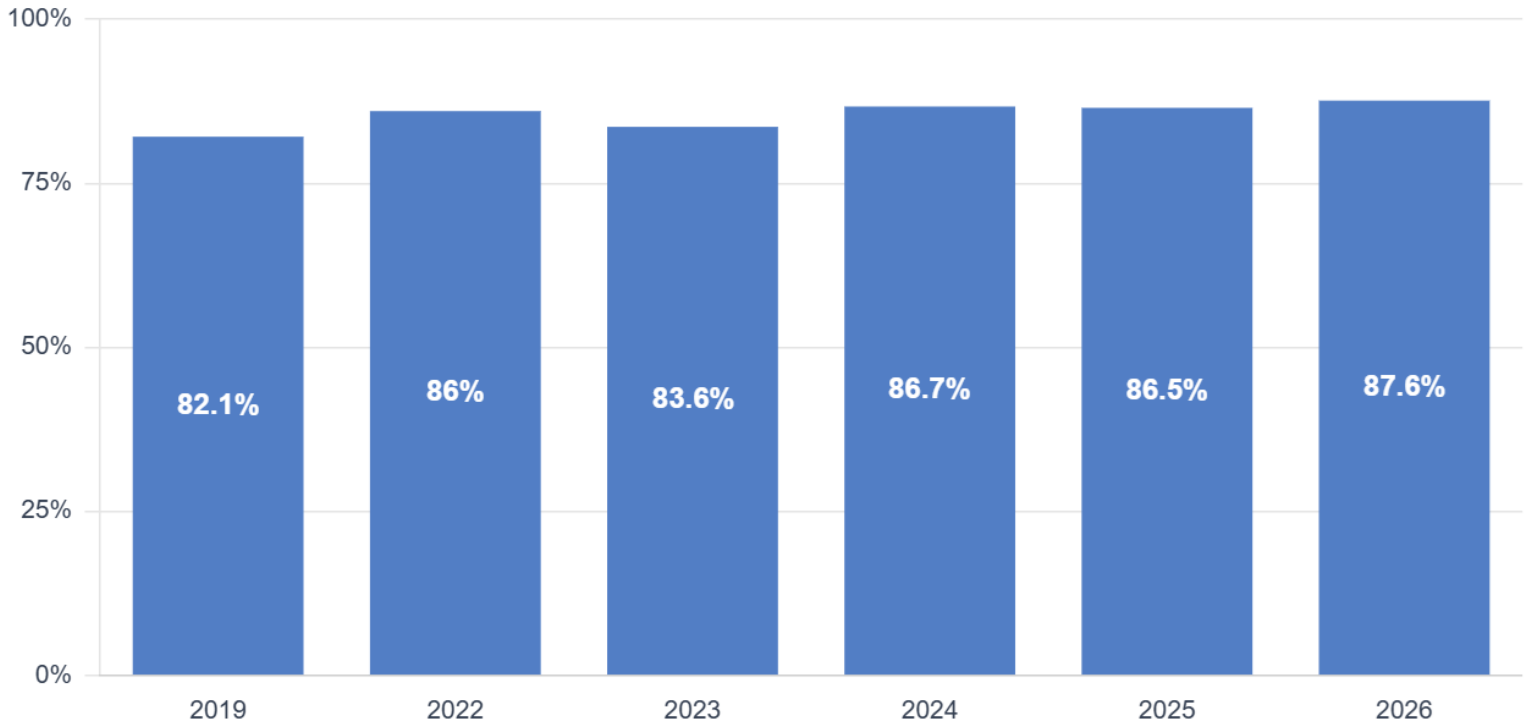
EQUITY REPORT

Number of Student Groups in Each Color



Graduation Rate By Year

Percentage of students who received a regular high school diploma within four or five years of entering ninth grade



Note: Reports the combined four- and five-year graduation rate. Only students who receive a traditional high school diploma are included in the numerator. Students who receive a GED, Special Education Certificate, or pass the California High School Proficiency Exam (CHSPE) and receive a Certificate of Proficiency are not included in the numerator. Affiliated and independent charters are excluded.

College/Career

LEARN MORE

College/Career

All Students

State



Green

Prepared 58%

Increased 2.5% ↑

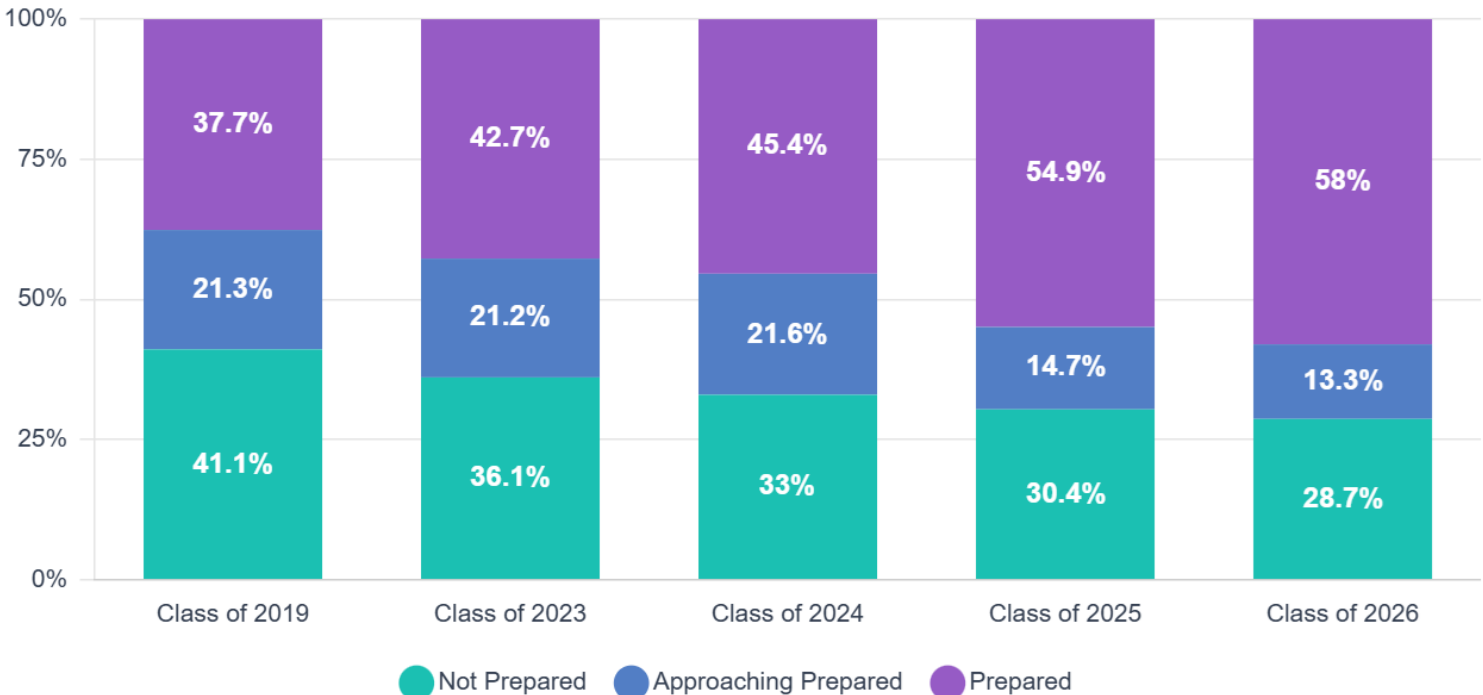
EQUITY REPORT

Number of Student Groups in Each Color



College/Career

How LEAs and schools are preparing high school students for success after graduation through the CCI Prepared, Approaching Prepared, and Not Prepared levels.



Note: College/Career indicator includes several metrics for identifying “prepared” students, which include AP class participation, AP exam performance, completing college courses, SBA performance, CTE completion, meeting UC/CSU admission requirements, and many more. A list of components can be found here: [CCI Measures of College Readiness - CA School Dashboard \(CA Dept of Education\)](#)

Suspension Rate

[LEARN MORE](#)

Suspension Rate

All Students

State



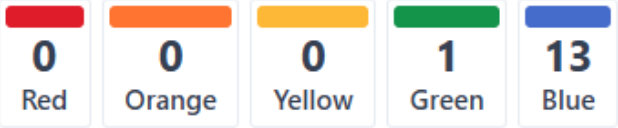
Blue

0.3% suspended at least one day

Maintained -0.1%

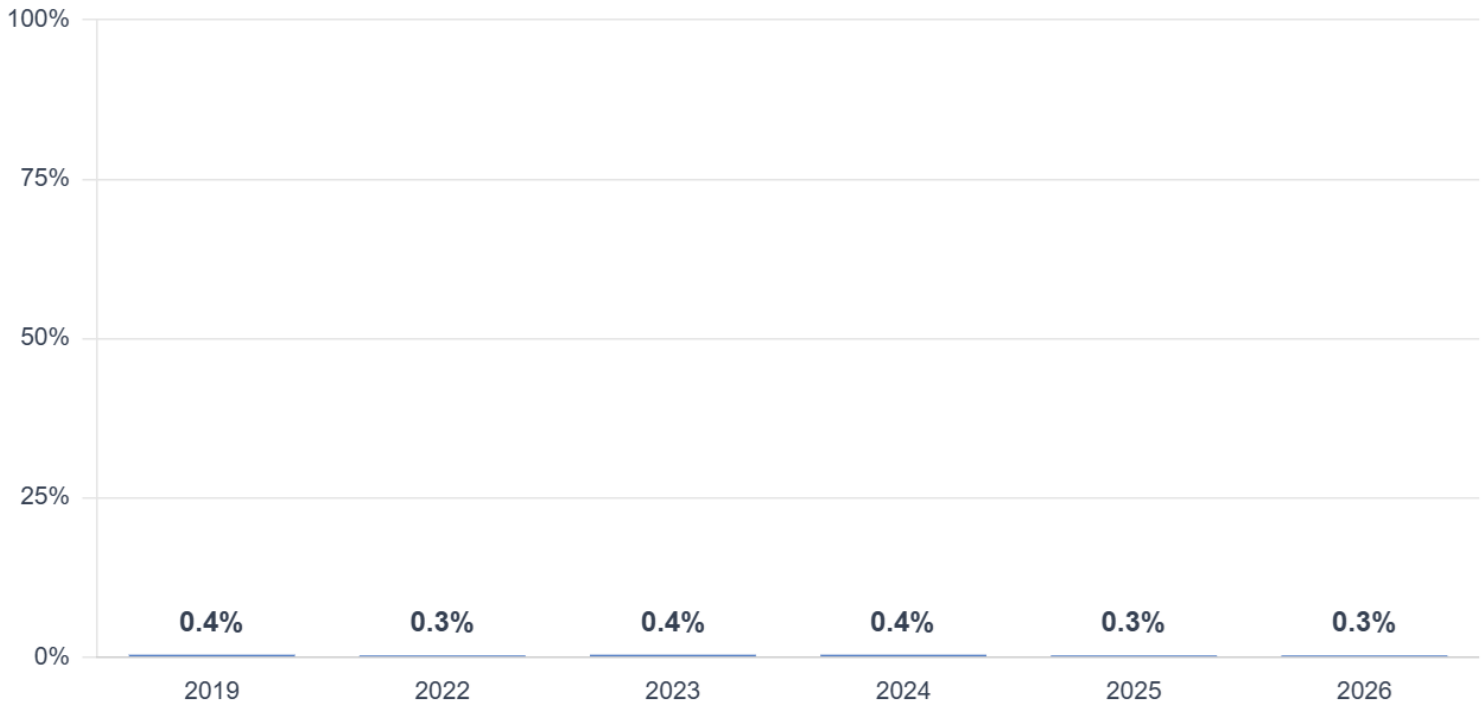
EQUITY REPORT

Number of Student Groups in Each Color



Suspension Rate By Year

Percentage of students who were suspended.



Note: The percentage of students who were suspended for an aggregate total of one full day anytime during the school year. This Includes only “in-school” and “out-of-school” suspensions in the suspension rate. Affiliated and independent charters are excluded.

English Learner Progress (ELPI)

LEARN MORE

English Learner Progress

All Students

State



Yellow

52.4% making progress

Maintained 0.8%

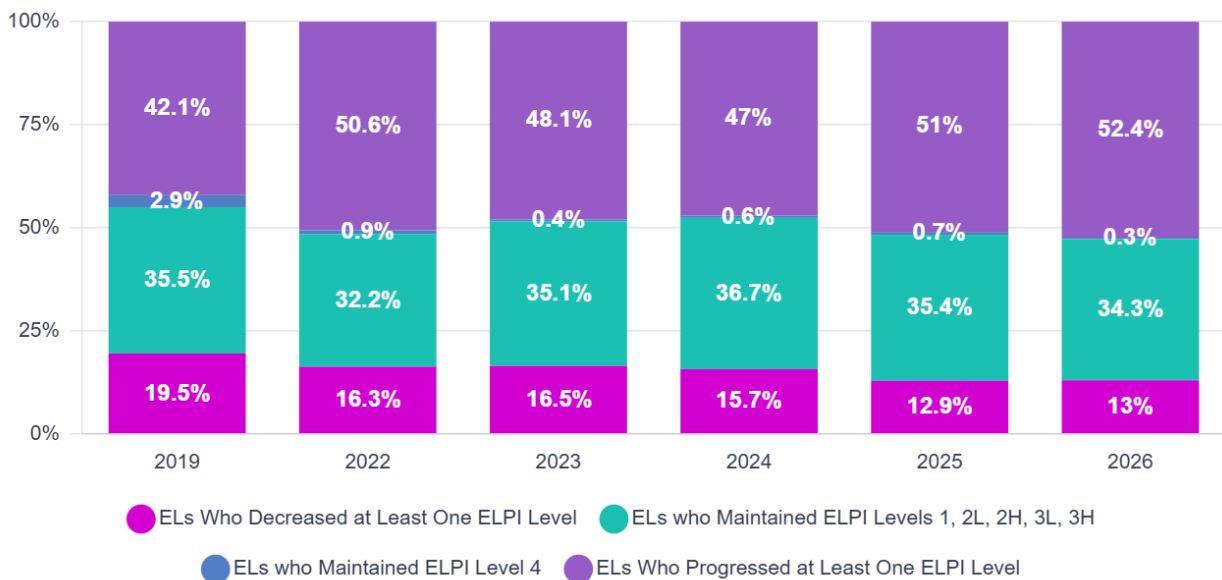
LONG-TERM ENGLISH LEARNER PROGRESS



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Note: Measures the percentage of current English learners (ELs) making progress toward English proficiency or maintaining the highest performance level on the Summative ELPAC or Alternate ELPAC. Uses current- and prior-year scores to measure progress; only students who took the same assessment in both years are included. Affiliated and independent charters are excluded.

CA School Dashboard



Student Group Inclusion Criteria

- Varies by Indicator

State Indicator	Race/ Ethnicity	SED	EL	LTEL	SWD	Homeless	Foster Youth
Academic – ELA and Academic Mathematics 2024 Smarter Balanced Summative Assessments and CAAs	Most recent race/ethnicity at the LEA in EOY 3	SED any time during school year at the school or LEA in EOY 3	EL any time during school year, including students reclassified within past 4 years (i.e., RFEP'd after June 15, 2020) in EOY 3.	Students who have been an EL for 7+ years during the current academic year	SWD any time during school year at the school or LEA in EOY 3, or took the CAA	Homeless any time during school year at the school or LEA in EOY 3	Foster any time during school year at the school or LEA based on state match or from local match functionality
Suspension 2023–24	Most recent race/ethnicity at the LEA in EOY 3	SED any time during school year at the school or LEA in EOY 3	EL any time during school year at the school or LEA in EOY 3	Students who have been an EL for 7+ years during the current academic year	SWD any time during school year at the school or LEA in EOY 3	Homeless any time during school year at the school or LEA in EOY 3	Foster any time during school year at the school or LEA based on state match or from local match functionality
Chronic Absenteeism 2023–24	Most recent race/ethnicity at the LEA in EOY 3	SED any time during school year at the school or LEA in EOY 3	EL any time during school year at the school or LEA in EOY 3	Students who have been an EL for 7+ years during the current academic year	SWD any time during school year at the school or LEA in EOY 3	Homeless any time during school year at the school or LEA in EOY 3	Foster any time during school year at the school or LEA based on state match or from local match functionality
Graduation Rate (Combined 4- and 5-Year) 2023–24	Most recent race/ethnicity at the LEA in ODS	SED any time during the last 4 or 5 years in high school in ODS	EL any time during the last 4 or 5 years in high school in ODS	LTEL any time during the last 4 or 5 years in high school in ODS	SWD any time during the last 4 or 5 years in high school in ODS	Homeless any time during the last 4 or 5 years in high school in ODS	Foster any time during the last 4 or 5 years in high school in ODS

CA School Dashboard

Student Group Inclusion Criteria (continued)

- Varies by Indicator

State Indicator	Race/ Ethnicity	SED	EL	LTEL	SWD	Homeless	Foster Youth
CCI (Combined 4- and 5-Year) 2023–24	Most recent race/ ethnicity at the LEA in ODS	SED any time during the last 4 or 5 years in high school in ODS	EL any time during the last 4 or 5 years in high school in ODS	LTEL any time during the last 4 or 5 years in high school in ODS	SWD any time during the last 4 or 5 years in high school in ODS	Homeless any time during the last 4 or 5 years in high school in ODS	Foster any time during the last 4 or 5 years in high school in ODS
English Learner Progress <i>(EL and LTEL are the only student groups reported.)</i>	N/A	N/A	Grade 1-12 ELs with an ELPAC Summative Assessment overall Performance Level in the current and prior year	Students who have been an EL for 7+ years with Summative ELPAC or Summative Alternate ELPAC results	N/A	N/A	N/A
Science	Most recent race/ ethnicity at the LEA in EOY 3	SED any time during school year at the school or LEA in EOY 3	EL any time during school year, including students reclassified within past 4 years (i.e., RFEP'd after June 15, 2020) in EOY 3.	Students who have been an EL for 7+ years during the current academic year	SWD any time during school year at the school or LEA in EOY 3, or took the CAA	Homeless any time during school year at the school or LEA in EOY 3	Foster any time during school year at the school or LEA based on state match or from local match functionality

Prior Year (2024-25) Indicators



<i>District</i>	<i>Chronic Absenteeism</i>	<i>Suspension Rate</i>	<i>English Learner Progress</i>	<i>Graduation Rate</i>	<i>College / Career</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>
LA Unified	Orange	Blue	Green	Yellow	Green	Yellow	Yellow	Green
San Diego Unified	Yellow	Green	Orange	Green	Green	Green	Green	Green
Long Beach Unified	Orange	Yellow	Orange	Green	Green	Green	Yellow	Yellow
San Jose Unified	Orange	Green	Yellow	Green	Green	Orange	Yellow	Green
San Francisco Unified	Red	Green	Orange	Green	Yellow	Yellow	Yellow	Yellow
Oakland Unified	Yellow	Yellow	Orange	Red	Yellow	Yellow	Yellow	Orange
Fresno Unified	Orange	Yellow	Yellow	Green	Green	Yellow	Yellow	Orange
Santa Ana Unified	Yellow	Green	Yellow	Green	Green	Yellow	Yellow	Yellow
San Bernardino City Unified	Orange	Green	Yellow	Green	Green	Yellow	Yellow	Green
Stockton Unified	Orange	Green	Yellow	Green	Yellow	Orange	Red	Orange
Pasadena Unified	Red	Green	Orange	Green	Green	Yellow	Orange	Yellow
Compton Unified	Green	Green	Yellow	Green	Blue	Green	Yellow	Yellow
Statewide	Yellow	Green	Yellow	Green	Green	Yellow	Yellow	Yellow



LAUSD
UNIFIED

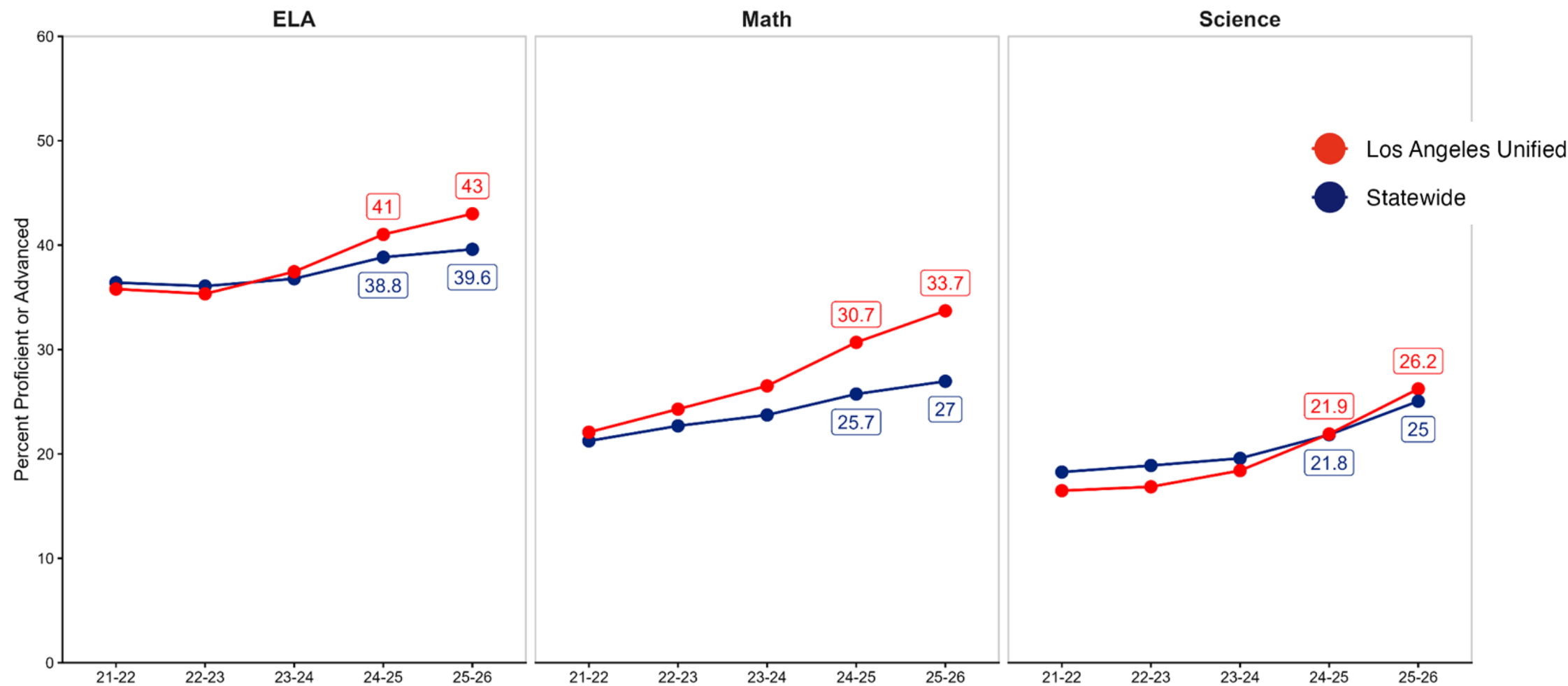
Results Across Race/Ethnicity Groups

Latine, White, Black, Asian, Two or More, Filipino

CAASPP Achievement for Latine Students, Compared to the State

Performance in ELA, Math, and Science among LAUSD's Latine students surpasses statewide rates.

LAUSD vs Statewide Average: Latine Students

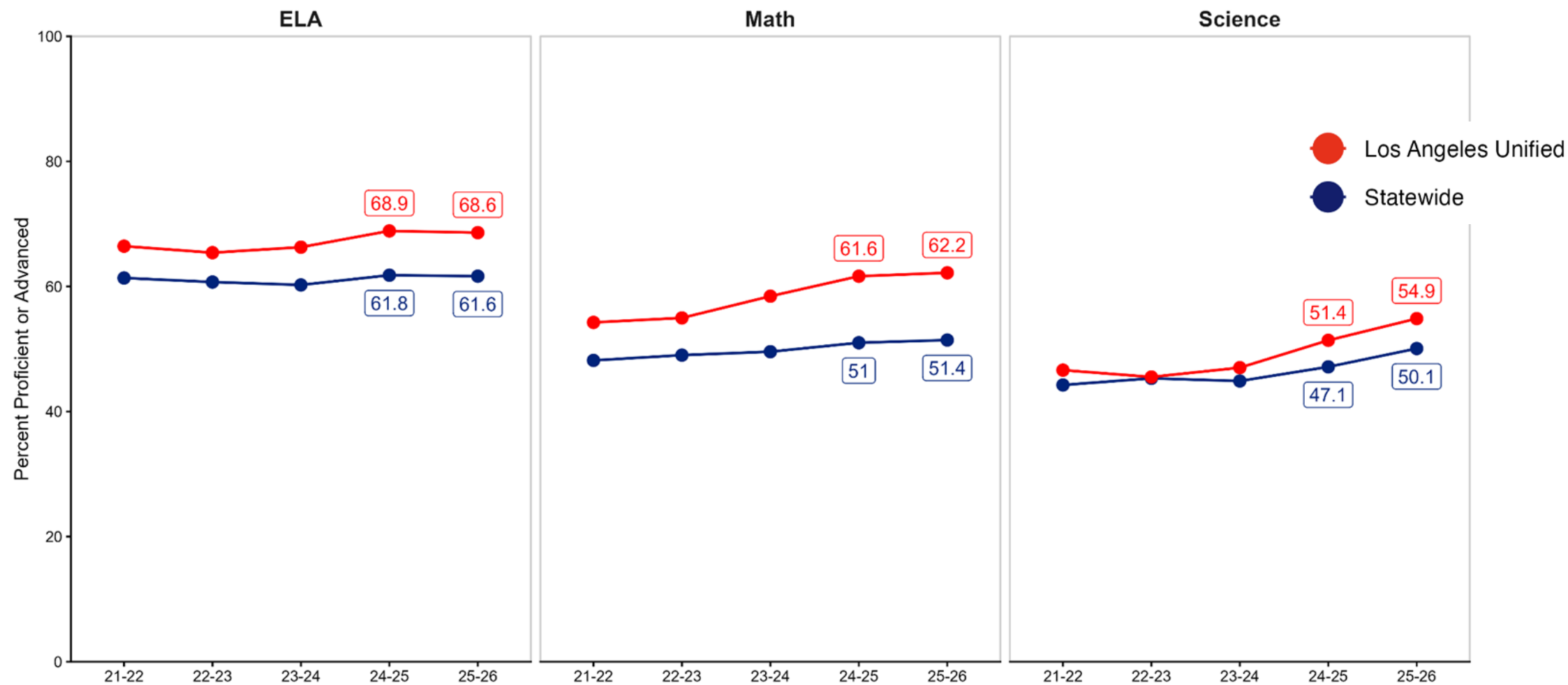


Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

CAASPP Achievement for White Students, Compared to the State

Performance in ELA, Math, and Science among LAUSD's White students surpasses statewide rates.

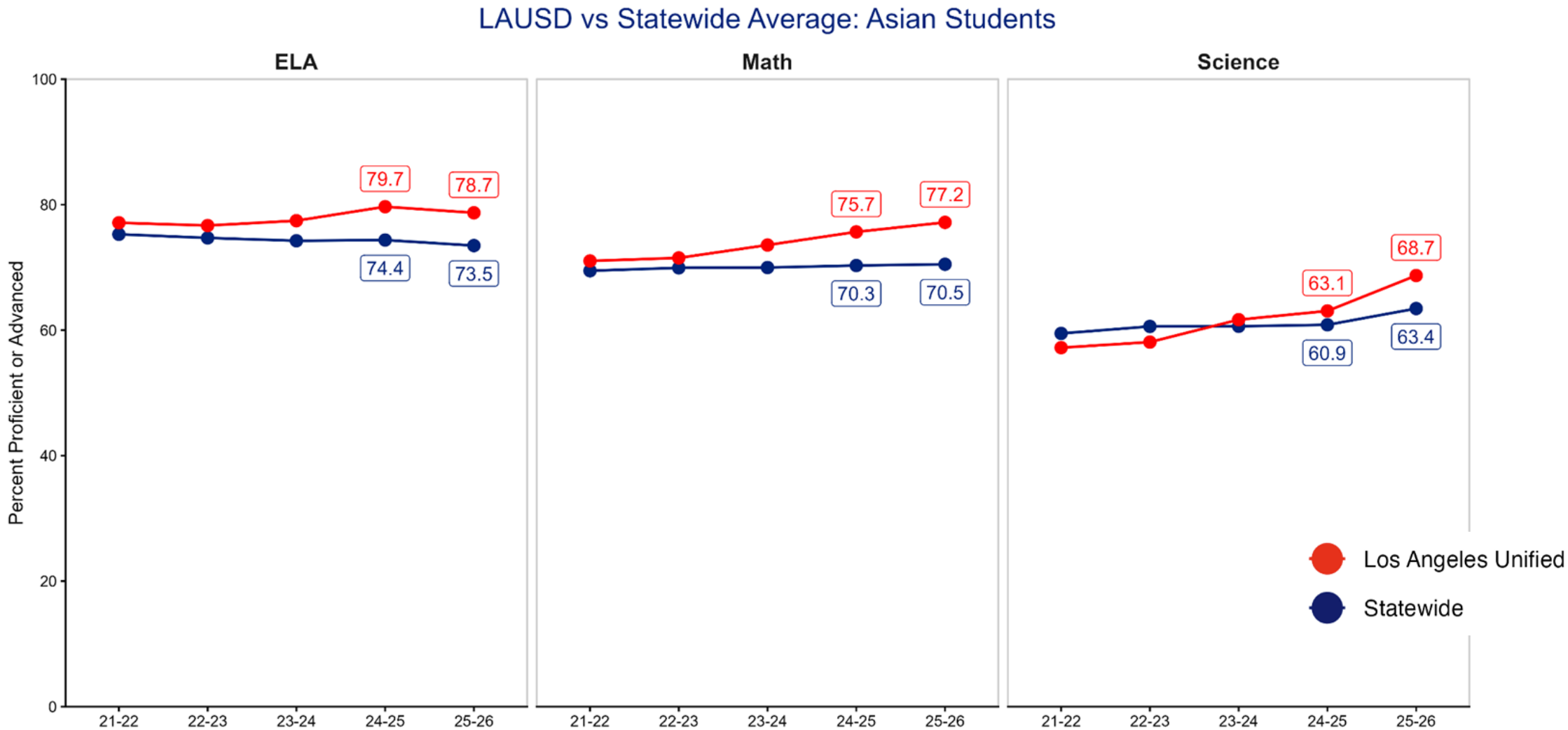
LAUSD vs Statewide Average: White Students



Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

CAASPP Achievement for Asian Students Compared to the State

Performance in ELA, Math, and Science among LAUSD's Asian students surpasses statewide rates.



Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Source: CAASPP Research File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.