

2025-26 MID-YEAR ANNUAL

LOCAL CONTROL AND ACCOUNTABILITY PLAN UPDATE

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

The LCAP provides an opportunity for school districts to share their stories of how, what, and why programs and services are selected to meet their local needs.

School districts are required to present a Mid-Year Annual Update on the LCAP and the Local Control Funding Formula (LCFF) budget overview on or before February 28 of each year at a regularly scheduled school board meeting.

The Mid-Year Annual LCAP Update reporting period is from June 2025 through October 2025 and includes: (1) update on additional state LCFF revenues received after the 2025-26 LCAP adoption on June 24, 2025, including expenditure updates; (2) update on available Mid-Year LCAP metric data and implementation.

Los Angeles Unified has met the State requirement by the completion of this update.

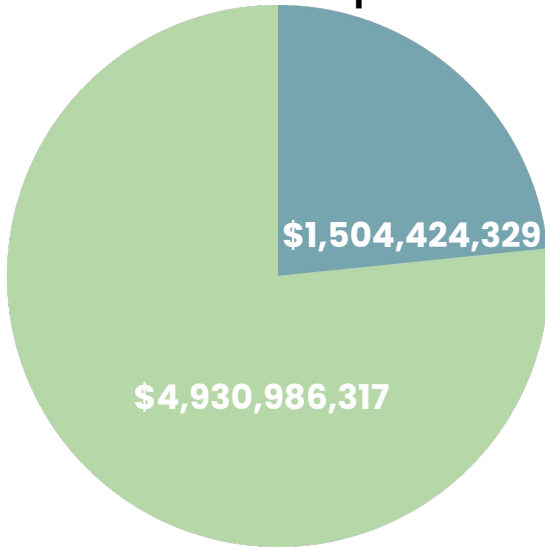
The District encourages all educational partners to provide input in the development of the LCAP for 2026-27 using the LCAP survey. The survey is active until May 1, 2026.



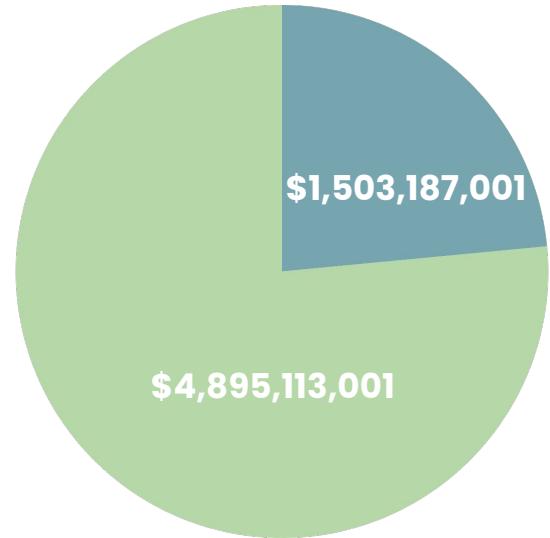
2025 OVERALL LAUSD LCFF REVENUES FOR 2025-26

(Includes Affiliated Charter Schools)

June 2025: LCFF Revenues at LCAP Adoption



August 2025: Updated LCFF Revenues

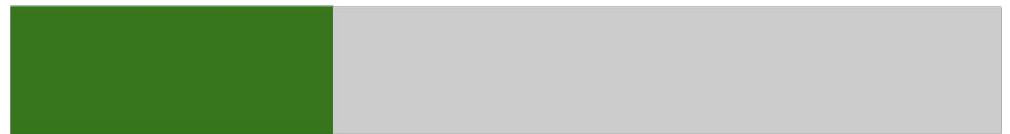


■ LCFF Supplemental & Concentration Funds
■ All other LCFF Funds

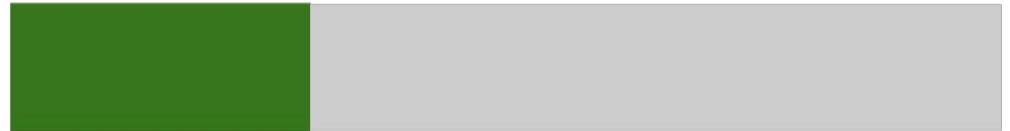
LCFF EXPENDITURES BETWEEN JULY 1, 2025 AND OCTOBER 31, 2025

(Planned LCFF Expenditures in Adopted 2025-2026 LCAP - Includes Affiliated Charter Schools)

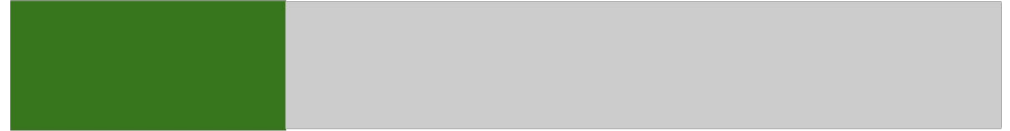
LCAP Goal 1:
Academic Excellence



LCAP Goal 2:
Joy and Wellness



LCAP Goal 3:
Engagement and Collaboration



LCAP Goal 4:
Operational Effectiveness



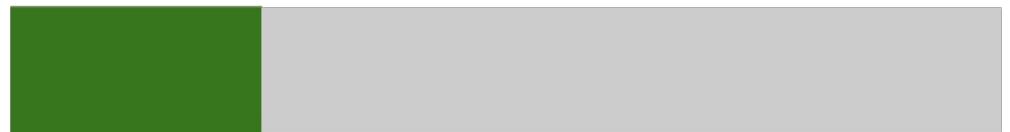
LCAP Goal 5:
Investing in Staff



LCAP Goal 6:
English Learner Supports



LCAP Goal 7:
Black Student Achievement Plan



LCAP Goal 8:
Equity Multiplier Focus Goal



SNAPSHOT: LCAP ENGAGEMENT

Opportunities to learn about the LCAP and to share input

DISTRICT LEVEL: PARENT ADVISORY COMMITTEE (PAC)

October 2025	Overview of the Local Control Funding Formula (LCFF) and Los Angeles Unified’s Local Control and Accountability Plan (LCAP)
November 2025	Focus on the California School Accountability Dashboard; Los Angeles Unified’s 2025 Student Performance
December 2025	Overview of Academic Excellence (LCAP Goal 1)
January 2026	Overview of Joy and Wellness (LCAP Goal 2) and English Learner Supports (LCAP 6)
February 2026	Overview of Operational Effectiveness (LCAP Goal 4) and Investing in Staff (LCAP 5); Mid-Year Annual LCAP Update

DISTRICT LEVEL: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

November 2025	Overview of the Local Control Funding Formula (LCFF) and Los Angeles Unified’s Local Control Accountability Plan (LCAP)
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DISTRICT LEVEL: STUDENT ADVISORY COUNCILS (SAC)


August 2025	Superintendent’s SAC, International Relations SAC, Asian Pacific SAC
September 2025	Chief Medical Director’s SAC, Superintendent’s SAC
October 2025	Superintendent’s SAC
November 2025	Asian Pacific SAC, Superintendent’s SAC, Gifted And Talented Education (GATE) SAC
December 2025	Superintendent’s SAC

REGION LEVEL: REGION LCAP AMBASSADOR


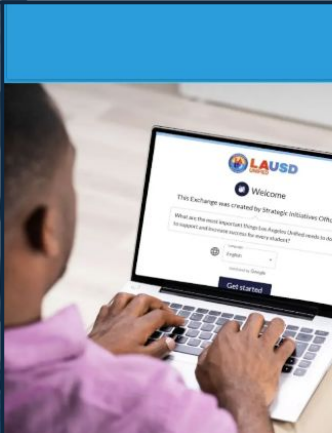
September 2025 – October 2025	LCAP Goal 3: Engagement and Collaboration; LCAP Goal 4: Operational Effectiveness; LCAP Goal 8: Equity Multiplier Focus Goal
December 2025 – January 2026	LCAP Goal 1: Academic Excellence; LCAP Goal 2: Joy and Wellness
January 2026 – March 2026	LCAP Goal 5: Investing in Staff; LCAP Goal 6: English Learner Supports; LCAP Goal 7: Black Student Achievement Plan

SCHOOL LEVEL: COFFEE WITH THE PRINCIPAL

September 2025 – March 2026	LCAP Coffee with the Principal
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Shape the Future of Every Student at Los Angeles Unified

Your Voice Matters

To participate, visit lausd.org/25-26SHARE or simply scan the QR code



lausd.org/25-26SHARE

LCAP GOAL 1: ACADEMIC EXCELLENCE

2024-25 GRADUATION RATE

4-Year Cohort Graduation Rate



86.7%

(compared to 87.0% in 2023-24)

Source: LAUSD Open Data Dashboard

2024-25 COLLEGE AND CAREER READINESS

Graduation Cohort A-G Completion Rate (Meeting UC-CSU Entrance Requirements)

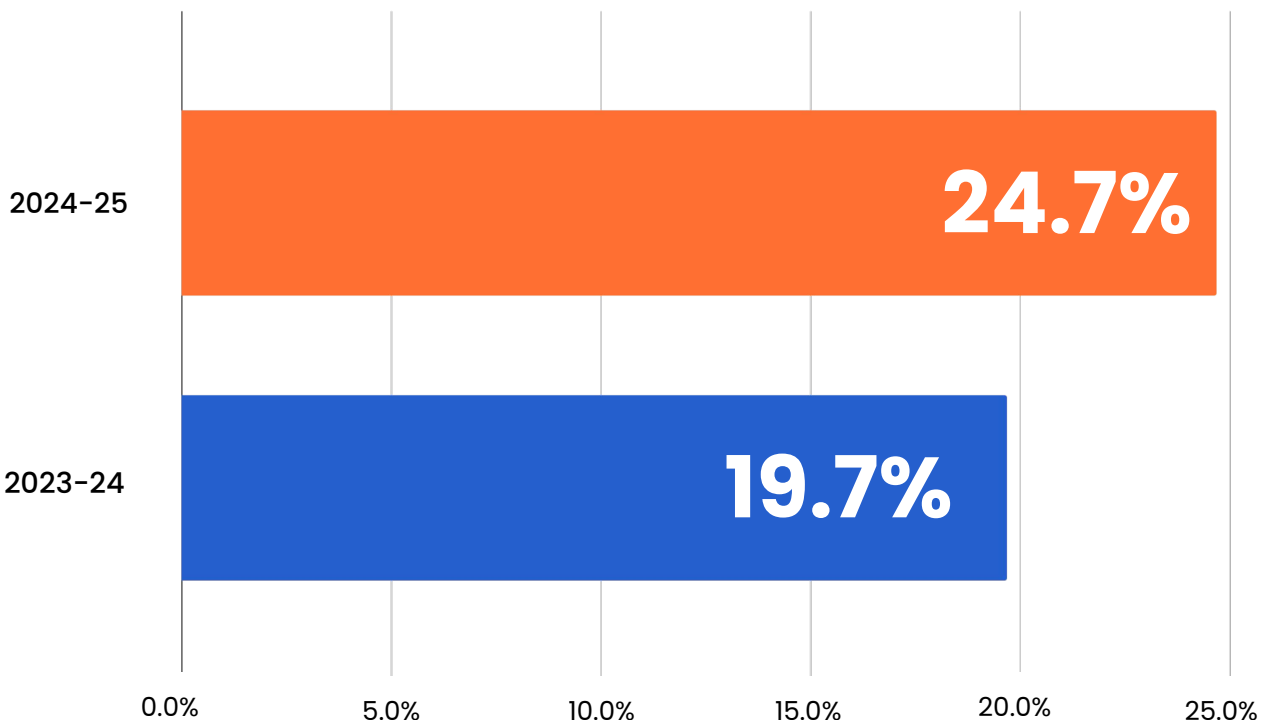
58.4%

(compared to 56.4% in 2023-24)

Source: LAUSD Open Data Dashboard



Career Technical Education (CTE) Completion Rate



Source: LAUSD Open Data Dashboard

LCAP GOAL 1: ACADEMIC EXCELLENCE

IMPLEMENTATION UPDATES

Successes

- 57% of grades 9-12 students are on-track for passing A-G courses with a "C" grade or better, as of October 2025, up from 54% in October 2024.
- Universal Transitional Kindergarten (UTK) expanded to 697 schools in fall 2025, up from 521 in fall 2024.
- Options Program: Increased to 61% the graduation rate of students in 2024-25 who completed credit recovery, up from 55% in 2023-24.
- Advanced Placement (AP) enrollment rose to 29.5% in fall 2025, up from 27.8% in fall 2024.
- 64% of Linked Learning students graduated A-G ready in 2024-25, up from 58% in 2023-24, compared to 58% Districtwide in 2024-25.
- Over 1,600 students earned Work-Ready Badges in Career Technical Education (CTE) pathways at 93 high schools in 2024-25, up from nearly 520 students at 49 schools.
- 74% of students with disabilities are in the general education program at least 80% of the school day, as of October 2025, up from 64% in fall 2024.
- 17.4% of K-12 identified as gifted/talented, as of October 2025, up from 15.9% in fall 2024.

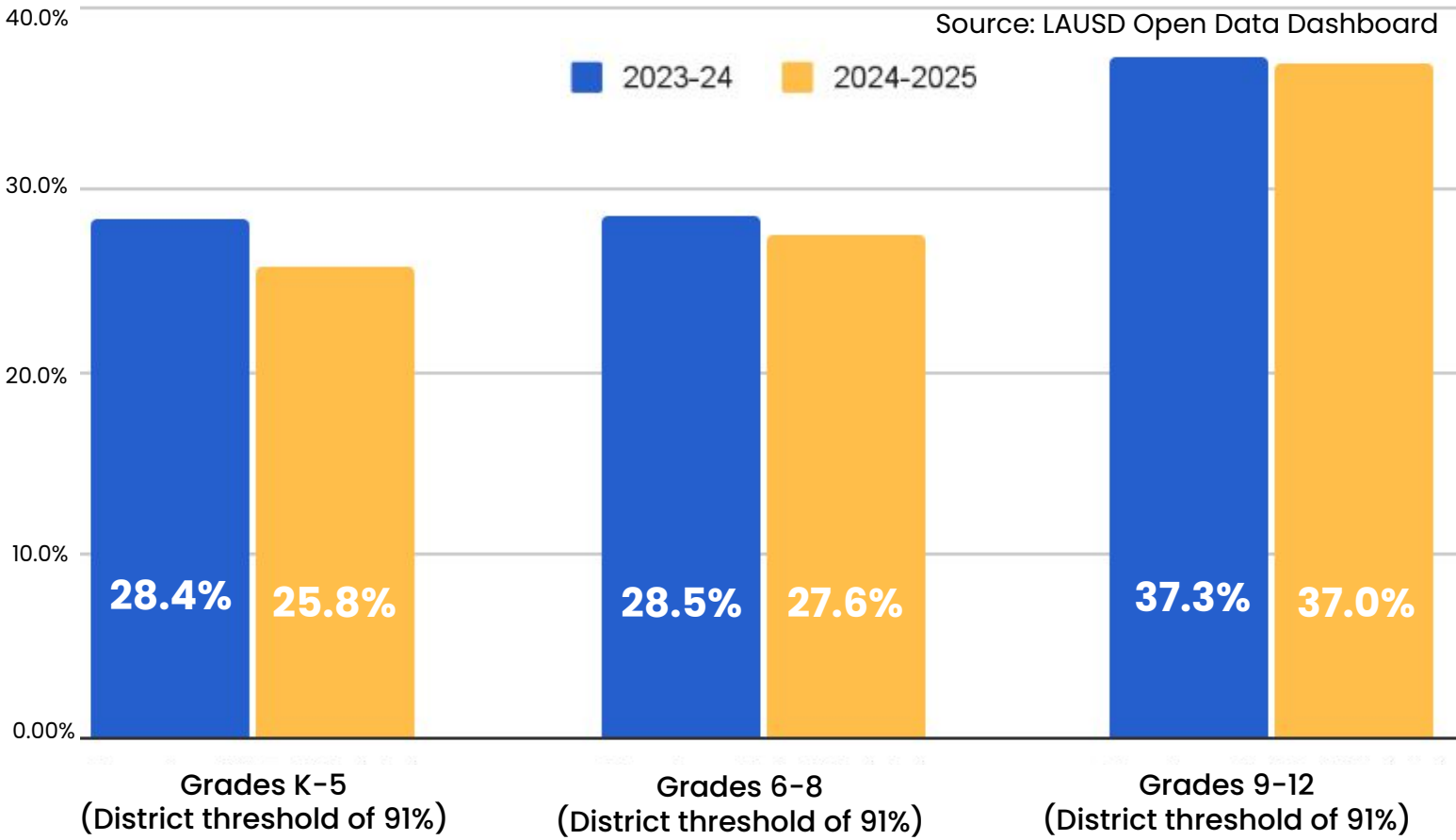
Areas for Growth

- Increase student use of credit-recovery and academic support programs.
- Provide targeted supports for English Learners (EL) in Linked Learning pathways to increase A-G completion- 41% of EL graduates in 2024-25 were A-G ready, compared to 64% of all Linked Learning graduates.
- Expand the number of CTE dual enrollment courses so students can earn both high school and college credit.
- Expand the District tutoring programs at Options schools to boost credit recovery and improve ELA and math skills.
- Increase the percentage of students enrolled in AP courses through AP Readiness programs and student recruitment.

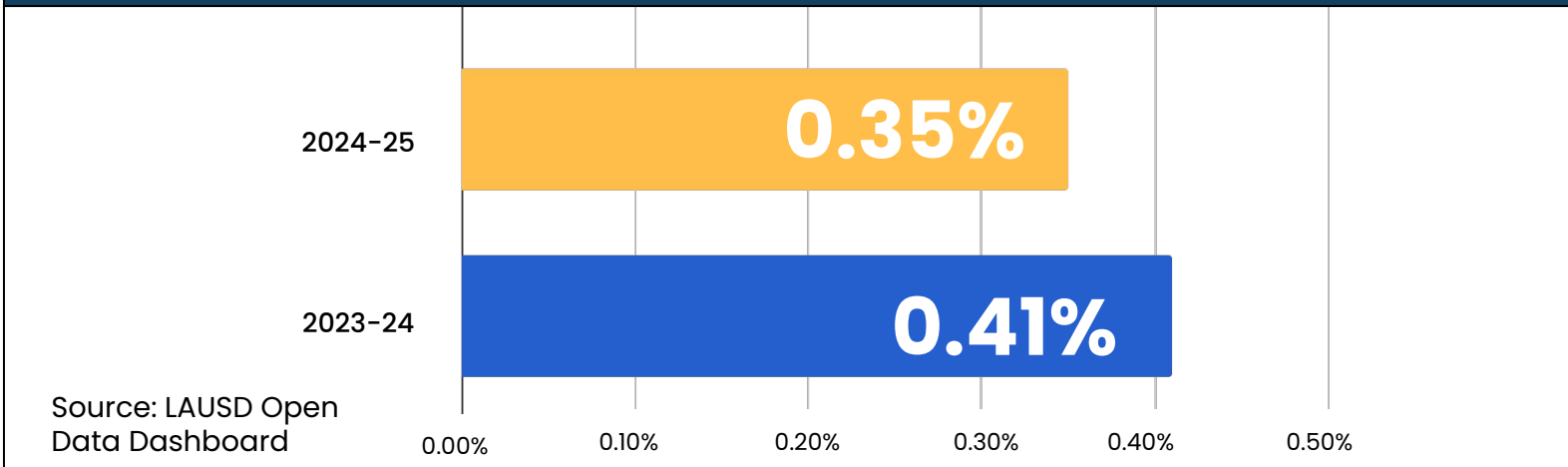


LCAP GOAL 2: JOY AND WELLNESS

2024-25 CHRONIC ABSENTEEISM



2024-25 SINGLE STUDENT SUSPENSION RATE



2024-25 SCHOOL EXPERIENCE SURVEY

Students who feel safe at school:

64.3%

(compared to 63.5% in 2023-24)

Source: LAUSD Open Data Dashboard



Parents feel welcome to participate at this school:

91.3%

(compared to 90.1% in 2023-24)

Source: LAUSD Open Data Dashboard

LCAP GOAL 2: JOY AND WELLNESS

IMPLEMENTATION UPDATES

Successes

- Initiated the Against Hate campaign to educate staff, parents, and TK-12 students on how to combat bias and promote respect and inclusion.
- Launched LAUSD 2025: We Are One campaign, to provide students and families, regardless of immigration status, 24/7 access to help with school, transportation, health, housing, and other services.
- Provided approximately 1,360 International Newcomer students with school enrollment options, health and mental health services, and legal and community resource referrals.
- 55.5% of students achieved 96% or greater attendance, as of October 2025, up from 53.7% in October 2024.
- 22.1% chronically absent students, as of October 2025, down from 23.6% in October 2024.
- Exceeded 1,100 biopsychosocial assessments, as of October 2025, through the FamilySource Program, helping students and families access housing, food, academic support, and other services at [19 centers](#).

Areas for Growth

- Increase the percentage of students reporting on the spring 2026 School Experience Survey who state, "I feel like I am part of this school" (59.3% in 2025) and "I feel safe in this school" (64.3% in 2025).
- Develop iMatter Mental Health services by providing more free telehealth for students and families, addressing needs from economic hardship, trauma, and other factors.
- Continue implementing iAttend to remove barriers to student attendance; Foster Youth chronic absenteeism remains high at 35.8%, as of October 2025, compared to 35.7% in October 2024.
- Expand A-G supports to help high-needs students, including English Learners, stay on track in middle school by increasing tutoring, case management, and attendance incentives.



LCAP GOAL 3: ENGAGEMENT AND COLLABORATION

2024-25 SCHOOL EXPERIENCE SURVEY

This school includes me in important decisions about my child's education



86.4%

(compared to 85.2% in 2023-24)

Source: LAUSD Open Data Dashboard

This school provides me with information (verbal and written) I can understand

93.0%

(compared to 92.5% in 2023-24)

Source: LAUSD Open Data Dashboard



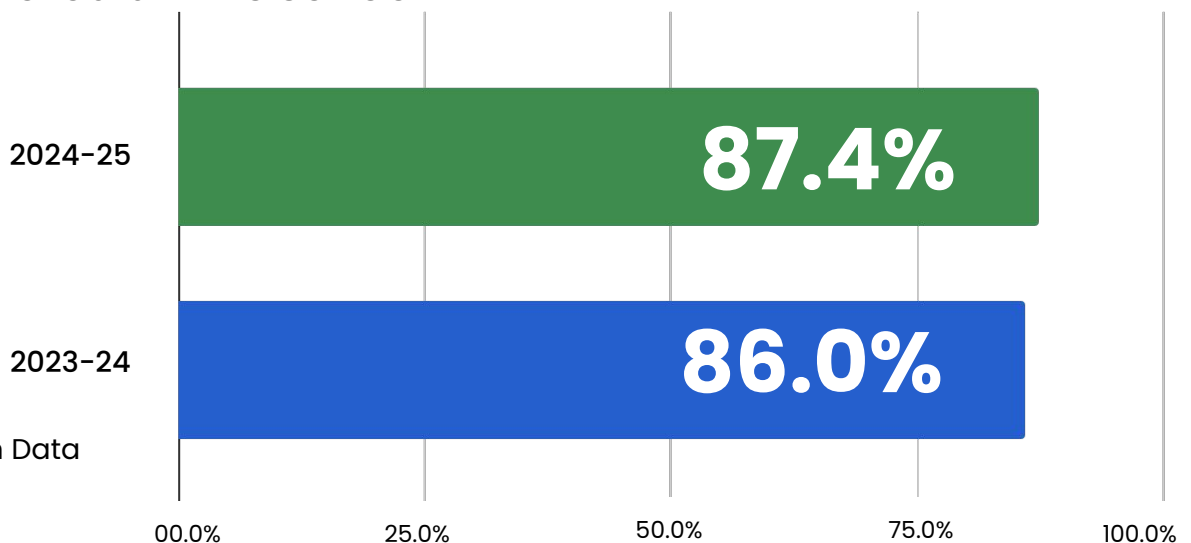
This school provides instructional resources to help me support my child's education

86.6%

(compared to 86.0% in 2023-24)

Source: LAUSD Open Data Dashboard

I can easily find information about parent workshops or other programs offered at this school



Source: LAUSD Open Data Dashboard

LCAP GOAL 3: ENGAGEMENT AND COLLABORATION

IMPLEMENTATION UPDATES

Successes

- 83% of volunteer applications were processed within 30 days, as of October 2025, up from 81% in 2024-25.
- The Translations Unit completed over 1,390 interpretation requests, providing nearly 3,000 hours of live interpretation, as of October 2025, up from approximately 2,000 hours in October 2024, which supported a range of meetings, including Board of Education, Back to School Night, and School Site Council.
- An average of 537 parents attended Family Academy webinars on a variety of topics to support their child's development, up from 490 in October 2024.
- Launched the We Are One campaign in fall 2025 to inform and support all families, especially immigrant and vulnerable communities, about immigration and student services through multiple languages and forums, including weekly virtual Know Your Rights training, in-person trainings, and through social media.
- 88% of students, as of October 2025, have at least one parent enrolled in the District's Parent Portal, up from 84% in October 2024.

Areas for Growth

- Increase teacher recruitment and family enrollment in the Equity Course Pathways: Multilingual Learners, Learners with Exceptional Needs, Youngest Learners, and Black and African American Learners.
- Prioritize and schedule high-need educational partner engagements to meet growing demand for in-person and non-Spanish translation.
- Increase percentage of parents enrolled in the District's Parent Portal.



2025-2026
SCHOOL EXPERIENCE SURVEY
Your voice matters. Let us know what you think!

NEW SES DATES

PARENTS: Feb 2 to Mar 27, 2026
STUDENTS & STAFF: Feb 16 to Mar 27, 2026



FEEDBACK!

SES Website: ses.lausd.org
Email: SchoolExperienceSurvey@lausd.net
Phone: (213) 241-5600
Follow us on X: [lausd_oda](https://twitter.com/lausd_oda)



SES Website

LCAP GOAL 4: OPERATIONAL EFFECTIVENESS

FACILITIES



Percent of Facilities in Good Repair or Better based on School Accountability Report Card (SARC):

100%

(compared to 100% in 2023-24)

Source: LAUSD Open Data Dashboard

MATERIALS

Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements:

(compared to 100% in 2023-24)

100%

Source: LAUSD Open Data Dashboard



LCAP GOAL 4: OPERATIONAL EFFECTIVENESS

IMPLEMENTATION UPDATES

Successes

- Average student bus ridership rose to over 17,000 students, as of October 2025, up from approximately 16,360 students during 2024-25.
- Improved to 99% of regulatory preventative maintenance work orders completed on time, as of October 2025, up from 98% in October 2024.
- The District met or exceeded facilities response time goals, resolving 91% of emergency calls within two hours, 89% of urgent calls within 48 hours, and 97% of routine calls within 30 days.
- Increased to 26% the share of magnet students enrolled in Advanced Placement (AP) courses in fall 2025, up from 23% in fall 2024.
- Magnet school attendance rose to 96% in October 2025, up from 95% in October 2024, through the iAttend initiative.

Areas for Growth

- Increase student bus ridership by continuing to promote transportation requests, especially for families affected by immigration enforcement.
- Continue to ensure each school has a trained testing coordinator for required state testing.
- Improve District technology infrastructure to protect student and staff data and reduce costs by automating compliance and strengthening data monitoring.
- Increase the percentage of magnet students enrolled in honors or AP courses by expanding training for coordinators to schedule students in rigorous classes.

LCAP GOAL 5: INVESTING IN STAFF

STAFF



Staff with Excellent Attendance:

70.9%

(compared to 68.2% in 2023-24)

Source: LAUSD Open Data Dashboard

LCAP GOAL 5: INVESTING IN STAFF

IMPLEMENTATION UPDATES

Successes

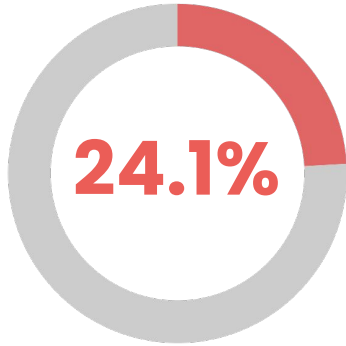
- 78% of certificated position applicants were hired from underrepresented groups, as of October 2025, up from 67% in 2024 and exceeding the 50% goal.
- Staff vacancies at Student Equity Needs Index (SENI) high/highest-needs schools fell to 0.1% in October 2025, down from 0.3% in October 2024 and below the 6% benchmark.
- Over 500 classified employee participants in the Career Ladder teacher pipeline program in October 2025, up from approximately 410 participants in 2024-25.
- Increased Micro-Credentialing Program offerings to 14, up from 12 in 2024-25, adding LGBTQ+ Supportive Education and Secondary Literacy to improve educators' practice.
- 2,100 teachers and administrators enrolled in Wellness programs, as of October 2025, up from 1,050 in October 2024.
- Launched a classified staff Wellness program in fall 2025 with 470 participants.

Areas for Growth

- Complete mid-year surveys in winter/spring 2026 to evaluate how well the Teacher Growth and Induction program helps new teachers support student achievement.
- Implement the Administrator Outreach, Training, and Collaboration program to train administrators with teachers and mentors on strategies to ensure new teacher support and promote retention.
- Launch the Stackable Equitable Grading and Instruction Foundations micro-credential program to increase teacher proficiency on reassessment and feedback supported learning.
- Increase classified staff enrollment in the Career Ladder program through social media, email, and information sessions. The program helps staff such as teaching assistants become credentialed teachers, filling hard-to-staff roles.
- Increase teacher participation in micro-credentialing programs at SENI high/highest-needs schools to 80% (57% in fall 2025, up from 49% in fall 2024).

LCAP GOAL 6: ENGLISH LEARNER SUPPORTS

2024-25 RECLASSIFICATION RATE

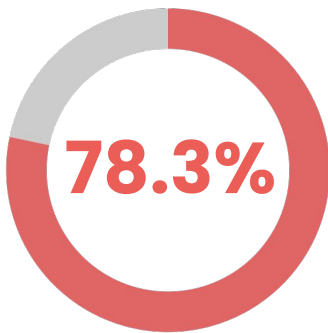


English Learner Reclassification Rate - Kindergarten through Grade 12:

(compared to 18.6% in 2023-24)

Source: LAUSD Open Data Dashboard

2024-25 RECLASSIFICATION BY GRADE 5

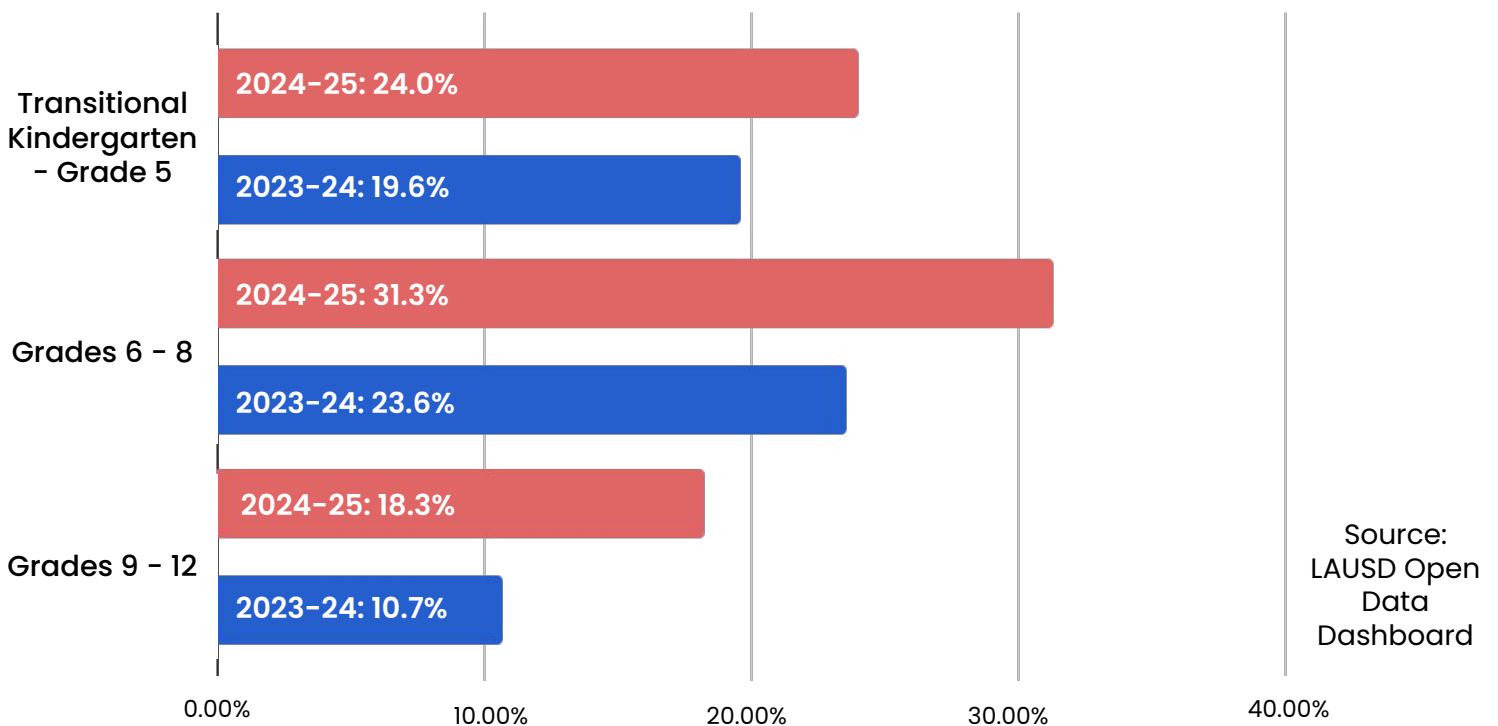


English Learners who reclassify by Grade 5:

(compared to 71.4% in 2023-24)

Source: LAUSD Open Data Dashboard

2024-25 RECLASSIFICATION BY GRADES



Source: LAUSD Open Data Dashboard

2024-25 ENGLISH PROFICIENCY



English Learners who progress in English Proficiency (as measured by English Learner Progress Indicator):

51.5%

(compared to 47.5% in 2023-24)

Source: LAUSD Open Data Dashboard

LCAP GOAL 6: ENGLISH LEARNER SUPPORTS

IMPLEMENTATION UPDATES

Successes

- Increased to 36% the share of Long-Term English Learners (LTELs) who reclassified from English Learner status to Fluent English Proficient (FEP) status in 2024-25, up from 25% in 2023-24.
- Maintained 192 Multilingual Multicultural Academic Language instructional coaches in 2025-26 to support schools with English Learner reclassification to FEP.
- Increased to 36% the share of Potential LTELs who reclassified from English Learner status to FEP in 2024-25, a 6% increase from 2023-24.
- In 2024-25, 44% of LTELs reclassified as FEP by grade 8, up from 29% in 2023-24, and 29% reclassified by grade 10, up from 25% in 2023-24.
- Increased to 25% the percentage of grade 12 students that fulfilled the requirements for the 12th Grade State Seal of Biliteracy in 2024-25, up from 23% in 2023-24.

Areas for Growth

- Train English Learner (EL) Designees in literacy strategies to help students score Standards Met or Exceeded on the spring ELA Smarter Balanced Assessment, a key step for reclassification as FEP.
- Expand professional development for teachers and administrators to better serve Potential LTELs and LTELs with disabilities.
- Ensure every Potential LTEL and LTEL has an individualized plan to close learning gaps and support reclassification to FEP.
- Increase the number of schools starting DLE programs that develop students' bilingual, biliterate, and cultural skills.
- Increase the share of English Learners reporting on the spring 2026 School Experience Survey who state, "I feel like I am part of this school" (62.4% in 2025) and "I feel safe in this school" (67.1% in 2025).

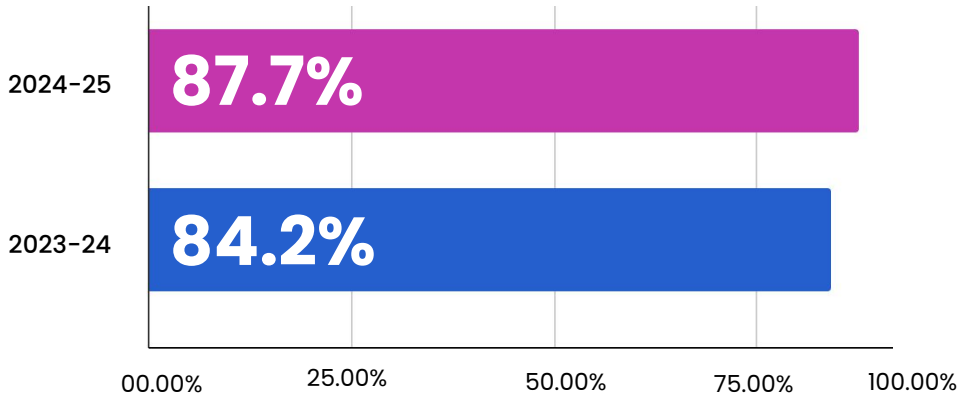
To learn more about English Learner Supports, visit mmed.lausd.org



LCAP GOAL 7: BLACK STUDENT ACHIEVEMENT PLAN (BSAP)

2024-25 GRADUATION RATE

Black Students 4-Year Cohort Graduation Rate:



Source: LAUSD Open Data Dashboard

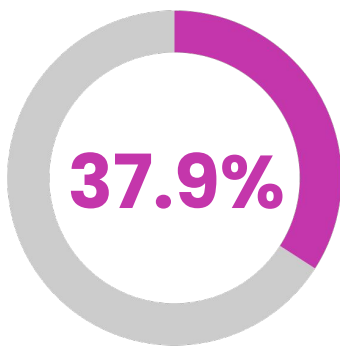
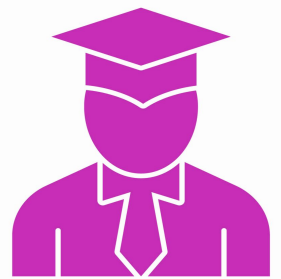
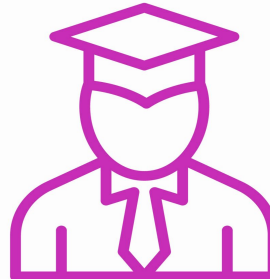
2024-25 COLLEGE AND CAREER READINESS

Black Students Graduation Cohort A-G Completion Rate (Meeting UC-CSU Entrance Requirements):

53.7%

(compared to 50.6% in 2023-24)

Source: LAUSD Open Data Dashboard



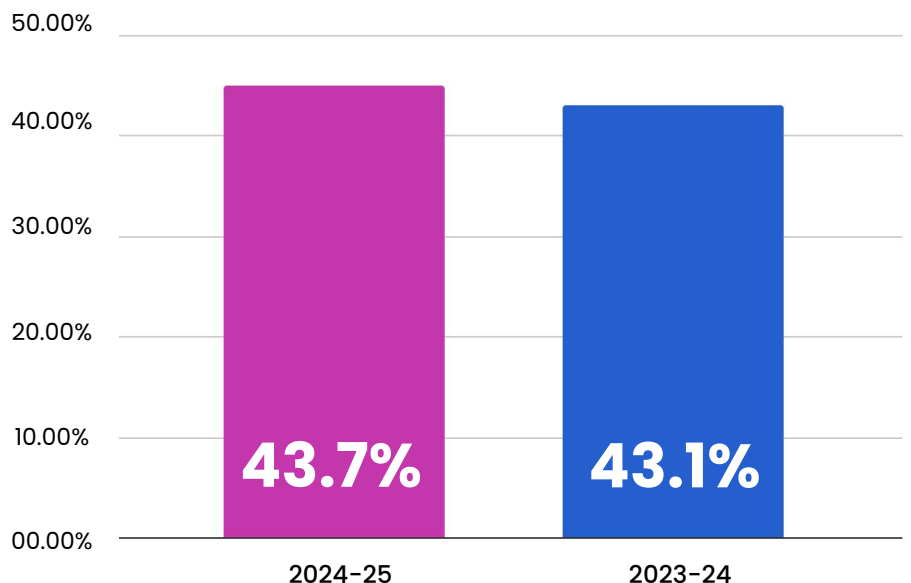
Advanced Placement (AP) Exams with a score of 3 or higher by Black Students

(compared to 34.1% in 2023-24)

Source: LAUSD Open Data Dashboard

Black Students enrolled in at least one Advanced Placement (AP) or Honors Course:

Source: LAUSD Open Data Dashboard



LCAP GOAL 7: BLACK STUDENT ACHIEVEMENT PLAN (BSAP)

IMPLEMENTATION UPDATES

Successes

- Graduation rate for Black students increased to 87.7% in 2024-25 from 84.2% in 2023-24.
- A-G completion rose to 53.7%, up from 50.6%, boosting University of California and California State University eligibility.
- Chronic absenteeism among Black students declined in 2024-25, from 40.9% to 38.1% in grades K-5 and from 40.5% to 40.4% in grades 6-8.
- Decreased to 1.0% the suspension rate for Black students in 2024-25, 1.13% in 2023-24.
- Maintained African American Studies course (non-Advanced Placement) at 60 high schools in 2024-25, unchanged from 2023-24, and up from 34 schools in 2022-23.
- All Region and school-site leaders and instructional staff completed Culturally Responsive Instruction training in fall 2025 to support inclusive, effective classrooms.

Areas for Growth

- Increase the percentage of survey respondents from students who participate in BSAP who report having a trusted adult on campus to 60%, from 46% in 2024-25.
- Reduce chronic absenteeism in grades 9-12, which rose slightly to 46.4% in 2024-25 from 46.2% the prior year.
- Increase to 90% the share of schools with BSAP programs reporting gains in student attendance, emotional engagement, and achievement on the fall 2025 BSAP Survey (83% in 2024).
- Increase to 85% the share of students participating in BSAP reporting access to culturally responsive curriculum on the fall 2025 BSAP Survey (74% in 2024).
- Increase the share of students participating in BSAP reporting on the spring 2026 School Experience Survey who state, "I feel like I am part of this school" (55.9% in 2025) and "I feel safe in this school" (58.8% in 2025).

To learn more about the Black Student Achievement Plan, visit bsa.lausd.org



LCAP GOAL 8: EQUITY MULTIPLIER

FOCUS GOAL

STATE MANDATED GOAL

The LCFF Equity Multiplier is a state funding program providing additional funds to schoolsites meeting nonstability and socioeconomically disadvantaged student thresholds in the prior year. Considered a separate state funding source, other state funds, Equity Multiplier funds are allocated outside of LCFF entitlement. The funds are used to implement evidence-based services and supports for students at eligible schoolsites and address student groups that have the lowest performance level (i.e., Red) on one or more state indicators on the most recent California School Dashboard. For additional information on the LCFF Equity Multiplier, please click [HERE](#).

[Ninety-eight schools](#) were determined in 2024-25 to be eligible to receive LCFF Equity Multiplier funds for use beginning in 2025-26. The California Department of Education (CDE) published the list of eligible schools in late-February 2025. In total, the 98 District schools were allocated \$32.3 million.

Note: Eligible schools are determined annually by the CDE. For information on allowable uses of Equity Multiplier funding, please click [HERE](#).



lausd.org/LCAP

For questions, please contact the Strategic Initiatives Office at (213) 241-0479



Shape the Future of Every Student at Los Angeles Unified

What are the most important things Los Angeles Unified needs to do to support and increase success for every student?



Your Voice Matters

To participate, visit
lausd.org/25-26SHARE
or simply scan the QR code



lausd.org/25-26SHARE

