

# 2023–24 Local Control and Accountability Plan Annual Update

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## Goals and Actions

### Goal

Goal #	Description
1	<p><b><u>Academic Excellence</u></b></p> <p>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 or pillar 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.</p> <p>Over the course of the last LCAP cycle (from 2017 to 2020), our students saw the following progress:</p> <ul style="list-style-type: none"> <li>● English Language Arts:             <ul style="list-style-type: none"> <li>○ Grades 3 to 5: Students improved from 32 points below grade-level standards in 2016-2017 to 18.3 points below in 2018-2019.</li> <li>○ Grades 6-8: Students improved from 36.8 points below grade-level standards in 2016-2017 to 25.2 points below in 2018-2019.</li> <li>○ Grade 11: Students improved from 5.6 points below grade-level standards in 2017-2018 (after falling from 4.6 points above standard in 2016-2017) to 1.9 points below in 2018-2019.</li> </ul> </li> <li>● Math:             <ul style="list-style-type: none"> <li>○ Grades 3 to 5: Students improved from 40.8 points below grade-level standards in 2016-2017 to 30.2 points below in 2018-2019.</li> <li>○ Grades 6-8: Students improved from 73.1 points below grade-level standards in 2016-2017 to 64.0 points below in 2018-2019.</li> </ul> </li> </ul>

- Grade 11: Students improved from 89.2 points below grade-level standards in 2017-2018 (after falling slightly from 84.6 points above standard in 2016-2017) to 85.1 points below in 2018-2019.
- English Learner Reclassification:
  - Grades TK-5: Reclassification rates rose from 20.8% in 2017-2018 to 23.0% in 2018-2019 (the reclassification rate for this grade span was only 14.6% in 2019-2020, due in part to the limited testing window).
  - Grades 6-8: Reclassification rates rose from 27.6% in 2017-2018 to 28.9% in 2018-2019 (the reclassification rate for this grade span was only 21.9% in 2019-2020, due in part to the limited testing window).
  - Grades 9-12: Reclassification rates rose from 13.5% in 2017-2018 to 18.8% in 2018-2019 (the reclassification rate for this grade span was only 15.9% in 2019-2020, due in part to the limited testing window).
- Four-year cohort graduation rates grew from 77.4% in 2017-2018 to 80.9% in 2019-2020 (with the five-year cohort similarly increasing from 79.4% in 2017-18 to 81.8% in 2019-20).
- Fewer students dropped out of high school within 4 years of enrolling in 9th grade: the four-year cohort dropout rate fell from 12.9% in 2017-2018 to 10.0% in 2019-2020.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Kindergarten	All Students: 68.0% African American / Black: 61.0% Hispanic / Latino: 65.0% English Learner: 60.0% RFEP: 100% Standard English Learner: 68.0% Students with Disabilities: 40.0% Low Income: 65.0% Foster Youth: 59.0%  (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 49.1% African American / Black: 46.0% Hispanic / Latino: 41.2% English Learner: 36.1% RFEP: N/A Standard English Learner: 46.6% Students with Disabilities: 30.6% Low Income: 42.8% Foster Youth: 27.6%  (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 60.8% African American / Black: 53.0% Hispanic / Latino: 56.4% English Learner: 50.4% RFEP: 100% Standard English Learner: 60.2% Students with Disabilities: 38.6% Low Income: 55.7% Foster Youth: 48.2%  (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	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% Foster Youth: 56.6%  (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 72.0% African American / Black: 68.0% Hispanic / Latino: 70.0% English Learner: 67.0% RFEP: 100% Standard English Learner: 72.0% Students with Disabilities: 60.0% Low Income: 69.0% Foster Youth: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 1	All Students: 62.8% African American / Black: 56.0% Hispanic / Latino: 58.0% English Learner: 41.0% RFEP: 92.0% Standard English Learner: 62.0% Students with Disabilities: 35.0% Low Income: 59.0% Foster Youth: 48.0%  (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 64.5% African American / Black: 59.6% Hispanic / Latino: 58.2% English Learner: 49.5% RFEP: 96.3% Standard English Learner: 62.7% Students with Disabilities: 42.7% Low Income: 59.5% Foster Youth: 43.9%  (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 65.8% African American / Black: 59.5% Hispanic / Latino: 60.9% English Learner: 47.6% RFEP: 98.5% Standard English Learner: 65.8% Students with Disabilities: 39.1% Low Income: 60.7% Foster Youth: 54.6%  (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	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) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 74.0% African American / Black: 70.0% Hispanic / Latino: 67.0% English Learner: 63.0% RFEP: 100% Standard English Learner: 73.0% Students with Disabilities: 60.0% Low Income: 71.0% Foster Youth: 62.0%
DIBELS - Percent of Students Meeting Early Literacy Benchmarks in Grade 2	All Students: 69.0% African American / Black: 62.0% Hispanic / Latino: 65.0% English Learner: 41.0% RFEP: 96.0% Standard English Learner: 70.0% Students with Disabilities: 31.0% Low Income: 65.0% Foster Youth: 52.0%  (Year: 2018-19)	All Students: 62.3% African American / Black: 53.6% Hispanic / Latino: 55.8% English Learner: 39.9% RFEP: 82.3% Standard English Learner: 59.7% Students with Disabilities: 35.0% Low Income: 56.9% Foster Youth: 45.8%  (Year: 2020-21)	All Students: 62.5% African American / Black: 52.5% Hispanic / Latino: 57.4% English Learner: 43.2% RFEP: 96.8% Standard English Learner: 61.6% Students with Disabilities: 30.4% Low Income: 57.2% Foster Youth: 47.2%  (Year: 2021-22)	All Students: 66.1% African American / Black: 57.4% Hispanic / Latino: 61.9% English Learner: 42.9% RFEP: 96.5% Standard English Learner: 66.1% Students with Disabilities: 32.6% Low Income: 62.7% Foster Youth: 53.1%  (Year: 2022-23)	All Students: 73.0% African American / Black: 68.0% Hispanic / Latino: 62.0% English Learner: 63.0% RFEP: 100% Standard English Learner: 73.0% Students with Disabilities: 58.0% Low Income: 71.0% Foster Youth: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<i>Source: LAUSD Open Data Dashboard</i>	<i>Source: LAUSD Open Data Dashboard</i>	<i>Source: LAUSD Open Data Dashboard</i>	<i>Source: LAUSD Open Data Dashboard</i>	
Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3 <i>(Aligned to Board Goals)</i>	All Students: -18.6 African American / Black: -48.9 Hispanic / Latino: -31.4 English Learner: -96.5 RFEP: 7.7 Standard English Learner: -20.5 Students with Disabilities: -92.1 Low Income: -34.3 Foster Youth: -65.5  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting DIBELS proficiency data for Grade 3, as SBA ELA was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced, DIBELS performance is a strong predictor of Smarter Balanced achievement)</i>  All Students: 55.1% African American / Black: 47.0% Hispanic / Latino: 50.0% English Learner: 31.1% RFEP: 76.0% Standard English Learner: 47.2% Students with Disabilities: 24.0% Low Income: 49.2% Foster Youth: 41.3% (Year: 2020-21)  <i>Source: LAUSD DIBELS End-of-Year 2021 Data</i>	All Students: -33.0 African American / Black: -62.0 Hispanic / Latino: -49.9 English Learner: -106.3 RFEP: 10.3 Standard English Learner: -37.7 Students with Disabilities: -103.3 Low Income: -51.0 Foster Youth: -72.8  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -28.4 African American / Black: -61.0 Hispanic / Latino: -43.9 English Learner: -101.3 RFEP: 25.2 Standard English Learner: -32.7 Students with Disabilities: -101.9 Low Income: -45.8 Foster Youth: -74.0  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -3.6 African American / Black: -42.0 Hispanic / Latino: -29.9 English Learner: -86.3 RFEP: 22.7 Standard English Learner: -17.7 Students with Disabilities: -83.3 Low Income: -31.0 Foster Youth: -52.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	<p>All Students: -18.3 African American / Black: -49.5 Hispanic / Latino: -31.4 English Learner: -102.1 RFEP: 7.1 Standard English Learner: -18.9 Students with Disabilities: -100 Low Income: -33.9 Foster Youth: -68.3</p> <p>(Year: 2018-19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p><i>(Note: Reporting DIBELS proficiency data for Grades 3-5, as SBA ELA was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced, DIBELS performance is a strong predictor of Smarter Balanced achievement)</i></p> <p>All Students: 53.7% African American / Black: 46.3% Hispanic / Latino: 49.0% English Learner: 25.5% RFEP: 70.9% Standard English Learner: 49.4% Students with Disabilities: 20.8% Low Income: 48.1% Foster Youth: 39.8%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD DIBELS End-of-Year 2021 Data</p>	<p>All Students: -28.3 African American / Black: -58.0 Hispanic / Latino: -44.4 English Learner: -111.4 RFEP: 7.2 Standard English Learner: -31.9 Students with Disabilities: -108.1 Low Income: -45.7 Foster Youth: -71.2</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>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</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>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</p>
Smarter Balanced Results:	<p>All Students: -25.2 African American / Black: -54.4 Hispanic / Latino:</p>	<p><i>(Note: Reporting Renaissance proficiency data for Grades 6-8, as SBA ELA was not</i></p>	<p>All Students: -28.4 African American / Black: -58.7 Hispanic / Latino:</p>	<p>All Students: -34.6 African American / Black: -67.3 Hispanic / Latino:</p>	<p>All Students: -13.4 African American / Black: -38.7 Hispanic / Latino:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS) Met in English Language Arts - Grades 6-8	-39.9 English Learner: -139.1 RFEP: -21.7 Standard English Learner: -23.8 Students with Disabilities: -122.8 Low Income: -40.1 Foster Youth: -77.6 (Year: 2018-19) Source: LAUSD Open Data Dashboard	<i>implemented in this grade span in 2020-21;</i>  <i>While this data is not directly comparable to Smarter Balanced, Renaissance performance is a strong predictor of Smarter Balanced achievement)</i>  All Students: 35.6% African American / Black: 28.8% Hispanic / Latino: 28.2% English Learner: 2.0% RFEP: 30.9% Standard English Learner: 35.0% Students with Disabilities: 9.2% Low Income: 28.5% Foster Youth: 18.2%  (Year: 2020-21)  Source: LAUSD Renaissance 2020-21 Data	-43.1 English Learner: -149.2 RFEP: -20.9 Standard English Learner: -27.7 Students with Disabilities: -125.6 Low Income: -43.0 Foster Youth: -82.4  (Year: 2021-22) Source: LAUSD Open Data Dashboard	-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	-23.1 English Learner: -129.2 RFEP: -0.9 Standard English Learner: -7.7 Students with Disabilities: -105.6 Low Income: -23.0 Foster Youth: -62.4
Smarter Balanced Results: Distance from Standard (DFS) Met	All Students: -1.9 African American / Black: -44.1 Hispanic / Latino: -8.6 English Learner: -137.3	All Students: 5.7 African American / Black: -28.1 Hispanic / Latino: -4.3 English Learner: -140.6	All Students: -17.4 African American / Black: -50.6 Hispanic / Latino: -27.5 English Learner:	All Students: -11.9 African American / Black: -46.5 Hispanic / Latino: -22.0 English Learner:	All Students: 4.0 African American / Black: -30.6 Hispanic / Latino: -7.5 English Learner: -141.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in English Language Arts - Grade 11	RFEP: 5.8 Standard English Learner: 3.5 Students with Disabilities: -109.1 Low Income: -8.8 Foster Youth: -69.9 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 6.5 Standard English Learner: 10.9 Students with Disabilities: -114.1 Low Income: -2.5 Foster Youth: -16.0 (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard; excludes Grade 11 Alternate Assessments</i>	-161.2 RFEP: -11.0 Standard English Learner: -11.4 Students with Disabilities: -122.2 Low Income: -24.4 Foster Youth: -80.2 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	-162.8 RFEP: -12.6 Standard English Learner: -8.9 Students with Disabilities: -118.1 Low Income: -20.7 Foster Youth: -89 (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 10.5 Standard English Learner: 9.5 Students with Disabilities: -102.2 Low Income: -4.4 Foster Youth: -60.2
Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 (Aligned to Board Goals)	All Students: -30.2 African American / Black: -64.4 Hispanic / Latino: -42.3 English Learner: -96.4 RFEP: -8.4 Standard English Learner: -34 Students with Disabilities: -102.9 Low Income: -44 Foster Youth: -74 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting Edulastic proficiency data for Grades 3-5, as SBA Math was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced, Edulastic performance is a strong predictor of Smarter Balanced achievement)</i>  All Students: 8.2% African American / Black: 4.9% Hispanic / Latino: 5.0% English Learner: 1.8% RFEP: 8.7%	All Students: -44.7 African American / Black: -78.7 Hispanic / Latino: -60.1 English Learner: -111.0 RFEP: -16.9 Standard English Learner: -50.8 Students with Disabilities: -113.2 Low Income: -60.6 Foster Youth: -84.3 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	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) <i>Source: LAUSD Open Data Dashboard</i>	All Students: -29.7 African American / Black: -63.7 Hispanic / Latino: -45.1 English Learner: -96.0 RFEP: -1.9 Standard English Learner: -35.8 Students with Disabilities: -98.2 Low Income: -45.6 Foster Youth: -69.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Standard English Learner: 6.2% Students with Disabilities: 3.1% Low Income: 5.2% Foster Youth: 2.2%  (Year: 2020-21) <i>Source: LAUSD Edulastic Data, 2020-21</i>			
Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8 (Aligned to Board Goals)	All Students: -64.0 African American / Black: -103.6 Hispanic / Latino: -82.6 English Learner: -176.9 RFEP: -61 Standard English Learner: -66.4 Students with Disabilities: -167.9 Low Income: -81.3 Foster Youth: -128.0  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting Renaissance proficiency data for Grades 6-8, as SBA Math was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced, Renaissance performance is a strong predictor of Smarter Balanced achievement)</i>  All Students: 28.6% African American / Black: 16.5% Hispanic / Latino: 21.3% English Learner: 3.9% RFEP: 26.8% Standard English Learner: 23.1% Students with Disabilities: 6.0% Low Income: 22.9% Foster Youth: 9.2%	All Students: -81.3 African American / Black: -121.3 Hispanic / Latino: -98.8 English Learner: -187.8 RFEP: -76.6 Standard English Learner: -85.2 Students with Disabilities: -175.3 Low Income: -97.4 Foster Youth: -140.8  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -80.1 African American / Black: -121.5 Hispanic / Latino: -97.8 English Learner: -188.0 RFEP: -77.9 Standard English Learner: -84.8 Students with Disabilities: -173.4 Low Income: -96.8 Foster Youth: -143.9  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -34.0 African American / Black: -43.6 Hispanic / Latino: -22.6 English Learner: -116.9 RFEP: -31.0 Standard English Learner: -6.4 Students with Disabilities: -107.9 Low Income: -21.3 Foster Youth: -68.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Year: 2020-21) <i>Source: LAUSD Renaissance 2020-21 Data</i>			
Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grade 11	All Students: -85.2 African American / Black: -133.2 Hispanic / Latino: -94.8 English Learner: -190.9 RFEP: -80.4 Standard English Learner: -87.1 Students with Disabilities: -194.9 Low Income: -92.7 Foster Youth: -145.6  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -67.5 African American / Black: -99.3 Hispanic / Latino: -80.6 English Learner: -157.4 RFEP: -71.5 Standard English Learner: -68.4 Students with Disabilities: -170.3 Low Income: -76.1 Foster Youth: -112.0  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard; excludes Grade 11 Alternate Assessments</i>	All Students: -114.3 African American / Black: -151.4 Hispanic / Latino: -127.1 English Learner: -218.8 RFEP: -113.8 Standard English Learner: -114.6 Students with Disabilities: -210.2 Low Income: -122.5 Foster Youth: -175.0  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -110.7 African American / Black: -146 Hispanic / Latino: -123.7 English Learner: -224.4 RFEP: -114.6 Standard English Learner: -112.8 Students with Disabilities: -204.4 Low Income: -120.5 Foster Youth: -186.9  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: -79.2 African American / Black: -127.2 Hispanic / Latino: -88.8 English Learner: -184.9 RFEP: -74.4 Standard English Learner: -81.1 Students with Disabilities: -188.9 Low Income: -86.7 Foster Youth: -139.6
Percent Met/Exceed Standard on California Science Test - Grade 5	All Students: 24.28% African American / Black: 13.90% Hispanic / Latino: 18.10% English Learner: 1.20% RFEP: 24.30% Standard English Learner: 23.20%	<i>Not available - Los Angeles Unified did not implement the California Science Test or an alternate Science assessment in 2020-21</i>	All Students: 25.3% African American / Black: 16.1% Hispanic / Latino: 18.5% English Learner: 1.0% RFEP: 26.6% Standard English Learner: 23.7%	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%	All Students: 33.28% African American / Black: 23.87% Hispanic / Latino: 28.07% English Learner: 11.17% RFEP: 34.27% Standard English Learner: 33.17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 6.80% Low Income: 18.00% Foster Youth: 11.40%</p> <p>(Year: 2018-19 - Note: Pilot Year)</p> <p>Source: LAUSD Open Data Dashboard</p>		<p>Students with Disabilities: 6.8% Low Income: 18.4% Foster Youth: 11.7%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Students with Disabilities: 6.5% Low Income: 18.1% Foster Youth: 8.2%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Students with Disabilities: 16.77% Low Income: 27.97% Foster Youth: 21.37%</p>
Percent Met/Exceed Standard on California Science Test - Grade 8	<p>All Students: 23.2% African American / Black: 14.27% Hispanic / Latino: 17.2% English Learner: 0.62% RFEP: 19.28% Standard English Learner: 22.60% Students with Disabilities: 5.15% Low Income: 17.69% Foster Youth: 9.10%</p> <p>(Year: 2018-19 - Note: Pilot Year)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p><i>Not available - Los Angeles Unified did not implement the California Science Test or an alternate Science assessment in 2020-21.</i></p>	<p>All Students: 22.1% African American / Black: 12.9% Hispanic / Latino: 16.5% English Learner: 0.2% RFEP: 17.9% Standard English Learner: 21.2% Students with Disabilities: 5.4% Low Income: 17.1% Foster Youth: 6.5%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 21.0% African American / Black: 11.5% Hispanic / Latino: 15.3% English Learner: 0.3% RFEP: 16.1% Standard English Learner: 19.7% Students with Disabilities: 4.9% Low Income: 15.7% Foster Youth: 8.9%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 26.11% African American / Black: 18.47% Hispanic / Latino: 21.61% English Learner: 5.12% RFEP: 23.78% Standard English Learner: 27.10% Students with Disabilities: 9.65% Low Income: 22.19% Foster Youth: 13.60%</p>
Percent Met/Exceed Standard on California Science Test - Grade 11	<p>All Students: 22.07% African American / Black: 12.4%</p>	<p><i>Not available - Los Angeles Unified did not implement the</i></p>	<p>All Students: 21.0% African American / Black: 12.8%</p>	<p>All Students: 21.6% African American / Black: 13.4%</p>	<p>All Students: 25.07% African American / Black: 17.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic / Latino: 18.6%</p> <p>English Learner: 1.2%</p> <p>RFEP: 20.3%</p> <p>Standard English Learner: 22.4%</p> <p>Students with Disabilities: 4.5%</p> <p>Low Income: 19.3%</p> <p>Foster Youth: 9.2%</p> <p>(Year: 2018-19 - Note: Pilot Year)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p><i>California Science Test or an alternate Science assessment in 2020-21.</i></p>	<p>Hispanic / Latino: 16.7%</p> <p>English Learner: 0.2%</p> <p>RFEP: 17.8%</p> <p>Standard English Learner: 21.9%</p> <p>Students with Disabilities: 4.3%</p> <p>Low Income: 17.9%</p> <p>Foster Youth: 7.6%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Hispanic / Latino: 17.7%</p> <p>English Learner: 0.2%</p> <p>RFEP: 18.3%</p> <p>Standard English Learner: 21.2%</p> <p>Students with Disabilities: 4.7%</p> <p>Low Income: 18.5%</p> <p>Foster Youth: 7.1%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Hispanic / Latino: 23.0%</p> <p>English Learner: 6.0%</p> <p>RFEP: 25.0%</p> <p>Standard English Learner: 28.0%</p> <p>Students with Disabilities: 9.0%</p> <p>Low Income: 24.0%</p> <p>Foster Youth: 14.0%</p>
Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	<p>All Students with Disabilities: 57.4%</p> <p>African American / Black: 51.3%</p> <p>Hispanic / Latino: 57.0%</p> <p>English Learner: 48.0%</p> <p>RFEP: 65.0%</p> <p>Standard English Learner: 58.7%</p> <p>Low Income: 56.2%</p> <p>Foster Youth: 51.8%</p> <p>(Year: 2019-20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students with Disabilities: 58.8%</p> <p>African American / Black: 52.4%</p> <p>Hispanic / Latino: 58.6%</p> <p>English Learner: 51.2%</p> <p>RFEP: 63.3%</p> <p>Standard English Learner: 60.0%</p> <p>Low Income: 57.6%</p> <p>Foster Youth: 52.9%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 62.5%</p> <p>African American / Black: 56.1%</p> <p>Hispanic / Latino: 62.5%</p> <p>English Learner: 55.0%</p> <p>RFEP: 65.1%</p> <p>Standard English Learner: 64.1%</p> <p>Low Income: 61.5%</p> <p>Foster Youth: 58.9%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 61.6%</p> <p>African American / Black: 55.4%</p> <p>Hispanic / Latino: 61.5%</p> <p>English Learner: 53.8%</p> <p>RFEP: 63.1%</p> <p>Standard English Learner: 63.2%</p> <p>Low Income: 60.4%</p> <p>Foster Youth: 60.4%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students with Disabilities: 65.0%</p> <p>African American / Black: 58.0%</p> <p>Hispanic / Latino: 65.0%</p> <p>English Learner: 56.0%</p> <p>RFEP: 70.0%</p> <p>Standard English Learner: 66.0%</p> <p>Low Income: 64.0%</p> <p>Foster Youth: 58.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines	<p>All Students with Disabilities: 90.4%  African American / Black: 90.1%  Hispanic / Latino: 90.7%  English Learner: 89.3%  RFEP: 92.8%  Standard English Learner: 90.6%  Low Income: 90.5%  Foster Youth: N/A  (Year: 2019-20)</p> <p><i>*Note: Baselines for 2019-20 have been adjusted to align to the Division's new and more accurate data reporting system.</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students with Disabilities: 75.6%  African American / Black: 69.1%  Hispanic / Latino: 76.5%  English Learner: 76.7%  RFEP: 76.0%  Standard English Learner: 74.8%  Low Income: 75.6%  Foster Youth: 69.2%  (Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 59.9%  African American / Black: 61.2%  Hispanic / Latino: 60.4%  English Learner: 53.4%  RFEP: 52.0%  Standard English Learner: 59.5%  Low Income: 58.6%  Foster Youth: 56.6%  (Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 65.5%  African American / Black: 66.9%  Hispanic / Latino: 65.5%  English Learner: 64.5%  RFEP: 54.1%  Standard English Learner: 66.2%  Low Income: 65.6%  Foster Youth: 63.6%  (Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students with Disabilities: 83.0%  African American / Black: 76.0%  Hispanic / Latino: 84.0%  English Learner: 85.0%  RFEP: 84.0%  Standard English Learner: 82.0%  Low Income: 83.0%  Foster Youth: 76.0%</p>
Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	<p>All Students with Disabilities: 84.1%  African American / Black: 81.7%  Hispanic / Latino: 84.6%  English Learner: 83.4%  RFEP: 86.4%  Standard English Learner: 84.0%  Low Income: 84.2%</p>	<p>All Students with Disabilities: 61.7%  African American / Black: 54.7%  Hispanic / Latino: 63.1%  English Learner: 63.2%  RFEP: 62.3%  Standard English Learner: 63.1%  Low Income: 61.9%</p>	<p>All Students: 67.7%  African American / Black: 62.0%  Hispanic / Latino: 69.3%  English Learner: 66.2%  RFEP: 74.6%  Standard English Learner: 67.3%  Low Income: 68.4%  Foster Youth: 66.2%</p>	<p>All Students: 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%</p>	<p>All Students with Disabilities: 68.0%  African American / Black: 60.0%  Hispanic / Latino: 70.0%  English Learner: 70.0%  RFEP: 69.0%  Standard English Learner: 70.0%  Low Income: 68.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: 82.0%  (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	Foster Youth: 58.2%  (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	Foster Youth: 64.0%
AP Pass Rate (Percent of Advanced Placement Exams with a Score of 3 or Higher)	All Students: 48.5% African American / Black: 34.2% Hispanic / Latino: 42.6% English Learner: 67.1% RFEP: 43.6% Standard English Learner: 43% Students with Disabilities: 36.5% Low Income: 44.5% Foster Youth: 31.5%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 34.1% African American / Black: 20.1% Hispanic / Latino: 25.8% English Learner: 44.3% RFEP: 27.7% Standard English Learner: 27.1% Students with Disabilities: 28.7% Low Income: 24.0% Foster Youth: 22.2%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 41.7% African American / Black: 29.6% Hispanic / Latino: 33.2% English Learner: 46.4% RFEP: 34.3% Standard English Learner: 36.0% Students with Disabilities: 25.4% Low Income: 35.7% Foster Youth: 16.1%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	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)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 78.0% African American / Black: 64.0% Hispanic / Latino: 74.0% English Learner: 97.0% RFEP: 74.0% Standard English Learner: 73.0% Students with Disabilities: 67.0% Low Income: 74.0% Foster Youth: 61.0%
A-G Completion Rate (Aligned to Board Goals)	All Students: 37.7% African American / Black: 28.2% Hispanic / Latino: 35.6% English Learner: 12.6% RFEP: 45.6%	All Students: 48.1% African American / Black: 40.0% Hispanic / Latino: 45.4% English Learner: 26.4% RFEP: 52.9%	All Students: 50.5% African American / Black: 45.7% Hispanic / Latino: 48.0% English Learner: 26.9% RFEP: 56.3%	All Students: 53.0% African American / Black: 45.5% Hispanic / Latino: 50.6% English Learner: 31.3% RFEP: 58.4%	All Students: 61.5% African American / Black: 59.6% Hispanic / Latino: 60.7% English Learner: 39.9% RFEP: 67.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 15.8% Standard English Learner: 38.2% Low Income: 36.4% Foster Youth: 16%</p> <p>(Year: 2019-20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Standard English Learner: 48.6% Students with Disabilities: 22.1% Low Income: 46.6% Foster Youth: 16.8%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Standard English Learner: 51.8% Students with Disabilities: 24.3% Low Income: 49.0% Foster Youth: 24.3%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Standard English Learner: 52.3% Students with Disabilities: 27.9% Low Income: 51.1% Foster Youth: 23.3%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Standard English Learner: 64.0% Students with Disabilities: 39.5% Low Income: 61.7% Foster Youth: 32.3%</p>
CTE Completion Rate	<p>All Students: 11.6% African American / Black: 9.7% Hispanic / Latino: 12.2% English Learner: 5.6% RFEP: 14.8% Standard English Learner: 11.7% Students with Disabilities: 8.2% Low Income: 11.9% Foster Youth: 7.7%</p> <p>(Year: 2019-20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 15.3% African American / Black: 14.0% Hispanic / Latino: 15.9% English Learner: 7.7% RFEP: 18% Standard English Learner: 15.8% Students with Disabilities: 10.9% Low Income: 15.6% Foster Youth: 7.9%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 17.8% African American / Black: 15.8% Hispanic / Latino: 18.8% English Learner: 9.5% RFEP: 21.1% Standard English Learner: 17.8% Students with Disabilities: 13.3% Low Income: 18.1% Foster Youth: 11.0%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>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%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Students: 25.0% African American / Black: 22.0% Hispanic / Latino: 25.0% English Learner: 19.0% RFEP: 28.0% Standard English Learner: 25.0% Students with Disabilities: 22.0% Low Income: 25.0% Foster Youth: 21.0%</p>
A-G and CTE Completion Rate	<p>All Students: 6.0% African American / Black: 3.5% Hispanic / Latino: 6.3% English Learner: 1.9%</p>	<p>All Students: 10.0% African American / Black: 7.6% Hispanic / Latino: 10.3% English Learner: 4.6%</p>	<p>All Students: 11.9% African American / Black: 9.6% Hispanic / Latino: 12.4% English Learner: 5.7%</p>	<p>All Students: 13.8% African American / Black: 10.2% Hispanic / Latino: 14.3% English Learner: 6.2%</p>	<p>All Students: 20.0% African American / Black: 18.0% Hispanic / Latino: 21.0% English Learner: 17.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RFEP: 8.1% Standard English Learner: 5.3% Students with Disabilities: 2.9% Low Income: 6.1% Foster Youth: 2.5%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 12.0% Standard English Learner: 9.3% Students with Disabilities: 5.1% Low Income: 10.0% Foster Youth: 3.6%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 14.1% Standard English Learner: 11.1% Students with Disabilities: 6.3% Low Income: 12.0% Foster Youth: 6.2%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 17.5% Standard English Learner: 13.5% Students with Disabilities: 8.1% Low Income: 13.9% Foster Youth: 4.0%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 22.0% Standard English Learner: 20.0% Students with Disabilities: 18.0% Low Income: 20.0% Foster Youth: 17.0%
Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts	All Students: 21.7% African American / Black: 12.5% Hispanic / Latino: 18.7% English Learner: 0.6% RFEP: 20.2% Standard English Learner: 22.6% Students with Disabilities: 2.5% Low Income: 19.1% Foster Youth: 9.9%  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 24.2% African American / Black: 16.4% Hispanic / Latino: 20.5% English Learner: 0.8% RFEP: 21.9% Standard English Learner: 24.5% Students with Disabilities: 2.3% Low Income: 21.5% Foster Youth: 19.0%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 19.8% African American / Black: 13.2% Hispanic / Latino: 16.5% English Learner: 0.0% RFEP: 17.9% Standard English Learner: 20.5% Students with Disabilities: 2.2% Low Income: 17.6% Foster Youth: 9.3%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 20.8% African American / Black: 13.5% Hispanic / Latino: 17.5% English Learner: 0.0% RFEP: 17.9% Standard English Learner: 20.8% Students with Disabilities: 2.8% Low Income: 18.0% Foster Youth: 7.5%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 25.0% African American / Black: 15.8% Hispanic / Latino: 22.0% English Learner: 4.1% RFEP: 23.3% Standard English Learner: 26.1% Students with Disabilities: 5.8% Low Income: 22.3% Foster Youth: 13.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics	<p>All Students: 8.6%  African American / Black: 2.7%  Hispanic / Latino: 6.1%  English Learner: 0.6%  RFEP: 7.5%  Standard English Learner: 7.4%  Students with Disabilities: 1.0%  Low Income: 6.9%  Foster Youth: 3.6%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 9.8%  African American / Black: 5.1%  Hispanic / Latino: 6.4%  English Learner: 0.9%  RFEP: 7.7%  Standard English Learner: 8.7%  Students with Disabilities: 1.0%  Low Income: 7.6%  Foster Youth: 5.7%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 7.0%  African American / Black: 2.3%  Hispanic / Latino: 4.4%  English Learner: 0.2%  RFEP: 5.6%  Standard English Learner: 5.6%  Students with Disabilities: 0.6%  Low Income: 5.5%  Foster Youth: 2.2%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>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%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 11.0%  African American / Black: 5.1%  Hispanic / Latino: 8.5%  English Learner: 3.0%  RFEP: 9.9%  Standard English Learner: 9.8%  Students with Disabilities: 3.4%  Low Income: 9.3%  Foster Youth: 6.0%</p>
Middle School Dropout Rate	<p>All Students: 1.0%</p> <p>(Year: 2019-20)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 1.1%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 1.1%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 1.8%</p> <p>(Year 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 0.20%</p>
High School Dropout Rate	<p>All Students: 10%  African American / Black: 10.3%  Hispanic / Latino: 10.5%  English Learner: 25.4%  RFEP: 4.7%</p>	<p>All Students: 9.0%  African American / Black: 11.2%  Hispanic / Latino: 9.2%  English Learner: 21.5%  RFEP: 6.7%</p>	<p>All Students: 8.5%  African American / Black: 8.6%  Hispanic / Latino: 8.9%  English Learner: 25.7%  RFEP: 3.8%</p>	<p>All Students: 9.7%  African American / Black: 10.5%  Hispanic / Latino: 10.0%  English Learner: 27.0%  RFEP: 4.7%</p>	<p>All Students: 6.9%  African American / Black: 7.0%  Hispanic / Latino: 7.0%  English Learner: 15.0%  RFEP: 3.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard English Learner: 7.1% Students with Disabilities: 12.7% Low Income: 9.7% Foster Youth: 20.8%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	Standard English Learner: 5.1% Students with Disabilities: 13.2% Low Income: 8.8% Foster Youth: 22.3%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	Standard English Learner: 5.3% Students with Disabilities: 8.1% Low Income: 8.5% Foster Youth: 16.2%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Standard English Learner: 7.3% Students with Disabilities: 11.3% Low Income: 9.7% Foster Youth: 22.0%  (Year 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Standard English Learner: 4.0% Students with Disabilities: 5.0% Low Income: 6.0% Foster Youth: 15.0%
Four-Year Cohort Graduation Rate	All Students: 80.9% African American / Black: 80.9% Hispanic / Latino: 79.9% English Learner: 56.1% RFEP: 88.9% Standard English Learner: 85.2% Students with Disabilities: 64.81% Low Income: 80.79% Foster Youth: 60.3%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 81.6% African American / Black: 78.8% Hispanic / Latino: 80.8% English Learner: 59.0% RFEP: 88.1% Standard English Learner: 85.1% Students with Disabilities: 64.0% Low Income: 81.4% Foster Youth: 58.3%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 86.1% African American / Black: 86.6% Hispanic / Latino: 85.7% English Learner: 61.9% RFEP: 93.3% Standard English Learner: 90.3% Students with Disabilities: 72.6% Low Income: 86.0% Foster Youth: 70.0%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 84% African American / Black: 82.4% Hispanic / Latino: 83.5% English Learner: 62.4% RFEP: 90.2% Standard English Learner: 86.6% Students with Disabilities: 70.5% Low Income: 83.7% Foster Youth: 66.7%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 89.8% African American / Black: 90.9% Hispanic / Latino: 89.5% English Learner: 68.5% RFEP: 93.0% Standard English Learner: 90.0% Students with Disabilities: 84.4% Low Income: 89.7% Foster Youth: 73.3%
Five-Year Cohort Graduation Rate	All Students: 81.8% African American / Black: 80.8%	All Students: 83.2% African American / Black: 82.8%	All Students: 85.5% African American / Black: 83.1%	All Students: 87.7% African American / Black: 88.0%	All Students: 87.0% African American / Black: 87.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic / Latino: 81.5%</p> <p>English Learner: 60.1%</p> <p>Students with Disabilities: 66.5%</p> <p>Low Income: 82.1%</p> <p>Foster Youth: 60.7%</p> <p>(Year: 2019-20)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Hispanic / Latino: 82.3%</p> <p>English Learner: 60.8%</p> <p>Students with Disabilities: 68.9%</p> <p>Low Income: 83.2%</p> <p>Foster Youth: 65.2%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Hispanic / Latino: 85.1%</p> <p>English Learner: 66.1%</p> <p>Students with Disabilities: 69.8%</p> <p>Low Income: 85.4%</p> <p>Foster Youth: 65.4%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Hispanic / Latino: 87.4%</p> <p>English Learner: 65.7%</p> <p>Students with Disabilities: 74.8%</p> <p>Low Income: 87.7%</p> <p>Foster Youth: 73.3%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Hispanic / Latino: 89.0%</p> <p>English Learner: 75.0%</p> <p>Students with Disabilities: 79.1%</p> <p>Low Income: 87.0%</p> <p>Foster Youth: 75.0%</p>
<p>Implementation of Academic Standards: Purchase of Curriculum and Ongoing Professional Development for State Academic Standards (as aligned to Local Indicator on CA School Dashboard)</p>	<p>English Language Arts: Full Implementation</p> <p>Math: Full Implementation</p> <p>History/Social Science: Full Implementation</p> <p>Science: Full Implementation</p> <p>Career Technical Education: Full Implementation</p> <p>Health Education: Full Implementation</p> <p>Physical Education: Full Implementation</p>	<p>English Language Arts: Full Implementation</p> <p>Math: Full Implementation</p> <p>History/Social Science: Full Implementation</p> <p>Science: Full Implementation</p> <p>Career Technical Education: Full Implementation</p> <p>Health Education: Full Implementation</p> <p>Physical Education: Full Implementation</p>	<p>English Language Arts: Full Implementation</p> <p>Math: Full Implementation</p> <p>History/Social Science: Full Implementation</p> <p>Science: Full Implementation</p> <p>Career Technical Education: Full Implementation</p> <p>Health Education: Full Implementation</p> <p>Physical Education: Full Implementation</p>	<p>English Language Arts: Full Implementation</p> <p>Math: Full Implementation</p> <p>History/Social Science: Full Implementation</p> <p>Science: Full Implementation</p> <p>Career Technical Education: Full Implementation</p> <p>Health Education: Full Implementation</p> <p>Physical Education: Full Implementation</p>	<p>English Language Arts: Full Implementation</p> <p>Math: Full Implementation</p> <p>History/Social Science: Full Implementation</p> <p>Science: Full Implementation</p> <p>Career Technical Education: Full Implementation</p> <p>Health Education: Full Implementation</p> <p>Physical Education: Full Implementation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Visual and Performing Arts: Full Implementation  World Language Standards: Full Implementation  (Year: 2020-21) <i>Source: Local Indicator Priority 2 Self-Assessment</i>	Visual and Performing Arts: Full Implementation  World Language Standards: Full Implementation  (Year: 2021-22) <i>Source: Local Indicator Priority 2 Self-Assessment</i>	Visual and Performing Arts: Full Implementation  World Language Standards: Full Implementation  (Year: 2022-23) <i>Source: Local Indicator Priority 2 Self-Assessment</i>	Visual and Performing Arts: Full Implementation  World Language Standards: Full Implementation  (Year: 2023-24) <i>Source: Local Indicator Priority 2 Self-Assessment</i>	Visual and Performing Arts: Full Implementation  World Language Standards: Full Implementation
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: 2020-21) <i>Source: Local Indicator Priority 7 Self-Assessment</i>	Elementary Course Access: 100%  Secondary Course Access: 100%  A-G Course Access: 100%  English Learner Course Access: 100%  (Year: 2021-22) <i>Source: Local Indicator Priority 7 Self-Assessment</i>	Elementary Course Access: 100%  Secondary Course Access: 100%  A-G Course Access: 100%  English Learner Course Access: 100%  (Year: 2022-23) <i>Source: Local Indicator Priority 7 Self-Assessment</i>	Elementary Course Access: 100%  Secondary Course Access: 100%  A-G Course Access: 100%  English Learner Course Access: 100%  (Year: 2023-24) <i>Source: Local Indicator Priority 7 Self-Assessment</i>	Elementary Course Access: 100%  Secondary Course Access: 100%  A-G Course Access: 100%  English Learner Course Access: 100%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 1, Action 1: Curriculum

In 2023-24, the District's Division of Instruction (DOI) implemented a standards-aligned curriculum to enhance the academic success of all students through professional development training to teachers and support staff, equipping them with the necessary skills to effectively utilize the District's evidence-based instructional curriculum.

- Successes:
  - English Language Arts (ELA) curriculum implementation:
    - Elementary: ELA
      - 316 elementary schools implemented *Core Knowledge Language Arts (CKLA)* literacy curriculum focused on the Science of Reading and the Structured Literacy Approach, an increase of 50 schools from 2022-23.
      - 2,419 elementary educators completed voluntary CKLA curriculum professional development to improve their ability in teaching foundational literacy and reading skills.
      - 886 elementary educators participated in additional CKLA training on Tuesdays and Saturdays during the school year to develop lesson plans focused on developing writing skills, supporting English Learners with English Language Development (ELD) skills, and implementing foundational literacy skills via small group instruction.
      - Professional development survey results: 94% of participants reported confidence in their ability to implement the practices and strategies learned in the training.
    - Mathematics curriculum implementation:
      - Elementary: Math
        - 17,842 elementary educators attended a two-day professional development in summer 2023.
        - Professional development has incorporated a virtual setting, increasing the number of participants.
        - Professional development survey results: Approximately 95% of participants reported confidence in their ability to implement the training practices; 99% of participants reported a confidence level of 3 or above in their ability to implement what was learned in the professional development sessions.
  - Challenges:
    - The virtual setting has increased the number of participants however the virtual setting for professional development is challenging to incorporate active engagement and participation from attendees. It can be difficult to maintain focus and interaction in a virtual setting. The department will continue to find innovative ways to keep participants engaged.

Despite the presented challenge, the District's Division of Instruction (DOI) provided professional development trainings to increase teacher capacity and success in supporting students' academic success by implementing evidence-based instruction in 2023-24 as planned.

### Goal 1, Action 2: School Staffing and Operations

In 2023-24, the District's Human Resources Division in collaboration with the Division of Instruction (DOI) works to ensure all students receive effective instruction through a comprehensive teacher evaluation process. This process includes classroom observations, teacher conferences, professional goal setting, and regular reflection activities. Also, the process incorporates instructional coaching and feedback based on promising practices to foster professional growth. The evaluation process is grounded in the District's Teaching and Learning Framework, which guides the implementation of effective teaching practices.

- Successes:
  - Continuance of \$5,000 hiring and retention stipend, for a third year, to fully credentialed teachers who commit to working at the District's highest need schools.
  - Focus on local recruitment and hiring fairs to prioritize the District's highest need schools including increased nationwide recruitment at Historically Black Colleges and Universities (HBCUs).
  - Highest-needs priority schools were allocated resident substitute teachers who were assigned to the same school on a daily basis to support classroom instruction.
  - Human Resources has provided weekly webinar sessions for priority schools, including one-on-one meetings, to support strategic human capital support in making decisions on staff recruitment, hiring, and staffing.
  - Expansion of teacher residency programs through partnerships with local colleges and universities.
- Challenges:
  - Teacher shortages across the state and nationwide in specific subject areas: math, science, special education, and bilingual education.

Despite the presented challenge, school staffing and operations services to ensure effective student instruction was implemented in 2023-24 as planned.

### Goal 1, Action 3: Central District Supports for Instruction

In 2023-24, the District's Division of Instruction (DOI) developed and offered professional development opportunities, additional resources, and support to District offices, Region offices, and school sites. The DOI focused on implementing quality instruction across subject areas, grounded in evidence-based practices, to enhance positive outcomes for all students. The DOI facilitated collaboration among District departments and schools, aiming to better support students and reduce equity gaps, especially for high-needs student groups including English Learners, foster youth, and students from low-income families.

- Successes:
  - Developed and implemented a summer 2023 professional development series attended by 8,727 elementary teachers focused on integrating evidence-based practices in effective writing instruction.
  - Developed and implemented a foundational training program for reading teachers, Language Essentials for Teachers of Reading and Spelling (LETRS), with 2,572 educators currently enrolled, as of April 2024, including 280 special education teachers and 230 literacy interventionists.

- Researched and established coherence and expectations in grades K-5 foundational literacy skills and instruction with the development of the following:
  - [REF-141107 Early Literacy Instruction](#): Implementing Evidence-Based Practices to Support All Learners
  - Provided [ELA Elementary High Leverage Instructional Resources](#) (Gr. K-5)
  - Strengthened small group instruction with use of University of Florida Literacy Institute (UFLI) supplemental resources
- Developed and implemented professional development centered on the Orton-Gillingham (OG) approach to teaching reading using the principles of Structured Literacy; building foundational skills such as spelling and higher-level literacy skills such as reading comprehension and writing. Approximately 1,000 educators are currently enrolled in OG training, as of April 2024, including 159 special education teachers and 88 literacy interventionists.
- Challenges:
  - Increasing the reach of ongoing Districtwide professional development training to include all teachers and tailoring support and resources to the needs of the individual school sites.

Despite the presented challenge, the Division of Instruction (DOI) executed professional development initiatives and provided instructional guidance to both school sites and District departments in 2023-24 as planned.

#### Goal 1, Action 4: Options Program

In 2023-24, the District's Office of Transitional Programs continued to implement the Options Program to provide credit recovery opportunities for students to ensure a high school diploma and increased post-secondary opportunities as well as provide educators with professional learning opportunities to better serve participating high-needs students.

- Successes:
  - Schools continued to provide ongoing credit recovery opportunities for students outside of the school day, including weekends, Winter Academy, and Spring Academy.
  - A theory of action was developed by continuation, community day school, and alternative education school principals to increase student engagement levels in classrooms. A landscaping survey was conducted by the Office of Transitional Programs to assist schools in the development of the theory of action with the following results:
    - Approximately 43% of schools have evidence of fully implementing consistent use of intentional student discussion and participation techniques in classrooms; an additional 43% of schools have evidence of partially implementing consistent use of intentional student discussion and participation techniques.
    - Approximately 63% of schools have evidence of fully implementing afterschool tutoring; an additional 23% of schools have evidence of partially implementing afterschool tutoring.
- Challenges:
  - Increasing direct student instruction allowing for increased student engagement and discussions is limited due to multiple course assignments to teachers.
  - Ensuring increased credit recovery options for students outside of the school day.

Despite the presented challenges, the Options Program was implemented in 2023-24 as planned to increase the number of high school graduates.

#### Goal 1, Action 5: Instructional Technology Initiative

In 2023-24, the District's Instructional Technology Initiative (ITI) continued to support schools and teachers with integrating technology-based instructional practices as well as providing students with increased access to computer science instruction.

- **Successes:**
  - Increased participation of approximately 600 students in grades Pre-K to 12 computer science instruction.
  - Increased number of elementary schools to 90 schools from 60 schools providing 20 hours of computer science instruction in grades Pre-K to 5.
- **Challenges:**
  - Implementation of two additional Districtwide initiatives; Mandatory Digital Citizenship in the Age of Artificial Intelligence (AI) course for all students ages 13 and older and the iDream Mobile Learning Lab initiative to develop mobile learning labs (trailers) and vans to provide student exposure to high quality emerging technologies.

Despite the presented challenge, the District implemented the Instructional Technology Initiative (ITI) in 2023-24 as planned.

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

#### Goal 1, Action 6: Base-Funded Arts Education

In 2023-24, the District's Arts Education Branch (AEB) continued to provide a comprehensive standards-based visual and performing arts education program to all students through the District.

- **Successes:**
  - Increased by over 200 the number of generalist teachers participating in Arts Integration professional development trainings.
  - Implemented an arts provider fair to principals and school staff in August 2023 to assist school sites in understanding and selecting arts partners listed on the Arts Community Network (ACN) to work with their student populations.
  - Implemented a professional learning course for middle school and high school arts teachers in February 2024.
  - Implemented a four-day elementary arts itinerant teacher professional development training aligned to District professional learning in English Language Arts (ELA), Social Emotional Learning, math, and the arts.
- **Challenges:**
  - Increasing participation of arts teachers in professional development training.

Despite the presented challenge, the Arts Education Branch implemented programs in 2023-24 as planned.

### Goal 1, Action 7: Supplemental Arts Education

In 2023-24, the District's Arts Education Branch (AEB) continues to provide arts instruction to all elementary schools by utilizing full-time credentialed arts teachers, including the Arts Creative Network (a program providing dance, music, theater, and visual arts) and orchestra programs, with a focus on serving high-need student populations; English Learners, foster youth, and students from low income families.

- Successes:
  - Twenty-six elementary itinerant arts teachers were hired.
  - Targeted Student Population (TSP) funding has supported 303 elementary schools to maintain or expand supplemental arts programming.
  - Partnering with the District's Human Resources (HR) department in meeting with universities to recruit high-qualified arts teachers.
- Challenges:
  - Limited District capacity to store overflow orchestral instruments in prior year, later resolved by utilizing a non-District rental facility.
  - Hiring full-time credentialed arts teachers continued to be a challenge due to a nationwide teacher shortage.

Despite the presented challenge, the supplemental arts program was implemented in 2023-24 as planned, with arts partners available to supplement services for students and expand access to arts instruction.

### Goal 1, Action 8: Base-funded Afterschool Programs

In 2023-24, the District's Beyond the Bell (BTB) program continued to implement afterschool educational student programs, including Academic Decathlon and Marching Band.

- Successes:
  - Academic Decathlon:
    - Increased number of schools participating in Pentathlon: 22 Pentathlon-participating schools.
    - Increased number of students participating in Pentathlon and Decathlon: 699 participating students in Decathlon and 455 participating students in Pentathlon.
  - Marching Band:
    - Increased school participation rates: 50 schools represented.
    - Increased student participation rates: 332 students participating
- Challenges:
  - Recruitment of new schools to participate in Pentathlon and Decathlon continues to be a challenge as many staff are unavailable to work additional assignments outside of the school day.

Despite the presented challenge, the BTB programs were implemented in 2023-24 as planned.

#### Goal 1, Action 9: Supplemental Afterschool Programs

In 2023-24, the District's Beyond the Bell (BTB) program implemented Youth Services, a supplemental afterschool program, offering academic assistance, recreation, and enrichment to students in grades 2-8 in all elementary and middle schools.

- Successes:
  - Developing and implementing an electronic attendance application to better track student attendance.
  - Reclassifying employees to classified positions has assisted with retention of staff as has the recruitment of staff across media platforms and through presentations in local colleges and universities.
- Challenges:
  - Staffing for the Youth Services program continues to be a challenge in certain geographic areas of the District.

Despite the presented challenge, staffing recruitment and retention has assisted the BTB program implement the Youth Services program in 2023-24 as planned.

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

In 2023-24, the District's Gifted/Talented Programs, Advanced Learning Options (ALO) department continued to provide guidance, services, and support to ensure equitable and effective Districtwide K-12 GATE implementation.

- Successes:
  - 15.1% of the Districtwide grades K-12 student population is identified as gifted/talented (60,674 students).
  - Initiated Plan-Do-Study-Act (PDSA) cycle with the District's Arts Education Branch to increase referral and identification for underrepresented students in the Visual and Performing Arts (VAPA) Ability categories. In this PDSA, targeted elementary schools were provided: (1) Support for school staff with the VAPA screening and referral process and; (2) Afterschool arts instruction for students in grades 2-5 to prepare for Districtwide VAPA demonstrations and auditions in spring 2024.
  - Implemented the Targeted Identification Program (TIP) to address the underrepresentation of diverse learners in GATE programs, with an emphasis on Priority Schools and Black Student Achievement Plan (BSAP) schools.
  - Continued participation of teachers and school leaders in GATE professional development on topics including, but not limited to: equitable identification/verification, GATE differentiated instructional strategies, and social-emotional needs of gifted learners.
- Challenges:
  - Increased demand for GATE assessment and evaluation in the seven categories (Intellectual Ability, High Achievement Ability, Specific Academic Ability, Visual Arts Ability, Performing Arts Ability, Creative Ability, and Leadership Ability) with current/limited staffing.
  - Increased need for testing support from designated GATE psychologists, particularly for the highest-need schools, due to

increased demand for GATE assessment in the Intellectual Ability category.

Despite the presented challenges, the Gifted/Talented Programs, Advanced Learning Options department implemented programs in 2023-24 as planned.

#### Goal 1, Action 11: Differentiated Local Supports for Students

In 2023-24, the District committed to focus supports and resources at Priority schools for high-needs students to improve academic achievement and student wellness in the efforts of reducing identified achievement gaps as planned. *Note: For the list of Priority Schools, please see Appendix B: Goal 1, Action 11: Differentiated Local Supports for Students.*

- Successes:

- District Priority schools received additional funding and resources to support high-needs students and employed the resources for added instructional staff and increased professional development for teachers and administrators, among additional successes listed below.
- Implemented monthly principal meetings to provide professional development and opportunity for principals to learn from their colleagues on instructional and operational strategies.
- Developed and implemented instructional collaboration formats such as instructional leadership teams to improve teaching practices and make use of student performance data to plan academic student interventions.
- Monitored staff vacancy reports for all Priority schools to ensure the use of HR resources to effectively fill positions to support students.
- Provided a tiered academic intervention program across schools including the use of virtual and on demand tutoring.
- Monitored and supported the use of school-level Plan-Do-Study-Act (PDSA) cycles to review student work and better plan instructional goals.
- Implementation of predictive diagnostic and progress monitoring assessments to identify student learning needs, plan instruction, and target academic interventions.
- School supports included the use of Region leadership teams to focus and integrate instructional and operational resources.
- Supported the implementation of partnership services supporting District initiatives, such as tutoring and Career Technical Education (CTE).
- Implemented student attendance strategies such as attendance tracking to identify student attendance patterns and apply interventions to increase attendance.
- Developed professional development modules supporting the District's seven Teaching and Learning Framework focus elements, which include expectations for effective teaching and the identification of researched-based and highly effective instructional practices.
- Completed training of Resource teachers on the Structured Literacy approach intervention in teaching reading and writing to best support students with disabilities.

- Challenges:

- No identified challenges

The District implemented programs and services at Priority schools in 2023-24 as planned.

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

In 2023-24, the Division of Instruction (DOI) continued to provide individualized student support at grade levels within literacy and mathematics.

- Successes:
  - Additional staffing in the area of student instruction such as teachers and instructional aides helped to reduce class sizes and worked to provide targeted instruction interventions to bring English Learners, students from low income families, and students in foster care to a proficient level in California content standards in English Language Arts and mathematics.
  - The interventions implemented by additional staffing increased grade level proficiency of students in English Language Arts and mathematics.
  - Implemented a new assessment platform, i-Ready, for mathematics and English Language Arts (ELA) to improve progress monitoring of student progress towards mastery of grade level California State Standards.
  - Provided teachers and instructional staff with supports to implement tiered intervention: Tier 1- universal supports, high-quality first instruction aligned to the principles of Universal Design for Learning; Tier 2- use of targeted small-group instruction and progress monitoring; Tier 3- use intensive instructional supports to individuals including the use of regular mastery assessments and more frequent progress monitoring.
  - Developed and implemented professional development training to all elementary teachers and literacy interventionists in the use of supplemental foundational literacy, University of Florida Literacy Institute (UFLI), supported increased student literacy as evidenced in formative and summative content assessments.
- Challenges:
  - Implementing a new assessment platform, i-Ready, for mathematics and English Language Arts (ELA) with associated challenges such as providing additional training and resources as well as ensuring long-term sustainability of the initiative.
  - Recruiting and hiring highly qualified teachers as well as retaining instructional aides from year-to-year continued to create challenges.

Despite the presented challenge, school-level supports for individualized learning for students were implemented by the DOI in 2023-24 as planned.

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

In 2023-24, the Early Childhood Education Division (ECED) continued to expand and implement universal transitional kindergarten (UTK) across the District.

- Successes:
  - Expanded the UTK program to additional school sites; 488 elementary schools providing UTK in 2023-24, up from an original plan of 457 elementary schools offering UTK in 2023-24. The District reached full implementation of UTK two years prior to the statewide mandate of full implementation by 2025-26.
  - Recruitment of students and families to the District’s UTK program has increased student enrollment.
- Challenges:
  - Classroom capacity guidelines mandated by the State have limited increased UTK student enrollment for a number of schools.

Despite the presented challenge, the UTK program was implemented in 2023-24 as planned.

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

In 2023-24, the District’s Division of Instruction (DOI) initiated the Literacy and Numeracy Interventionist program in August 2023 to support elementary age students in developing foundational skills in literacy, numeracy, and critical thinking. The DOI provides interventionists with continuous training and professional development to support at-risk students and accelerate their learning progress.

- Successes:
  - Targeted direct student instruction is provided by 125 elementary literacy interventionist teachers across the District to develop student literacy skills such as reading comprehension.
  - 611 literacy interventionists and instructional aides have attended monthly Literacy Academy professional development sessions.
  - Completed the Elementary Literacy Interventionist Implementation Guide, which is in use at school sites Districtwide.
  - DOI supports literacy interventionist teachers with monthly professional development training at the Region-level on how to support students in developing foundational reading skills.
  - 105 elementary numeracy interventionist teachers provide direct instruction to students, often in small groups, to increase grade-level proficiency in math content standards.
- Challenges:
  - Recruitment and hiring of highly qualified literacy interventionists. In collaboration with Human Resources, DOI continues to recruit candidates for the literacy interventionist position.

Despite the presented challenge, the Division of Instruction has principally implemented elementary literacy and mathematics interventions in 2023-24 as planned.

Goal 1, Action 15: Secondary Literacy Support and Interventions

In 2023-24, the District’s Division of Instruction (DOI) maintained its implementation of secondary literacy supports and interventions aimed to assist students transitioning into secondary grade levels who did not meet grade-level literacy standards. Additionally, the division provided support to teachers and staff to address the learning needs of students, with a particular focus on aiding English Learners.

- Successes:
  - Developed and implemented the Interventionist Academy, a series of monthly professional development trainings for interventionist teachers to review student data, update instructional action plans, and learn how to apply literacy strategies at the secondary level for students who are below grade level in English Language Arts (ELA) content standards.
  - Ability to fund interventionist teachers at highest-needs priority schools to implement a structured literacy program, Corrective Reading, to support student growth in reading fluency and reading comprehension.
  - Training interventionist teachers to implement effective instructional practices for teaching reading through the use of coaching, co-teaching, and co-planning of instructional lessons.
- Challenges:
  - Recruiting instructional interventionists continues to be a challenge.
  - Implementation of small group strategies, familiar in elementary education, such as pull-out intervention for groups of students with similar ability or proficiency in grade-level content standards to work with an interventionist teacher outside of the general education classroom at secondary schools.

Despite the presented challenges, the Division of Instruction has chiefly implemented the secondary literacy supports and interventions in 2023-24 as planned.

#### Goal 1, Action 16: Summer School Credit Recovery

The District's Beyond the Bell (BTB) department implemented a summer school credit recovery program for grades 9-12 students to ensure students are on-track for graduation. Summer school credit recovery courses were provided in-person and asynchronously.

- Successes:
  - 154 non-graduating seniors from the class of 2023 were able to recover the missing credits needed to graduate on time.
  - 87% of participating students passed their summer school courses with a final grade of C or better.
- Challenges:
  - 13% of students earned a D grade in their summer course impacting their eligibility to attend a University of California or California State University.
  - Recruiting properly credentialed teachers continues to be a challenge.

Despite the presented challenges, the program was implemented allowing students with credit recovery opportunities in 2023-24 as planned.

#### Goal 1, Action 17: Standard English Learner Supports

The Access, Equity and Acceleration (AEA) Unit implemented academic programs to support African American students and Standard English Learners (SEL) as well as facilitated professional development opportunities for educators at 92 Academic English Mastery Program (AEMP) schools and 28 UCLA-LAUSD Collaborative schools.

- **Successes:**
  - Increased percentage of grade 12 African American students participating in the UCLA-LAUSD Collaborative completing A-G course requirements; 2% increase in 2022-23 from 2021-22.
  - Students at AEMP schools scoring at Benchmark and Above on the DIBELS literacy assessment increased by 7% and the number of students scoring at Well Below Benchmark decreased by 6%; from the beginning-of-year (BOY) assessment to the middle-of-year assessment (MOY).
  - Continued development and facilitation of the AEMP professional development series for teachers to advance models of culturally and linguistically responsive pedagogy (CLRP) to maximize the academic engagement and academic outcomes of African American students and Standard English Learners.
- **Challenges:**
  - Increased program implementation across schools.

Despite the presented challenge, the programs to support African American students and Standard English Learners was principally implemented in 2023-24 as planned.

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

In 2023-24, the District's Student Health and Human Services (SHHS) Division continued to implement the Specialized Student Services (SSS) program with counselors, pupil services and attendance (PSA) counselors and psychiatric social workers (PSWs) delivering integrated services to specific student groups- students in foster care, experiencing homelessness, and/or involved in the Juvenile Justice System.

- **Successes:**
  - SSS counselors have supported over 13,000 students identified as experiencing homelessness, an increase of 1,000 students from 2022-23, and approximately 10,000 students in foster care.
  - Over 1,000 students in foster care and experiencing homelessness have participated in the Pathways to College tours with 25 college tours hosted by the SHHS Division to date.
  - SSS counselors completed 420 Best Interest Determination meetings to promote school stability and work to help students remain in their school of origin in the event of an out-of-home placement.
  - 72 school sites host monthly Leadership and Empowerment Councils (LECs) for students in foster care to increase school attendance and school engagement.
- **Challenges:**
  - The Specialized Student Services Program currently has two vacancies, a significant improvement from 2022-23, with Regional support counselors assisting schools. No anticipated vacancies for 2024-25.

Despite the presented challenge, the Specialized Student Services (SSS) programs were largely implemented in 2023-24 as planned.

### Goal 1, Action 19: Special Education: Base Program

In 2023-24, the District's Division of Special Education continued to provide differentiated services and programs to increase achievement of students with disabilities and in accordance with each student's Individualized Education Plan (IEP).

- Successes:
  - Completed 114,249 IEPs in 2022-23 and 86% of assigned assessments (115,706). Completion of an assessment was impacted by a parent not consenting or a student not being available for testing, among additional factors.
  - This continued in 2023-24, as from July 2023 to March 3, 2024, 87% of assessments have been completed.
  - As of February 29, 2024, 91% of all IEP services have been provided with a rate of 70% or higher.
- Challenges:
  - Ensuring high participation rate of staff in professional development offerings such as service and compliance data monitoring.

Despite the presented challenge, the District's Division of Special Education chiefly implemented programs and services to support students with disabilities in 2023-24 as planned.

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

In 2023-24, the Division of Special Education continued to implement an optional Extended School Year (ESY) program for students with disabilities to provide extended or additional supports and services to students beyond the regular school year as determined on an individual basis by the student's Individualized Education Plan (IEP) team.

- Successes:
  - Increased number of participating students to 7,232 enrolled and attending summer 2023 ESY from 6,448 in 2022.
  - Participating students in summer 2023 ESY made gains from the pre-test to the post-test, with the largest gain among middle school students with disabilities.
  - Dates for ESY were aligned to the same dates as other District summer offerings, allowing for a smoother experience for families with students in multiple programs
- Challenges:
  - None identified.

The Extended School Year (ESY) program was implemented in 2023-24 as planned.

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

In 2023-24, the District's Division of Special Education employed the 26 Intensive Diagnostic Education Centers (IDEC) to provide evidence-based Tier 3 literacy support services to over 783 students with specific learning disabilities.

- Successes:
  - Developed and completed professional development training to increase the capacity of special day program (SDP) teachers to address student reading needs. Three professional development training sessions for SDP elementary teachers were completed to increase use and implementation of the University of Florida’s Literacy Institute’s (UFLI) foundational reading program. Additionally, two professional development sessions were completed for SDP secondary teachers on the topic of Advanced Word Study to assist students on how to read and spell multi-syllable words.
  - Increased rate of literacy growth for participating students: middle-of-the-year (MOY) outcomes on the i-Ready Diagnostic assessment indicate, that on average, participating IDEC students made 91% of their annual typical growth target at the midpoint of the school year, with a median of 83% progress toward annual typical growth.
- Challenges:
  - Implementation of new assessments and progress monitoring tools to better align student literacy supports across the District.

Despite the presented challenge, the Special Education Division supported the implementation of IDEC programs in 2023-24 as planned.

Goal 1, Action 22: Special Education: Inclusive Opportunities

In 2023-24, the Division of Special Education continued the District’s plan to increase inclusive practices for students with disabilities in general education classroom settings.

- Successes:
  - Inclusion lead teachers participated in a series of mandatory informational sessions to increase lead teacher capacity in supporting school sites to increase and improve inclusive practices.
  - Increased by 2.4% the percentage of students with disabilities spending 80% or more of their day in the general education setting to 63.4% from 61% in 2022-23.
  - All schools completed banked time professional development training on increasing inclusive practices to support students with disabilities.
  - The Special Education Division partnered with Supporting Inclusive Practices (SIP) in visiting multiple school sites across the District to support school teams with increasing inclusive practices.
  - Increased to 255 the number of schools submitting a Least Restrictive Environment (LRE) action plan indicating how a school would increase inclusive practices for students with disabilities within a general education class.
  - Completed a professional development training in March for over 600 general education teachers to better understand disabilities and accommodations in the support of students with disabilities.
- Challenges:
  - Retaining and having sufficient special education paraprofessionals to work with students in the classroom.

Despite the presented challenge, the Special Education Division implemented inclusion services for students with disabilities in 2023-24 as planned.

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

In 2023-24, the Division of Special Education implemented the Special Day Program to provide students with disabilities with opportunities for specialized instruction. The District's Special Day Program serves 37% of students with disabilities (22,337). Of the students, 15,428 are on the core curriculum and 6,909 are utilizing the alternate curriculum.

- Successes:
  - Completed a professional development series to further support English teachers in implementing the University of Florida Literacy Institute (UFLI) foundational reading program with a focus on elementary teachers and in implementing the Advanced Word Level Reading class for secondary teachers.
  - Completed elementary and secondary teacher professional development training in April on evidence-based instructional practices for supporting students with autism.
  - Trained over 1,000 alternate curriculum teachers, paraprofessionals, and administrators in curriculum, assessment and engagement strategies, and modification of core/general education curriculum between August 2023 and March 2024.
  - Increased to a 92% staff monthly usage rate for n2y Solutions; a Science of Reading aligned curriculum designed for students with moderate to severe disabilities.
- Challenges:
  - Retaining special education paraprofessionals to work with students in the classroom.

Despite the presented challenge, the Special Education Division principally implemented the Special Day Program in 2023-24 as planned.

### Goal 1, Action 24: Special Education: Transition Services

In 2023-24, the District Office of Transition Services within the Division of Special Education continued to provide students with disabilities ages 14+, including English Learners and foster youth with disabilities, transition services from school to adult life such as preparing students for postsecondary education, employment, and independent living.

- Successes:
  - Increased percentage of students accessing post-secondary education and/or employment: increased to 87% in June 2023 from 71% in June 2021, as reported in the California Annual Performance Report.
  - 100% of Transition staff were trained on the Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application (CADAA) and the Chafee grant to better support students with understanding and applying for financial aid applications.
  - Increased access to financial aid resources and applications at high schools for students with disabilities, including foster youth.
  - 89% of foster youth with disabilities in grades 9-12 received additional targeted transition supports.
- Challenges:
  - Increasing involvement and participation of transition teachers in Individualized Education Plan (IEP) meetings for foster youth.

Transition Services is continuing to work with school site leadership to increase transition teacher involvement in the meetings from 50%.

Despite the presented challenge, Transition Services implemented services for students with disabilities ages 14+ in 2023-24 as planned.

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

In 2023-24, the Division of Instruction (DOI) continued the Advanced Placement (AP) Equitable Access Policy at each high school to ensure students have access to AP courses no matter if there are issues with course scheduling or school requirements such as grade point average or counselor recommendation. District high schools offer AP courses in over 34 subjects including science, world languages, and art.

In addition, the International Baccalaureate (IB) was implemented by the District's Division of Instruction (DOI) to provide students with a college preparatory learning environment, which involves assessments by oral presentation and written work.

- Advanced Placement
  - Successes:
    - Each District high school has a designated AP Coordinator in the effort to increase student and parent outreach about the AP program and its benefits to college and career success.
    - Continued financial support of the program ensured students from low income families are able to complete AP exams at no cost.
    - Continued supplemental instructional support for students and teachers at no-cost through the AP Readiness program. The Science, Technology, Engineering, and Math (STEM) and Humanities AP Readiness sessions were operated virtually two Saturdays a month from September through April. Providing virtual access to the AP Readiness program has increased participation by students and teachers.
    - Completion of the three-day AP Summer Institute “Train the Trainer” professional development for AP Precalculus teachers Districtwide.
    - 100% of AP Coordinators at schools received guidance and support from the DOI AP Coordinator.
  - Challenges:
    - During 2019-20 and 2020-21, the pandemic reduced student enrollment in AP courses for all student groups except for Students with Disabilities and English Learners. Student enrollment data is pending.
- International Baccalaureate (IB)
  - Successes:
    - Increased number of students completing Diploma Programme (DP) certificate courses.
    - Continued financial support of the program ensured students from low income families paid only \$5 per IB exam versus

over \$100 per IB exam for non-income eligible students.

- Implementation of an initiative to increase student enrollment in DP courses.
- Challenges:
  - The pandemic sharply impacted enrollment of Diploma Program candidates and parent awareness of the program, however, the program has seen increased student enrollment over the last two years.

Despite the presented challenges, the AP and IB programs were implemented in 2023-24 as planned.

#### Goal 1, Action 26: Districtwide A-G Interventions

In 2023-24, the District's A-G Intervention and Support department monitored student progress towards graduation and provided secondary schools with resources and materials as well as availability of tutoring and credit-bearing courses to keep students on-track for passing A-G courses with a "C" grade or better.

- Successes:
  - Increased availability of Instructional Intervention and Academic Course Extension (ACE) materials in additional courses (e.g., Algebra 1) to increase grade-level proficiency and assist students in passing courses with a grade of C or better.
  - Increased tutoring opportunities for students.
  - Continued availability of credit recovery courses through Edgenuity allowing students the flexibility to complete coursework outside of the traditional school day hours.
  - Continued Districtwide implementation of intercession programs during winter and spring semesters to provide students with academic interventions and course extensions to ensure passing course grades.
- Challenges:
  - Encouraging and ensuring students are accessing the necessary course materials to improve grades.

Despite the presented challenge, Districtwide A-G interventions were implemented in 2023-24 as planned.

#### Goal 1, Action 27: Diploma Program

In 2023-24, the District's Student Health and Human Services (SHHS) Division implemented the program to provide evidence-based child welfare and attendance services and supports to increase the A-G course passage and graduation rates of students, particularly at-promise students.

- Successes:
  - 18% decrease in the number of middle school students failing courses compared to 2022-23 at the 20 middle schools identified for targeted intervention services provided by Pupil Services and Attendance (PSA) counselors in the A-G Diploma Program. Supports for students and families included tutoring, attendance incentives, as well as health and social services.
  - 36.2% of all participating high school students in the A-G Diploma Program maintained or decreased the number of off-track

courses to graduate. Increased percentage from 2022-23.

- Challenges:
  - Staff vacancies in the middle and high school A-G Diploma Program have impacted implementation, however, District support counselors (DSC) assigned to the four Regions have provided support to schools with A-G Diploma Program PSA vacancies.

Despite the presented challenge, the Diploma Program has been substantially implemented in 2023-24 as planned.

#### Goal 1, Action 28: College Access Program

In 2023-24, the District's A-G Intervention and Support department supported middle and high school counselors with increased opportunities to learn new college counseling skills and meet new state standards to better prepare students for college and career opportunities.

- Successes:
  - Implemented the College Advisement Program (CAP) through the UCLA Extension's College Counseling Certificate Program at no cost to counselors. The CAP is a yearlong academic program of three courses and a practicum consisting of 65 hours of supervised fieldwork; first cohort of counselors began in July 2023 and will complete in June 2024. As of March 2024, the CAP has over 300 counselors participating, with 77 counselors registered to begin a fourth cohort in April 2024.
  - Expansion of the Cafecito professional development series for counselors working with grade 11 and 12 students from spring semester only in 2022-23 to both fall and spring semesters in 2023-24 with one session per month. The Cafecito sessions are virtual and allow counselors to review college timelines and further support counselors. On average, there are 70 counselors attending each session.
- Challenges:
  - Ensuring each CAP cohort of counselors have a 100% completion rate.

Despite the presented challenge, the A-G Intervention and Support department has implemented the program in 2023-24 as planned.

#### Goal 1, Action 29: Career Technical Education

In 2023-24, the District's Career Technical Education (CTE)-Linked Learning office ensured 476 CTE teachers in industry sectors received training to offer students with industry-recognized certifications and supported students in CTE pathways to graduate with career industry-recognized credentials.

- Successes:
  - CTE-Linked Learning provided CTE teachers with monthly professional development opportunities to improve classroom instruction and assessment strategies.
  - Increased the number of students completing CTE Pathways to 7,165 students in 2022-23 at the time of high school graduation from 6,910 students in prior year.

- Developed Pathway Connect events for CTE teachers in Hospitality Tourism and Recreation and Health Science and Medical Technology, among additional industry sectors, to network with industry, community, and college partners to expand work-based learning opportunities for students.
- CTE-Linked Learning supported schools by training CTE teachers and staff in how to facilitate mock interviews for students as well as how to support students in acquiring career ready badges as benchmarks to certify students as meeting CTE pathway standards.
- Challenges:
  - With the expansion of the Districtwide CTE program, a challenge is making certain all new CTE hires receive an initial and continued high level of professional development training in classroom instruction.

Despite the presented challenge, the CTE program was implemented in 2023-24 as planned.

### Goal 1, Action 30: Linked Learning

In 2023-24, the Linked Learning initiative in 45 schools offering over 70 Linked Learning Pathways prepared students in completing career-themed certified pathways, such as within engineering and health science and medical technology, and completing internships and additional work-based learning opportunities towards career and college readiness.

- Successes:
  - Four Linked Learning pathways achieved Silver certification, such as Miguel Contreras School of Global Studies and Cesar Chavez Technology Preparatory Academy, with six additional Linked Learning pathways projected to attain Silver certification by June 2024. Additionally, four pathways are on-track to complete Gold certification by June 2024.
  - The CTE-Linked Learning office implemented a math focus group of educators to continue to support the integration of math into project-based instruction.
  - Additional monthly professional development training sessions, now in its second year of implementation, to increase the capacity of Linked Learning administrators in supporting teachers with classroom instruction and instructional rounds cycles where teachers can collect student learning data and develop improvement plans.
  - Implemented a new Middle School Collaborative focused on supporting Linked Learning teachers with instituting project-based learning and the Paxton-Patterson Career Labs, which allow students a hands-on learning experience in industry areas such as Computer Aided Drafting and Design and an Introduction to Health Science careers.
  - Worked-Based Learning Coordinators used the Districtwide student information system, MiSiS, to collect and catalog individual student work-based learning experiences.
  - Implementation of CTE-Linked Learning pathways at District Community Schools: the Community Schools department and the CTE-Linked Learning office began planning and developing the future integration of industry pathways at Community Schools for increased career and college ready student opportunities.
  - Increased percentage of participating Linked Learning students graduated eligible for admission to the University of California and California State University by completing A-G high school courses with a grade of C or better.
- Challenges:

- A challenge for Linked Learning is ensuring that there is adequate coaching support for new onboarding pathways as more Linked Learning pathways are added each year.

Despite the presented challenge, the District's Linked Learning initiative was implemented and continued to develop in 2023-24 as planned.

#### Goal 1, Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence

In 2023-24, schools with over 55% enrollment of students identified as low-income, English Learners, and/or in foster care utilized their School Staffing Equity Grant funds in hiring additional staff to expand services and supports for students.

- Successes:
  - Schools successfully utilized their School Staffing Equity Grant investments to support students in accelerating their learning.
    - 41% of projected actual School Staffing Equity Grant expenditures were allocated towards hiring class size reduction teachers to further differentiate instruction for students in the classroom.
    - 14% of projected actual School Staffing Equity Grant expenditures were allocated towards hiring academic and college counseling staff to provide additional academic resources and supports to students.
    - 11% of projected actual School Staffing Equity Grant expenditures were allocated towards hiring psychiatric social workers (PSWs) to support mental and emotional student wellness and provide positive behavior support to identified students.
    - 10% of projected actual School Staffing Equity Grant expenditures were allocated towards hiring paraprofessionals such as instructional aides and teacher assistants to support small group instruction and targeted interventions to ensure students are grade-level proficient in California State Standards.
- Challenges:
  - Across the State and nationwide, a shortage of highly-qualified teachers and staff limited the ability of schools to fully expend their School Staffing Equity Grant funds.

Despite the presented challenge, schools used the School Staffing Equity Grant funds to hire staff to increase direct and supplemental services for students in foster care, English Learners, and students from low-income families.

#### Goal 1, Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools (New Action in 2023-24)

In 2023-24, 492 District elementary schools used Student Equity Needs Index (SENI) funding to address the needs of students requiring additional supports to succeed academically.

- Successes:
  - Use of teacher aides and library aides, among additional site staffing, to provide differentiated and individualized learning supports for students.

- Implementation of literacy skill development including reading, writing, and comprehension in the classroom and the use of technology to increase instructional time outside the classroom.
- Implementation of numeracy skill development including counting, number recognition, addition, subtraction, and additional mathematical concepts through hands-on learning experiences.
- Hired instructional aides to support in classroom instruction and provided targeted interventions to individual students or small groups of students by increasing learning time.
- Purchased supplemental instructional materials to allow teacher flexibility in providing additional supports to struggling learners and to also challenge students at or above grade level content standards.
- Challenges:
  - Finding highly qualified candidates to work and support students continues to be a challenge in Los Angeles and nationwide.

Despite the presented challenge, District elementary schools continued to use and leverage SENI funds to develop and increase student literacy and numeracy, among additional skills, in preparation for secondary school.

Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools (New Action in 2023-24)

In 2023-24, 88 District middle schools used Student Equity Needs Index (SENI) funding to address the needs of students requiring additional supports to succeed academically.

- Successes:
  - Ensured students receive the appropriate academic interventions to support their achievement within content areas such as mathematics.
  - Integrated technology into instructional practices to engage students in learning and supplementing classroom instruction by providing opportunities for independent learning outside of the classroom.
  - Hired additional instructional staff such as paraprofessionals to provide differentiated interventions such as Tier 2 small group instruction to students who need assistance in specific subjects.
  - Implemented instructional coaching and professional development to enhance teacher capacity to provide educational support to students with high needs.
  - Used regular formative and summative assessments to monitor student progress and identify areas for improvement.
- Challenges:
  - Finding highly qualified staff to fill necessary vacancies continues to be a challenge.

Despite the challenge, District middle schools continued to use and leverage SENI funds to support students in academic achievement and in preparation for high school success and post-secondary opportunities.

Goal 1, Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools (New Action in

2023-24)

In 2023-24, 103 District high schools used Student Equity Needs Index (SENI) funding to address the needs of students requiring additional supports to succeed academically.

- Successes:
  - Provided differentiated learning supports such as tutoring programs to provide academic assistance to students struggling in specific courses and ensure students are on-track to graduate.
  - High school counseling services to implement and monitor students' Individualized Graduation Plans to ensure students are on-track to graduate as well as completing A-G courses allowing students access to 4-year universities out of high school.
  - Implemented programs to prepare students for post-secondary education and career opportunities, including career exploration and financial aid workshops.
  - Paraprofessionals and instructional aides to support classroom teachers in increasing small-group instruction for students requiring additional learning supports.
  - Use of school administration to plan and implement school-level programs focused on serving the needs of high needs student populations such as English Learners, foster youth, and students from low income families.
- Challenges:
  - Staffing vacancies continue to be a challenge.

Despite the challenge, District high schools are continuing to use SENI funds to improve academic student success by providing interventions and additional supports for students in and out of the classroom.

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

Goal 1, Action 1: Curriculum

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on the District completing curriculum adoptions for increased student instructional materials in prior years and the District managing to finalize textbook contracts with a lower-than-estimated final pricing.

Goal 1, Action 2: School Staffing and Operations

Goal 1, Action 3: Central District Supports for Instruction

*No material differences were observed for the actions.*

Goal 1, Action 4: Options Program

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is due to the cost of vacancies and not being able to staff a number of positions such as school support staff. The estimated actual 2023-24 expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim Budget Report in alignment with prior practice.

Goal 1, Action 5: Instructional Technology Initiative

Goal 1, Action 6: Base-Funded Arts Education

*No material differences were observed for the actions.*

Goal 1, Action 7: Supplemental Arts Education

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, is a result of increased arts funding through the Expanded Learning Opportunities Program (ELOP) and Proposition 28, as well as continued staffing challenges for arts educators. The District's Arts Education Branch and its partners connected with schools on strategies to fully utilize their arts funding allocations in the second semester of 2023-24.

Goal 1, Action 8: Base-Funded Afterschool Programs

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is primarily due to expenses in the second half of the school year, staffing vacancies, and carry over of funds from prior year to pay for band and drill team uniforms.

Goal 1, Action 9: Supplemental Afterschool Programs

*No material differences were observed for this action.*

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is primarily due to the cost of salary and benefits increases.

Goal 1, Action 11: Differentiated Local Supports for Students

*No material differences were observed for this action.*

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is primarily due to staff vacancies such as instructional staff and not being able to fill positions.

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

*No material differences were observed for this action.*

Goal 1, Action 14: Literacy and Numeracy Interventionist Program

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, is a result of the District shifting expenditures into ESSER to maximize use of the one-time funds.

Goal 1, Action 15: Secondary Literacy Supports and Interventions

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is primarily due to staff vacancies such as instructional staff and schools' using one-time funds as well as discretionary funding sources.

Goal 1, Action 16: Summer School Credit Recovery

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is principally due to the timing of the expenditures as most of the funds will be utilized for the credit recovery program. There is the possibility of some funds remaining unspent due to staff vacancies.

Goal 1, Action 17: Standard English Learner Supports

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

Goal 1, Action 19: Special Education: Base Program

*No material differences were observed for the actions.*

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is a result of the District shifting expenditures into ESSER to maximize use of the one-time funds. The ESSER funds will be expiring later this year and, at which point, the District plans to revert Extended School Year expenditures back to LCFF.

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

Goal 1, Action 22: Special Education: Inclusion Services

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

Goal 1, Action 24: Special Education: Transition Services

*No material differences were observed for the actions.*

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is a result of a delay in processing IB fees and professional development expenses in the first half of the school year. Second half of the school year expenses are higher than the first half. Final expenses will closely align to the budget expenditure amount. The estimated actual expenditures are a point-in-time calculation that reflect the Second Interim Budget Report in alignment with prior District practice.

Goal 1, Action 26: Districtwide A-G Interventions

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is a result of the reallocation of funds to the four Regions.

Goal 1, Action 27: Diploma Program

Goal 1, Action 28: College Access Program

*No material differences were observed for the actions.*

Goal 1, Action 29: Career Technical Education

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is a result of Career Technical Education teacher vacancies and additional expenses in the second half of the school year; February to June.

Goal 1, Action 30: Linked Learning

*No material differences were observed for this action.*

Goal 1, Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is a result of staffing vacancies at schools sites. Widespread labor shortages across the nation and the lack of availability of highly qualified candidates impacted the ability of schools to utilize their School Staffing Equity Grant allocations. This year the District expanded the range of available positions for schools to employ based on survey results. Note: Unused allocations to school sites are centralized and redistributed to eligible schools during the following year's allocation process

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

Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence - Middle Schools

Goal 1, Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence - High Schools

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for goal actions 1.32-1.34 is the difficulty in finding enough highly qualified staff members for open positions at the elementary, middle, and high school levels. The District supports staff recruitment efforts such as for instructional staff for all schools to support the actions funded with SENI investments. It is also important to note that unspent SENI funds stay with the school, the funds are school based allocations. The SENI funds can then be used later by the individual school site under the same allowable uses that are in alignment with the action which is to assist students from low income families, students in foster care, and English Learners in achieving academic success. District schools do utilize additional resources for the implementation of student services and programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

With the challenges posed by the COVID-19 pandemic such as education disruptions and social-emotional well being of students, families, and staff, Los Angeles Unified continued to prioritize equity in ensuring all students have foundational knowledge and skills to graduate college and career ready. Within LCAP Goal 1: Academic Excellence, the Measuring and Reporting Results highlight the increased effectiveness of goal actions in the 2021-24 LCAP cycle as evidenced by a number of outcomes; Career Technical Education (CTE) completion rate, percent of students meeting early literacy benchmarks, A-G completion rate, among additional reported outcomes. The action plans contained in the goal actions for LCAP Goal 1 have been effective as exhibited by progress on the goal action monitoring measures and the goal metrics. Each action for Goal 1: Academic Excellence has reported data connecting outcomes to specific progress monitoring measures highlighting effectiveness and in alignment with the District's priorities within Pillar 1: Academic Excellence in the Board-adopted 2022-26 Strategic Plan; High-Quality Instruction, Enriching Experiences, Eliminating Opportunity Gaps, and College and Career Readiness.

Goal 1, Action 1: Curriculum

In 2023-24, the District's Division of Instruction (DOI) monitored progress towards High-Quality Instruction in the area of curriculum implementation employing the following progress measures:

- Increased number of teachers who complete required series of implementation trainings

- Increased: 8,727 elementary educators completed English Language Arts (ELA) professional development training, compared to 5,141 participants in 2022-23.
  - In addition, 17,842 elementary educators participated in a two-day math summer professional development training.
- Elementary literacy and elementary mathematics professional development is offered virtually including Saturday sessions to increase access and teacher participation.
- Improved school leader implementation survey results
  - Data is pending: Implementation surveys will be conducted in June 2024 to support the evaluation of school improvement efforts in curriculum and instruction and available to review in summer 2024. The results will be reviewed and will inform the action's effectiveness.
- Improved DIBELS/and Smarter Balanced Assessment (SBA) Growth Data
  - DIBELS (Grade K-2)
    - Grade K: Students At or Above Benchmark increased 14% on the Middle of Year (MOY) DIBELS assessment from the Beginning of Year (BOY) DIBELS assessment, while students that were Below Benchmark decreased by 11%.
    - Grade 1: Students At or Above Benchmark increased 5% on the Middle of Year (MOY) DIBELS assessment from the Beginning of Year (BOY) DIBELS assessment, while students that were Below Benchmark decreased by 3%.
    - Grade 2: Students At or Above Benchmark increased 5% on the Middle of Year (MOY) DIBELS assessment from the Beginning of Year (BOY) DIBELS assessment, while students that were Below Benchmark decreased by 5%.
  - i-Ready ELA (Grade 3): Baseline data
    - English Learners: 32% have met the Annual Typical Growth, 68% are on target to meet the Annual Typical Growth.
  - i-Ready Math (Grade 3-5): Baseline data
    - Grade 3: 54% on target to meet Annual Typical Growth in 2023-24.
    - Grade 4: 50% on target to meet Annual Typical Growth in 2023-24.
    - Grade 5: 57% on target to meet Annual Typical Growth in 2023-24.
  - i-Ready ELA (Grade 3-5): Baseline data
    - Grade 3: 70% on target to meet Annual Typical Growth in 2023-24.
    - Grade 4: 75% on target to meet Annual Typical Growth in 2023-24.
    - Grade 5: 75% on target to meet Annual Typical Growth in 2023-24.
  - Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for Mathematics
    - All Students:
      - Grade 3: 42.8% in 2022-23, compared to 40.2% in 2021-22.
      - Grade 4: 37.6% in 2022-23, compared to 33.6% in 2021-22.
      - Grade 5: 30.5% in 2022-23, compared to 27.8% in 2021-22.
      - Grade 6: 28.1% in 2022-23, compared to 26.9% in 2021-22.
      - Grade 7: 27.5% in 2022-23, compared to 25.6% in 2021-22.
      - Grade 8: 23.7% in 2022-23, compared to 23.5% in 2021-22.
      - Grade 11: 20.0% in 2022-23, compared to 18.9% in 2021-22.
    - Seven of seven tested grade levels, grades 3-8 and 11, saw an increase in Met or Exceeded Standard for Mathematics on the Smarter Balanced Assessment (SBA) in 2022-23. The District views the student performance data as supportive

of action effectiveness and will use the spring 2024 SBA results to view student performance trend data over the past three years to determine further effectiveness of the action in 2024-25.

- Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for English Language Arts (ELA)
  - All Students:
    - Grade 3: 40.1% in 2022-23, compared to 38.4% in 2021-22.
    - Grade 4: 40.0% in 2022-23, compared to 39.5% in 2021-22.
    - Grade 5: 41.5% in 2022-23, compared to 43.1% in 2021-22.
    - Grade 6: 38.6% in 2022-23, compared to 40.0% in 2021-22.
    - Grade 7: 40.8% in 2022-23, compared to 43.3% in 2021-22.
    - Grade 8: 39.0% in 2022-23, compared to 41.7% in 2021-22.
    - Grade 11: 48.9% in 2022-23, compared to 47.1% in 2021-22.
  - Three of seven tested grade levels, grades 3-4 and 11, saw an increase in Met or Exceeded Standard for English Language Arts on the Smarter Balanced Assessment (SBA) in 2022-23, while the other grade levels experienced a slight decrease. The District views the student performance data as supportive of partial action effectiveness and will use the spring 2024 SBA results to view student performance trend data over the past three years to determine further effectiveness of the action in 2024-25.

### Goal 1, Action 2: School Staffing and Operations

In 2023-24, the District's Division of Instruction (DOI) and the Human Resources Division monitored progress towards High-Quality Instruction in the area of School Staffing and Operations using the following progress measures:

- Improved DIBELS / i-Ready Data
  - DIBELS Grades K-2
    - Grade K: Overall- Students At or Above Benchmark increased 14% on the Middle of Year (MOY) DIBELS assessment, while students that were Below Benchmark decreased by 11% from the Beginning of Year (BOY) DIBELS assessment.
    - Grade 1: Overall- Students At or Above Benchmark increased 5% on the Middle of Year (MOY) DIBELS assessment, while students that were Well Below Benchmark decreased by 4%.
    - Grade 2: Overall- Students At or Above Benchmark increased 5% on the Middle of Year (MOY) DIBELS assessment, while students that were Below Benchmark decreased by 5% from the Beginning of Year (BOY) DIBELS assessment.
    - Grade K-2: Beginning of Year (BOY) to Middle of Year (MOY) in 2023-24
      - English Learners: 21.9% increase in the percentage of students in the Early Proficient and Above Proficient Grade Level Band from BOY to MOY.
      - Low Income: 39.6% increase in the percentage of students in the Early Proficient and Above Proficient Grade Level Band from BOY to MOY.
      - Foster Youth: 26.4% increase in the percentage of students in the Early Proficient and Above Proficient Grade Level Band from BOY to MOY.
  - i-Ready Math Grades 3-5
    - Progress towards expected growth of 50% or more on the Annual Typical Growth was met. MOY data indicates the

median percent towards Typical Growth in math was 54% for grade 3, 50% for grade 4, and 57% for grade 5. Overall average of 54%, 4% above expected Typical Growth with 25% of grades 3-5 students have already met their Annual Typical Growth.

- In evaluating DIBELS and i-Ready student assessment data, the District evaluated the action as effective
- Increased teacher participation in the formal evaluation cycle
- Improved final evaluation ratings for teachers who participated in the formal evaluation cycle
- Identification of teachers who received Below Standard Evaluations to determine required supports, resources, and/or interventions to support the growth and development of these teachers.
- Observation rates in the teacher evaluation cycle to determine professional development needs, opportunities for growth, and areas of strength
  - 2023-24: Data will be available in summer 2024 for the four above progress monitoring measures to support teacher effectiveness and growth in the support of students. The District will use the information to inform the effectiveness of the action and need for possible amendment, if necessary.
- Reduced number of unfilled teaching positions
  - 99.4% of teaching positions are filled, as of November 2023.
- The District views the action as being effective due to the overall increase of student results on the Middle of Year (MOY) DIBELS assessment compared to Beginning of Year (BOY) in grades K-2 as well as by high-need student groups in the same grades. The District will be able to determine further effectiveness of the actions when data becomes available in summer 2024 after the close of the 2023-24 school year.

### Goal 1, Action 3: Central District Supports for Instruction

In 2023-24, the District's Division of Instruction (DOI) monitored progress towards High-Quality Instruction in the area of Central District Supports for instruction using the following progress measures:

- Improved outcomes on DIBELS (TK-2 Reading)
  - Overall: Increases in Proficient and Above Proficient from Middle of Year (MOY) in 2023-24 from 2022-23.
    - Grade K: 57.4% in 2023-24, from 54.7% in 2022-23.
    - Grade 1: 57.2% in 2023-24, from 55.1% in 2022-23.
    - Grade 2: 61.1% in 2023-24, from 58.9% in 2022-23.
  - Overall: Increases in Proficient and Above Proficient from Beginning of Year (BOY) to Middle of Year (MOY) in 2023-24.
    - Grade K: 44.4% to 57.4%, 13% increase.
    - Grade 1: 50.8% to 57.2%, 6.4% increase.
    - Grade 2: 55.9% to 61.1%, 5.2% increase.
- Improved outcomes on i-Ready (Grades 3-12 Reading; Grades TK-12 Math): Beginning of Year (BOY) in 2023-24.
  - i-Ready Reading (Grades 3-12)
    - Overall: 21% Early On Grade Middle or Above Grade Level, 21% one grade level Below Grade Level, 14% two grade levels Below Grade Level, 45% three or more grade levels Below Grade Level.
  - i-Ready Math (Grades TK-12)

- Overall: 13% At or Above Grade Level, 33% one grade level Below Grade Level, 18% two grade levels Below Grade Level, 36% three or more grade levels Below Grade Level.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 1, Action 4: Options Program

In 2023-24, the District's Office of Transitional Programs monitored progress towards High-Quality Instruction in the area of credit recovery opportunities for students to ensure a high school diploma and increased post-secondary opportunities.

- Increased number of students graduating
  - Increased: 2,341 students graduated through the Options Program in 2022-23, compared to 2,154 in 2021-22.
- Increased number of students who return to their home high school and successfully graduate
  - Decreased: 252 students enrolled in Options schools during 2022-23 and graduated from comprehensive home schools, compared to 494 students in 2021-22.
- The District views the action as principally effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 1, Action 5: Instructional Technology Initiative

In 2023-24, the District's Instructional Technology Initiative (ITI) team monitored progress towards providing High-Quality Instruction in the area of instructional technology employing the following progress measures:

- Increased number of schools that attain Digital Citizenship Certified School
  - Increased number of schools to 57 from 51 in 2022-23.
- Increased number of educators that attain Digital Citizenship Certified Educator
  - 2023-24: 369, as of May. Final numbers will be available in summer 2024; 560 educators attained Digital Citizenship Certified Educator in 2022-23. The District will use the information to inform the effectiveness of the action and need for possible amendment, if necessary.
- Increased number of elementary schools that provide 20 hours of computer science instruction in Pre-Kindergarten to grade 5
  - Increased number of elementary schools to 90 from 60 in 2022-23.
- Increased number of middle schools that provide at least one rigorous and relevant computer science course in grades 6-8
  - Increased number of middle schools to 124 from 120 in 2022-23.
- Increased number of high schools that provide a computer science pathway in grades 9-12
  - 105 high schools in 2023-24 offering a computer science pathway.
- Increased number of educators that participate in the Computer Science Cohort
  - Increased number of participating educators to 41 from 30 in 2022-23.
- Provide continued access to targeted schools serving high percentages of low-income students
  - There were 10 District schools directly supported with staff allocated through the use of Targeted Student Population (TSP) funds in 2023-24. TSP funds are supplemental and concentration grant dollars used to close equity gaps for our students who

are English Learners, in foster care, and/or students from low-income families. The full-time Instructional Technology Facilitators, at each of the 10 targeted schools, served 7,060 low-income students (84% of the total enrollment of the targeted schools).

- The District views the action, Instructional Technology Initiative, as effective based on the increased number of elementary and middle schools providing computer science instruction and the number of schools obtaining Digital Citizenship Certified School status. The District will be able to review in summer 2024 if an increased number of educators attained Digital Citizenship Certified Educator status and looks forward to providing high-quality instruction in the area of instructional technology in 2024-25.

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

#### Goal 1, Action 6: Base-Funded Arts Education

In 2023-24, the District's Arts Education Branch (AEB) monitored progress towards Enriching Experiences in the area of arts education professional development and engagement with arts partners employing the following progress measures:

- Increased professional development offerings
  - 2023-24: 84 elementary itinerant arts teachers participated in summer 2023 professional development; 54 teachers participated in Arts Integration professional development and 70 additional teachers completed Music Will professional development in fall 2023.
  - 2022-23: 326 generalist teachers participated in Arts Integration professional development; 126 teachers in fall 2022 and approximately 200 additional teachers in spring 2023.
- Improved engagement with arts partners
  - The AEB has maintained 39 participating Arts Community Network (ACN) arts partners from 2022-23 that provide additional arts experiences for students.
- The District views the action as partially effective in providing professional development offerings for teachers and improved engagement with arts partners. The number of participating arts partners was maintained in 2023-24 from 2022-23 and the District provided professional development training to elementary itinerant and generalist teachers in the area of arts education.

#### Goal 1, Action 7: Supplemental Arts Education

In 2023-24, the District's Arts Education Branch (AEB) monitored progress towards Enriching Experiences in the area of supplemental arts education employing the following progress measure:

- Increased number of arts disciplines offered
  - Number of elementary schools offering arts education: All elementary schools
  - Number of elementary schools offering one arts discipline: 70 elementary schools, increase of six elementary schools from 2022-23.
  - Number of elementary schools offering two arts disciplines: 177 elementary schools, decrease of 15 elementary schools from 2022-23.

- Number of elementary schools offering three arts disciplines: 140 elementary schools, increase of seven elementary schools from 2022-23.
- Number of elementary schools offering four arts disciplines: 129 elementary schools, increase of two elementary schools from 2022-23.

Note: The ability to increase the above number of schools offering arts disciplines is constrained by the lack of available arts itinerant teachers not by the desire of the schools and families.

- Increased number of full-time credentialed arts teachers
  - Increased: Hired 26 new elementary arts itinerant teachers, compared to 24 in 2022-23.
- Expanded access and additional programming (based on the Student Equity Needs Index (SENI))
  - 303 of 516 elementary schools identified as “highest need” based on the Student Equity Needs Index (SENI) and serving the highest percentage of targeted student groups such as English Learners and Foster Youth.
    - 33,500 English Learner students
    - 987 students in foster care
    - 2,895 students experiencing homelessness
- The District views the action as effective in providing enriching experiences in the area of supplemental arts education for targeted student groups; English Learners, students in foster care, and students from low-income families. The overall number of elementary schools providing supplemental arts education increased in 2023-24 from 2022-23.

#### Goal 1, Action 8: Base-funded Afterschool Programs

In 2023-24, the District’s Beyond the Bell (BTB) program monitored program effectiveness towards Enriching Experiences and Eliminating Opportunity Gaps in the areas of academic decathlon, marching band, and the afterschool program using the following progress measures:

- Academic Decathlon: Increased number of schools and students participating in Pentathlon and Decathlon
  - Number of participating schools:
    - 45 Decathlon high schools, increased from 42 high schools in 2022-23.
    - 22 Pentathlon middle schools, increased from 15 middle schools in 2022-23.
  - Number of participating students:
    - 699 participating students in Decathlon, increased from 624 students in 2022-23.
    - 455 participating students in Pentathlon, increased from 388 students in 2022-23.
- All District Honor Marching Band: Increased school participation rates and student participation rates
  - 50 high schools represented, increased from 43 schools in 2022-23.
  - 332 students participated, increased from 292 students in 2022-23.
- High School Liaison Program: Improved student attendance rates and partner surveys
  - As of 2023-24, the District is no longer operating the program.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 9: Supplemental Afterschool Programs

In 2023-24, the District's Beyond the Bell (BTB) program monitored program effectiveness towards Eliminating Opportunity Gaps in the area of supplemental afterschool programs using the following progress measures:

- Increased student attendance/participation
  - Increased: 14,114 students participating in the Youth Services program, as of January 2024, compared to 7,535 students in 2022-23. Approximately 79.6% of program participants in 2023-24 are Low-Income students (11,235).
- Staffing for Youth Services program
  - Increased: 331 Youth Services staff members, as of March 2024, compared to 201 Youth Services staff members in 2022-23.
  - Increased staffing percentage: 92% of staffing positions are filled, as of March 2024, compared to 81% of staffing positions filled in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023- 24, the District's Advanced Learning Options (ALO) department monitored progress of Gifted and Talented Education (GATE) programs using the following progress measures:

- Increase the Districtwide percentage of students identified for gifted/talented programs
  - 2023-24: 15.1% of K-12 students are identified as gifted/talented (60,674), as of February 2024, from 13.4% in 2022-23.
- Improve data-informed decisions to expand Schools for Advanced Studies (SAS) to increase Districtwide SAS participation
  - 2023-24: Districtwide SAS student participation is 18,706, as of February 2024, from 18,695 in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 11: Differentiated Local Supports for Students (New action for 2023-24)

In 2023-24, the District and Regions monitored progress of academic supports and interventions to identified Tier 2 and Tier 3 schools using the following progress measures:

- District Goal 1: Postsecondary Success
  - Graduation Cohort A-G Completion Rate (Meeting UC/CSU Entrance Requirements)
    - All Students: 46.7% in 2022-23, improved from 41.9% in 2021-22.
    - Low Income: 46.9% in 2022-23, improved from 42.4% in 2021-22.
- District Goal 2: Literacy
  - Grade 3: Smarter Balanced Assessment- English Language Arts
    - All Students: -67.2 points below standard in 2022-23, improved from -76.2 points below standard in 2021-22.
    - Low Income: -68.0 points below standard in 2022-23, improved from -76.4 points below standard in 2021-22.
- District Goal 3: Numeracy
  - Grades 3-5: Smarter Balanced Assessment- Mathematics

- All Students: -73.6 points below standard in 2022-23, improved from -83.4 points below standard in 2021-22.
    - Low Income: -73.7 points below standard in 2022-23, improved from -83.5 points below standard in 2021-22.
  - Grades 6-8: Smarter Balanced Assessment- Mathematics
    - All Students: -125.1 points below standard in 2022-23, improved from 124.9 points below standard in 2021-22.
    - Low Income: -125.1 points below standard in 2022-23, improved from 124.9 points below standard in 2021-22.
- The District views the action as effective due to improved results in the action’s progress monitoring measures from 2021-22 to 2022-23. The District saw improved scores in the graduation cohort A-G completion rate and Smarter Balanced Assessment results in English Language Arts for grade 3 and Smarter Balanced Assessment results in Mathematics for grades 3-5 and 6-8.

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

In 2023-24, the District’s Division of Instruction (DOI) monitored progress towards Eliminating Opportunity Gaps in the area of school-level supports for individualized student learning interventions using the following progress measures:

- Increased number of secondary students receiving C or better grades on report card
  - Overall: 53.0%, as of March 2024, compared to 48.9% in March 2023.
  - English Learners: 21.3%, as of March 2024, compared to 20.0% in March 2023.
  - Low-Income: 50.7%, as of March 2024, compared to 47.3% in March 2023.
  - Students in Foster Care: 29.6%, as of March 2024, compared to 27.0% in March 2023.
- Improved School Experience Survey results for students and teachers
  - Students agreeing that “In my classes, my teachers tell me how I can make work better” (2023-24)
    - Elementary School (Overall): 86.4% compared to 87% in 2022-23.
      - English Learners: 85.5% compared to 85% in 2022-23.
      - Foster Youth: 83.3% compared to 86% in 2022-23.
      - Low Income: 86.5% compared to 87% in 2022-23.
    - Middle School (Overall): 70.5% compared to 75% in 2022-23.
      - English Learners: 73.1% compared to 75% in 2022-23.
      - Foster Youth: 67.2% compared to 70% in 2022-23.
      - Low Income: 70.8% compared to 75% in 2022-23.
    - High School (Overall): 69.7% compared to 72% in 2022-23.
      - English Learners: 74.5% compared to 76% in 2022-23.
      - Foster Youth: 69.4% compared to 70% in 2022-23.
      - Low Income: 69.9% compared to 73% in 2022-23.
  - Students agreeing that “Teachers go out of their way to help students” (2023-24)
    - Elementary School (Overall): 78.1% compared to 82% in 2022-23.
      - English Learners: 81.4% compared to 84% in 2022-23.
      - Foster Youth: 77.8% compared to 81% in 2022-23.
      - Low Income: 78.7% compared to 82% in 2022-23.
    - Middle School (Overall): 58.5% compared to 65% in 2022-23.

- English Learners: 66.8% compared to 72% in 2022-23.
  - Foster Youth: 53.8% compared to 61% in 2022-23.
  - Low Income: 59.2% compared to 66% in 2022-23.
  - High School (Overall): 61.6% compared to 64% in 2022-23.
    - English Learners: 70.2% compared to 72% in 2022-23.
    - Foster Youth: 61.4% compared to 62% in 2022-23.
    - Low Income: 62.1% compared to 64% in 2022-23.
- Students agreeing that “My teachers make learning fun” (2023-24)
  - Elementary School (Overall): 65.9% compared to 71% in 2022-23.
    - English Learners: 68.6% compared to 73% in 2022-23
    - Foster Youth: 67.4% compared to 70% in 2022-23.
    - Low Income: 65.7% compared to 71 in 2022-23.
  - Middle School (Overall): 35.9% compared to 43% in 2022-23.
    - English Learners: 42.6% compared to 49% in 2022-23.
    - Foster Youth: 35.0% compared to 40% in 2022-23.
    - Low Income: 35.4% compared to 42% in 2022-23.
  - High School (Overall): 41.5% compared to 41% in 2022-23.
    - English Learners: 48.5% compared to 51% in 2022-23.
    - Foster Youth: 40.3% compared to 40% in 2022-23.
    - Low Income: 41.3% compared to 41% in 2022-23.
- Improved outcomes on DIBELS (TK-2 Reading)
  - Increase of Students in the Proficient and Above Proficient Bands:
    - 2023-24: 58.7% on the Middle of Year (MOY) DIBELS assessment.
    - 2022-23: 56.2% on the Middle of Year (MOY) DIBELS assessment.
  - Decrease of Students in the Far Below Basic and Basic Bands:
    - 2023-24: 41.4% on the Middle of Year (MOY) DIBELS assessment.
    - 2022-23: 43.7% on the Middle of Year (MOY) DIBELS assessment
    - Increase of Students in the Proficient and Above Proficient Bands from Beginning of Year to Middle of Year:
      - 2023-24: 58.7% on the Middle of Year (MOY) DIBELS assessment, compared to 50.6% on the Beginning of Year DIBELS assessment.
- Improved outcomes on i-Ready (Grades 3-12 Reading; Grades TK-12 Math)
  - Baseline: In Reading, 21% of students at or above grade level, 21% of students at one grade level below, 14% of students two grade levels below, 45% of students three or more grade levels below on the Beginning of Year (BOY) i-Ready reading assessment. The use of i-Ready reading assessment is new to the District and will require evaluation for effectiveness in subsequent school years.
  - Baseline: In Math, 13% of students at or above grade level, 33% of students at one grade level below, 18% of students two grade levels below, 36% of students three or more grade levels below, as evidenced on the Beginning of Year (BOY) i-Ready math assessment. The use of i-Ready reading assessment is new to the District and will require evaluation for effectiveness in

subsequent school years.

- Based on the above results by progress monitoring measure, the District views the action as partially effective. Results highlighted an increased number of secondary students receiving C or better grades on report cards for all secondary students and by high-needs student group. The School Experience Survey results for students show an overall slight decrease in 2023-24 from 2022-23 by program level and by high-need student group. An increase in students in the Proficient and Above Proficient Bands and a decrease of students in the Far Below Basic and Basic Bands between 2023-24 and 2022-23 was evidenced. Going forward, the District will review the School Experience Survey participation rate and survey tool which may result in increasing promotion of the SES as well as redesigning survey questions to ensure accurate responses. In addition, the District will further review the action's progress monitoring results to determine further effectiveness of the action in 2024-25.

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

In 2023-24, the District's Early Childhood Education Division (ECED) monitored progress towards Eliminating Opportunity Gaps in the area of early education and Universal Transitional Kindergarten employing the following progress measures:

- Universal Transitional Kindergarten (UTK) access through increased number of sites, prioritizing elementary schools with high percentages of students on Free and Reduced Meal Programs (80%+) and/or high SENI rankings
  - Increased: 488 elementary schools offering UTK in 2023-24 from 317 schools in 2022-23.
- Improved outcomes for UTK classrooms on the UTK Progress Report which is administered within a child's first 60 days of enrollment and again at 6 months following enrollment
  - 2023-24: UTK progress reports from October 2023 were analyzed and the following student progress was determined.
    - 14.7% of students were at the Developing level in Language and Literacy.
    - 16.8% of students were at the Developing level in Math.
    - 44.1% of students were at the Sometimes level in Social Emotional Development
  - 2022-23: By the end of 2022-23, the following student progress was determined.
    - 86% of the students met kindergarten readiness standards in Language and Literacy, an increase of 1% from 2021-22.
    - 85% of the students met kindergarten readiness standards in Math, an increase of 2% from 2021-22.
    - 86% of the students met kindergarten readiness standards in Social Emotional Development, an increase of 3% from 2021-22.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 1, Action 14: Literacy and Numeracy Interventionist Program

In 2023-24, the District's Division of Instruction (DOI) monitored progress towards Eliminating Opportunity Gaps in the area of elementary literacy and mathematics interventions using the following measures in 2023-24:

- Literacy: Improved outcomes on DIBELS benchmark growth and progress monitoring data for grades K-2
  - Overall: Increased- 51% of grades K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 46% in 2022-23.

- Grade K: Increased- 45% of grade K students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 37% in 2022-23.
  - Grade 1: Increased- 52% of grade 1 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 47% in 2022-23.
  - Grade 2: Increased- 56% of grade 2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 53% in 2022-23.
- English Learner: Overall- 10% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 35% in 2022-23.
  - Grade K: Decreased- 11% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 38% in 2022-23.
  - Grade 1: Decreased- 9% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 35% in 2022-23.
  - Grade 2: Decreased- 9% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 35% in 2022-23.
- Low Income: Overall- 31% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 44% in 2022-23.
  - Grade K: Decreased- 26% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 42% in 2022-23.
  - Grade 1: Decreased- 32% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 42% in 2022-23.
  - Grade 2: Decreased- 35% of grade K-2 students scored At Benchmark or Above Benchmark on the Beginning of Year (BOY) DIBELS assessment, compared to 48% in 2022-23.
- Foster Youth: Overall- 31% of grade K-2 students scored At Benchmark or Above Benchmark for the Beginning of Year (BOY) assessment in 2023-24, compared to 26% in 2022-23.
  - Grade K: 30% of grade K students scored At Benchmark or Above Benchmark for BOY, compared to 20% in 2022-23.
  - Grade 1: 19% of grade 1 students scored At Benchmark or Above Benchmark for BOY, compared to 25% in 2022-23.
  - Grade 2: 32% of grade 2 students scored At Benchmark or Above Benchmark for BOY, compared to 32% in 2022-23.
- Literacy: i-Ready Reading Diagnostic for grades 3-12 students as applicable
  - Overall: 21% Early On Grade Middle or Above Grade Level, 21% one grade level Below Grade Level, 14% two grade levels Below Grade Level, 45% three or more grade levels Below Grade Level.
- Literacy: Increase usage of Amplify Reading
  - Decreased Districtwide: 34.6% of students are using Amplify Reading, compared to 71% of students
- Math: Improved outcomes on i-Ready Mathematics diagnostic and progress monitoring data within the platform
  - English Learner: 6% of grade 3 students performed On or Above grade level; 7% of grade 4 students performed On or Above grade level; 5% of grade 5 students performed On or Above grade level.
  - Students with Disabilities: 8% of grade 3 students performed On or Above grade level; 9% of grade 4 students performed On or Above grade level; 7% of grade 5 students performed On or Above grade level.
  - Progress Monitoring Data: 2023-24

- Beginning of Year Assessment: 2023-24
  - 98.9% of grade K-5 students completed the first i-Ready Math diagnostic assessment.
- Middle of Year Assessment: 2023-24
  - 98% of grade K-5 students completed the second i-Ready Math diagnostic assessment.
- Growth on the trajectory of mathematics developmental level and stages using Math Recovery
  - US Math Recovery: Beginning of Year (BOY) to Middle of Year (MOY) in 2023-24
    - Grade K: Increased 75% in Stages of Early Learning from BOY to MOY.
    - Grade 1: Increased 82% in Stages of Early Learning from BOY to MOY.
    - Grade 2: Increased 102% in Stages of Early Learning from BOY to MOY.
    - Grade 3: Increased .05% in Stages of Early Learning from BOY to MOY.
    - Grade 4: Increased 62% in Stages of Early Learning from BOY to MOY.
    - Grade 5: Increased 68% in Stages of Early Learning from BOY to MOY.
- The District is committed to the early identification of student learning gaps to allow for intervention and targeted support. The provided assessments such as DIBELS and i-Ready allow for early identification and the ability for teachers and schools to differentiate instruction to the needs of the individual students. The District views the action as effective in working to eliminate opportunity gaps, particularly for our high-needs student groups, and understands a beginning-of-year assessment compared to a beginning-of-year assessment from a prior year does not reflect the same cohort of students and the effectiveness of instruction with the same cohort of students. Review of the assessment results may result in a change in the monitoring of action effectiveness. In addition, assessment measures that compare BOY to prior year BOY may be revised to review growth in a current year for the same cohort of students.

Goal 1, Action 15: Secondary Literacy Support and Interventions

In 2023-24, the District's Division of Instruction monitored progress towards Eliminating Opportunity Gaps in the area of secondary literacy supports and interventions employing the following progress measures:

- Improved outcomes on Reading Inventory: Student reading skills growth in Tier 3 ELA intervention program
  - Baseline: The use of Reading inventory has sunsetted and the District is in the first year of implementing i-Ready Diagnostics.
  - Overall: Beginning-of-Year (BOY) student performance data
    - Percentage of Secondary Students Mid or Above Grade Level
      - Grade 6: 14%
      - Grade 7: 14%
      - Grade 8: 13%
      - Grade 9: 7%
      - Grade 10: 5%
      - Grade 11: 2%
    - Percentage of Secondary Students One Grade Level Below
      - Grade 6: 20%
      - Grade 7: 16%

- Grade 8: 16%
- Grade 9: 21%
- Grade 10: 16%
- Grade 11: 15%
- Improved outcomes on teacher implementation survey and observation data on implementation of station rotation model for differentiated instruction
  - Baseline: First year of implementing the Secondary Interventionist Model and Interventionist Academy. Six monthly Interventionist Academy meetings were held by each Region between September 2023 and February 2024 where interventionist teachers further developed their instructional lesson plans to support students.
- Increased number of lessons created for Secondary English Language Arts (ELA) lesson bank
  - Secondary ELA teachers and Region coordinators created five-day mini-units containing California State Standards-aligned speaking and listening instructional lessons.
  - Secondary ELA teachers created Critical Media Literacy grade 8-12 lessons on Cesar Chavez and environmental justice.
  - Secondary ELA teachers created a grades 7-8 project-based learning Middle School Survival guide and professional development training to implement the project-based learning tool.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 1, Action 16: Summer School Credit Recovery

In 2023-24, the District's Beyond the Bell (BTB) program monitored program effectiveness towards Eliminating Opportunity Gaps in the area of summer school credit recovery for grades 9-12 students employing the following program measures:

- Increased number of students who successfully pass their summer term course with a final grade of C or better
  - Increased: 87% of students passed their summer term 2023 courses with a final grade of C or better from 82% of students passing their summer term 2022 courses with a final grade of C or better.
- Increased participation rates
  - Student participation in the 2023 Summer School program increased 1.0% compared to 2022; from 40,811 in summer 2022 to 41,168 students participating in summer 2023.
    - Summer 2023: 22,140 students participated in in-person courses, with 19,028 participating in virtual courses
    - Summer 2022: 23,616 students participated in in-person courses, with 17,195 participating in virtual courses
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 1, Action 17: Standard English Learner Supports

In 2023-24, the District's Access, Equity and Acceleration (AEA) Unit monitored progress towards College and Career Readiness for Standard English Learners (SELs) and African American students using the following progress measures:

- Academic English Mastery Program (AEMP)

- Improved LAS Links beginning-of-year (BOY) and middle-of-year (MOY) assessment data for English language proficiency
  - Skill Level 1- Beginning: BOY- 30%; MOY- 22.3%; Decreased
  - Skill Level 2- Early Intermediate: BOY- 26%; MOY- 26.1%; Increased
  - Skill Level 3- Intermediate: BOY- 18%; MOY- 28.2%; Increased
  - Skill Level 4- Proficient: BOY- 18%; MOY- 22%; Increased
  - Skill Level 5- Above Proficient: BOY- 1%; MOY 1.27%; Increased
  - Note: Comparison data to 2022-23 is not possible as a result of the ransomware cyberattack in fall 2022.
- Increased DIBELS literacy scores and Smarter Balanced Assessment (SBA) English Language Arts (ELA) scores
  - The percentage of students scoring at benchmark and above on DIBELS increased from 47% BOY to 54% MOY, compared to 40% BOY to 49% MOY in 2022-23 at AEMP schools.
  - The percentage of students scoring well below benchmark decreased from 35% BOY to 30% MOY, compared to 44% BOY to 37% MOY in 2022-23 at AEMP schools.
- Improved outcomes on AEMP Culturally and Linguistically Responsive (CLR) professional development (PD) survey and analysis to evaluate implementation and effectiveness
  - 2023-24: PD participant survey results
    - 79% of participants Strongly Agreed with the alignment of the PD to the objectives, compared to 83% in 2022-23.
    - 77% of participants Strongly Agreed the PDs modeled appropriate strategies, compared to 79% in 2022-23.
    - 77% of participants Agreed the PDs made connections between the content and the participant’s job role, compared to 80% in 2022-23.
    - 72% of participants Strongly Agreed the PD was differentiated to meet the needs of the group, compared to 72% in 2022-23.
    - 75% of participants Strongly Agreed that their questions were answered in the PD, compared to 77% in 2022-23.
- UCLA-LAUSD Collaborative: partnership between the District, UCLA, and the College Board to increase college competitiveness of African American Standard English Learner (SEL) students by providing A-G requirement workshops, college fairs, and AP course participation and exam preparedness, among additional resources.
  - Increased number of qualifying scores for Standard English Learners on Advanced Placement (AP) exams
    - 2022-23: 25% (347 of 1,408 students)
    - 2021-22: 27% (338 of 1,254 students)
  - Increased number of Standard English Learners on track for A-G completion with a “C” or better
    - 2022-23: 52.0% (816 of 1,583 grade 12 students)
    - 2021-22: 50.4% (774 of 1,535 grade 12 students)
- The District views the action, Standard English Learner Supports, as effective based on the improvement in student assessment scores from beginning-of-year to middle-of-year in LAS Links and DIBELS literacy scores. The District’s AEA Unit notes an overall slight decrease in CLR professional development survey results and will use summer 2024 to analyze possible trends in participant responses to determine further effectiveness of the action and possible restructuring of professional development to meet the needs of the participants.

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

In 2023-24, the District's Student Health and Human Services (SHHS) Division monitored progress towards Eliminating Opportunity Gaps for Specialized Student Services (SSS) Programs using the following progress measures:

- Supports for Students in Foster Care
  - Increased number of best interest determination (BIDs) meetings provided to support school stability for students in foster care
    - 298 BIDs meetings, as of Fall Semester 2023, compared to 586 in 2022-23.
  - Increased attendance rates
    - 89.2% attendance rate, as of Fall Semester 2023, compared to 87.6% in 2022-23.
  - Increased on-track for graduation rates
    - 12 of 515 students in foster (2.3%) that were previously identified as Not On-Track are now On-Track for graduation, as of Fall Semester 2023, compared to 33 of 523 students in foster care (6.3%) in 2022-23.
- Supports for Students Experiencing Homelessness
  - Increased number of District students properly identified as homeless under the McKinney-Vento Homeless Assistance Act definition
    - 15,531 students identified as homeless as of Fall Semester 2023, compared to 10,923 students in 2022-23 (increased 42%)
  - Increased attendance rates
    - 86.9% attendance rate, as of Fall Semester 2023, compared to 85.0% in 2022-23.
  - Increased on-track for graduation rates
    - 26 of 1,477 students experiencing homelessness (1.8%) that were previously Tier 2 or Tier 3 are now On-Track for graduation, as of Fall Semester 2023, compared to 54 of 1,024 students experiencing homelessness (5.3%) in 2022-23.
- The District views the action as effective as the progress monitoring measures of Increased Attendance Rates and Increased Number of District Students Properly Identified as Homeless show a mid-year increase compared to end-of-year 2022-23. It is estimated the additional progress monitoring measures will show growth at end-of-year 2023-24 compared to end-of-year data for 2022-23. However, the District will review the progress monitoring measures at year's end, after the spring 2024 semester, to determine further effectiveness of the action as a progress monitoring measure such as the Increased Number of Best Interest Determination Meetings can rely on external factors outside of the District.

### Goal 1, Action 19: Special Education: Base Program

In 2023-24, the District's Division of Special Education monitored program progress towards Eliminating Opportunity Gaps in the area of base programming for students with disabilities using the following progress measures:

- Percentage of students receiving the services designated on their Individualized Education Plan (IEP)
  - Increased: 91% of all services have, at minimum, 70% service delivery, as of March 2024, compared to 87.1% in 2022-23.
- Percentage of IEPs completed within the 60-day timeline
  - 63% of IEPs with a consented plan were held on time, as of March 2024.
- Percentage of assessments completed
  - Increased: 87% of assessments have been completed on IEPs that have been held with an assessment plan, as of March

2024, compared to 75% in 2022-23.

- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the District's Division of Special Education monitored program progress towards Eliminating Opportunity Gaps in the area of Extended School Year (ESY) for students with disabilities using the following progress measures:

- Improved Pre/Post test scores on core curriculum publisher assessments
  - IXL Real-Time Diagnostic: Students with disabilities averaged 19.5 points of growth in math and 25 points of growth in English Language Arts (ELA) between the beginning of ESY and the end of ESY.
  - DIBELS Literacy Assessment: 9% of students with disabilities moved into the benchmark or above benchmark and 11% fewer students with disabilities were below benchmark or well below benchmark between the beginning of ESY and the end of ESY.
- Pre/Post test in Unique Learning Systems to determine efficacy of instruction in classes on alternative curriculum
  - Students in alternate curriculum ESY programs showed an average growth between 4.7 to 6.3 out of 10 points, in middle school, during the 21 days of instruction.
- Improved attendance for Extended School Year (ESY)
  - Improved attendance: Increased to 7,232 students enrolled and attending summer 2023 ESY, compared to 6,448 students in summer 2022 ESY.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the District's Division of Special Education monitored program progress towards Eliminating Opportunity Gaps in the employment of the IDEC program using the following progress measures:

- Improved Benchmark assessment data (WIAT, CTOPP)
  - Wechsler Individual Achievement Test (WIAT) foundational reading assessment results will be available by summer 2024. The District used i-Ready assessment data to determine the IDEC instructional model has been effective as participating students have far surpassed the District's expected median typical growth of 50%, achieving median progress typical growth of 83%. The average Special Education student made growth of 43% at middle-of-year (MOY) compared to beginning-of-year (BOY).
- Improved Smarter Balanced Assessment (SBA) ELA scores
  - The District is transitioning to other measurements for IDEC, including the use of i-Ready Diagnostic Assessments. The District determined SBA ELA scores do not effectively measure success of the IDEC program as students receiving IDEC support are several grade levels behind in reading skills.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 22: Special Education: Inclusion Services

In 2023-24, the District's Division of Special Education monitored program progress towards Eliminating Opportunity Gaps in the area of providing inclusion services using the following progress measures:

- Increased percent of students with disabilities who are in the general education program at least 80% of the school day
  - Increased: 64.3% of students with disabilities are being served in the general program for at least 80% or more of the school day, as of March 2024, compared to 61% of students with disabilities in 2021-22.
- Improved ELA and Math Smarter Balanced Assessment (SBA) scores for students with disabilities included in general education for 80% or more of the day
  - Improved: In spring 2023, students with disabilities who were educated in general education for 80% or more of the school day performed 0.7% closer to Benchmark in ELA and 1.5% closer to Benchmark in math than in spring 2022. The gains were higher than students with disabilities as a student group (0.6% in ELA and 1.27% in math).
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the District's Division of Special Education monitored program progress towards Eliminating Opportunity Gaps by employing the Special Day Program using the following progress measures:

- Improved ELA and Math Smarter Balanced Assessment (SBA) scores for students with disabilities served in the Special Day Program (SDP)
  - The District is transitioning to other measurements for the Special Day Program, including the use of i-Ready Diagnostic Assessments
- Improved DIBELS scores
  - Students served in Special Day Programs were 2.3% less likely to score At or Above Benchmark on the DIBELS literacy assessment in 2022-23. Although DIBELS scores increased for students with disabilities by 2% and for students included in general education for 80% or more of the school day, students served in the Special Day Program did not make comparable gains.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 24: Special Education: Transition Services

In 2023-24, the District Office of Transition Services monitored program progress towards Eliminating Opportunity Gaps in area of Transition Services for students with disabilities ages 14+ from school to adult life using the following progress measures:

- 100% of transition staff complete FAFSA/CADAA/Chafee Grant training
  - Baseline: 100% of Transition Services staff completed the training in the months of September 2023, October 2023, and January 2024.

- Increased percentage of Foster Youth with disabilities in grades 9-12 served by Transition teachers, including number of students assessed, and provided Schoology lessons
  - Increased: 89.2% of Foster Youth with disabilities in grades 9-12 received additional/targeted transition supports, as of March 2024, compared to 84% of Foster Youth with disabilities as of March 2023.
- Increased percentage of IEP meetings which transition teachers are invited to and attend for Foster Youth with disabilities in grades 9-12
  - Increased: 47.6% of Foster Youth with disabilities had a Transition teacher attend their IEP meeting during the school year, as of March 2024, compared to 44% of Foster Youth with disabilities having a Transition teacher attend their IEP meeting as of March 2023.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the Division of Instruction monitored program progress towards Eliminating Opportunity Gaps in the area of increased access to AP and IB programs using the following progress measures:

- Increased AP student enrollment
  - All Students: 24.8% were enrolled in at least one AP course, as of March 2024, compared to 24.4% in 2022-23.
- Increased use of “MyAP” classroom and increased access to College Board tools and resources by leveraging usage data from the College Board
  - All Students:
    - Increased: 38.3% usage rate, as of March 2024, compared to 37.6% in 2022-23.
  - Foster Youth:
    - Increased: 11.8% usage rate, as of March 2024, compared to 9.6% in 2022-23.
- Increased AP Readiness student participation
  - All Students: 7,817 students participated (reduced from 13,100 participating students in 2022-23).
- Increased Pre-AP course and section offerings at participating high schools
  - The District no longer tracks Pre-AP course and section offerings at participating high schools as of 2023-24.
- Increased percentage of Diploma Programme students receiving an IB Diploma
  - Decreased: 49% of students enrolled in the Diploma Programme received IB Diplomas in 2022-23 from 59% in 2021-22.
- The District views the action as effective as a whole based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

Goal 1, Action 26: Districtwide A-G Interventions

In 2023-24, the Districts A-G Intervention and Support department monitored the A-G Interventions program towards College and Career Readiness using the following progress measures:

- Increased percentage of students on track for passing A-G courses with a “C” grade or better

- All Students: Increased- 47.6% end of spring 2024 5-week mark reporting period, compared to 44.2% end of spring 2023 5-week mark reporting period. For comparison, 53.3% passed A-G courses with a “C” grade or better in 2022-23.
- English Learner: Increased- 18.0% end of spring 2024 5-week mark reporting period, compared to 17.2% end of spring 2023 5-week mark reporting period. For comparison, 22.1% passed A-G courses with a “C” grade or better in 2022-23.
- Low Income: Increased- 44.8% end of spring 2024 5-week mark reporting period, compared to 42.2% end of spring 2023 5-week mark reporting period. For comparison, 51.9% passed A-G courses with a “C” grade or better in 2022-23.
- Foster Youth: Increased- 24.9% end of spring 2024 5-week mark reporting period, compared to 23.3% end of spring 2023 5-week mark reporting period. For comparison, 31.0% passed A-G courses with a “C” grade or better in 2022-23.
- Reduced D’s and F’s for middle school students in ELA and Math
  - English Language Arts (ELA):
    - All Students:
      - Spring 2023: 25,208 grades of D or F (23.2%)
      - Spring 2022: 25,937 (23.1%)
  - Math:
    - All Students:
      - Spring 2023: 32,002 grades of D or F (29.9%)
      - Spring 2022: 32,769 (30.0%)
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 27: Diploma Program

In 2023-24, the District’s Student Health and Human Services (SHHS) Division monitored the Diploma Program’s progress towards College and Career Readiness using the following progress 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
    - All Students: 18% of students overall, as of Fall Semester 2023, compared to 45% in 2022-23.
    - English Learner: 2% of students, as of Fall Semester 2023, compared to 39% in 2022-23.
    - Low Income: 17% of students, as of Fall Semester 2023, compared to 45% in 2022-23.
    - Foster Youth: 3% of students, as of Fall Semester 2023, compared to 40% in 2022-23.
    - Homeless: 12% of students, as of Fall Semester 2023, compared to 33% in 2022-23.
- High School:
  - Increased percentage of identified students who do not fall further behind (maintain or decrease number of courses off-track)
    - All Students: 36.2% of students maintained or decreased number of courses off-track, as of Fall Semester 2023 (compared to 35.3% in 2022-23)
    - English Learner: 28.8% of students maintained or decreased the number of courses off-track, as of Fall Semester 2023, compared to 26.2% in 2022-23.

- Low Income: 36.8% of students maintained or decreased the number of courses off-track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
    - Foster Youth: 34.4% of students maintained or decreased the number of courses off-track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
    - Homeless: 32.2% of students maintained or decreased the number of courses off-track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
  - Increased percentage of students whose course passage moves them from tier 3 (5+ classes behind) or on-track
    - All Students: 14.6% of students overall in Tier 3 improved to On-Track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
    - English Learner: 9.8% of students overall in Tier 3 improved to On-Track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
    - Low Income: 14.6% of students overall in Tier 3 improved to On-Track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
    - Foster Youth: 10.9% of students overall in Tier 3 improved to On-Track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
    - Homeless: 12.7% of students overall in Tier 3 improved to On-Track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
- The District views the action as effective as a whole based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 28: College Access Program

In 2023-24, the District's A-G Intervention and Support department monitored the College Access Program's progress towards College and Career Readiness using the following progress measures:

- Increased percentage of students passing A-G courses with a "C" grade or better
  - All Students: Increased- 47.6% end of spring 2024 5-week mark reporting period, compared to 44.2% end of spring 2023 5-week mark reporting period.
  - English Learner: Increased- 18.0% end of spring 2024 5-week mark reporting period, compared to 17.2% end of spring 2023 5-week mark reporting period.
  - Low Income: Increased- 44.8% end of spring 2024 5-week mark reporting period, compared to 42.2% end of spring 2023 5-week mark reporting period.
  - Foster Youth: Increased- 24.9% end of spring 2024 5-week mark reporting period, compared to 23.3% end of spring 2023 5-week mark reporting period.
- Increased percentage of senior students completing the FAFSA or CADAA
  - Decreased: As of March 2024, 27.7% of senior students (8,198) completed the FAFSA or CADAA, compared to 89.0% (25,791) in 2022-23.
- The District views the action as effective as a whole based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 29: Career Technical Education

In 2023-24, the District's Career Technical Education (CTE) office monitored student progress towards College and Career Readiness for participating students by employing the following progress measures:

- Increased number of students earning a Work Ready Badge
  - Increased: 516 students earned a Work Ready Badge in 2022-23, compared to 103 in 2021-22.
- Increased number of Pathway Completers
  - Increased: 19.7% in 2022-23, compared to 17.8% in 2021-22.
- Increased number of Pathway Completers' graduation rate compared to non-Pathway completers
  - Baseline: 96.4% of CTE Pathway Completers graduated in 2022-23, compared to 78.2% of non-CTE Pathway Completers.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 30: Linked Learning

In 2023-24, the District's Linked Learning initiative monitored student progress towards College and Career Readiness for participating students by employing the following progress measures:

- Increased number of Linked Learning silver and gold certified pathways in Los Angeles Unified
  - Four additional Linked Learning pathways were in the process of receiving gold certification from the Linked Learning Alliance by July 2024 (Cleveland Global Media Studies Magnet, STEM Boyle Heights, Roosevelt Medical Arts Health Sciences, and Roosevelt Law and Public Service), while four additional Linked Learning pathways received silver certification in 2023-24 (Miguel Contreras School of Global Studies, Cesar Chavez Technology Academy, Fremont Law and Public Service, and Reseda Arts, Media, and Entertainment Magnet).
- Increased percentage of Linked Learning students graduating A-G ready compared to non-Linked Learning students
  - Increased: In 2022-23, A-G graduation rate for Linked Learning students was 57.8%, compared to 57.1% for non-Linked Learning students in the District.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 1, Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence

In 2023-24, the District observed the progress of the School Staffing Equity Grant investments to increase staffing for Academic Excellence (same schools comparison in 2021-22 and 2022-23 Grant allocations compared to District schools not receiving the Grant) using the following progress measures:

- The District views the action, School Staffing Equity Grant (SSEG) Investments to Increase Staffing for Academic Excellence, as effective in meeting the desired result of increased student academic excellence when comparing the student performance data in the

metrics below for SSEG recipient schools. The District increased student performance in eight of 10 academic metrics for the grant recipient schools.

Metric	2022-23		2021-22	
	Grant Recipients*	Non-Grant Recipients	Grant Recipients*	Non-Grant Recipients
Early Literacy Benchmarks (DIBELS) - Kindergarten	66.1%	82.2%	57.3%	76.9%
Early Literacy Benchmarks (DIBELS) - Grade 1	66.2%	86.6%	61.7%	82.8%
Early Literacy Benchmarks (DIBELS) - Grade 2	62.2%	84.4%	57.7%	82.9%
SBA ELA - Distance from Standard Met (Grades 3-5)	-43.9	52.5	-44.1	40.1
SBA Math - Distance from Standard Met (Grades 3-5)	-52.2	35.7	-59.3	19.0
SBA ELA - Distance from Standard Met (Grades 6-8)	-47.3	32.0	-39.5	19.8
SBA Math - Distance from Standard Met (Grades 6-8)	-94.1	-6.1	-93.9	-25.9
SBA ELA - Distance from Standard Met (Grade 11)	-15.6	62.0	-20.6	25.2
SBA Math - Distance from Standard Met (Grade 11)	-115.0	-23.4	-117.8	-65.0
English Learner Reclassification Rate (Grades K-12)	21.6%	26.6%	14.9%	26.4%
School Climate (Student Perception - School Experience Survey): Percent of students who feel they are part of their school	61.0%	66.2%	64.3%	68.6%

*\*Note that over 80% of schools in Los Angeles Unified serve over 55% English Learners, low-income students, and/or students in foster care, and are therefore eligible to receive these funds.*

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

In 2023-24, the District observed the progress of the SENI investments to increase access to programs and supports for targeted student populations in elementary schools towards Academic Excellence using the below progress metrics:

- The District views the student performance data as supportive of action effectiveness as reflected in the below metrics for SENI elementary schools, highest-needs to lowest-needs. The District uses the metric information to determine action effectiveness with 25 of 30 total metric results such as student performance results as evidenced in Early Literacy Benchmarks (DIBELS) scores and Smarter Balanced Assessment (SBA) scores in the SENI action for elementary schools having improved.

- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Early Literacy Benchmarks (DIBELS) - Kindergarten	30.8%	49.2%	60.2%
Early Literacy Benchmarks (DIBELS) - Grade 1	48.1%	53.5%	58.9%
Early Literacy Benchmarks (DIBELS) - Grade 2	45.6%	47.3%	54.2%
SBA ELA - Distance from Standard Met (Grades 3-5)	-	-71.5	-69.7
SBA Math - Distance from Standard Met (Grades 3-5)	-	-83.7	-73.8
English Learner Reclassification Rate (Elementary Schools)	5.9%	10.4%	17.9%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>202-23</b>
Early Literacy Benchmarks (DIBELS) - Kindergarten	38.9%	54.6%	66.0%
Early Literacy Benchmarks (DIBELS) - Grade 1	57.0%	57.4%	64.4%
Early Literacy Benchmarks (DIBELS) - Grade 2	52.8%	54.5%	58.6%
SBA ELA - Distance from Standard Met (Grades 3-5)	-	-56.5	-54.1
SBA Math - Distance from Standard Met (Grades 3-5)	-	-70.1	-60.7
English Learner Reclassification Rate (Elementary Schools)	7.1%	11.8%	17.9%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>202-23</b>
Early Literacy Benchmarks (DIBELS) - Kindergarten	42.1%	59.5%	67.9%

Early Literacy Benchmarks (DIBELS) - Grade 1	58.5%	63.3%	66.9%
Early Literacy Benchmarks (DIBELS) - Grade 2	56.0%	60.2%	64.2%
SBA ELA - Distance from Standard Met (Grades 3-5)	-	-37.4	-37.2
SBA Math - Distance from Standard Met (Grades 3-5)	-	-54.7	-47.9
English Learner Reclassification Rate (Elementary Schools)	8.2%	12.3%	18.6%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>202-23</b>
Early Literacy Benchmarks (DIBELS) - Kindergarten	53.2%	65.5%	70.9%
Early Literacy Benchmarks (DIBELS) - Grade 1	68.1%	70.6%	75.2%
Early Literacy Benchmarks (DIBELS) - Grade 2	67.1%	67.2%	70.3%
SBA ELA - Distance from Standard Met (Grades 3-5)	-	-17.3	-20.6
SBA Math - Distance from Standard Met (Grades 3-5)	-	-36.0	-31.4
English Learner Reclassification Rate (Elementary Schools)	11.3%	13.7%	20.9%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>202-23</b>
Early Literacy Benchmarks (DIBELS) - Kindergarten	73.8%	77.7%	80.2%
Early Literacy Benchmarks (DIBELS) - Grade 1	82.4%	85.1%	83.9%
Early Literacy Benchmarks (DIBELS) - Grade 2	82.1%	83.1%	82.4%
SBA ELA - Distance from Standard Met (Grades 3-5)	-	44.4	42.13
SBA Math - Distance from Standard Met (Grades 3-5)	-	25.0	26.5

English Learner Reclassification Rate (Elementary Schools)	21.3%	21.9%	25.2%
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**Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools**

In 2023-24, the District observed the progress of the SENI investments to increase access to programs and supports for targeted student populations in middle schools towards Academic Excellence using the below progress metrics:

- The District views the student performance data as supportive of action effectiveness as reflected in the below metrics for SENI middle schools, highest-needs to lowest-needs. The District uses the metric information to determine action effectiveness with 11 of 18 total metric results such as student performance results as evidenced in English Learner Reclassification Rates and Smarter Balanced Assessment (SBA) scores in the SENI action for middle schools having improved.
- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
SBA ELA - Distance from Standard Met (Grades 6-8)	-	-83.2	-90.0
SBA Math - Distance from Standard Met (Grades 6-8)	-	-142.1	-141.8
English Learner Reclassification Rate (Middle Schools)	13.8%	25.1%	34.7%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
SBA ELA - Distance from Standard Met (Grades 6-8)	-	-57.3	-63.8
SBA Math - Distance from Standard Met (Grades 6-8)	-	-113.8	-112.9
English Learner Reclassification Rate (Middle Schools)	16.4%	30.3%	36.2%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SBA ELA - Distance from Standard Met (Grades 6-8)	-	-45.5	-54.9
SBA Math - Distance from Standard Met (Grades 6-8)	-	-100.4	-99.3
English Learner Reclassification Rate (Middle Schools)	17.0%	31.5%	39.2%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SBA ELA - Distance from Standard Met (Grades 6-8)	-	-31.8	-40.3
SBA Math - Distance from Standard Met (Grades 6-8)	-	-81.9	-81.6
English Learner Reclassification Rate (Middle Schools)	19.9%	30.1%	34.2%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SBA ELA - Distance from Standard Met (Grades 6-8)	-	27.3	23.7
SBA Math - Distance from Standard Met (Grades 6-8)	-	-19.4	-17.1
English Learner Reclassification Rate (Middle Schools)	29.2%	38.3%	46.3%

**Goal 1, Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools**

In 2023-24, the District observed the progress of the SENI investments to increase access to programs and supports for targeted student populations in high schools towards Academic Excellence using the below progress metrics:

- The District views the student performance data as supportive of action effectiveness as reflected in the below metrics for SENI high schools, highest-needs to lowest-needs. The District uses the metric information to determine action effectiveness with 29 of 40 total

metric results such as student performance results as evidenced in A-G Completion Rate and CTE Completion Rate in the SENI action for high schools having improved.

- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Four-Year Cohort Graduation Rate	83.2%	82.8%	83.4%
Four-Year Cohort Dropout Rate	10.6%	13.1%	13.0%
A-G Completion Rate	46.5%	47.0%	52.4%
CTE Completion Rate	15.3%	18.9%	21.1%
AP Exams with a Score of 3 or Higher	13.7%	19.2%	19.6%
SBA ELA - Distance from Standard Met (Grade 11)	-41.9	-66.2	-56.3
SBA Math - Distance from Standard Met (Grade 11)	-113.5	-167.5	-156.1
English Learner Reclassification Rate	6.2%	13.6%	17.1%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Four-Year Cohort Graduation Rate	83.5%	84.8%	87.0%
Four-Year Cohort Dropout Rate	10.2%	11.0%	9.4%
A-G Completion Rate	48.7%	46.5%	51.4%
CTE Completion Rate	20.6%	21.8%	26.6%
AP Exams with a Score of 3 or Higher	20.5%	26.2%	27.5%
SBA ELA - Distance from Standard Met (Grade 11)	-25.1	-45.8	-36.5
SBA Math - Distance from Standard Met (Grade 11)	-93.9	-139.0	-134.6

English Learner Reclassification Rate	9.1%	11.6%	17.3%
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- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Four-Year Cohort Graduation Rate	89.8%	92.0%	90.9%
Four-Year Cohort Dropout Rate	5.6%	4.7%	5.6%
A-G Completion Rate	50.8%	54.7%	56.8%
CTE Completion Rate	19.3%	23.9%	25.9%
AP Exams with a Score of 3 or Higher	22.9%	29.9%	30.1%
SBA ELA - Distance from Standard Met (Grade 11)	-0.8	-16.9	-21.0
SBA Math - Distance from Standard Met (Grade 11)	-80.0	-120.6	-123.9
English Learner Reclassification Rate	11.4%	15.6%	20.7%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Four-Year Cohort Graduation Rate	91.3%	93.3%	92.3%
Four-Year Cohort Dropout Rate	5.1%	4.5%	5.0%
A-G Completion Rate	55.6%	59.1%	60.8%
CTE Completion Rate	17.9%	21.2%	23.4%
AP Exams with a Score of 3 or Higher	31.0%	40.0%	38.0%
SBA ELA - Distance from Standard Met (Grade 11)	17.6	-5.1	14.0
SBA Math - Distance from Standard Met (Grade 11)	-54.0	-99.4	-89.6

English Learner Reclassification Rate	15.2%	22.5%	24.8%
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- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Four-Year Cohort Graduation Rate	93.4%	94.7%	94.1%
Four-Year Cohort Dropout Rate	3.8%	3.3%	3.9%
A-G Completion Rate	62.4%	64.5%	68.7%
CTE Completion Rate	14.9%	15.8%	17.0%
AP Exams with a Score of 3 or Higher	49.8%	59.8%	57.7%
SBA ELA - Distance from Standard Met (Grade 11)	51.6	40.6	36.9
SBA Math - Distance from Standard Met (Grade 11)	-23.0	-54.7	-57.3
English Learner Reclassification Rate	16.5%	16.1%	24.6%

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

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

Goal 1: Metrics

- The metric "Percent of students whose eligibility for special education services were determined within 60 days of guidelines" has been modified to "Percent of students whose Individualized Education Plans (IEPs) were held within mandated timelines."
- The metric "Percent of students with disabilities who receive 100% of the services specified in their Individualized Education Plans (IEPs)" has been modified to "Percent of students with disabilities who receive at least 100% of the services specified in their Individualized Education Plans (IEPs)."
- The DIBELS grades K-2 metric targets for year 3 outcomes student groups are similar within metrics 1.01-1.03 except for the Reclassified Fluent English Proficient (RFEP) student group.

### Goal 1, Action 5: Instructional Technology Initiative

- The action has been modified to reflect the following progress monitoring measures:
  - Increased number of students 13 and up that have completed the mandatory Digital Citizenship in the Age of AI course.
  - 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 and Cadre.
  - Provide student computing devices to each school based on enrollment.
  - Provide continued access of Instructional Technology Facilitators to provide direct support to targeted schools serving high percentages of low-income students

### Goal 1, Action 7: Supplemental Arts Education

- The action has been modified to reflect the addition of the following progress monitoring measure:
  - Expanded access and additional programming
- The action has been modified to reflect the removal of the following progress monitoring measures:
  - Increased number of arts disciplines offered
  - Increased number of full time credentialed arts teachers

### Goal 1, Action 8: Base-Funded Afterschool Programs

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - High School Liaison program: Improved student attendance rates and student participation rates

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

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Improve data-informed decisions to expand Schools for Advanced Studies (SAS) to increase Districtwide SAS participation.
- The action has been modified to reflect the addition of the following progress monitoring measure:
  - Increase the Districtwide percentage of students identified for gifted/talented programs to 14.2% by June 2025.

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

- The action has been modified to reflect the update of the following progress monitoring measure:
  - Improved outcomes for UTK classrooms will be based on the UTK Progress Report rather than the Desired Results Developmental Profile (DRDP)

### Goal 1, Action 17: Standard English Learner Supports

- The action has been modified to reflect 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 for students on AP exams
  - Increased number of students on track for A-G Completion with a “C” or better

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

- The action has been modified to reflect the addition of the following progress monitoring measure:
  - Supports for Students Experiencing Homelessness
    - Increased numbers of students on-track to graduate

Goal 1, Action 19: Special Education: Base Program

- The action has been modified to reflect the following progress monitoring measures:
  - Percent of IEPs held on time
  - Percentage of assessments completed on time on IEPs held with an assessment plan

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

- The action has been modified to reflect the following progress monitoring measure:
  - Compare i-Ready Diagnostic Assessments End of Year (EOY) scores to Beginning of Year (BOY) scores for students who participated in the Extended School Year (ESY) program

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

- The action has been modified to reflect the following progress monitoring measures:
  - Benchmark assessment data (WIAT and/or Woodcock-Johnson)
  - i-Ready diagnostic assessment scores

Goal 1, Action 22: Special Education: Inclusion Services

- The action has been modified to reflect the addition of the following progress monitoring measures:
  - Improved growth in i-Ready diagnostic assessments from Beginning of Year (BOY) to End of Year (EOY) for students with disabilities included in general education for 80% or more of the day.
  - Decreased percent of students with disabilities who are in the general education program 40% or more of the school day.

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

- The action has been modified to reflect the following progress monitoring measures:
  - Increased time in general education classes
  - i-Ready scores from Beginning of Year (BOY) to Middle of Year (MOY) and Middle of Year (MOY) to End of Year (EOY)

- Increased participation in credit recovery and general education summer programs

#### Goal 1, Action 24: Special Education Transition Services

- The action has been modified to reflect the following progress monitoring measures:
  - 12th Grade Student Advisories: Number of senior (12th grade) student advisories/progress towards four (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.

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

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Increased Pre-AP course and section offerings at participating high schools

#### Goal 1, Action 31: School Staffing Equity Grant

- The action has been removed from the 2024-25 LCAP however the funding for eligible schools with over 55% student enrollment of English Learners, students from low income families, and students in foster care will continue to be provided in SENI actions for 2024-25 in actions 1.31-1.33 for elementary, middle, and high schools. Information regarding use of funding for eligible positions will be outlined in the District's SENI actions. Additional personnel providing direct services at eligible schools include the use of academic and college counseling staff, instructional aides, and intervention teachers.

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

#### Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence - Middle Schools

#### Goal 1, Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence - High Schools

- The LCAP will continue moving forward to include three actions (Goal 1, Actions 31-33) to provide additional insight into the implementation of strategies towards Academic Excellence broken down by elementary, middle, and high schools. The actions were determined as effective in 2023-24 and work to continue supporting high-needs student groups.
- The entire \$700 million of SENI funds to schools is funded from LCFF. The planned expenditure is reflected across the nine SENI actions in the 2024-25 Action Tables.
- The updated student performance data from 2022-23 as a result of the SENI actions 1.31-1.33 continues to support the use and application of SENI funding, supplemental and concentration grant funds, to target high needs students in high needs schools.

# Goals and Actions

## Goal

Goal #	Description
2	<p data-bbox="180 313 453 345"><b><u>Joy and Wellness</u></b></p> <p data-bbox="180 386 2053 675">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.</p> <p data-bbox="180 716 2018 784">During the previous LCAP cycle from 2017 to 2020, Los Angeles Unified School District experienced unprecedented challenges in collecting and reporting attendance data:</p> <ul data-bbox="233 789 2053 1005" style="list-style-type: none"> <li data-bbox="233 789 2053 857">● In 2018-2019, due to the UTLA work stoppage, the percentage of students with excellent attendance (96% or higher) fell from 66.1% to 39.7%.</li> <li data-bbox="233 862 2053 1005">● In 2019-2020, due to the pandemic and the abrupt transition to distance learning, attendance data only represents attendance through the last day of in-person instruction (March 13, 2020). However, the data collected at that point shows that 64.1% of our students had excellent attendance, suggesting that this metric may have regained the progress lost due to the work stoppage the prior year.</li> </ul> <p data-bbox="180 1045 2053 1114">Similarly, in examining the data for students who were chronically absent (absent for 9% or more of the school year, per the District’s calculation methodology), we observed similar challenges to accurate data collection and reporting:</p> <ul data-bbox="233 1118 2053 1443" style="list-style-type: none"> <li data-bbox="233 1118 2053 1224">● The percent of students in grades K-5 who were absent for 9% or more of the school year climbed from 13.3% in 2017-18 to 24.3% in 2018-2019 (impacted by the work stoppage), then decreased to 14.6% in 2019-2020 (as measured through the last day of in-person instruction).</li> <li data-bbox="233 1229 2053 1334">● Likewise, the percent of students in grades 6-8 who were absent for 9% or more of the school year increased from 12.5% in 2017-2018 to 21.8% in 2018-2019 (impacted by the work stoppage), then back down to 12.5% in 2019-2020 (as measured through the last day of in-person instruction).</li> <li data-bbox="233 1339 2053 1443">● Finally, the percent of high school students (grades 9-12) who were absent for 9% or more of the school year increased from 22.4% in 2017-2018 to 32.0% in 2018-2019 (impacted by the work stoppage), then fell below the original starting point to 19.9% in 2019-2020 (as measured through the last day of in-person instruction).</li> </ul>

Goal #	Description
	<p>In addition, in determining targets for 2023-2024 for school climate outcomes, the District observed the following trends in suspension data over the course of the previous LCAP cycle from 2017 to 2020:</p> <ul style="list-style-type: none"> <li>• The single student suspension rate (Percentage of enrolled students in kindergarten through grade 12 who were suspended one or more times, in or out-of-school, during the school year) fell from 0.46% in 2017-2018 to 0.24% in 2019-2020.</li> <li>• The instructional days lost to suspension fell from 4,627 in 2017-2018 to 2,374 in 2019-2020.</li> </ul> <p>As a result of these challenges, the District determined that the 2017-2018 attendance data is the most recent year of consistent data available, and served as the baseline for the setting of 2023-2024 targets below.</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher)  <i>*Note that due to the UTLA work stoppage in 2018-19, and the transition to distance learning in 2019-20, 2017-18 is the most recent consistent year of data available and is therefore used as the baseline.</i>	All Students: 66.1% African American / Black: 52.9% Hispanic / Latino: 66.2% English Learner: 64.7% RFEP: 73.8% Standard English Learner: 61.1% Students with Disabilities: 55.7% Low Income: 65.1% Foster Youth: 55.3%  (Year: 2017-18)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 73.0% African American / Black: 58.0% Hispanic / Latino: 70.8% English Learner: 66.7% RFEP: 77.0% Standard English Learner: 68.1% Students with Disabilities: 64.4% Low Income: 69.5% Foster Youth: 56.7%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 31.2% African American / Black: 22.9% Hispanic / Latino: 28.6% English Learner: 25.6% RFEP: 38.0% Standard English Learner: 24.8% Students with Disabilities: 23.7% Low Income: 28.4% Foster Youth: 26.3%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	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)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 66.1% African American / Black: 52.9% Hispanic / Latino: 66.2% English Learner: 64.7% RFEP: 73.8% Standard English Learner: 61.1% Students with Disabilities: 55.7% Low Income: 65.1% Foster Youth: 55.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8</p> <p><i>*Note that due to the UTLA work stoppage in 2018-19, and the transition to distance learning in 2019-20, 2017-18 is the most recent consistent year of data available and is therefore used as the baseline.</i></p>	<p>All Students: 10.8% African American / Black: 20.5% Hispanic / Latino: 10.4% English Learner: 10.9% RFEP: 5.4% Standard English Learner: 13.4% Students with Disabilities: 17.1% Low Income: 11.4% Foster Youth: 15.5%</p> <p>(Year: 2017-18)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 14.1% African American / Black: 27.6% Hispanic / Latino: 15.3% English Learner: 17.2% RFEP: 9.1% Standard English Learner: 18.2% Students with Disabilities: 19.7% Low Income: 16.6% Foster Youth: 24.4%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 38.4% African American / Black: 51.5% Hispanic / Latino: 41.5% English Learner: 43.2% RFEP: 27.3% Standard English Learner: 46.6% Students with Disabilities: 46.7% Low Income: 42.3% Foster Youth: 40.6%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>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%</p> <p>(Year 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 10.8% African American / Black: 20.5% Hispanic / Latino: 10.4% English Learner: 10.9% RFEP: 5.4% Standard English Learner: 13.4% Students with Disabilities: 17.1% Low Income: 11.4% Foster Youth: 15.5%</p>
<p>Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5</p> <p><i>*Note that due to the UTLA work stoppage in 2018-19, and the transition to distance learning in 2019-20, 2017-18 is the most recent consistent year of data available and is therefore used as the baseline.</i></p>	<p>All Students: 13.6% African American / Black: 25.2% Hispanic / Latino: 13.2% English Learner: 12.9% RFEP: 5.2% Standard English Learner: 16.8% Students with Disabilities: 20.0% Low Income: 14.3% Foster Youth: 19.8%</p>	<p>All Students: 16.3% African American / Black: 32.6% Hispanic / Latino: 17.5% English Learner: 17.6% RFEP: 7.8% Standard English Learner: 21.4% Students with Disabilities: 22.2% Low Income: 19.2% Foster Youth: 27.1%</p>	<p>All Students: 47.0% African American / Black: 58.9% Hispanic / Latino: 50.7% English Learner: 49.7% RFEP: 31.4% Standard English Learner: 55.8% Students with Disabilities: 55.7% Low Income: 51.4% Foster Youth: 46.9%</p>	<p>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%</p>	<p>All Students: 13.6% African American / Black: 25.2% Hispanic / Latino: 13.2% English Learner: 12.9% RFEP: 5.2% Standard English Learner: 16.8% Students with Disabilities: 20.0% Low Income: 14.3% Foster Youth: 19.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	
Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8  <i>*Note that due to the UTLA work stoppage in 2018-19, and the transition to distance learning in 2019-20, 2017-18 is the most recent consistent year of data available and is therefore used as the baseline.</i>	All Students: 12.4% African American / Black: 22.1% Hispanic / Latino: 12.1% English Learner: 16.2% RFEP: 8.5% Standard English Learner: 14.9% Students with Disabilities: 20.6% Low Income: 13.2% Foster Youth: 23.9%  (Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 15.4% African American / Black: 25.2% Hispanic / Latino: 16.9% English Learner: 24.3% RFEP: 12.8% Standard English Learner: 17.9% Students with Disabilities: 21.3% Low Income: 17.8% Foster Youth: 27.5%  (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 40.1% African American / Black: 54.1% Hispanic / Latino: 42.1% English Learner: 48.8% RFEP: 34.3% Standard English Learner: 47.1% Students with Disabilities: 51.5% Low Income: 43.2% Foster Youth: 46.6%  (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	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) <i>Source: LAUSD Open Data Dashboard</i>	All Students: 12.4% African American / Black: 22.1% Hispanic / Latino: 12.1% English Learner: 16.2% RFEP: 8.5% Standard English Learner: 14.9% Students with Disabilities: 20.6% Low Income: 13.2% Foster Youth: 23.9%
Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12  <i>*Note that due to the UTLA work stoppage in 2018-19, and the transition to distance learning in 2019-20, 2017-18 is the most recent consistent year of</i>	All Students: 22.3% African American / Black: 30.8% Hispanic / Latino: 22.5% English Learner: 33.9% RFEP: 18.6% Standard English Learner: 20.2%	All Students: 23.6% African American / Black: 31.4% Hispanic / Latino: 24.8% English Learner: 39.3% RFEP: 21.2% Standard English Learner: 24.4%	All Students: 46.0% African American / Black: 56.2% Hispanic / Latino: 47.1% English Learner: 57.1% RFEP: 43.1% Standard English Learner: 49.5%	All Students: 39.4% African American / Black: 47.3% Hispanic / Latino: 40.5% English Learner: 51.0% RFEP: 36.3% Standard English Learner: 42.4%	All Students: 22.3% African American / Black: 30.8% Hispanic / Latino: 22.5% English Learner: 33.9% RFEP: 18.6% Standard English Learner: 20.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<i>data available and is therefore used as the baseline.</i>	Students with Disabilities: 30.9% Low Income: 23% Foster Youth: 34.2%  (Year: 2017-18)  <i>Source: LAUSD Open Data Dashboard</i>	Students with Disabilities: 32.3% Low Income: 25.4% Foster Youth: 39.6%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	Students with Disabilities: 55.1% Low Income: 48.0% Foster Youth: 55.4%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Students with Disabilities: 48.9% Low Income: 41.0% Foster Youth: 49.8%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Students with Disabilities: 30.9% Low Income: 22.8% Foster Youth: 34.2%
<b>Single Student Suspension Rate</b>  <i>*Note that due to transition to distance learning in 2019-20 and 2020-21, 2018-19 is the most recent consistent year of data available</i>	All Students: 0.37% African American / Black: 1.46% Hispanic / Latino: 0.30% English Learner: 0.30% RFEP: 0.27% Standard English Learner: 0.50% Students with Disabilities: 0.85% Low Income: 0.39% Foster Youth: 1.36%  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 0.0% African American / Black: 0.0% Hispanic / Latino: 0.0% English Learner: 0.0% RFEP: 0.0% Standard English Learner: 0.0% Students with Disabilities: 0.0% Low Income: 0.0% Foster Youth: 0.0%  (Year 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 0.30% African American / Black: 0.87% Hispanic / Latino: 0.26% English Learner: 0.23% RFEP: 0.29% Standard English Learner: 0.37% Students with Disabilities: 0.65% Low Income: 0.32% Foster Youth: 1.29%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 0.39% African American / Black: 1.0% Hispanic / Latino: 0.35% English Learner: 0.30% RFEP: 0.41% Standard English Learner: 0.46% Students with Disabilities: 0.74% Low Income: 0.43% Foster Youth: 1.26%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 0.22% African American / Black: 0.88% Hispanic / Latino: 0.18% English Learner: 0.18% RFEP: 0.16% Standard English Learner: 0.30% Students with Disabilities: 0.51% Low Income: 0.23% Foster Youth: 0.82%
<b>Instructional Days Lost to Suspension</b>  <i>*Note that due to transition to distance</i>	All Students: 3,990 African American / Black: 1,170 Hispanic / Latino: 2,410	All Students: 15 African American / Black: 0 Hispanic / Latino: 14 English Learner: 0	All Students: 2,900 African American / Black: 595 Hispanic / Latino: 1,874	All Students: 3,850 African American / Black: 745 Hispanic / Latino: 2,563	All Students: 2,383 African American / Black: 699 Hispanic / Latino: 1,439

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<i>learning in 2019-20 and 2020-21, 2018-19 is the most recent consistent year of data available</i>	<p>English Learner: 603 RFEP: 812 Standard English Learner: 1,678 Students with Disabilities: 610 Low Income: 3,672 Foster Youth: 104</p> <p>(Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>RFEP: 10 Standard English Learner: 0 Students with Disabilities: 7 Low Income: 13 Foster Youth: 0 (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 477 RFEP: 733 Standard English Learner: 1,366 Students with Disabilities: 960 Low Income: 2,573 Foster Youth: 140</p> <p>(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 592 RFEP: 1,050 Standard English Learner: 1,807 Students with Disabilities: 1,048 Low Income: 3,421 Foster Youth: 98</p> <p>(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 360 RFEP: 485 Standard English Learner: 1,002 Students with Disabilities: 364 Low Income: 2,193 Foster Youth: 62</p>
<p>Expulsion Rate</p> <p><i>*Note that due to transition to distance learning in 2019-20 and 2020-21, 2018-19 is the most recent consistent year of data available</i></p>	<p>All Students: 82 students (0.017%)</p> <p>(Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 0.00%</p> <p>(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 0.01%</p> <p>(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 0.02%</p> <p>(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Students: 48 students (0.010%)</p>
<p>Percent of Students Reporting on the School Experience Survey: <i>"I feel safe in this school."</i></p>	<p>All Students: 67% African American / Black: 59.5% Hispanic / Latino: 67.4% English Learner: 74% RFEP: 65% Standard English Learner: 66.1% Students with Disabilities: 68.5% Low Income: 66.9%</p>	<p>All Students: 72.7% African American / Black: 65.9% Hispanic / Latino: 72.8% English Learner: 74.7% RFEP: 71.4% Standard English Learner: 72.3% Students with Disabilities: 71.3%</p>	<p>All Students: 67.3% African American / Black: 61.9% Hispanic / Latino: 67.1% English Learner: 70.3% RFEP: 64.9% Standard English Learner: 67.0% Students with Disabilities: 66.4%</p>	<p>All Students: 63.5% African American / Black: 58.0% Hispanic / Latino: 63.1% English Learner: 66.7% RFEP: 60.6% Standard English Learner: 64.6% Students with Disabilities: 63.9% Low Income: 62.5%</p>	<p>All Students: 78.0% African American / Black: 72.0% Hispanic / Latino: 78.0% English Learner: 80.0% RFEP: 77.0% Standard English Learner: 77.0% Students with Disabilities: 76.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: 69.8%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	Low Income: 72.2% Foster Youth: 74.0%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Low Income: 67.1% Foster Youth: 68.0%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Foster Youth: 66.4%  (Year 2023-24)  <i>Source: LAUSD Open Data Dashboard</i>	Low Income: 77.0% Foster Youth: 79.0%
Percent of Parents Reporting on the School Experience Survey: <i>"My child is safe on school grounds."</i>	All Parents: 84.6%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	All Parents: 84.9%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Parents: 83.7%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Parents: 84.9%  (Year 2023-24)  <i>Source: LAUSD Open Data Dashboard</i>	All Parents: 91.0%
Percent of Staff Reporting on the School Experience Survey: <i>"I feel safe on school grounds during the day"</i>	All Staff: 89.9%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 95.5%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 94.2%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 94.1%  (Year 2023-24)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 93.0%
Percent of Students Reporting on the School Experience Survey: <i>"I feel like I am part of this school."</i>	All Students: 69.9% African American / Black: 65.6% Hispanic / Latino: 69.6% English Learner: 75.6% RFEP: 68.5% Standard English Learner: 69.8% Students with Disabilities: 69.3% Low Income: 69.8% Foster Youth: 70.7%	All Students: 64.8% African American / Black: 60.3% Hispanic / Latino: 64.4% English Learner: 70.0% RFEP: 62.0% Standard English Learner: 63.9% Students with Disabilities: 64.1% Low Income: 64.3% Foster Youth: 65.3%	All Students: 61.6% African American / Black: 58.1% Hispanic / Latino: 61.0% English Learner: 66.4% RFEP: 58.1% Standard English Learner: 61.2% Students with Disabilities: 60.6% Low Income: 61.1% Foster Youth: 59.6%	All Students: 58.5% African American / Black: 55.8% Hispanic / Latino: 57.7% English Learner: 63.4% RFEP: 54.6% Standard English Learner: 60.1% Students with Disabilities: 58.9% Low Income: 57.5% Foster Youth: 56.8%	All Students: 72.0% African American / Black: 67.6% Hispanic / Latino: 72.1% English Learner: 77.8% RFEP: 70.5% Standard English Learner: 70.9% Students with Disabilities: 71.4% Low Income: 71.9% Foster Youth: 72.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	(Year 2023-24) <i>Source: LAUSD Open Data Dashboard</i>	

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 2, Action 1: Safe School Facilities

In 2023-24, the District's Office of Environmental Health and Safety (OEHS) in the Facilities Division provided support to schools to ensure safety and health issues are addressed and students and staff have safe learning environments.

- Successes:
  - Increased to 420 schools, as of March 2024, the number of completed environmental, safety, and emergency readiness assessments from 166 schools in 2022-23.
  - Ahead of timeline to complete 100% of school environmental, safety, and emergency readiness assessments by 2025-26; 867 schools in total.
- Challenges:
  - Developing real time dashboards for use on mobile devices with the support of the Information Technology Services (ITS) department to track real-time progress of the readiness assessments and determine trend data to increase completion rate.

Despite the presented challenge, the OEHS implemented services to support safe school facilities in 2023-24 as planned.

### Goal 2, Action 2: School Police

In 2023-24, the Los Angeles School Police Department (LASPD) provided supervisory oversight of daily patrol-based deployments to support safety and security for students and staff across the District. The LASPD responded to calls for service due to emerging safety threats and conducted criminal investigations in support of School Climate Advocates in District schools as well as implemented property crime reduction measures.

- Successes:
  - Implemented the LASPD deployment goal of 60 patrol units per day, while responding to emergency calls for service in nine minutes or less.
  - Responded to 39,214 calls for service to schools during school hours to support campus safety.
- Challenges:
  - Reduced number of police officers as compared to 2018-19 personnel numbers impacted service delivery.

Despite the presented challenge, the LASPD supported a safe school learning environment by providing described services in 2023-24 as planned.

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

In 2023-24, the District's Division of School Operations continued to support safe and positive school learning environments by employing campus aides at school sites.

- Successes:
  - Comprehensive training on school safety and security measures has been provided to 974 campus aides to ensure a school school environment.
  - Implementation of the Every School Safe: Blueprint for School Safety to train students strategies to help them recognize safety concerns and how to ask for help.
- Challenges:
  - Recruiting and filling all vacancies for campus aide positions continues to be a challenge. The District is addressing the challenge through job fairs and continuous recruitment.

Despite the presented challenge, the Division of School Operations continued to support a safe school learning environment in 2023-24 as planned.

### Goal 2, Action 4: Supplemental School Climate Support Staff

In 2023-24, the District's Division of School Operations continued to support safe and positive school learning environments by employing supplemental campus aides at school sites.

- Successes:
  - Integrating professional development training on cultural competencies and trauma-informed practices to better assist campus aides in meeting the needs of high-need student populations.
  - Use of restorative practices by campus aides to address the behavioral needs of students.
- Challenges:
  - Recruiting and filling all vacancies for campus aide positions continues to be a challenge.

Despite the presented challenge, the Division of School Operations implemented the supplemental campus aide program in 2023-24 as planned.

### Goal 2, Action 5: Student Health Services

In 2023-24, the District's Nursing Services office provided a comprehensive Student Health Services program to ensure a high-level of student health with a focus on immunization compliance and follow-up as an ongoing activity as well as delivering state-mandated screenings such as vision and scoliosis, among additional health services.

- Successes:

- Districtwide compliance rate is 96% for students completing required immunizations at time of enrollment.
- Weekly communication to all school principals and Region Administrators of Operations regarding student immunization data.
- Challenges:
  - Ensuring students have completed required vaccinations at time of enrollment.

Despite the presented challenge, the District's Student Health Services program was implemented in 2023-24 as planned.

#### Goal 2, Action 6: Supplemental Student Health Services

In 2023-24, the District's Nursing Services office continued to provide supplemental student health services to high-needs student populations such as students from low-income families.

- Successes:
  - Increased collaboration with the District's Human Resources Division to recruit highly-qualified school nurses.
  - Staff recruitment has seen a sharp increase due to last year's Board approved labor agreements with increased salary. A 39% increase in the number of school nurses to 640 in 2023-24 from 460 school nurses in 2022-23.
- Challenges:
  - None Identified.

Supplemental Student Health Services were implemented in 2023-24 as planned.

#### Goal 2, Action 7: Student Athletics Programs

In 2023-24, the District's Interscholastic Athletics Division (IAD) continued to implement and support student athletics programs to increase student attendance and engagement as well as promote healthy student lifestyles.

- Successes:
  - Increased gender equity in student athletics programs with the implementation of girls flag football, beach volleyball, and cheer moving from a two-season sport per school year (fall and winter) to a year-round, all three season sport (fall, winter, and spring).
  - Increased ability to monitor students' academic achievement via the District's student information system, MiSiS, and provide academic interventions when necessary.
- Challenges:
  - None Identified.

The Interscholastic Athletics Division implemented programs in 2023-24 as planned.

### Goal 2, Action 8: Community Schools Initiative

In 2023-24, the District's Community Schools Initiative continues to expand the number of schools and used state funds to support student wellness centers, high school work-based learning coordinators and college-readiness programs, among additional resources to increase students' college and career readiness after high school graduation.

- Successes:
  - Early collaboration between school teams and Community School Coordinators to complete Asset and Needs Assessments to identify student and family needs has supported a decrease in chronic absenteeism (4.5% decrease compared to 2022-23) and an increase in student attendance (1.6% increase compared to 2022-23) at participating Community Schools.
  - Each Community School engaged in a Plan-Do-Study-Act (PDSA) evaluation cycle to study results and decide additional implementation processes for further improvement.
  - 23 Cohort Four schools are in a planning year completing data collection and reviewing strategies to improve student attendance.
- Challenges:
  - None Identified.

The Community Schools Initiative was implemented in 2023-24 as planned.

### Goal 2, Action 9: Mental Health and Student Supports

In 2023-24, the District's Student Health and Human Services (SHHS) Division provided in-person and remote mental health services via the School Mental Health (SMH) department to support students and families with crisis recovery and intervention for our Regions, clinic-based integrated care in our communities, school-based social work, multi-tiered interventions, and special education counseling at our Los Angeles Unified campuses. Student and family needs for school-based mental health services remains high given the impacts of the pandemic and the unique needs of International Newcomer students including unaccompanied youth entering District schools.

- Successes:
  - Continued placement and use of school-based Psychiatric Social Workers (PSWs) to provide preventative, early intervention, and mental health assessments to support a safe school climate.
  - Collaborated with the Office of Student, Family and Community Engagement to build the capacity of parents to support youth mental health.
  - Maintained staffing levels on the Student and Family Wellness Hotline to provide continued mental health services and consultations.
  - Provided training to SMH PSWs
- Challenges:
  - Recruitment and retention of staff continues to be a challenge, however, the SHHS Division continues to work with the Human Resources Division to identify and hire highly-qualified mental health professionals.

Despite the presented challenge, the District's Student Health and Human Services (SHHS) Division implemented mental health supports in 2023-24 as planned.

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

In 2023-24, the District's Student Health and Human Services (SHHS) Division provided teachers and staff with professional development trainings via the Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP) department to increase usage of PBIS/RP strategies to establish positive school climates as well as positive individual student behaviors.

- Successes:
  - Increased number of teachers and staff using the PBIS/RP Schoology learning management system to 22,000 members in 2023-24 from approximately 18,000 members in 2022-23. The digital Schoology platform allows the sharing of resources such as responding to disruptive classroom behaviors, classroom and school-wide procedures and routines to develop connectedness as well as staff expectations for in-person activities.
  - In the fall 2023 semester, 99% of schools completed the Tiered Fidelity Inventory (Tier 1) and identified action plan goals to further develop expectations for positive student behaviors, teaching, the implementation of PBIS/RP practices including community building, and a schedule for reviewing student behaviors data. In the spring 2024 semester, 100% of schools completed the Tiered Fidelity Inventory (Tier 1). The District's Tiered Fidelity Inventory provides schools with tiered levels of strategies from providing universal supports for all students (Tier 1), selected supports and strategies such as for targeted small student groups (Tier 2), to intensive supports and strategies for individual students (Tier 3).
  - Increased number of professional development trainings on PBIS/RP to 1,094 (as of March 2024) from 452 in 2022-23.
- Challenges:
  - The hiring freeze of Systems of Support Adviser positions to contribute to the implementation of evidenced-based practices such as Positive Behavior Intervention and Support has impacted progress in expanding services.

Despite the presented challenge, the Districtwide PBIS and RP for students were principally implemented in 2023-24 as planned.

### Goal 2, Action 11: Attendance Interventions

In 2023-24, the District's Student Health and Human Services (SHHS) Division's Pupil Services and Attendance Department continued the iAttend initiative to reduce chronic absenteeism and improve student attendance Districtwide by implementing seven elements to improve student attendance: (1) Accurate Data; (2) Attendance Teams; (3) Culture of Attendance; (4) Outreach and Intervention; (5) Community Partners; (6) Staff Understanding; and (7) Continuous Improvement.

- Successes:
  - A 6.1% reduction in Districtwide chronic absenteeism, 30.4% through February 2024, compared to a 36.5% chronic absenteeism rate in 2022-23.
- Challenges:

- Despite a notable decline in student chronic absenteeism rates compared to the prior year in 2022-23, chronic absenteeism rates have not returned to pre-pandemic levels.

Despite the presented challenge, the sustained implementation of the iAttend initiative in 2023-24 was completed as planned.

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

In 2023-24, the Office of the Chief Medical Director (OCMD) provided services for International Newcomer students from all over the world and continuing students including immediate enrollment into school and medical care. Many newly arriving students and their families are refugees entering the United States. In addition, many Newcomer students are unaccompanied minors placed with sponsors.

- **Successes:**
  - 1,265 International Newcomer student enrollments supported at the two S.E.P.A. centers; San Fernando Valley S.E.P.A. at Panorama and Los Angeles S.E.P.A. at Placentia.
  - Supporting an increasing Armenian and Russian student population by adding a school nurse speaking Armenian and Russian to the S.E.P.A. Panorama center.
  - Delivered 12,910 vaccinations to 3,251 students, as of February 2024; S.E.P.A L.A. had 2,301 student vaccine visits providing 9,194 vaccines and S.E.P.A. Panorama had 950 student vaccine visits providing 3,716 vaccines.
- **Challenges:**
  - Inability to hire two full-time Interpreter Aide positions until February 2024.

Despite the presented challenge, the S.E.P.A. program facilitated enrollment and supports for newly arriving and continuing students throughout the District in 2023-24 as planned.

#### Goal 2, Action 13: FamilySource System

In 2023-24, the Student Health and Human Services (SHHS) Division continued to support improved and positive student and family health with services, including biopsychosocial assessments, through a partnership with the City of Los Angeles Housing and Community Investment Department, which also includes the use of Pupil Services and Attendance (PSA) Counselors at 16 FamilySource Centers to address academic success.

- **Successes:**
  - Served 1,367 families by conducting 2,667 biopsychosocial assessments, which evaluated biological, psychological, and social factors that affect behaviors, to diagnose health factors.
  - Identified and increased need for PSA counselors will expand staffing from 16 in 2023-24 to 20 PSA counselors in 2024-25.
- **Challenges:**
  - None Identified.

The FamilySource System implemented services to students and families in 2023-24 as planned.

Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools (New Action in 2023-24)

In 2023-24, District elementary schools continued to use Student Equity Needs Index (SENI) funding to increase student attendance of high-needs student groups and improve school climate and safety.

- **Successes:**
  - Funding allowed schools the flexibility to personalize strategies and efforts to address the specific needs of students based on needs assessments to prioritize how students, particularly English Learners, foster youth, and students from low income families, benefit from mental health services, wellness services, and additional targeted supports.
  - Implemented student attendance monitoring and increased family outreach to increase attendance of students with low attendance rates or are chronically absent.
  - Provided students with mental health services and supports through the employment of Psychologists and Psychiatric Social Workers (PSWs).
  - Provided professional development to teachers and staff on addressing the social-emotional needs of students.
  - Increased use of nursing services to make it easier for students and families to receive healthcare resources to improve student attendance.
- **Challenges:**
  - Schools continue to encounter challenges with filling vacant positions.
  - Numerous schools opted to allocate limited or one-time funds towards targeted interventions.

Despite the presented challenges, elementary schools utilized SENI funds to enhance support for high-needs student groups including English Learners, students from low income families, and foster youth and continue to work to reduce equity gaps.

Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools (New Action in 2023-24)

In 2023-24, District middle schools continued to use Student Equity Needs Index (SENI) funding to increase student attendance of high-needs student groups and improve school climate and safety.

- **Successes:**
  - Use of additional nursing personnel to enhance healthcare accessibility and increase student and family wellness to improve student attendance.
  - Expanded student mental health and social-emotional learning supports at school sites through the employment of psychologists and Psychiatric Social Workers (PSWs).
  - Implementation of attendance interventions to support the needs of English Learners, low-income students, and foster youth as

well as communicating school attendance policies.

- Increased communication with families to maintain a positive school-to-home connection and provide resources and supports to assist increased student attendance, which included supports provided by Pupil Services and Attendance (PSA) counselors.
- School administration to implement early attendance intervention strategies and provide targeted resources to students who are chronically absent or at risk of truancy.
- School site campus aides to support safe and positive school communities, which included supporting positive student behaviors through conflict resolution and mediation.
- Empowered schools with the financial flexibility to pinpoint the specific needs of students, taking into account factors like socioeconomic status and English language proficiency and allowing support services aimed at enhancing student performance in academics and fostering positive school behaviors.
- Challenges:
  - Schools continue to encounter challenges with filling vacant positions.
  - Numerous schools opted to allocate limited or one-time funds towards targeted interventions.

Despite the presented challenges, middle schools utilized SENI funds to enhance support for high-needs student groups including English Learners, students from low income families, and foster youth and continue to work to reduce equity gaps.

Goal 2, Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools (New Action in 2023-24)

In 2023-24, District high schools continued to use Student Equity Needs Index (SENI) funding to increase student attendance of high-needs student groups and improve school climate and safety.

- Successes:
  - Deployment of school site campus aides to promote safe and positive school communities, including facilitating conflict resolution and mediation to support positive student behaviors.
  - Use of psychologists and additional mental health staff to support students with mental health and social-emotional learning services at school sites.
  - Targeted healthcare services for English Learners, foster youth, and students from low income families to increase their wellness and positively impact student attendance.
  - Conducted family outreach efforts to provide resources and information to support family and students' health and wellness.
  - Implemented attendance interventions to support increased attendance of English Learners, foster youth, and students from low income families.
  - Provided schools with the funding flexibility to identify the areas where students require additional support, while considering factors such as socioeconomic status and English language proficiency, and providing targeted support services to increase student performance as evidenced in academics and positive school behaviors.
- Challenges:
  - Schools continue to encounter challenges with filling vacant positions.

- Numerous schools opted to allocate limited or one-time funds towards targeted interventions.

Despite the presented challenges, high schools utilized SENI funds to enhance support for high-needs student groups including English Learners, students from low income families, and foster youth and continue to work to reduce equity gaps.

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

Goal 2, Action 1: Safe School Facilities

*No material differences were observed for this action.*

Goal 2, Action 2: School Safety and Police

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, is salary increases as a result of negotiated collective bargaining agreements.

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, is primarily due to lower than anticipated costs in salary and benefits as a result of challenges in hiring qualified school climate support staff.

Goal 2, Action 4: Supplemental School Climate Support Staff

*No material differences were observed for this action.*

Goal 2, Action 5: Student Health Services

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is a result of the District shifting expenditures into ESSER to maximize use of the one-time funds. The ESSER funds will be expiring later this year and, at which point, the District plans to revert Student Health Services expenditures back to LCFF.

Goal 2, Action 6: Supplemental Student Health Services

*No material differences were observed for this action.*

Goal 2, Action 7: Student Athletics Program

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action was chiefly due to the allocation of funds to purchase student athletic uniforms and represents a carry over of funds from 2022-23 to pay for uniforms over a two year period- 2023-24 and 2024-25. The material difference will be expended between November 2024 and March 2025.

Goal 2, Action 8: Community Schools Initiative

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action are a result of higher expenditures in the second half of the school year; February to June.

Goal 2, Action 9: Mental Health Supports

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on the utilization of non-LCFF funds, such as maximizing one-time ESSER funds, and is not indicative of diminished services.

Goal 2, Action 10: Positive Behavior Interventions

Goal 2, Action 11: Attendance Interventions

*No material differences were observed for the actions.*

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is attributed to multiple vacancies, such as Health Care Advocate positions. Student Health and Human Services is collaborating with the Human Resources department to ensure services and supports continue to be provided.

Goal 2, Action 13: FamilySource System

*No material differences were observed for this action.*

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

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

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for goal actions 2.14-2.16 is the difficulty in finding enough highly qualified staff members for open positions at the elementary, middle, and high school levels. The District supports staff recruitment efforts such as for behavioral support staff including mental health for all schools to support the actions funded with SENI investments. It is also important to note that unspent SENI funds stay with the school, the funds are school based allocations. The SENI funds can then be used later by the individual school site under the same allowable uses that are in alignment with the action which is to assist students from low income families, students in foster care, and English Learners in improving physical and mental and well-being. District schools do utilize additional resources for the implementation of student services and programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The COVID-19 pandemic had an impact on academic engagement metrics such as student attendance rates and chronic absenteeism in the Measuring and Reporting Results for LCAP Goal 2: Joy and Wellness as evidenced in the presented data in Year 2 Outcomes. Despite this, the District has seen success in outcomes since the end of the pandemic; chronic absenteeism rates have decreased and the student attendance rates have increased, for example. The action plans contained in the goal actions for LCAP Goal 2 have been effective as exhibited by progress on the goal action monitoring measures and the goal metrics. Each action for Goal 2: Joy and Wellness has reported data connecting outcomes to specific progress monitoring measures highlighting effectiveness and in alignment with the District's priorities within Pillar 2: Joy and Wellness in the Board-adopted 2022-26 Strategic Plan; Welcoming Learning Environments, Whole-Child Well-Being, Strong Social-Emotional Skills, and Outstanding Attendance.

### Goal 2, Action 1: Safe School Facilities

In 2023-24, the District's Office of Environmental Health and Safety (OEHS) monitored progress towards Welcoming Learning Environments in the area of supporting safe school facilities using the following progress measure:

- Percentage of schools with completed environmental, safety, and emergency readiness assessments
  - 2023-24: 48% of schools (420 of 867 schools), as of March 2024, completed environmental, safety, and emergency readiness assessments.
  - 2022-23: 19% of schools (166 of 867 schools) completed environmental, safety, and emergency readiness assessments.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 2, Action 2: School Police

In 2023-24, the Los Angeles School Police Department (LASPD) monitored progress towards Welcoming Learning Environments using the following progress measures:

- Supervisory oversight of daily deployments to assign LASPD personnel in alignment with the Community of Schools deployment

model

- A minimum of 60 patrol units were deployed on a daily basis in accordance with LASPDs stated goal
- Calls for service in response to a criminal investigation or safety issue in support of the newly create School Climate Advocates
  - 39,214 calls for service, as of March 2024, to support safety on campuses during school hours. The calls for service were generated in response either to a victim or a reporting person calling the LASPD for police services, or as a follow-up to a prior safety related incident.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the District's Division of School Operations monitored progress towards Welcoming Learning Environments in the area of school climate support staff by employing the following progress measure:

- Overall 2023-24 School Experience Survey results for "Adults at this school treat all students with respect"
  - Elementary School: 72.4% compared to 78% in 2022-23.
  - Middle School: 55.3% compared to 60% in 2022-23.
  - High School: 58.4% compared to 59% in 2022-23.
- Overall 2023-24 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"
  - Elementary School: 69.9% compared to 71% in 2022-23
  - Middle School: 61.6% compared to 54% in 2022-23.
  - High School: 56.6% compared to 55% in 2022-23.
- Overall 2023-24 School Experience Survey results for "There is at least one adult at my school who supports me"
  - Elementary School: 77.1% compared to 77% in 2022-23.
  - Middle School: 61.6% compared to 63% in 2022-23.
  - High School: 65.0% compared to 64% in 2022-23.
- School Experience Survey (SES) results highlight an overall slight decrease by elementary school, middle school, and high school for the measure "Adults at this school treat all students with respect" from 2022-23 to 2023-24. For the measure "There is an adult at my school whom I trust and can talk to no matter what is bothering me," the results show increases in survey results for middle school and high school but a slight decrease for elementary school. In addition, the results for the measure "There is at least one adult at my school who supports me" highlight a slight increase for elementary school and high school but a decrease in middle school. Overall, the District views the action as effective in creating a welcome and safe learning environment for students but understands there is a variance in the just released survey results that it is working to understand. The Division of School Operations is analyzing the student survey data and looking at trends, such as the discrepancy between middle school survey results for "There is an adult at my school whom I trust and can talk to no matter what is bothering me" and "There is at least one adult at my school who supports me." The initial thought is a stronger correlation of result should be present between the two measures; however, further examining the feedback and aligning actionable steps will allow the District to improve as well as continue to monitor effectiveness and ensure a safe and welcome learning environment. The District is continually committed to supporting a safe and welcoming learning

environment so students are able to focus on learning and fully develop themselves as learners and citizens.

Goal 2, Action 4: Supplemental School Climate Support Staff

In 2023-24, the District's Division of School Operations monitored progress towards Welcoming Learning Environments in the area of supplemental school climate support staff:

- 2023-24 School Experience Survey results for “Adults at this school treat all students with respect”
  - English Learner:
    - Elementary School: 75.9% compared to 81% in 2022-23.
    - Middle School: 64.6% compared to 68% in 2022-23.
    - High School: 70.7% compared to 71% in 2022-23.
  - Low Income Students:
    - Elementary School: 72.3% compared to 78% in 2022-23.
    - Middle School: 55.4% compared to 61% in 2022-23.
    - High School: 59.0% compared to 60% in 2022-23.
  - Students in Foster Care:
    - Elementary School: 69.1% compared to 77% in 2022-23.
    - Middle School: 51.9% compared to 57% in 2022-23.
    - High School: 55.6% compared to 58% in 2022-23.
- 2023-24 School Experience Survey results for “There is an adult at my school whom I trust and can talk to no matter what is bothering me”
  - English Learner:
    - Elementary School: 70.8% compared to 72% in 2022-23.
    - Middle School: 52.8% compared to 57% in 2022-23.
    - High School: 56.0% compared to 55% in 2022-23.
  - Low Income Students:
    - Elementary School: 70.3% compared to 72% in 2022-23.
    - Middle School: 52.0% compared to 54% in 2022-23.
    - High School: 56.4% compared to 55% in 2022-23.
  - Students in Foster Care:
    - Elementary School: 68.0% compared to 71% in 2022-23.
    - Middle School: 51.5% compared to 54% in 2022-23.
    - High School: 60.0% compared to 56% in 2022-23.
- 2023-24 School Experience Survey results for “There is at least one adult at my school who supports me”
  - English Learner:
    - Elementary School: 73.3% compared to 74% in 2022-23.
    - Middle School: 58.8% compared to 62% in 2022-23.
    - High School: 62.3% compared to 62% in 2022-23.

- Low Income Students:
  - Elementary School: 76.1% compared to 76% in 2022-23.
  - Middle School: 60.2% compared to 62% in 2022-23.
  - High School: 64.% compared to 63% in 2022-23.
- Students in Foster Care:
  - Elementary School: 74.1% compared to 75% in 2022-23.
  - Middle School: 56.6% compared to 63% in 2022-23.
  - High School: 67.2% compared to 64% in 2022-23.
- Taken as a whole, the School Experience Survey (SES) highlights a slight decrease in results for the three survey measures for a Welcoming Learning Environments in the English Learner, Low Income, and Foster Youth student groups. However, when viewing the results by High School students within the three student groups, there is an increased survey result for the two measures “There is at least one adult at my school who supports me” and “There is an adult at my school whom I trust and can talk to no matter what is bothering me.” The District perceives the action as effective in fostering a welcoming and secure learning atmosphere for students. However, it acknowledges the recent release of survey results show some variance, which it is actively investigating. The Division of School Operations is reviewing the student survey data and identifying trends. Initial observations suggest a need for stronger correlation between measures. A deeper analysis of the feedback and alignment of actionable steps will allow the District to enhance its efforts. This process will also facilitate ongoing monitoring of effectiveness to ensure a safe and welcoming learning environment. The District remains steadfast in its commitment to supporting such an environment, enabling students to concentrate on learning and fully develop as learners and citizens.

#### Goal 2. Action 5: Student Health Services

In 2023-24, the District’s Nursing Services in the Office of the Chief Medical Director (OCMD) monitored progress towards Whole-Child Well-Being in the area of student health services by employing the following measure:

- Increased percentage of students compliant for all childhood vaccinations required for school admission (Los Angeles Unified students in grades UTK-12, including our Affiliated Charter schools, as of March 2024.
  - Overall: 96.0% (slight decrease from 96.4% in 2022-23).
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 2. Action 6: Supplemental Student Health Services

In 2023-24, the District’s Nursing Services in the Office of the Chief Medical Director (OCMD) monitored progress towards Whole-Child Well-Being in the area of supplemental health services by employing the following measure:

- Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need
  - 27% increase of health care professionals from August 2023 to March 2024 to provide much needed services for Low Income students; from 685 health care professionals (505 registered school nurses and 180 licensed vocational nurses (LVNs)) to 820 health care professionals (640 registered school nurses and 180 LVNs).

- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 2, Action 7: Student Athletics Programs

In 2023-24, the District's Interscholastic Athletics Division (IAD) monitored progress towards Whole-Child Well-Being in the area of promoting a healthy and active lifestyle using the following progress measures:

- Increased number of student participating in athletics
  - Increase in student participation in the Districtwide sports program as additional sports have been added such as girls flag football, stunt cheer, and beach volleyball.
- Improvements on progress reports monitoring grades for eligibility
  - The District's capacity to monitor academic progress of student athletes via the student information system, My Integrated Student Information System (MiSiS), has increased and MiSiS provides schools with the ability to target tutoring services for students in-risk of ineligibility.
- Increased academic certificates to students receiving above 3.0 and 3.5
  - Scholar athletes continue to collectively have higher GPAs than non-scholar athletes. The number of schools receiving academic certificates increased to 59 schools in 2023-24, as of March 2024, from 51 schools in 2022-23.
- Increased partnerships with third parties to provide additional academic and attendance recognitions
  - Continued academic partnership with the Los Angeles Rams professional football team to recognize students and athletic teams with high GPAs or most improved GPAs. The girls flag football team at Girls Academic Leadership Academy (GALA), a grade 6-12 school, had the highest GAP at 3.81; eight of the 15 players had a 4.0 or higher GPA.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 2, Action 8: Community Schools Initiative

In 2023-24, the District's Community Schools Initiative monitored program effectiveness towards Whole-Child Well-Being using the following progress measures:

- Attendance rates at participating Community Schools
  - Increased: 1.6% increase in Average Daily Attendance to 91.1% through March 2024 from 89.5% in 2022-23. Attendance rate estimate is 93% for 2023-24.
- Chronic absenteeism rates at participating Community Schools
  - Decreased: 4.5% decrease in chronic absenteeism to 34.5% through March 2024 from 39.0% in 2022-23.
- School Experience Survey results at participating Community Schools
  - 2023-24:
    - 84.6% of parent respondents at participating Community Schools agreed or strongly agreed on the 2023-24 School Experience Survey that "This school offers extra activities for my child's personal growth"
    - 87.2% of parent respondents at participating Community Schools agreed or strongly agreed on the 2023-24 School

- Experience Survey that “This school provides high quality instruction to my child”
  - 72.8% of student respondents at participating Community Schools agreed or strongly agreed on the 2023-24 School Experience Survey that “There are lots of chances for students at my school to get involved in sports, clubs or other school activities outside of class”
- 2022-23:
  - 84.4% of parent respondents at participating Community Schools agreed or strongly agreed on the 2022-23 School Experience Survey that “This school offers extra activities for my child’s personal growth”
  - 87.1% of parent respondents at participating Community Schools agreed or strongly agreed on the 2022-23 School Experience Survey that “This school provides high quality instruction to my child”
  - 75.5% of student respondents at participating Community Schools agreed or strongly agreed on the 2022-23 School Experience Survey that “There are lots of chances for students at my school to get involved in sports, clubs or other school activities outside of class”
- School Experience Survey results at participating Community Schools highlight an increase in two of three areas from parent respondents from 2022-23 to 2023-24: “This school offers extra activities for my child’s personal growth” and “This school provides high quality instruction to my child.” The District views the School Experience Survey (SES) data as supportive of action effectiveness. Further review of the survey participation rate and survey tool may result in increasing promotion of the SES as well as redesigning survey questions to ensure accurate responses.

Goal 2, Action 9: Mental Health and Student Supports

In 2023-24, the District’s Student Health and Human Services (SHHS) Division monitored progress towards improving Whole-Child Well-Being for mental health and student supports using the following progress measures:

- Increased the number of students receiving intensive mental health support
  - 2023-24- as of December 2023:
    - Overall: 35,852
    - English Learners: 18%
    - Low Income: 82%
    - Foster Youth: 4.4%
  - 2022-23:
    - Overall: 57,887
    - English Learners: 18%
    - Low Income: 86%
    - Foster Youth: 3.6%
- Increased number of interventions (including individual, group, classroom and schoolwide interventions)
  - 2023-24: 154,401, as of December 2023. Results finalized in summer 2024. However, the mid-year data shows effectiveness of the action due to the number of mental health interventions provided is greater than the number of interventions provided during prior year same period. The District will use the information to inform the effectiveness of the action and need for possible progress monitoring measure amendment, if necessary, for the 2025-26 LCAP.

- 2022-23: 279,680
- Increased number of mental health trainings for staff, parents, and school community
  - 2023-24: 2,495, as of December 2023. Results finalized in summer 2024. However, the mid-year data shows effectiveness of the action as the number of mental health trainings exceeds the same period in prior year. The District will use the information to inform the effectiveness of the action and need for possible progress monitoring measure amendment, if necessary, for the 2025-26 LCAP.
  - 2022-23: 4,189
- Increased number of mental health consultations for staff and parents
  - 2023-24: 22,217, as of spring 2024. Results finalized in summer 2024. However, the number of mental health consultations exceeds the total number of mental health consultations completed in the prior year.
  - 2022-23: 21,130

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

In 2023-24, the District's Student Health and Human Services (SHHS) Division monitored progress towards Strong Social-Emotional Skills for Positive Behavior Interventions (PBIS) and Restorative Practices (RP) using the following progress measures:

- Decreased out of school single student suspension
  - 805 single student suspensions, through December 2023, decreased from 1,646 in 2022-23.
- Decreased instructional days lost to out of school suspensions
  - 1,650 instructional days lost to out of school suspension, through December 2023, decreased from 3,850 in 2022-23.
- Decreased number of Office Discipline Referrals (ODR)
  - Overall: 17,936 referrals, through February 2024, decreased from 30,448 in 2022-23.
  - English Learner: 2,217 referrals, through February 2024, decreased from 5,056 in 2022-23.
  - Low Income: 11,382 referrals, through February 2024, decreased from 28,610 in 2022-23.
  - Foster Youth: 350 referrals, through February 2024, decreased from 2,375 in 2022-23.
- Increased number of staff who participated in professional development, consultations, and trainings related to PBIS and RP
  - Completed 4,942 trainings with 71,838 participants, through January 2024, compared to 3,392 trainings with 87,560 participants in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

Goal 2, Action 11: Attendance Interventions

In 2023-24, the District's Student Health and Human Services (SHHS) Division monitored progress towards Outstanding Attendance in the area of attendance interventions employing the following progress measures:

- Increased percentage of students receiving 96% or greater attendance
  - All Students: 52.6% of students achieved 96% or greater attendance (through January 2024), increased from 36.3% in 2022-23.

- English Learner: 50.2%, through January 2024, increased from 33.3% in 2022-23.
- Low Income: 50.4%, through January 2024, increased from 34.6% in 2022-23.
- Foster Youth: 43.0%, through January 2024, increased from 28.6% in 2022-23.
- Decreased percentage of students who are chronically absent
  - All Students: 28.9% of students were chronically absent, through January 2024, decreased from 34.8% in 2022-23.
  - English Learner: 31.0%, through January 2024, decreased from 38.6% in 2022-23.
  - Low Income: 31.1%, through January 2024, decreased from 37.1% in 2022-23.
  - Foster Youth: 38.5%, through January 2024, decreased from 46.0% in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the District's Office of the Chief Medical Director (OCMD) monitored progress towards Outstanding Attendance for School Enrollment Placement and Assessment centers employing the following progress measures:

- Increased number of Newcomer students and families served by the centers
  - Overall: 3,251 students and families, as of February 2024, compared to 3,009 students and families during the same timeframe in 2022-23. 100% of students served were from Low Income families, while 98% were English Learners.
- Increased number of students and families served by the centers who successfully enroll in school
  - All Students: 1,265 Newcomers, as of February 2024, compared to 967 similar students during the same timeframe in 2022-23. S.E.P.A. Los Angeles enrolled 663 Newcomers, while S.E.P.A. Panorama enrolled 602 Newcomers.
- Increased percentage of students compliant with all vaccinations served by the center
  - All Students: 3,251 Newcomer and continuing students, as of February 2024, compared to 2,700 Newcomer and continuing students during the same timeframe in 2022-23. S.E.P.A. Los Angeles served 2,301 Newcomer and continuing students while S.E.P.A. Panorama served 950 Newcomer and continuing students.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

Goal 2, Action 13: FamilySource System

In 2023-24, the District's Student Health and Human Services (SHHS) Division monitored progress towards Outstanding Attendance for FamilySource System services using the following progress measures:

- Increased number of students provided child welfare and attendance supports through diversion program
  - Overall: 1,961 students, through December 2023, compared to 2,935 students in 2022-23. Final numbers will be available in summer 2024. The District will use the information to inform the effectiveness of the action and need for possible amendment, if necessary.
  - English Learners: 30.6%
  - Low Income: 96.1%
  - Foster Youth: 2.5%

- Increased number of students who successfully complete diversion program
  - The number of students who successfully completed the diversion program is not being tracked for 2023-24 and the progress monitoring measure is being sunsetted for 2024-25. The diversion program was ended at the start of 2023-24.
- Increased number of students provided with educational advocacy and child welfare and attendance supports
  - Increased: 1,917 student assessments provided, as of December 2023, compared to 641 student assessments provided in 2022-23.
- The District views the action as effective due to the increased number of students being provided with educational advocacy and child welfare and attendance supports. As a result of the increased number of students served, the District’s FamilySource centers will be working to expand the number of Pupil Services and Attendance (PSA) counselors from 16 in 2023-24 to 20 in 2024-25. The District will further review action effectiveness in summer 2024 after the final numbers are available for the additional progress monitoring measures.

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

In 2023-24, the District observed the progress of the SENI investments to increase access to programs and supports for targeted student populations in elementary schools for Joy and Wellness using the below progress metrics:

- The District views the student performance data as supportive of action effectiveness as reflected in the below metrics for SENI elementary schools, highest-needs to lowest-needs. The District uses the metric information to determine action effectiveness with 15 of 25 total metric results such as student engagement results as evidenced in the Chronic Absenteeism Rate (91% or lower) and Students with Excellent Attendance in the SENI action for elementary schools having improved.
- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Elementary	60.5%	22.0%	30.5%
Chronic Absenteeism Rate (91% or Lower) - Elementary	26.7%	55.2%	41.1%
Single Student Suspension Rate - Elementary	0.0%	0.2%	0.2%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	84.1%	79.0%	73.5%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	76.7%	73.3%	70.1%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Elementary	66.4%	23.9%	31.7%
Chronic Absenteeism Rate (91% or Lower) - Elementary	21.1%	51.6%	39.2%
Single Student Suspension Rate - Elementary	0.0%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	85.0%	80.4%	77.7%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	78.1%	75.0%	71.9%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Elementary	70.6%	24.8%	31.0%
Chronic Absenteeism Rate (91% or Lower) - Elementary	17.6%	50.4%	38.6%
Single Student Suspension Rate - Elementary	0.0%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	87.1%	81.9%	78.2%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	79.2%	75.8%	73.7%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Elementary	76.0%	29.8%	31.7%
Chronic Absenteeism Rate (91% or Lower) - Elementary	13.7%	44.2%	36.5%

Single Student Suspension Rate - Elementary	0.0%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	87.1%	83.3%	81.2%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	80.0%	77.0%	75.6%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Students with Excellent Attendance (96% or Higher) - Elementary	89.5%	43.9%	40.3%
Chronic Absenteeism Rate (91% or Lower) - Elementary	5.2%	27.4%	25.4%
Single Student Suspension Rate - Elementary	0.0%	0.1%	0.1%
School Safety (Student Perception - Elementary Schools) Percent of students who feel safe at school	88.7%	86.1%	84.8%
School Climate (Student Perception - Elementary Schools) Percent of students who feel they are part of their school	79.6%	78.0%	78.2%

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

In 2023-24, the District observed the progress of the SENI investments to increase access to programs and supports for targeted student populations in middle schools for Joy and Wellness using the below progress metrics:

- The District views the student performance data as supportive of action effectiveness as reflected in the below metrics for SENI middle schools, highest-needs to lowest-needs. The District uses the metric information to determine action effectiveness with 12 of 25 total metric results such as student engagement results as evidenced in the Chronic Absenteeism Rate (91% or lower) and Students with Excellent Attendance in the SENI action for middle schools having improved or maintained.
- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
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Students with Excellent Attendance (96% or Higher) - Middle	57.3%	30.2%	35.1%
Chronic Absenteeism Rate (91% or Lower) - Middle	32.2%	48.4%	40.3%
Single Student Suspension Rate - Middle	0.0%	0.7%	0.9%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	81.1%	62.5%	54.1%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	69.1%	56.4%	49.0%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Middle	68.3%	34.6%	37.4%
Chronic Absenteeism Rate (91% or Lower) - Middle	22.4%	41.9%	35.8%
Single Student Suspension Rate - Middle	0.0%	0.7%	1.0%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	83.4%	69.3%	59.8%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	70.2%	60.2%	54.5%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Middle	76.0%	34.9%	40.3%
Chronic Absenteeism Rate (91% or Lower) - Middle	16.6%	41.2%	33.1%
Single Student Suspension Rate - Middle	0.0%	0.5%	1.0%
School Safety (Student Perception - Middle Schools)	84.4%	68.6%	59.6%

Percent of students who feel safe at school			
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	71.1%	60.8%	55.2%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Middle	75.7%	37.7%	40.4%
Chronic Absenteeism Rate (91% or Lower) - Middle	16.7%	37.9%	31.3%
Single Student Suspension Rate - Middle	0.0%	0.9%	0.8%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	83.7%	69.8%	62.3%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	69.8%	62.6%	56.1%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - Middle	90.1%	45.7%	46.7%
Chronic Absenteeism Rate (91% or Lower) - Middle	6.2%	29.1%	24.0%
Single Student Suspension Rate - Middle	0.0%	0.7%	1.0%
School Safety (Student Perception - Middle Schools) Percent of students who feel safe at school	86.2%	74.0%	66.2%
School Climate (Student Perception - Middle Schools) Percent of students who feel they are part of their school	69.3%	63.5%	58.7%

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

In 2023-24, the District observed the progress of the SENI investments to increase access to programs and supports for targeted student populations in high schools for Joy and Wellness using the below progress metrics:

- The District views the student performance data as supportive of action effectiveness as reflected in the below metrics for SENI high schools, highest-needs to lowest-needs. The District uses the metric information to determine action effectiveness with 10 of 25 total metric results such as student engagement results as evidenced in the Chronic Absenteeism Rate (91% or lower) and Students with Excellent Attendance in the SENI action for high schools having improved or maintained.
- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - High	54.8%	27.1%	31.9%
Chronic Absenteeism Rate (91% or Lower) - High	35.6%	52.5%	45.2%
Single Student Suspension Rate - High	0.0%	0.3%	0.6%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	78.8%	63.7%	56.9%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	62.2%	57.2%	53.6%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - High	59.7%	31.0%	36.1%
Chronic Absenteeism Rate (91% or Lower) - High	31.1%	48.2%	38.9%
Single Student Suspension Rate - High	0.0%	0.4%	0.8%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	80.8%	68.5%	63.9%
School Climate (Student Perception - High Schools)	63.6%	60.0%	58.4%

Percent of students who feel they are part of their school			
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- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - High	71.5%	31.4%	47.6%
Chronic Absenteeism Rate (91% or Lower) - High	20.5%	44.8%	38.5%
Single Student Suspension Rate - High	0.0%	0.3%	0.4%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	80.9%	68.6%	64.0%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	62.1%	59.4%	58.1%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Students with Excellent Attendance (96% or Higher) - High	76.6%	36.4%	40.0%
Chronic Absenteeism Rate (91% or Lower) - High	16.2%	39.1%	31.7%
Single Student Suspension Rate - High	0.0%	0.2%	0.3%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	81.6%	66.2%	60.5%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	61.9%	59.1%	57.0%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Students with Excellent Attendance (96% or Higher) - High	84.7%	44.0%	45.0%
Chronic Absenteeism Rate (91% or Lower) - High	10.0%	31.3%	27.3%
Single Student Suspension Rate - High	0.0%	0.4%	0.5%
School Safety (Student Perception - High Schools) Percent of students who feel safe at school	82.2%	69.0%	66.2%
School Climate (Student Perception - High Schools) Percent of students who feel they are part of their school	60.4%	59.3%	58.2%

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

The District's 2024-25 LCAP Goal 2 will continue to align with the District's Board adopted 2022-26 Strategic Plan, specifically Pillar 2: Joy and Wellness. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental / concentration grant carryover, for the purposes of transparency as has been the established practice in the District. For 2024-25, the Target for Year 3 Outcomes specific to metrics related to students and the School Experience Survey are lower than the Target for Year 3 Outcomes in the 2021-24 LCAP cycle as the 2021-24 LCAP targets were set prior to the COVID pandemic and there is a need to adjust the outcome targets based on current student data moving into the 2024-27 LCAP cycle.

Goal 2, Action 2: School Police

- The action has been modified to monitor the effectiveness of the Los Angeles School Police Department (LASPD) using the following progress monitoring measures:
  - Assessing supervisory oversight of daily patrol-based deployments to support safety and security for students and staff Districtwide
  - 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

Goal 2, Action 7: Student Athletic Programs

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Improvements on progress reports monitoring grades for eligibility
- The action has been modified to reflect the addition of the following progress monitoring measure:

- Increasing opportunities for academic interventions

#### Goal 2, Action 9: Mental Health Supports

- The action has been modified to focus on the use of Psychiatric Social Workers (PSWs) in the goal action rather than the Student and Family Resource Navigators outlined in the 2023-24 LCAP.

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

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Increased number of staff who participated in professional development, consultations and trainings related to PBIS/RP

#### Goal 2, Action 13: FamilySource System

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Increased number of students who successfully complete diversion program

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

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

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

- The LCAP will continue moving forward to include three actions (Goal 2, Actions 14-16) to provide additional insight into the implementation of strategies towards Joy and Wellness broken down by elementary, middle, and high schools. The actions were determined as effective in 2023-24 and work to continue supporting high-needs student groups.
- The entire \$700 million of SENI funds to schools is funded from LCFF. The planned expenditure is reflected across the nine SENI actions in the 2024-25 Action Tables.
- The updated student performance data from 2022-23 as a result of the SENI actions 2.14-2.16 continues to support the use and application of SENI funding, supplemental and concentration grant funds, to target high needs students in high needs schools.

# Goals and Actions

## Goal

Goal #	Description
3	<p data-bbox="180 313 659 345"><b><u>Engagement and Collaboration</u></b></p> <p data-bbox="180 386 2053 638">Providing an exceptional learning experience for our students during the pandemic brought our priorities and opportunities for growth into sharper focus and highlighted one of our greatest assets: the strength of the Los Angeles Unified community. Our families and communities are critical partners in preparing students to be ready for the world and in building a world that is ready for our students. We recognize the incredible knowledge, traditions, and resources these partners contribute, and we commit to strengthening these connections so that we may jointly create more opportunities for our youth. We must model for our students what collaboration and respect for others looks like by creating transparent and empowered systems of engagement to ensure that everyone has an opportunity to contribute.</p> <p data-bbox="180 678 1919 748">Over the course of the last LCAP cycle (from 2017 to 2020), our District engagement saw the following progress, as well as continuing areas of need:</p> <ul data-bbox="233 753 2053 930" style="list-style-type: none"> <li data-bbox="233 753 1927 823">● The percent of parents reporting on the School Experience Survey that their child’s school includes them in important decisions fell from 92.0% in 2017-2018 to 84.0% in 2018-2019, but remained stable from 2018-2019 to 2019-2020.</li> <li data-bbox="233 826 2053 930">● 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 remained high across all three years (96.0% in 2017-2018, 94.0% in 2018-2019, and 95.0% in 2019-2020).</li> </ul> <p data-bbox="180 971 2007 1148">The experience of distance learning in both the 2019-2020 and 2020-2021 school years consistently reaffirmed the importance of partnering with parents to support students. In reflecting on the feedback of our partners, particularly of our Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC), the Los Angeles Unified School District has also chosen to refocus our commitment to parent and family engagement to describe not just opportunities for parent involvement, but whether parents are aware of these opportunities.</p> <ul data-bbox="233 1153 2032 1295" style="list-style-type: none"> <li data-bbox="233 1153 1980 1222">● Accordingly, this LCAP has removed the measure reflecting the percentage of District schools offering a minimum of four parent workshops each year.</li> <li data-bbox="233 1226 2032 1295">● Instead, the LCAP includes a new measure: Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school.”</li> </ul>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent of Parents Reporting on the School Experience Survey:  <i>"This school includes me in important decisions about my child's education."</i></p>	<p>All Parents: 82.7%            (Year: 2020-21)   <i>Source: LAUSD Open Data Dashboard</i>   <i>*Note: Due to an error in calculation of this data in prior year LCAP, this baseline has been revised.</i></p>	<p>All Parents: 82.8%            (Year: 2021-22)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 84.5%            (Year: 2022-23)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 85.2%            (Year: 2023-24)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 87.0%</p>
<p>Percent of parents reporting on the School Experience Survey:  <i>"I can easily find information about parent workshops or other programs offered at this school"</i></p>	<p>All Parents: 80.8%            (Year: 2020-21)   <i>Source: LAUSD Open Data Dashboard</i>   <i>*Note: Due to an error in calculation of this data in prior year LCAP, this baseline has been revised.</i></p>	<p>All Parents: 80.9%            (Year: 2021-22)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 84.2%            (Year: 2022-23)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 86.0%            (Year: 2023-24)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 85.0%</p>
<p>Percent of Parents Reporting on the School Experience Survey:  <i>"This school provides instructional resources to help me support my child's education."</i></p>	<p>All Parents: 81.6%            (Year: 2020-21)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 82.1%            (Year: 2021-22)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 84.3%            (Year: 2022-23)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 86.0%            (Year: 2023-24)   <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 85.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent of Parents Reporting on the School Experience Survey:  <i>"This school provides me with information (verbal and written) I can understand."</i></p>	<p>All Parents: 90.6%            (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>    <i>*Note: Due to an error in calculation of this data in prior year LCAP, these baselines have been revised.</i></p>	<p>All Parents: 91.2%            (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 92.2%            (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 92.5%            (Year: 2023-24)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 95.0%</p>
<p>Percent of Parents Reporting on the School Experience Survey:  <i>"I feel welcome to participate at this school."</i></p>	<p>All Parents: 88.6%            (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 86.3%            (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 89.7%            (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 90.1%            (Year: 2023-24)  <i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Parents: 92.0%</p>

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 3. Action 1: Parent and Family Engagement

In 2023-24, the District's Office of Student, Family and Community Engagement (SFACE) continued to implement and support an increased number of parent and family engagement opportunities and programs.

- Successes:
  - Development of the Regional Ambassador program for educational partners centering on Students with Special Needs, English Learners, and the Local Control and Accountability Plan (LCAP).
  - Increased number of parents of School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) completing the SSC and ELAC Ambassadors Course compared to 2022-23.
  - Collaboration with the District's Human Resources department and additional departments to develop and offer District teachers and staff a Family Engagement micro-credential to expand staff capacity in supporting family engagement as well as implementing Family and Community Engagement Summits across the District.
  - Continued implementation of the Family Academy program to support parents and families via in-person meetings and online learning.
  - Increased number of participants in the Los Angeles Unified School Volunteer Program to 24,665.
  - Coordinated with Region-level Family and Community Engagement (FACE) teams to support parents at school sites in accessing Parent Portal to monitor their child's attendance, grades, and progress towards graduation, among additional services.
- Challenges:
  - Identifying meeting locations to accommodate hundreds of participants for staff and family engagement professional development.
  - Supporting parents and families with technology needs to participate in hybrid engagement meetings (virtual and in-person).

Despite the presented challenges, SFACE implemented parent and family engagement services in 2023-24 as planned.

### Goal 3. Action 2: Translation Services

In 2023-24, the District's Translations Unit provided interpretation services across the District to families and educational partners during Board of Education meetings, Region meetings, District-level committee meetings, and additional forums as well as completed translation of District communications and documents into languages other than English.

- Successes:
  - Provided interpretation services for approximately 6,000 requests accounting for nearly 18,000 hours of live interpretation.

- Completed nearly 1,800 translation requests of District communications and documents, translating approximately 4.5 million words.
- Challenges:
  - Increased demand for in-person Region engagement meetings requiring Spanish and American Sign Language translation services.
  - Increased demand for translation services for languages other than English necessitated the need for outsourcing of translation services.

Despite the presented challenges, the Translations Unit implemented services in 2023-24 as planned.

Goal 3, Action 3: Technology for Communications and Accessibility (New Action in 2023-24)

In 2023-24, the Information Technology Services (ITS) department continued to implement processes to ensure students have access to computer devices, internet connectivity, and technical support.

- Successes:
  - Improvement in communicating student technology needs at school sites through Region offices to the Information Technology Services department increased the percentage of students having access to computer devices and internet connectivity.
- Challenges:
  - None Identified

The ITS services were implemented in 2023-24 as planned.

Goal 3, Action 4: Student Empowerment

In 2023-24, the District's Student Empowerment Unit (SEU) continued to expand student engagement and leadership opportunities as well as increased the number of community partners to provide additional funding and support as conference panelists, volunteers, and speakers.

- Successes:
  - Developed and implemented three Districtwide student leadership and informational conferences; Young Men's Leadership Conference in December 2023, Young Women's Leadership Conference in March 2024, and the Mental Health and Wellness Symposium in April 2024.
  - Added three new District-level student advisory councils; Black Student Advisory Council, Region North Superintendent's Student Advisory Council, and the Arts Ambassadors Student Council.
  - Established partnerships with 12 additional community organizations to support student leadership and empowerment opportunities.
- Challenges:

- The continued expansion of student engagement programs and leadership opportunities is restricted due to limited staffing.

Despite the presented challenge, the Student Empowerment Unit (SEU) implemented programs in 2023-24 as planned.

### Goal 3, Action 5: Aligned Strategic Planning and Accountability

In 2023-24, the LCAP team continued to align strategic planning and accountability processes to promote LCAP engagement and development.

- **Successes:**
  - LCAP Engagement and Development
    - The LCAP team partnered with each Region-level Family and Community Engagement (FACE) team to develop and implement 12 Region LCAP engagement meetings, three meetings per Region, to promote awareness of District services, programs, and funding for students by LCAP goal at each Region as well as opportunities for engagement between parents and Region / District staff.
    - The LCAP team collaborated with the District's Office of Communications and additional District departments to expand educational partner input and feedback on programs and services to promote student success, which generated over a 100% increase from prior year in partner comments via the District's digital feedback platform, ThoughtExchange, to assist in the development of the 2024-25 LCAP.
    - In order to expand engagement at the school-level, the LCAP team completed and promoted a Districtwide Coffee with the Principal slide deck for principal use to connect how each school's programs and services aligned to the LCAP are supporting student success.
    - The LCAP team continued to collaborate with the District's Student, Family and Community Engagement (SFACE) department in the planning and participation in District-level Parent Advisory Committee (PAC) meetings and District English Learner Advisory Committee (DELAC) meetings.
    - Supported LCAP development for each of the District's 51 Affiliated Charter schools through meetings with school principals in one-on-one and group sessions.
    - The LCAP team planned and implemented six community engagement meetings including presentations and Q&A by District departments highlighting specific services and programs to support students connected to the LCAP.
    - In addition, the LCAP team collaborated with the District's Student Empowerment Unit (SEU) in developing and completing 12 presentations to Districtwide student advisory councils.
    - The LCAP team completed the mid-year annual LCAP update and associated February 13, 2024 Board of Education presentation, which included mid-year annual LCAP updates for the 51 District affiliated charter schools.
    - Also, the LCAP team continued to advise school sites and District departments in the use of state LCFF supplemental and concentration grant funds as well as the use of School Staffing Equity Grant funds and LCFF Equity Multiplier funds.
- **Challenges:**
  - LCAP team responsibilities increased with the addition of implementing and participating in Region-level LCAP engagement sessions and the new ongoing state requirement of completing a mid-year annual LCAP update for the District and the 51 District affiliated charter schools.

Despite the presented challenge, the LCAP team implemented actions in 2023-24 as planned.

Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools (New Action in 2023-24)

In 2023-24, District elementary schools continued to use Student Equity Needs Index (SENI) funding to support and increase communication, engagement, and collaboration with parents, students, and the community to enhance student success, particularly for English Learners, students from low-income families, and foster youth.

- Successes:
  - Use of school-based staff such as parent liaisons to increase parent, student, and community engagement opportunities in the effort to promote improved student attendance and success.
  - Provided resources to parents and families to improve their capacity to better support their child's needs.
  - School administrators to assist in the development and implementation of student and family engagement programs as well as community engagement programs to empower English Learners, students from low-income families, and foster youth.
  - Additional school-based staff such as psychologists and Psychiatric Social Workers (PSWs) to develop social-emotional learning supports and engagement opportunities, such as parent workshops, to build educational partner capacity to support students.
- Challenges:
  - Across the District, filling vacant positions due to staffing shortages posed a challenge in utilizing SENI funds.
  - Many District elementary schools opted to allocate one-time funds towards supporting and increasing school-based services and programs to increase engagement.

Despite the presented challenges, elementary schools utilized SENI funds to enhance support for high-needs student groups including English Learners, students from low income families, and foster youth and continue to work to reduce equity gaps.

Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools (New Action in 2023-24)

In 2023-24, District middle schools continued to use Student Equity Needs Index (SENI) funding to support and increase communication, engagement, and collaboration with parents, students, and the community to enhance student success, particularly for English Learners, students from low-income families, and foster youth.

- Successes:
  - Assisted parents and families to support their child's needs in the school community through the use of additional school-based staff.
  - School leaders provided guidance and direction to develop programs that benefit students, including engagement opportunities

for students and families.

- Increased the number of school staff members, such as parent liaisons to engage with families and community and facilitate the involvement of community partners with the school.
- Implementation of mental health services and social-emotional programs to support students and their families through the use of psychologists and Psychiatric Social Workers (PSWs) in schools to foster and maintain a positive and engaging school environment.
- Challenges:
  - Across the District, filling vacant positions due to staffing shortages posed a challenge in utilizing SENI funds.
  - Many District middle schools opted to allocate one-time funds towards supporting and increasing school-based services and programs to increase engagement.

Despite the presented challenges, middle schools utilized SENI funds to enhance support for high-needs student groups including English Learners, students from low income families, and foster youth and continue to work to reduce equity gaps.

### Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools (New Action in 2023-24)

In 2023-24, District high schools continued to use Student Equity Needs Index (SENI) funding to support and increase school-based communication, engagement, and collaboration with parents, students, and the community to enhance student success, particularly for English Learners, students from low-income families, and foster youth.

- Successes:
  - Use of school-based mental health staff such as psychologists and Psychiatric Social Workers (PSWs) to address the social and emotional challenges of students and create a healthy school environment as well as providing parent workshops so parents can better support their children.
  - Assisted parents and families of students to become advocates for their child's needs within the school community such as regular school attendance.
  - Additional school staffing such as parent liaisons and community representatives to network with families and communities to increase the number and effectiveness of school volunteers and involve community-to-school partners to meet the diverse needs of students.
  - Instructional and operational leadership provided by school administration to plan and implement programs with resources supporting parent, family, and community engagement opportunities.
- Challenges:
  - Across the District, filling vacant positions due to staffing shortages posed a challenge in utilizing SENI funds.
  - Many District high schools opted to allocate one-time funds towards supporting and increasing school-based services and programs to increase engagement.

Despite the presented challenges, high schools utilized SENI funds to enhance support for high-needs student groups including English

Learners, students from low income families, and foster youth and continue to work to reduce equity gaps.

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

Goal 3, Action 1: Parent and Family Engagement

Goal 3, Action 2: Translation Services

Goal 3, Action 3: Technology for Communications and Accessibility

Goal 3, Action 4: Student Empowerment

Goal 3, Action 5: Aligned Strategic Planning and Accountability

*No material differences were observed for the actions.*

Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - Elementary Schools

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

Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - High Schools

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for goal actions 3.6-3.8 is the difficulty in finding enough highly qualified staff members for open positions at the elementary, middle, and high school levels. The District supports staff recruitment efforts such as for engagement and collaboration staff for all schools to support the actions funded with SENI investments. It is also important to note that unspent SENI funds stay with the school, the funds are school based allocations. The SENI funds can then be used later by the individual school site under the same allowable uses that are in alignment with the action which is to increase and improve parent, family, and student engagement to provide students from low income families, students in foster care, and English Learners with increased academic achievement, improved relationships, and an improved school environment. District schools do utilize additional resources for the implementation of student services and programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For LCAP Goal 3: Engagement and Collaboration, the District finds the goal actions effective in increasing Districtwide engagement and collaboration during the period of the 2021-24 LCAP cycle. There has been continued progress seen in reported metrics tied to the District's School Experience Survey results as well as in the stated monitoring and evaluation systems of the District. Each action for Goal 3: Engagement and Collaboration has reported data connecting outcomes to specific progress monitoring measures highlighting effectiveness and in alignment with the District's priorities within Pillar 3: Engagement and Collaboration in the District's Board adopted 2022-26 Strategic Plan; Strong Relationships, Accessible Information, Leading for Impact, and Honoring Perspectives.

Goal 3, Action 1: Parent and Family Engagement

In 2023-24, the District's Office of Student, Family and Community Engagement (SFACE) monitored progress towards Strong Relationships in the area of parent and family engagement using the following progress measures:

- Family Voice Leadership and Advocacy:
  - Increased number of parent members of School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who culminate from the SSC and ELAC Ambassadors Course
    - Increased to 1,099 parents attending the four SSC and ELAC Ambassadors courses in 2023-24 from 515 parents attending in 2022-23.
  - Increased number of parent members of School Site Councils (SSC) by Region who attend Fall training and learn about school plans to serve student needs
    - Decreased to 997 parents attending the fall 2023 SSC training from 1,251 parents attending the fall 2022 SSC training.
  - Increased number of parents participating in Regional LCAP and English Learner (EL) study groups
    - The reporting on the progress monitoring measure was amended to note the transition of Regional LCAP and EL study groups to three engagement Ambassador pathways hosted with Region offices specifically for parents and families to serve as ambassadors for their students and school communities in the topics of LCAP, English Learners, and Special Education.
      - 2,587 participants attended Region Ambassador meetings, as of March 16, 2024.
  - Increased number of participants in Title I Conferences held during the fall and spring semesters
    - Expected Increase: Data is pending and will be available in summer 2024. In 2022-23, 994 participants attended the fall and spring Title I Conferences and the District is expecting the number of participants to increase. Upon data availability, the District will view the information in the context of the progress monitoring measures for the action to determine further effectiveness of the action in 2024-25.
  - Increased number of District-level committee parents trained on Parliamentary Procedures, Brown and Green Act, Data, developing comments and recommendations, and other topics
    - Decreased to 122 District-level committee parents, as of March 15, 2024, in 2023-24 from 307 in 2022-23. Note: District-level committee parents were encouraged to join the Family Academy webinar course offerings thereby reducing the number of attendees to specific trainings related to parliamentary procedures, data, and comment development.
- Professional Development:
  - Increased number of Communities of Schools offering annual professional development segments for school leaders on topics such as welcoming environment, Parent Portal, strategic budgeting and engagement of school communities in shared decision-making, as well as evolving school practices from lower to higher impact engagement practices
    - Baseline: Three (3) of four (4) Regions have scheduled and implemented Family Engagement professional development segments for school leaders.
  - Increased number of school sites per Region (represented by the principal, a coordinator, parent and family center staff, and parent leader) that complete the Family Empowerment Micro-credential
    - Baseline: Eight candidates representing five schools (Cochran Middle School, Haskell STEAM Magnet Elementary School, 93rd Street Elementary School, Middleton Elementary School, and Sun Valley Middle School) are on track, as of May 2024, to complete the Family Empowerment Micro-credential by the end of 2023-24.
- Parent Participation and Communication:

- Increased number of participants in the Los Angeles Unified School Volunteer Program
  - Increased to 24,665 participants, as of March 4, 2024, from 23,004 participants in 2022-23.
- Increased number of module courses developed for parent and family engagement
  - 2023-24: Data is pending and will be available in summer 2024.
  - 2022-23: Seven (7) module courses developed
- Increased number of graduates from the Empowered Families Academy
  - 2023-24: Data is pending and will be available in summer 2024.
  - 2022-23: 212 graduates
- Increased percent of students who have at least one parent enrolled in the Los Angeles Unified Parent Portal
  - 2023-24: 82% of students, as of March 9, 2024, with at least one parent enrolled in the LA Unified Parent Portal.
  - 2022-23: 79% of students with at least one parent enrolled in the LA Unified Parent Portal.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 3, Action 2: Translation Services

In 2023-24, the District's Translations Unit provided increased opportunities for parent, student, and additional educational partner engagement employing the following progress measures:

- Increased number of written translation requests submitted and accommodated
  - Increased to approximately 1,800 written translation requests submitted and completed, as of March 2024, from 1,700 in 2022-23.
- Increased number of requests for oral interpretation submitted and accommodated
  - Decreased to approximately 8,000 interpretation requests with a completion rate of 75% or 6,000 requests, as of March 2024, from 9,811 interpretation requests with a completion rate of 82.6% in 2022-23. Note: In 2023-24, there has been an increased number of hours associated with completing oral interpretation at 17,729, as of March 2024, from 17,220 in 2022-23.
- Expenditures from individual schools that receive funding to ensure interpretation and translation services are being offered and provide to those in need
  - The progress monitoring measure has not been addressed as a structure has not been established with schools so that individual schools can assist with expenditures for interpretation and translation.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 3, Action 3: Technology for Communications and Accessibility

In 2023-24, the District's Information Technology Services unit continued to meet the instructional technology needs and requirements for students to access content curriculum and resources, in addition to instruction, employing the following progress measure:

- Meet the needs of 95% of students who request a computer device, connectivity, and/or technical support
  - Met and exceeded the needs of 95% of students who requested a computer device, connectivity, and/or technical support:

97% of students who requested a device, as of March 2024, from 95% in 2022-23; 97% of students who requested connectivity, as of March 2024, from 95% in 2022-23; and met the needs of 99% of students who requested technical support, as of March 2024, matching 99% in 2022-23.

- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 3. Action 4: Student Empowerment

In 2023-24, the District's Student Empowerment Unit (SEU) monitored progress towards student engagement using the following measures:

- Increased percent of students who feel they are a part of their school per School Experience Survey
  - 2023-24:
    - All Students: 58.5%
    - English Learner: 63.4%
    - Foster Youth: 56.8%
  - 2022-23:
    - All Students: 61.6%
    - English Learner: 66.4%
    - Foster Youth: 59.6%
  - School Experience Survey (SES) results highlight a slight decrease in the percent of All Students, English Learner, and Foster Youth across the District who feel they are a part of their school from 2022-23 to 2023-24. The District views student engagement and increased student engagement as central to its mission in preparing students for leadership roles, building a positive school culture, and for social-emotional development, among additional factors. The District views the action as effective. Further review of the survey participation rate and survey tool may result in increasing promotion of the SES as well as redesigning survey questions to ensure accurate responses.
- Increased number of leadership opportunities at the school and district levels
  - Increased to 63 District-level student advisory council meetings from 18 in 2022-23.
  - Increased to 289 the number of students participating in student advisory councils from 109 in 2022-23.
  - Increased to 102 the number of schools represented on student advisory councils from 85 in 2022-23.
- Increased number of staff members who participate in student leadership trainings
  - Baseline: 140 school leaders were trained during summer 2023 in preparation for the 2023-24 school year. Comparative data will be available next school year for 2024-25.
- Increased number of students who participate in Districtwide leadership conferences
  - Increased by 59.6% the number of students participating in Districtwide leadership conferences from a 6.3% increase in 2022-23.
- Increased partnerships with community organizations to support student leadership and empowerment
  - 12 additional partnerships were created with community organizations from five (5) new partnerships in 2022-23.

Goal 3, Action 5: Aligned Strategic Planning and Accountability

In 2023-24, the LCAP team observed progress towards Engagement and Collaboration using the following progress measures:

- Increased number of LCAP meetings with the Los Angeles County Office of Education
  - Increased to 15 meetings projected for 2023-24 from 14 meetings in 2022-23.
- Increased number of internal planning and accountability alignment meetings
  - Increased to 344 meetings from 260 meetings in 2022-23.
- Increased number of educational partner engagement opportunities
  - Increased to 18 in 2023-24 from eight educational partner engagement meetings in 2022-23.
- Increased number of participants in ThoughtExchange engagement forums and other feedback / input surveys
  - Increased to 22,570 participants with 203,440 ratings on 13,224 comments, as of May 3, 2024, from 11,816 participants with 115,112 ratings on 6,146 comments in 2022-23.
- Improved feedback on the effectiveness of engagement strategies
  - The LCAP team reviewed the survey design for implementation in 2024-25. Comparative data to 2022-23 is not available.
- The District views the action as effective due to the increased number of educational partner engagement opportunities for engagement and collaboration across the District as well as the increased number of participants and feedback in the ThoughtExchange engagement platform the District employs for receiving feedback on the LCAP, among other areas.

Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools

The District views the School Experience Survey (SES) results as reflected in the below metrics for SENI elementary schools, highest-needs to lowest-needs, as supportive of action effectiveness. The District uses the metric information to determine action effectiveness with each metric measure having increased from 2021-22 to 2022-23.

- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	87.9%	87.5%	89.3%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	85.6%	85.3%	87.9%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
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Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	88.1%	88.4%	89.7%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	85.0%	86.4%	88.1%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	86.8%	87.2%	89.4%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	84.6%	85.1%	87.6%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	85.6%	86.2%	87.2%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	83.4%	84.3%	86.5%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school includes me in important decisions about my child’s education.”	77.4%	78.9%	81.1%
Percent of Parents Reporting on the School Experience Survey (Elementary Schools): “This school provides instructional resources to help me support my child’s education.”	78.9%	79.5%	82.0%

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

The District views the School Experience Survey (SES) results as reflected in the below metrics for SENI middle schools, highest-needs to lowest-needs, as supportive of action effectiveness. The District uses the metric information to determine action effectiveness with each metric measure having increased from 2021-22 to 2022-23, except for one metric in highest-needs schools and one metric in high-needs schools. The District has reviewed the decrease in metric results for Highest-Need schools and will complete further analysis when 2023-24 School Experience Survey results for Highest-Need schools are reviewed.

- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	88.3%	85.6%	82.7%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	86.6%	85.1%	82.6%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	83.4%	83.7%	84.5%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	81.6%	83.4%	83.1%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	82.2%	82.3%	83.4%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	80.8%	82.2%	83.7%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	80.7%	77.1%	83.4%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	79.1%	77.0%	80.0%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school includes me in important decisions about my child’s education.”	73.9%	70.2%	79.8%
Percent of Parents Reporting on the School Experience Survey (Middle Schools): “This school provides instructional resources to help me support my child’s education.”	74.1%	71.8%	75.2%

Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools

The District views the School Experience Survey (SES) results as reflected in the below metrics for SENI high schools, highest-needs to lowest-needs, as supportive of action effectiveness. The District uses the metric information to determine action effectiveness with each metric measure having increased from 2021-22 to 2022-23.

- Highest-need schools (SENI Quintile 1) (as identified in 2022-23 for 2023-24 SENI allocations)

Metric	2020-21	2021-22	2022-23
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	84.8%	81.0%	82.4%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	84.0%	81.4%	82.6%

- High-need schools (SENI Quintile 2) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	81.9%	81.1%	84.4%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	80.9%	80.2%	85.1%

- Moderate-need schools (SENI Quintile 3) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	79.1%	81.0%	83.9%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	78.7%	82.9%	84.2%

- Low-need schools (SENI Quintile 4) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	78.0%	78.7%	78.9%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	77.4%	79.0%	79.4%

- Lowest-need schools (SENI Quintile 5) (as identified in 2022-23 for 2023-24 SENI allocations)

<b>Metric</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school includes me in important decisions about my child’s education.”	75.6%	73.3%	75.7%
Percent of Parents Reporting on the School Experience Survey (High Schools): “This school provides instructional resources to help me support my child’s education.”	75.6%	73.3%	77.8%

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

The District’s 2024-25 LCAP Goal 3 will continue to align with the District’s Board adopted 2022-26 Strategic Plan, specifically Pillar 3: Engagement and Collaboration. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

Goal 3, Action 1: Parent and Family Engagement

- This action has been modified to monitor the effectiveness of Parent and Family Engagement 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 Ambassadors Course
    - Increased number of parent members of School Site Councils by Region who attend Fall training and learn about school plans to serve student needs
    - Increased number of parents participating in Region Ambassador segments (Note: The name of the meeting moved from Regional LCAP and EL study groups to Region Ambassador at the beginning of 2023-24)
    - 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 (represented by the principal, a coordinator, parent and family center staff, and parent leader) 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

Goal 3, Action 2: Translation Services

- This action has been modified to reflect the removal of the following progress monitoring measure:
  - Expenditures from individual schools that receive funding to ensure interpretation and translation services are being offered and provided to those in need.

Goal 3, Action 3: Technology for Communications and Accessibility

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Meet the needs of 95% of students who request a computer device, connectivity, and/or technical support

- The action has been modified to reflect the inclusion of 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 who request technical support.

Goal 3, Action 4: Student Empowerment

- This action has been modified to monitor the effectiveness of Student Empowerment Unit (SEU) programs using the following progress monitoring measures:
  - Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually.
  - 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.

Goal 3, Action 5: Aligned Strategic Planning and Accountability

- This action has been modified to reflect the amendment of the following progress monitoring measure from increased number of LCAP meetings with the Los Angeles County Office of Education to:
  - Maintain LCAP meetings with the Los Angeles County Office of Education

Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - Elementary Schools

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

Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - High Schools

- The LCAP will continue moving forward to include three actions (Goal 3, Actions 6-8) to provide additional insight into the implementation of strategies towards Engagement and Collaboration broken down by elementary, middle, and high schools. The actions were determined as effective in 2023-24 and work to continue supporting high-needs student groups.
- The entire \$700 million of SENI funds to schools is funded from LCFF. The planned expenditure is reflected across the nine SENI actions in the 2024-25 Action Tables.
- The updated student performance data from 2022-23 as a result of the SENI actions 3.6-3.8 continues to support the use and application of SENI funding, supplemental and concentration grant funds, to target high needs students in high needs schools.
- School Experience Survey (SES) results will be further evaluated in summer 2024 to measure the effectiveness of the SENI actions.

## Goals and Actions

### Goal

Goal #	Description
4	<p><b><u>Operational Effectiveness</u></b></p> <p>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.</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Facilities in Good Repair	100% of Facilities In Good Repairs or Better Based on SARC  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	100% of Facilities In Good Repairs or Better Based on SARC  (Year: 2021-22)  <i>Source: Local Indicator Priority 1 Self-Assessment</i>	100% of Facilities In Good Repairs or Better Based on SARC  (Year: 2022-23)  <i>Source: Local Indicator Priority 1 Self-Assessment</i>	100% of Facilities in Good Repairs or Better Based on SARC  (Year: 2023-24)  <i>Source: Local Indicator Priority 1 Self-Assessment</i>	100% of Facilities In Good Repairs or Better Based on SARC
Percent of Schools Providing Students with Standards-Based Instructional	All Students: 100%  (Year: 2019-20)  <i>Source: LAUSD Open Data Dashboard</i>	All Students: 100%  (Year: 2021-22)  <i>Source: Local Indicator Priority 1 Self-Assessment</i>	All Students: 100%  (Year: 2022-23)  <i>Source: Local Indicator Priority 1 Self-Assessment</i>	All Students: 100%  (Year: 2023-24)  <i>Source: Local Indicator Priority 1 Self-Assessment</i>	All Students: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials by Meeting Williams Act Requirements					

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 4, Action 1: Assessments and Evaluations

In 2023-24, the District’s Student Testing Branch in the Office of Data and Accountability (ODA) continued to support and complete a compliance oriented state testing environment for eligible students across the District.

- Successes:
  - State testing windows for the ELPAC and CAASPP were able to open earlier for schools due to hiring 100% of necessary testing coordinators.
- Challenges:
  - Due to the state’s CAASPP testing window opening later in the school year, the Student Testing Branch had to delay all school site testing coordinator training until February/March 2024.
  - Ensuring new testing coordinators hired mid-year complete required training prior to the state testing windows.
  - Impacts to teacher and student access to state assessment platforms due to delayed designation of school site testing coordinators.

Despite the presented challenges, the Student Testing Branch implemented state testing services for students in 2023-24 as planned.

### Goal 4, Action 2: Facilities and Physical Infrastructure

In 2023-24, the District’s Facilities Services Division continued to provide well-maintained facilities and improve Operational Effectiveness by completing repairs and renovations, among additional services.

- Successes:
  - Increased by 14% the service call response time within the policy-dictated timeframe compared to 2022-23.
  - 90% of emergency service calls were consistently responded to within the policy-dictated timeframe.
- Challenges:

- Prioritization of storm recovery efforts after several multi-day major storm events in Los Angeles temporarily impacted department response times.
- Staff vacancy rates marginally impacted the implementation of facilities and physical infrastructure work.

Despite the presented challenges, the goal action was principally implemented in 2023-24 as planned.

#### Goal 4, Action 3: Technology Infrastructure

In 2023-24, the District's Information Technology Services (ITS) unit improved service time to resolve information technology incidents to reduce impacts to student instruction.

- Successes:
  - ITS has continued to decrease the mean time to resolution from 3.25 days in 2022-23 to 2.09 days in 2023-24.
- Challenges:
  - None identified

The goal action was implemented in 2023-24 as planned.

#### Goal 4, Action 4: Budgeting and Operations

In 2023-24, the Los Angeles Unified School District continued to support Sustainable Budgeting and operational effectiveness of the District.

- Successes:
  - The second interim financial report projects an ending balance of \$804.5 million in unassigned/unappropriated general funds in 2023-24.
- Challenges:
  - With declining student enrollment in the District, the projected unassigned/unappropriated general fund balance in 2024-25 is \$208.4 million, down from a projected \$483.6 million at the first interim financial report.

Despite the presented challenge, Budgeting and Operations services were implemented in 2023-24 as planned.

#### Goal 4, Action 5: Magnet Schools

In 2023-24, the District's Student Integration Services (SIS) office continued to provide high-quality student learning opportunities and Magnet School student programs to ensure increased college and career readiness.

- Successes:
  - 48 District magnet schools received National Merit Awards by Magnet Schools of America, an increase from 40 District magnet

schools in 2022-23. National Merit Awards recognize the top magnet schools based on student academic achievement and continued school commitment to comprehensive educational experiences.

- 12 District magnet schools were designated as Schools of Excellence by Magnet Schools of America.
- 36 District magnet schools were designated as Schools of Distinction by Magnet Schools of America.
- 98% of District magnet schools have differentiated school-to-parent communication systems, including school newsletters and social media platforms, as reported in a March 2024 parent survey.
- Increase in the percent of students enrolled in Honors or Advanced Placement (AP) courses.
- District magnet schools continue to outperform non-magnet schools as evidenced in college readiness examinations, student attendance rates, high school graduation rates, A-G course completion rates, and state Smarter Balanced Assessments in English Language Arts and mathematics.
- Challenges:
  - Ensuring all 331 District magnet programs receive a high level of oversight and service from a limited number of Central Office Magnet Coordinators.

Despite the presented challenge, the SIS program was implemented in 2023-24 as planned.

#### Goal 4, Action 6: Transportation

In 2023-24, the District's Transportation Services Division (TSD) continued to transport eligible Special Education, Magnet, and additional eligible students, while also expanding transportation service to all students based on seat and bus availability.

- Successes:
  - Transportation Services increased its ridership by approximately 2,000 students to over 15,000 students.
  - Increased outreach such as public billboards and Parent Portal to parents and families regarding student transportation services.
  - Transportation Services reduced the distance requirement between residence and schools for Magnet students.
- Challenges:
  - Timing of the expanded transportation services to all students based on seat and bus availability was initiated after the start of the school year.

Despite the presented challenge, the Transportation Services Division (TSD) implemented expanded services in 2023-24 as planned.

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

#### Goal 4, Action 1: Assessments and Evaluations

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024

(as of the Second Interim Budget Report) through June 30, 2024, for the action is based on initial budget predictions that were budgeted higher than actual as well as a reduced cost associated in implementing the District's student testing program.

Goal 4, Action 2: Facilities and Physical Infrastructure

*No material difference was observed for the action.*

Goal 4, Action 3: Technology Infrastructure

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on additional funds allocated to the Information Technology Services department to purchase and renew software licenses and necessary information technology (IT) hardware ensuring infrastructure support including the enhancement of IT systems.

Goal 4, Action 4: Budgeting and Operations

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on a combination of reduced budgets within the action from the time of LCAP adoption and budgeted expenditure transfers.

Goal 4, Action 5: Magnet Schools

Goal 4, Action 6: Transportation

*No material differences were observed for the actions.*

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As evidenced in the Measuring and Reporting Results for LCAP Goal 4: Operational Effectiveness, the District finds the goal actions principally effective in increasing Districtwide operational effectiveness during the period of the 2021-24 LCAP cycle. The District has continued to meet the metrics of 100% of facilities in good repairs or better and 100% of schools providing students with standards-based instructional materials in accordance with Williams Act requirements. Each action has reported data connecting outcomes to specific progress monitoring measures highlighting effectiveness and in alignment with the District's priorities within Pillar 4: Operational Effectiveness in the Board-adopted 2022-26 Strategic Plan; Data-Driven Decision Making, Modernizing Infrastructure, Sustainable Budgeting, and ensuring Los Angeles Unified is a District of Choice.

Goal 4, Action 1: Assessments and Evaluations

In 2023-24, the District's Student Testing Branch in the Office of Data and Accountability (ODA) supported and completed a compliance

oriented state testing environment for eligible students using the following progress measures:

- Increased student participation in state mandated assessments
  - California Assessment of Student Performance and Progress (CAASPP):
    - Increased: 97.2% of eligible students completed the state’s Smarter Balanced Assessment in English Language Arts (ELA) in 2022-23, compared to 95.3% of eligible students in 2021-22.
    - Increased: 98.1% of eligible students completed the state’s Smarter Balanced Assessment in Mathematics in 2022-23, compared to 95.8% of eligible students in 2021-22.
    - Note: The state participation requirement is 95% of eligible students on the Smarter Balanced Assessments in ELA and Mathematics.
  - English Language Proficiency Assessments for California (ELPAC):
    - 97.7% of eligible students completed the Summative ELPAC in 2022-23. Note: The ELPAC testing window closes on May 31, 2024. Participation numbers will be reported in the 2024-25 Annual LCAP Update.
- Number of unfilled testing coordinator positions
  - 100% of schools with eligible students have a fully trained CAASPP coordinator, as of February 2024.
  - 100% of schools with eligible students have a fully trained ELPAC coordinator, as of February 2024.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 4, Action 2: Facilities and Physical Infrastructure

In 2023-24, the Facilities Services Division monitored progress towards Modernizing Infrastructure in the area of facilities using the following progress measures:

- Maintain 100% of service calls completed within 90 days
  - Approximately 2,455 open service calls were over 90 days old, as of April 2024, compared to 2,245 open service calls over 90 days old in 2022-23.
- Maintain 100% of regulatory preventive maintenance work orders complete on time
  - Increased: 99% of regulatory preventative maintenance work orders were completed on time, as of April 2024, compared to 95% in 2022-23.
- Maintain 100% of schools in “good repair” based on School Accountability Report Card (SARC) inspections
  - 100% of schools were in “good repair” in 2022-23. For 2023-24, annual SARC inspections have been initiated and will be completed in summer 2024.
- Maintain or improve 85% of all service calls are responded to in the policy-dictated timeframe
  - Improved: 85.7% of services calls were responded to within the policy-dictated timeframe, as of April 2024, compared to 72% in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 4, Action 3: Technology Infrastructure

In 2023-24, the District's Information Technology Services (ITS) unit monitored and supported progress towards Modernizing Infrastructure in the area of technology infrastructure using the following progress measure:

- Decrease Information Technology Services mean time to resolution for incidents 5% each year over a span of five years
  - Decreased: ITS responded to requests for IT support within 2.09 days in mean time to resolution, as of March 2024, compared to 3.25 days in mean time to resolution in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 4, Action 4: Budgeting and Operations

In 2023-24, Los Angeles Unified monitored progress towards Sustainable Budgeting and the effectiveness of operations using the following progress measure:

- Maintain positive certification of the District's multi-year budget
  - 2023-24: District budget was positively certified by the Los Angeles County Office of Education (LACOE).
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 4, Action 5: Magnet Schools

In 2023-24, the District's Student Integration Services (SIS) office monitored progress towards increasing Los Angeles Unified as a District of Choice in the area of magnet schools using the following progress measures:

- Improved magnet schools attendance rates
  - Decreased: 91.6% attendance rate in 2023-24, as of February 2024, compared to a 93.0% attendance rate in 2022-23, as of February 2023.
- Improved average DIBELS score (elementary)
  - As of 2023-24, DIBELS is no longer a tracked progress monitoring measure for this action, Goal 4, Action 5.
- Increased percent of students in one honors course or percent of students in one Advanced Placement (AP) course (secondary)
  - Enrolled in Honors Courses:
    - Increased: 58.7%, compared to 56.8% in 2022-23.
  - Enrolled in AP Courses:
    - Increased: 22.2%, compared to 21.5% in 2022-23.
- Increased percent of students that met or exceeded ELA standards (SBA)
  - Decreased: 57.8% in 2022-23, compared to 58.8% in 2021-22.
- Increased percent of students that met or exceeded Math standards (SBA)
  - Increased: 43.3% in 2022-23, compared to 41.1% in 2021-22.
- Increased percent of magnet students in 50% or more magnet classes (secondary only)
  - Increased: 95.6% in 2023-24, as of March 14, 2024, compared to 69.5% in 2022-23.

- Increased percent of Magnet teachers teaching in 50% or more Magnet tagged classes (secondary only)
  - Increased: 95.6% in 2023-24, as of March 14, 2024, compared to 73.9% in 2022-23.
- Magnet program's magnet theme is integrated into all subjects (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.)
  - Theme integration:
    - Increased: 89% in 2023-24, as of March 14, 2024, compared to 85.2% in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 4, Action 6: Transportation

In 2023-24, the District's Transportation Services Division (TSD) monitored progress towards Operational Effectiveness and ensuring Los Angeles Unified is a District of Choice for students and families using the following progress measure:

- Increase student ridership access for transportation services
  - Increased: Average daily student ridership rose to 15,292 students, as of March 6, 2024, from 13,340 students in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

The District's 2024-25 LCAP Goal 4 will continue to align with the District's Board adopted 2022-26 Strategic Plan, specifically Pillar 4: Operational Effectiveness. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

#### Goal 4, Action 1: Assessments and Evaluations

- The action has been modified to reflect 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.

#### Goal 4, Action 5: Magnet Schools

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Improved average DIBELS score (elementary)

## Goals and Actions

### Goal

Goal #	Description
5	<p><b><u>Investing in Staff</u></b></p> <p>We believe in the boundless potential of each of our students, and realizing 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.</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach	All Teachers: 85% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	All Teachers: 89.0% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All Teachers: 92% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	All Teachers: 90% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All Teachers: 91.0%
Percent of Staff with Excellent Attendance (96% or Higher)	All Staff: 80.8% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 87.4% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 72.0% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 55.0% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 84.0%
Percent of Classroom Teachers (Early Education through Grade 12) Who Have Final	All Teachers: 31% (Year: 2019-20) <i>Source: LAUSD Open</i>	All Teachers: 13.6% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All Teachers: 15.5% (Year: 2021-22) <i>Source: LAUSD Open</i>	All Teachers: 36.0% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All Teachers: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Educator Development and Support: Teacher (EDST) Performance Evaluation by the End of the School Year	<i>Data Dashboard</i>	<i>Note that in alignment with UTLA Side Letter, evaluations were suspended for most educators in 2020-21.</i>	<i>Data Dashboard</i> <i>Note that in alignment with UTLA Side Letter, evaluations were suspended for most educators in 2021-22.</i>		
Percent of Staff Reporting on the School Experience Survey: <i>"This school is a supportive and inviting place for staff to work."</i>	All Staff: 84%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 82.3%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 80.7%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 78.2%  (Year 2023-24)  <i>Source: LAUSD Open Data Dashboard</i>	All Staff: 90.0%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 5, Action 1: Recruitment and Staffing (New Action for 2023-24)

In 2023-24, the District's Human Resources Division continued efforts to ensure all classrooms are staffed with an appropriately credentialed and highly qualified teacher, in addition to working to increase the diversity of the certificated workforce within the District.

- **Successes:**
  - Developed and maintained partnerships with local colleges and universities to recruit new teachers and certificated staff, including residency program partnerships with UCLA, California State University-Northridge, USC, and Alder Graduate School of Education.
  - Planned future residency program partnerships with California State University-Los Angeles and California State University-Dominguez Hills.
  - Developing relationships with Historically Black Colleges and Universities (HBCUs) to improve diversity of applicants and certificated staff.
  - Continued to offer a hiring stipend for newly hired credentialed teachers who commit to teach in high-needs schools.
  - Increased focus on the District's Career Ladder and Intern Program to support the addition of new teachers.
- **Challenges:**
  - Availability of fully-credentialed, highly-qualified teachers in California and nationwide. As a result, more than 50% of new teacher hires enter the profession under an Internship Credential or Provisional Permit.

Despite the presented challenge, the Human Resources Division implemented recruitment and staffing efforts in 2023-24 to ensure appropriately credentialed teachers are in every classroom.

### Goal 5, Action 2: Teacher Pipeline Support

In 2023-24, the District's Human Resources Division expanded the teacher pipeline programs including the Educators of Tomorrow Program and the Career Ladder program due to the scarcity of hiring new fully-credentialed teachers across California. The District has four distinct pre-service pipeline programs- [STEP UP](#), [BOOST](#), [CARE](#), and [EOT](#).

- **Successes:**
  - Completed a successful application for an additional California Classified School Employee Teacher Credential Program grant allowing the Career Ladder teacher pipeline to increase enrollment in the BOOST program.
  - Increased District Intern enrollment and collaboration to improve teacher pipeline efforts due to cooperation between Certificated Workforce Management and the iCAAP District Intern Program.
  - Participants in the Educators of Tomorrow pipeline program, a collaboration between Linked Learning, the Personnel

Commission, and Human Resources, received additional support to pass the Instructional Assistance exam and the District Proficiency test.

- Increased enrollment in the Educators of Tomorrow teacher pipeline program (389, as of January 2024, compared to 354 in 2022-23).
- Increased enrollment in the Career Ladder program (324, as of March 2024, compared to 305 as of March 2023).
- Challenges:
  - The California Subject Examinations for Teachers (CSET) continues to be a barrier to entry into the teaching profession for prospective teachers.

Despite the presented challenge, the Human Resources Division implemented teacher pipeline actions in 2023-24 as planned.

### Goal 5, Action 3: Beginning Teacher Support

In 2023-24, the Human Resource Division's Teacher Growth and Induction (TGI) Program provided mentor support to TGI induction candidate teachers in alignment with the California Standards for the Teaching Profession (CSTP).

- Successes:
  - Mentor Support: 100% of candidate teachers received at or more than the state required average of 60 minutes per week (240 minutes or greater per month) of individualized and differentiated mentor support.
  - Completing Candidates: As of March 2024, 631 enrolled TGI candidate teachers are on-track to complete the full two-year induction program in June 2024.
  - Program Impact Data Collection:
    - As of February 2024, 93% of TGI candidate teachers surveyed felt that coaching/mentoring positively impacted their program outcomes.
    - As of February 2024, 95% of TGI candidate teachers surveyed felt that coaching/mentoring positively impacts student outcomes.
    - As of February 2024, 94% of TGI mentor survey respondents felt that coaching/mentoring positively influences teaching practice.
    - As of February 2024, 97% of TGI mentor survey respondents felt that coaching/mentoring positively impacts student outcomes.
- Challenges:
  - Increasing the percentage and number of school administrators completing the end-of-year program quality survey.

Despite the presented challenge, the Teacher Growth and Induction (TGI) Program implemented services and programs in 2023-24 as planned.

### Goal 5, Action 4: Professional Learning (New Action for 2023-24)

In 2023-24, the Human Resources Division continued to direct and manage resources to recruit, develop, and support principals, teachers, and staff to create supportive student learning environments.

- Successes:
  - Implemented three new micro-credential programs in collaboration with District departments; Anti Racist Instruction, Family Engagement, and Social Emotional Learning (SEL), in addition to continuing nine micro-credential programs.
  - Planned and implemented a Science, Technology, Engineering, Arts, and Mathematics (STEAM) micro-credential program focused on supporting teachers employed in the District's high/highest needs schools. As of March 2024, 129 applicants were admitted to the micro-credential program, which launched in April 2024.
  - Increased to 45% the percentage of teachers enrolled in micro-credentialing programs who are employed at high-needs schools from 42% in 2022-23.
- Challenges:
  - Implementing three new micro-credential programs while continuing to manage and improve existing micro-credential programs.

Despite the presented challenge, the Human Resources Division implemented the professional learning programs for staff in 2023-24 as planned.

#### Goal 5, Action 5: Staff Wellness (New Action for 2023-24)

In 2023-24, the Human Resources Division expanded the staff wellness program which was initiated in 2022-23 to support healthy practices.

- Successes:
  - Participation in staff wellness courses has exceeded the goal to increase participation by 100% in 2023-24 as compared to 2022-23; over a 500% participation increase.
  - Feedback of the staff wellness courses has been positive. As a result of the request by employees, additional staff wellness courses have been developed and the course frequency increased.
  - Preliminary feedback data from participants suggests an increase in healthy practices as a result of staff wellness courses.
- Challenges:
  - A limit on the number of staff wellness courses being offered is impacted by the availability of session facilitators.

Despite the presented challenge, the Human Resources Division plans to continue the wellness courses in 2024-25.

#### Goal 5, Action 6: High Performance Standards (New Action for 2023-24)

In 2023-24, the District's Human Resources Division continued to provide employees with performance management training when hired into management positions, increased the number of training sessions offered in Educator Development and Support Certification for school leaders and Region directors, and increased participation of employees in multiple-measures performance evaluation systems (MMPES).

- Successes:
  - Target of 35% was exceeded in 2023-24 for school support administrators completing evaluation plans (53%) and Initial Growth conferences (76%).
  - A draft framework and evaluation cycle for service providers of school support administrators was developed and is scheduled for field testing beginning in spring 2024.
- Challenges:
  - With the implementation of multiple-measures performance evaluation systems (MMPEs) and the expansion to certificated service providers, such as counselors, nurses, psychologists, and related services providers, the Human Resources Division is working to mitigate implementation challenges as a result of the expansion in 2024-25.

The Human Resources Division implemented services and programs in 2023-24 as planned.

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

Goal 5, Action 1: Recruitment and Staffing

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is due to salary adjustments as a result of negotiated labor agreements and initial budgeting assumptions.

Goal 5, Action 2: Teacher Pipeline Support

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on the utilization of non-LCFF funds, such as grant funding, as well as participant tuition reimbursements which will be expended in the second half of the school year, February to June.

Goal 5, Action 3: Beginning Teacher Support

Goal 5, Action 4: Professional Development

*No material differences were observed for the actions.*

Goal 5, Action 5: Staff Wellness

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is due to initial budgeting assumptions of liability insurance costs as well as the increased premiums to cover liabilities.

### Goal 5, Action 6: High Performance Standards

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on early budget expenditures forecasting as well as lower than anticipated costs in developing performance evaluation procedures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Student success such as in college and career readiness is supported by hiring and retaining highly-qualified teachers and staff. Many regions, including Los Angeles, face shortages of qualified teachers in certain subject areas and grade levels, for example, most notably at schools serving high-needs students including English Learners, foster youth, and students from low income families. Los Angeles Unified is committed to LCAP Goal 5: Investing in Staff by tracking and evaluating the investment in staff within goal metrics and goal action progress monitoring measures. Each action for Goal 5: Investing in Staff has reported data connecting outcomes to specific progress monitoring measures highlighting effectiveness and in alignment with the District's priorities within Pillar 5: Investing in Staff in the District's Board adopted 2022-26 Strategic Plan; Diverse Workforce, Professional Learning, Staff Wellness, and High Performance Standards.

### Goal 5, Action 1: Recruitment and Staffing (New Action for 2023-24)

In 2023-24, the District's Human Resources Division monitored progress towards a Diverse Workforce in the area of recruitment and staffing employing the following progress measures:

- Ensure at least 50% of new applicants will be members of under-represented groups
  - Baseline: 77% of new hires, as of February 2024, are from under-represented groups in 2023-24.
- Ensure the vacancy rate at SENI high / highest-needs schools will not exceed 6%
  - Baseline: Less than a 1% vacancy rate, as of March 2024, at SENI high / highest-needs schools in 2023-24.
- Increase retention rates of staff hired in 2021-2022 and 2022-2023 placed at SENI high / highest-needs schools
  - Two-Year Retention Rate: 2021-22 to 2023-24
    - Baseline: 81% retention rate of credentialed teachers hired in 2021-22, as of September 2023, compared to an 80% retention rate for credentialed teachers hired Districtwide in 2021-22.
  - One-Year Retention Rate: 2022-23 to 2023-24
    - Baseline: 85% retention rate of credentialed teachers hired in 2022-23, as of September 2023, compared to an 86% retention rate for credentialed teachers hired Districtwide in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

### Goal 5, Action 2: Teacher Pipeline Support

In 2023-24, the District's Human Resources Division monitored and evaluated progress towards a Diverse Workforce in the area of teacher pipeline support employing the following progress measures:

- Increased number of students in an Education career pathway who become teaching assistants after graduation
  - Increased: 389 high school participants enrolled in the Educators of Tomorrow Program, as of January 2024, compared to 354 participants enrolled in the program in 2022-23.
- Increased enrollment numbers for all teacher pipeline programs
  - Increased: 324 participants enrolled in teacher pipeline programs, as of February 2024, from 305 enrolled participants in February 2023.
- Completion progress for Career Ladder and District Intern program participants
  - Increased: 686 District Intern teachers in 2023-24, compared to 514 District Intern teachers in 2022-23.
- Increased number of Career Ladder graduates
  - Increased: 63 Career Ladder graduates, as of February 2024, from 51 Career Ladder graduates, as of February 2023, in 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 5. Action 3: Beginning Teacher Support

In 2023-24, the Human Resource Division's Teacher Growth and Induction (TGI) Program monitored the effectiveness of Professional Learning in the area of beginning teacher support employing the following progress measures:

- Increased percentage of candidate teachers who complete the full two-year program
  - 2023-24: 100% of enrolled TGI program candidates are expected to meet all necessary requirements of the two-year induction program in June 2024. In June 2023, 94% of enrolled teachers (607 teachers) who began the two-year TGI Program in August 2021 completed the program.
- Improved results from surveys of candidate teachers, mentors, and administration
  - Increased: 82% positive response rate of the Mid-Year Program Quality Survey in 2023-24 for candidate teachers from a 53% positive response rate in 2022-23 for candidate teachers to evaluate the services provided by the program. Feedback is used as part of a continuous improvement cycle.
  - Increased: 63% positive response rate of the Mid-Year Program Quality Survey in 2023-24 for part-time TGI mentors from a 47% positive response rate in 2022-23 for part-time TGI mentors.
- Improved results from Individual Learning Plan reviews throughout the two (2) year period
  - Maintained: The frequency of Individual Learning Plan review cycles with teacher induction candidates was maintained at four cycles (two formal, two informal) per year in 2023-24 from 2022-23.
  - Maintained: 99% of teacher induction candidates met key performance indicators in the first two Individual Learning Plan (ILP) review cycles, compared to 99% of teacher induction candidates in 2022-23. Two additional ILP review cycles will be completed by the end of the 2023-24 school year.
- Providing beginning teacher support is important to teacher effectiveness, teacher retainment, and, most importantly, the success of students. The District views beginning teacher support provided by the Teacher Growth and Induction (TGI) Program as effective due

to 100% of enrolled TGI program candidates expected to complete the two-year induction program in June 2024. In addition, the action's progress monitoring measure of improved survey results increased from 2022-23 to 2023-24. The District will further review program effectiveness after the school year has ended and use collected data to determine further effectiveness of the action in 2024-25.

#### Goal 5, Action 4: Professional Learning (New Action for 2023-24)

In 2023-24, the Human Resources Division monitored progress towards Professional Learning employing the following progress measures:

- Increase the percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-2022)
  - Increased: 45.3% of teachers in micro-credentialing programs, as of February 2024, are from high-needs schools from 42% of teachers in 2022-23.
- Offer staff at least 12 micro-credential programs (from four offered in 2021-2022)
  - Increased: Nine micro-credential programs are being offered in 2023-24 from six micro-credential programs in 2022-23. Three new programs were launched in 2023-24; Anti Racist Instruction, Family Engagement, and Social Emotional Learning.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 5, Action 5: Staff Wellness (New Action for 2023-24)

In 2023-24, the Human Resources Division monitored progress towards Staff Wellness employing the following progress measures:

- Increase participation rates in professional development focused on wellness by 100%
  - Increased: 1,530 participants are engaging in the Wellness sessions, as of March 2024, from 200 participants taking part in the Wellness sessions in 2022-23; an increase of 665%.
- Increase usage and participation in the EASE program
  - Increased: 357 direct clinical counseling services were provided to employees in the First Quarter of 2023-24 from 242 direct clinical counseling services provided during the First Quarter of 2022-23.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

#### Goal 5, Action 6: High Performance Standards (New Action for 2023-24)

In 2023-24, the Human Resources Division monitored progress towards High Performance Standards employing the following progress measures:

- Ensure 100% of employees receive performance management training as they are hired into supervisory or management positions
  - Baseline: 85% of eligible new administrators (93 of 109) completed Performance Management Training for School Leaders in 2023-24 with 95% of new administrators (768 of 806) having completed Performance Management Training for School Teachers.

- Increase participation in multiple-measures performance evaluation systems to include all certificated employee groups
  - Baseline: 53% of School Support Administrators (404 of 761) have performance evaluation plans and 76% of School Support Administrators having completed performance evaluation plans finished Initial Growth Conferences.
- The District will review effectiveness of the action within progress monitoring measures for 2024-25.

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

The District's 2024-25 LCAP Goal 5 will continue to align with the District's Board adopted 2022-26 Strategic Plan, specifically Pillar 5: Investing in Staff. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

Goal 5, Action 3: Beginning Teacher Support

- The action has been modified to reflect the following progress monitoring measures:
  - Using program completer rate data, the TGI Program will target Increased percentages of candidate teachers who complete the full two-year program (95% or above for enrolled Candidates).
  - Using program quality survey data, the TGI Program will show Improved results from surveys of candidate teachers, mentors, and school administrators
  - Using program quality survey data, the TGI Program will continue to assess and monitor the effectiveness of program systems and training of the induction candidate, mentor, and school leader educational partner groups
  - Using Individual Learning Program assessment and goal progress data, the TGI Program will monitor improved professional practice results from Individual Learning Plan reviews throughout the two (2) year period.
  - Using induction/mentoring interaction data, the TGI Program will monitor the alignment of induction interaction data with broader District goals and priorities (i.e., as identified in the 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-Superintendent Priority Schools throughout
  - Using certificated assignment data and program quality survey data increased educator retention rates of candidate teachers employed at Superintendent Priority Schools

Goal 5, Action 5: Staff Wellness

- The action has been modified to reflect the removal of the following progress monitoring measure:
  - Increase usage and participation in the EASE program.

# Goals and Actions

## Goal

Goal #	Description
6	<p><b><u>English Learner Supports</u></b></p> <p>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. 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.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	All English Learners: 15.80% Grades TK-5: 14.6% Grades 6-8: 21.9% Grades 9-12: 15.9% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 10.3% Grades TK-5: 8.3% Grades 6-8: 18.0% Grades 9-12: 9.7% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i> <i>Note that these figures reflect an estimate of the final calculation from the state and are subject to change.</i>	All English Learners: 15.1% Grades TK-5: 11.6% Grades 6-8: 29.3% Grades 9-12: 14.8% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i> <i>Note that these figures reflect an estimate of the final calculation from the state and are subject to change.</i>	All English Learners: 21.8% Grades TK-5: 18.7% Grades 6-8: 37.0% Grades 9-12: 19.5% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 25% Grades TK-5: 25% Grades 6-8: 45% Grades 9-12: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Who Reclassify by Grade 5	All English Learners: 65.2% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 62.8% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 62.6% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 70.0% (Year 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 80%
English Learners Who Progress in English Proficiency (as measured by ELPI Levels)	All English Learners: 45% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available in 2020-21</i>	All English Learners: 51.4% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 48.4% (Year 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 80%
English Learners Meeting Level 4 on the Summative ELPAC	All English Learners: 15.7% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 11.3% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 14.6% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 16.3% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	All English Learners: 30%
Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	English Learner: 48% RFEP: 65% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 51.2% RFEP: 63.3% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 55.0% RFEP: 65.1% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 53.8% RFEP: 63.1% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 56% RFEP: 70%
Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines	English Learner: 45% RFEP: 41.9% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 76.7% RFEP: 76.0% (Year: 2020-21) <i>Source: LAUSD Open</i>	English Learner: 53.4% RFEP: 52.0% (Year: 2021-22) <i>Source: LAUSD Open</i>	English Learner: 64.5% RFEP: 54.1% (Year: 2022-23)	English Learner: 85% RFEP: 84%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<i>*Note: Baselines for 2019-20 have been adjusted to align to the Division's new and more accurate data reporting system.</i>	<i>Data Dashboard</i>	<i>Data Dashboard</i>	<i>Source: LAUSD Open Data Dashboard</i>	
Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)	English Learner: 83% RFEP: 86% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 63.3% RFEP: 62.3% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 66.2% RFEP: 74.6% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 71.0% RFEP: 77.5% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 70% RFEP: 69%
Kindergarten - Students Meeting Early Literacy Benchmarks (DIBELS)	English Learner: 60% RFEP: 100% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 36.1% RFEP: Not available (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 50.4% RFEP: 100.0% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 56.3% RFEP: 99.9% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 67.0% RFEP: 100%
Grade 1 - Students Meeting Early Literacy Benchmarks (DIBELS)	English Learner: 41% RFEP: 92% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 49.5% RFEP: 96.3% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 47.6% RFEP: 98.5% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 50.3% RFEP: 97.6% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 63.0% RFEP: 100%
Grade 2 - Students Meeting Early Literacy	English Learner: 41% RFEP: 96%	English Learner: 39.9% RFEP: 82.3%	English Learner: 43.2% RFEP: 96.8%	English Learner: 42.9% RFEP: 96.5%	English Learner: 63% RFEP: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmarks (DIBELS)	(Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	
Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grade 3 <i>Note: Aligned to Board Goal for Literacy</i>	English Learner: -96.6 RFEP: 7.7 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting DIBELS proficiency data for Grade 3, as SBA ELA was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced, DIBELS performance is a strong predictor of Smarter Balanced achievement)</i> English Learner: 31.1% RFEP: 76.0% (Year: 2020-21) <i>Source: LAUSD DIBELS End of Year 2021 Data</i>	English Learner: -106.2 RFEP: 10.3 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -101.3 RFEP: 25.2 (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -86.3 RFEP: 22.7
Smarter Balanced Results: Distance from Standard (DFS) Met in English Language Arts - Grades 3-5	English Learner: -102.1 RFEP: 7.1 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting DIBELS proficiency data for Grades 3-5, as SBA ELA was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced,</i>	English Learner: -111.4 RFEP: 7.2 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -114.4 RFEP: 8.3 (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -91.4 RFEP: 7.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p><i>DIBELS performance is a strong predictor of Smarter Balanced achievement)</i></p> <p>English Learner: 25.5%</p> <p>RFEP: 70.9%</p> <p>(Year: 2020-21)</p>			
<p>Smarter Balanced Results:</p> <p>Distance from Standard (DFS) Met in English Language Arts - Grades 6-8</p>	<p>English Learner: -139.1</p> <p>RFEP: -21.7</p> <p>(Year: 2018-19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p><i>(Note: Reporting Renaissance proficiency data for Grades 6-8, as SBA ELA was not implemented in this grade span in 2020-21; While this data is not directly comparable to Smarter Balanced, Renaissance performance is a strong predictor of Smarter Balanced achievement)</i></p> <p>English Learner: 2.0%</p> <p>RFEP: 30.9%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Renaissance 2020-21 Data</p>	<p>English Learner: -149.2</p> <p>RFEP: -20.9</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>English Learner: -159.3</p> <p>RFEP: -30.7</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>English Learner: -133.1</p> <p>RFEP: -17.0</p>
<p>Smarter Balanced Results:</p> <p>Distance from Standard (DFS) Met</p>	<p>English Learner: -137.3</p> <p>RFEP: 5.8</p> <p>(Year: 2018-19)</p>	<p>English Learner: -140.6</p> <p>RFEP: 6.5</p> <p>(Year: 2020-21)</p>	<p>English Learner: -161.2</p> <p>RFEP: -11.0</p> <p>(Year: 2021-22)</p>	<p>English Learner: -162.8</p> <p>RFEP: -12.6</p>	<p>English Learner: -132.6</p> <p>RFEP: 10.5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in English Language Arts - Grade 11	<i>Source: LAUSD Open Data Dashboard</i>	<i>Source: LAUSD Open Data Dashboard</i>	<i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	
Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 3-5 <i>Note: Aligned to Board Goal for Numeracy</i>	English Learner: -96.4 RFEP: -8.4 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting Edulastic proficiency data for Grades 3-5, as SBA Math was not implemented in this grade span in 2020-21;</i>  <i>While this data is not directly comparable to Smarter Balanced, Edulastic performance is a strong predictor of Smarter Balanced achievement)</i>  English Learner: 1.8% RFEP: 8.7% (Year: 2020-21) <i>Source: LAUSD Edulastic 2020-21 Data</i>	English Learner: -111.0 RFEP: -16.9 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -103.7 RFEP: -10.5 (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -96.0 RFEP: -1.9
Smarter Balanced Results: Distance from Standard (DFS) Met in Mathematics - Grades 6-8 <i>Note: Aligned to Board Goal for Numeracy</i>	English Learner: -176.9 RFEP: -61.0 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>(Note: Reporting Renaissance proficiency data for Grades 6-8, as SBA Math was not implemented in this grade span in 2020-21;</i>  <i>While this data is not directly comparable to Smarter Balanced, Renaissance</i>	English Learner: -187.8 RFEP: -76.6 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -188.0 RFEP: -77.9 (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: -116.9 RFEP: -31.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<i>performance is a strong predictor of Smarter Balanced achievement)</i> English Learner: 3.9% RFEP: 26.8% (Year: 2020-21) Source: LAUSD Renaissance 2020-21 Data			
Smarter Balanced Results:  Distance from Standard (DFS) Met in Mathematics - Grade 11	English Learner: -190.9 RFEP: -80.4 (Year: 2018-19) Source: LAUSD Open Data Dashboard	English Learner: -157.4 RFEP: -71.5 (Year: 2020-21) Source: LAUSD Open Data Dashboard	English Learner: -218.8 RFEP: -113.8 (Year: 2021-22) Source: LAUSD Open Data Dashboard	English Learner: -224.4 RFEP: -114.6 (Year: 2022-23) Source: LAUSD Open Data Dashboard	English Learner: -184.9 RFEP: -74.4
Percent Met/Exceed Standard on California Science Test - Grade 5	English Learner: 1.20% RFEP: 24.30% (Year: 2018-19) Source: LAUSD Open Data Dashboard	<i>Not available</i>	English Learner: 1.0% RFEP: 26.6% (Year: 2021-22) Source: LAUSD Open Data Dashboard	English Learner: 0.8% RFEP: 25.8% (Year: 2022-23) Source: LAUSD Open Data Dashboard	English Learner: 11.17% RFEP: 34.27%
Percent Met/Exceed Standard on California Science Test - Grade 8	English Learner: 0.62% RFEP: 19.28% (Year: 2018-19) Source: LAUSD Open Data Dashboard	<i>Not available</i>	English Learner: 0.2% RFEP: 17.9% (Year: 2021-22) Source: LAUSD Open Data Dashboard	English Learner: 0.3% RFEP: 16.1% (Year: 2022-23) Source: LAUSD Open Data Dashboard	English Learner: 5.12% RFEP: 23.78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent Met/Exceed Standard on California Science Test - Grade 11	English Learner: 1% RFEP: 20% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available</i>	English Learner: 0.2% RFEP: 17.8% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.2% RFEP: 18.3% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 6% RFEP: 25%
11th Grade Students Prepared for College via the Early Assessment Program (EAP) - English Language Arts	English Learner: 0.6% RFEP: 20.2% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.8% RFEP: 21.9% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.0% RFEP: 17.9% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.0% RFEP: 17.9% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 4.1% RFEP: 23.3%
11th Grade Students Prepared for College via the Early Assessment Program (EAP) - Mathematics	English Learner: 0.6% RFEP: 7.5% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.9% RFEP: 7.7% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.2% RFEP: 5.6% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.1% RFEP: 5.4% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 3% RFEP: 9.9%
AP Pass Rate (Percent of Advanced Placement Exams with a 3 or Higher)	English Learner: 67% RFEP: 44% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 44.1% RFEP: 27.7% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 46.4% RFEP: 34.3% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 47.2% RFEP: 33.9% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 97% RFEP: 74%
A-G Completion Rate <i>Note: Aligned to Board Goal for</i>	English Learner: 12.6% RFEP: 38.6%	English Learner: 26.4% RFEP: 49.0%	English Learner: 27.0% RFEP: 57.0%	English Learner: 31.3% RFEP: 58.4%	English Learner: 39.9% RFEP: 67.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<i>Postsecondary</i>	(Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	
CTE Completion Rate	English Learner: 4.6% RFEP: 13.0% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 7.7% RFEP: 17.7% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 9.5% RFEP: 21.0% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 10.3% RFEP: 24.5% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 19% RFEP: 28%
A-G and CTE Completion Rate	English Learner: 1.7% RFEP: 7.2% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 4.6% RFEP: 11.7% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 5.7% RFEP: 13.9% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 6.2% RFEP: 17.5% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 17% RFEP: 22%
Four-Year Cohort Graduation Rate	English Learner: 56.21% RFEP: 88.0% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 59.2% RFEP: 86.5% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 62.0% RFEP: 94.6% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 62.4% RFEP: 90.2% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 68.5% RFEP: 93.0%
Five-Year Cohort Graduation Rate	English Learner: 56.53% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 60.8% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 66.1% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 65.7% (Year 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 75.0%
High School Dropout	English Learner:	English Learner:	English Learner:	English Learner: 27%	English Learner:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate	25.2% RFEP: 3% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	21.3% RFEP: 3.8% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	25.7% RFEP: 2.7% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	RFEP: 4.7% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	15.0% RFEP: 3.0%
Student Attendance: Students with Excellent Attendance (96% or Higher)	English Learner: 64.7% RFEP: 73.8% (Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 66.7% RFEP: 77.0% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 25.6% RFEP: 38.0% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 32.7% RFEP: 43.7% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 64.7% RFEP: 73.8%
Chronic Absenteeism Rate (State Calculation: 90% or Lower) - Grades K-8	English Learner: 10.9% RFEP: 5.4% (Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 17.2% RFEP: 9.1% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 43.5% RFEP: 27.3% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 43.2% RFEP: 27.2% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 10.9% RFEP: 5.4%
Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	English Learner: 12.9% RFEP: 5.2% (Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 17.6% RFEP: 7.8% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 49.7% RFEP: 31.4% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 37.4% RFEP: 20.9% (Year 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 12.9% RFEP: 5.2%
Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	English Learner: 16.2% RFEP: 8.5%	English Learner: 24.3% RFEP: 12.8%	English Learner: 48.8% RFEP: 34.3%	English Learner: 39.4% RFEP: 26.4%	English Learner: 16.2% RFEP: 8.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	
Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	English Learner: 34% RFEP: 19% (Year: 2017-18) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 39.3% RFEP: 21.2% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 57.1% RFEP: 43.1% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 51% RFEP: 36.3% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 34% RFEP: 19%
Single Student Suspension Rate	English Learner: 0.30% RFEP: 0.27% (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.0% RFEP: 0.0% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.23% RFEP: 0.29% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.3% RFEP: 0.41% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 0.18% RFEP: 0.16%
Instructional Days Lost to Suspension	English Learner: 603 RFEP: 812 (Year: 2018-19) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 3 RFEP: 10 (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 477 RFEP: 733 (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 592 RFEP: 1,050 (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 360 RFEP: 485
Students Reporting on the School Experience Survey: <i>"I feel safe in this school."</i>	English Learner: 74% RFEP: 65% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 74.7% RFEP: 71.4% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 70.3% RFEP: 64.9% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 66.7% RFEP: 60.6% (Year: 2023-24) <i>Source: LAUSD Open Data Dashboard</i>	English Learner: 80.0% RFEP: 77.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students Reporting on the School Experience Survey:</p> <p><i>"I feel like I am part of this school."</i></p>	<p>English Learner: 76% RFEP: 68% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 70.0% RFEP: 62.0% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 66.4% RFEP: 58.1% (Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 63.4% RFEP: 54.6% (Year: 2023-24) <i>Source: LAUSD Open Data Dashboard</i></p>	<p>English Learner: 77.8% RFEP: 70.5%</p>

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 6, Action 1: UTK-12 English Learner Services

In 2023-24, the District's Multilingual & Multicultural Education Department (MMED) completed professional development training for Region and school site teachers, staff, and administrators to enrich instruction for grades UTK-12 English Learner (EL) students as well as improve the progress monitoring of ELs towards English language proficiency.

- Successes:
  - Completed training for 850 participants during the Master Plan for English Learners and Standard English Learners Instructional Institute; the Master Plan outlines the District's vision for educating our culturally and linguistically diverse students.
  - Developed and implemented an English Learner Progress Indicator (ELPI) Dashboard, in alignment with the California School Dashboard, to increase progress monitoring of English Learners towards English language proficiency.
  - Conducted professional development sessions on English Learner (EL) Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing) at the Region and school site levels with teachers, instructional support staff, and administrators supporting EL instruction.
  - Trained 221 new English Learner Designees to coordinate programs and services for EL students (ELs) including how to ensure effective implementation of intervention services for ELs.
- Challenges:
  - As part of the ongoing work to align District department budgets, some department and Region positions were unfilled which limited expanded support to Regions and schools.

Despite the presented challenge, UTK-12 English Learner Services including educator professional development were implemented in 2023-24 as planned.

### Goal 6, Action 2: International Newcomer Supports

In 2023-24, the Multilingual & Multicultural Education Department (MMED) supported International Newcomer students by providing supplemental instructional resources and teacher professional development on English Learner (EL) instructional strategies to increase English language proficiency.

- Successes:
  - Provided an International Newcomer Summer Enrichment Program for approximately 1,000 students; increase from 660 students in 2022-23.
  - Opened International Newcomer Academies to provide targeted support to arriving students at three high schools- Belmont

HS, Bernstein HS, and Van Nuys HS.

- Implemented the annual MMED International Newcomer Student Leadership Conference with over 900 International Newcomer students in attendance.
- Challenges:
  - The District has seen an increased number of International Newcomers during 2023-24 than in prior school years. Of the District's English Learner (EL) population, approximately 26% or 21,630 students are International Newcomers in 2023-24.
  - An increased demand for translation of District-level and school-level communications and documents into Russian and Persian languages due to the increase of arriving families speaking Russian or Persian.

Despite the presented challenges, the International Newcomer Supports program was implemented in 2023-24 as planned.

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

In 2023-24, the Multilingual & Multicultural Education Department (MMED) provided professional development including instructional planning support to teachers and additional instructional staff to increase the academic success of PLTEL students and move PLTEL students towards English language proficiency.

- Successes:
  - 97% of PLTELS have an Individual Reclassification Plan (IRP) completed during fall 2023 to allow families and students the ability to understand student progress towards Fluent English Proficiency (FEP) and to select goals to FEP status; increased from 95% in 2022-23.
  - Provided direct instructional support to elementary and secondary schools in building teacher capacity in standards-based literacy via the Multilingual Multicultural Academic Language Instructional Coach (MMALC) positions.
  - 28% of PLTELS in 2022-23 reclassified to fluent English proficiency (FEP) by end of the 2022-23 school year.
- Challenges:
  - As part of the ongoing work to align District department budgets, some department and Region positions were unfilled which limited expanded support to Regions and schools.

Despite the presented challenge, the PLTEL interventions were implemented in 2023-24 as planned.

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

In 2023-24, the Multilingual & Multicultural Education Department (MMED) supported schools in the requirement of the establishment of annual Individual Reclassification Plans (IRPs) for all LTEL students to monitor their linguistic and academic progress towards reclassification as well as implemented professional development training for educators to increase their proficiency in providing EL instructional approaches such as active listening and oral summarizing to LTEL students.

- Successes:

- MMED reclassified 44.8% of LTEL students to Fluent English Proficient (FEP) status as of Census Day, October 5, 2023.
- Provided professional development such as English Learner instructional approaches and reclassification procedures to teachers of LTEL students with disabilities.
- Challenges:
  - As part of the ongoing work to align District department budgets, some department and Region positions were unfilled which limited expanded support to Regions and schools.

Despite the presented challenge, interventions and supports for LTEL students were implemented in 2023-24 as planned.

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

In 2023-24, the Multilingual & Multicultural Education Department (MMED) continued to expand and improve the Dual Language Education (DLE) programs to support students' language proficiency in English and one or more additional languages by providing standards-aligned instructional and curricular resources and associated high-quality professional learning opportunities for grade UTK-12 teachers, instructional support staff, administrators supporting instruction, and families.

- Successes:
  - Increased number of students receiving Pathway to Biliteracy and the Seal of Biliteracy Awards to 26,322 in 2022-23, up from 12,359 in 2021-22. The LAUSD Biliteracy Awards are given annually to students in grades 5, 8, and 12 demonstrating success in English and in a language other than English.
  - Developed and facilitated a series of instructional focused professional development trainings for new and continuing grade UTK-12 Dual Language Education (DLE) teachers. Trainings included Unified Enrollment community supports and the DLE micro-credentialing program to improve instruction.
  - Facilitated community meetings to promote student completion of the LAUSD Biliteracy Awards- Pathway to Biliteracy and the Seal of Biliteracy Awards.
- Challenges:
  - Increased need to monitor and accurately assess students' language proficiency in DLE target languages with the implementation of a biliteracy-based instructional data analysis protocol to support student proficiency in English and one or more languages in addition to English.
  - With the continued changes in English Language Arts (ELA) curriculum, MMED monitors the alignment and use of ELA curriculum with California content standards for ELA to develop standards-aligned thematic units.

Despite the presented challenges, the programs were implemented in 2023-24 as planned.

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

Goal 6, Action 1: UTK-12 English Learner Services

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is largely attributable to expenditures that occur later in the school year for the June 2024 Master Plan Instructional Institute and instructional/professional development materials that still need to be understood and purchased.

Goal 6, Action 2: International Newcomer Supports

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

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is largely attributable to expenditures that occur later in the school year for the June 2024 Master Plan Instructional Institute and instructional / professional development materials that still need to be purchased.

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for this action is due to an expenditure transfer of funding for instructional staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of LCAP Goal 6: English Learner Supports in Los Angeles Unified is tied to the positive student performance results as evidenced in the goal's Measuring and Reporting section as well as the goal action progress monitoring measure outcomes. Data-informed decision making and increased access to resources, among additional factors, has supported the attainment of English language proficiency and the academic achievement of English Learners.

Goal 6, Action 1: UTK-12 English Learner Services

In 2023-24, the Multilingual & Multicultural Education Department (MMED) monitored progress towards Eliminating Opportunity Gaps in the area of English Learner services using the following progress measures:

- Increased percentage of International Newcomer students who complete the A-G courses with a grade of C or better
  - 2023-24: Data is pending and will be available in fall 2024.
  - 2022-23: 25%, a decrease from 32.5% in 2021-22.
- Increased percentage of International Newcomer students who graduate as part of the 4-year graduation cohort
  - 2022-23: 72.6%
  - 2021-22: 69.0%, an increase from 61.2% in 2020-2021.

- Increased percentage of Reclassified Fluent English Proficient (RFEP) students passing their A-G courses with a grade of C or better
  - 2022-23: 82.2%
  - 2021-22: 26.9%
- Increased percentage of Potential Long Term English Learners (PTELEs) who reclassify from EL status to Fluent English Proficient (FEP) status
  - 2023-24: 6.8% reclassified, as of March 2024, compared to 6% of PTELEs having reclassified as of March 2023. The percentage of PTELEs reclassifying to FEP status has increased during the same time period as last year. The final annual reclassification rate was 24% in 2022-23. The total 2023-24 reclassification rate is pending spring Summative ELPAC and the end-of-year i-Ready Reading Diagnostic scores and results, which will be available in summer 2024. The expectation given prior annual performance is that the total reclassification percentage will increase over 2022-23 final reclassification results therefore supporting the effectiveness of the action.
- Increased percentage of English Learner students with disabilities who reclassify from EL status to Fluent English Proficient (FEP) status
  - 2023-24: 10.4% reclassified, as of March 2024, compared to 10% of EL students with disabilities having reclassified as of March 2023. The final annual reclassification rate was 26.6% in 2022-23. The total 2023-24 reclassification rate is pending spring Summative ELPAC and the end-of-year i-Ready Reading Diagnostic scores and results, which will be available in summer 2024. The expectation given prior annual performance is that the total reclassification percentage will increase over 2022-23 final reclassification results therefore supporting the effectiveness of the action.
- Increased percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in English Language Arts (ELA)
  - 2023-24: Data is pending and will be available in fall 2024.
  - 2022-23: 45% of RFEPs met or exceeded standards
- Increased percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in Math
  - 2023-24: Data is pending and will be available in fall 2024.
  - 2022-23: 29% of RFEPs met or exceeded standards

#### Goal 6, Action 2: International Newcomer Supports

In 2023-24, the Multilingual & Multicultural Education Department (MMED) monitored progress towards Eliminating Opportunity Gaps in the area of English Learner services using the following progress measures:

- Increased percentage of International Newcomer students who complete the A-G courses with a grade of C or better
  - 2023-24: Data is pending and will be available in fall 2024.
  - 2022-23: 25% of International Newcomer students completed A-G courses with a grade of C or better
- Increase the percentage of International Newcomer students who graduate as part of the 4-year graduation cohort
  - 2023-24: Data is pending and will be available in fall 2024.
  - 2022-23: 72.6%
- The District views the action as effective based on the trend analysis over prior years. The District will determine further effectiveness of action for 2024-25 as the 2023-24 results become available.

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

In 2023-24, the Multilingual & Multicultural Education Department (MMED) monitored progress towards Eliminating Opportunity Gaps in the area of PLTEL interventions using the following progress measures:

- Increased percentage of Potential Long-Term English Learners (PLTEs) who reclassify
  - 2023-24: 6.8% of PLTEs reclassified, as of March 2024, compared to the final annual reclassification rate of 24% in 2022-23. Comparatively, in March 2023, 6% of PLTEs reclassified with the percentage having increased by the end of the school year—a slight increase during the same time period as last year. The total 2023-24 reclassification rate is pending spring Summative ELPAC and the end-of-year i-Ready Reading Diagnostic scores and results, which will be available in summer 2024. The expectation given prior annual performance is that the total reclassification percentage will increase over 2022-23 final reclassification results therefore supporting the effectiveness of the action.

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

In 2023-24, the Multilingual & Multicultural Education Department (MMED) monitored progress towards Eliminating Opportunity Gaps in the area of LTEL interventions using the following progress measures:

- Increase the percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status:
  - 2023-24: 6.3% reclassified, as of March 2024, compared to 12% of LTEL students having reclassified as of March 2023. The final annual reclassification rate was 45.5% in 2022-23. The total 2023-24 reclassification rate is pending spring Summative ELPAC and the end-of-year i-Ready Reading Diagnostic scores and results, which will be available in summer 2024. The expectation given prior annual performance is that the total reclassification percentage will increase over 2022-23 final reclassification results therefore supporting the effectiveness of the action.

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

In 2023-24, the Multilingual & Multicultural Education Department (MMED) monitored progress towards Enriching Experiences in the area of Dual Language Education using the following progress measures:

- Increased number of Dual Language Education (DLE) programs
  - Increased to 230 programs in 2023-24 from 214 programs in 2022-23.
- Increased number of English Learners and Reclassified Fluent English Proficient (RFEP) students participating in Dual Language Education (DLE) programs in UTK/TK/K through 5th/6th grade
  - English Learners: Increased to 8,165 students, as of February 2024, from 7,226 students in 2022-23.
  - RFEP: Decreased to 2,862 students, as of February 2024, from 3,725 students in 2022-23.
- Increased number of 5th, 6th, and 8th grade students who received the Los Angeles Unified Pathway to Biliteracy Award
  - Overall: Increased to 7,016 students in 2022-23 from 6,480 students in 2021-22. 2023-24 results are pending.
- Increased number of 12th grade students who graduate receiving the State Seal of Biliteracy

- Overall: Decreased to 6,594 students in 2022-23 from 6,845 students in 2021-22. 2023-24 results are pending.
- The District views the action as effective based on the progress monitoring measure results. The District will determine further effectiveness of action in 2024-25.

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

The District continues to be committed to increasing academic outcomes for English Learners in the 2024-25 LCAP including attaining Fluent English Proficiency (FEP) status. The District’s LCAP Goal 6: English Learner Supports aligns to the commitment and is further evidenced by the inclusion of English Learner outcomes in the District’s Board Adopted District Goals and the District’s Board adopted 2022-26 Strategic Plan. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

Goal 6: Metrics

- The metric “Percent of students whose eligibility for special education services were determined within 60 days of guidelines” has been modified to “Percent of students whose Individualized Education Plans (IEPs) were held within mandated timelines.”
- The metric “Percent of students with disabilities who receive 100% of the services specified in their Individualized Education Plans (IEPs)” has been modified to “Percent of students with disabilities who receive at least 100% of the services specified in their Individualized Education Plans (IEPs).”

Goal 6, Action 1: UTK-12 English Learner Services

- The action has been modified to monitor the effectiveness of UTK-12 English Learner Services using the following progress monitoring measures:
  - Increase the percentage of English Learners (ELs) who make progress on the English Learner Progress Indicator (ELPI)
  - Increase the percentage of English Learners (ELs) who score proficient (Overall ELPAC level 4) on the Summative ELPAC
  - Increase the percentage of English Learners (ELs) who reclassify Fluent English Proficient (RFEP)
  - Increase the percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards on the state’s Smarter Balanced Assessment (SBA) in English Language Arts (ELA)
  - Increase the percentage of English Learners (ELs) meeting or exceeding standards on the state’s Smarter Balanced Assessment (SBA) in English Language Arts (ELA)
- The action has been modified by removing the following progress monitoring measures:
  - Increased percentage of International Newcomer students who complete the A-G courses with a grade of C or better
  - Increased percentage of Reclassified Fluent English Proficient (RFEP) students passing their A-G courses with a grade of C or better
  - Increased percentage of Potential Long-Term English Learners (PLTEs) who reclassify
  - Increased percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in Math
- Please note the progress monitoring measures are also employed for specific actions in Goal 1: Academic Excellence and metrics in

Goal 1: Academic Excellence and student performance can be reviewed.

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

- This action has been modified by adding the following progress monitoring measures:
  - Increased percentage of Potential Long-Term English Learners (PLTELEs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 5
  - Increased percentage of Potential Long-Term English Learners (PLTELEs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 8
  - Increased percentage of Potential Long-Term English Learners (PLTELEs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 10

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

- This action has been modified by adding the following progress monitoring measures:
  - Increased percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 8
  - Increased percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status by grade 10

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

- The action has been modified to monitor the effectiveness of Dual Language Education (DLE) programs using the additional progress monitoring measures:
  - Analysis of growth for mCLASS Lectura data in grades K-2.
  - Analysis of growth for iReady ASR data in grades 3-5/6.

# Goals and Actions

## Goal

Goal #	Description
7	<p data-bbox="180 315 919 347"><b><u>Black Student Achievement Plan Implementation</u></b></p> <p data-bbox="180 402 1976 688">The Black Student Achievement Plan (BSAP) was approved by the Los Angeles Unified Board of Education in February of the 2020-2021 school year. Funding allocations have been earmarked to address 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.</p> <p data-bbox="180 732 1955 837">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 staffing support to address the academic and social-emotional needs of Black students.</p> <p data-bbox="180 878 2007 1057">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.</p> <p data-bbox="180 1097 2039 1243">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.</p> <ul data-bbox="226 1243 2018 1495" style="list-style-type: none"> <li data-bbox="226 1243 2018 1317">● 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:             <ul data-bbox="323 1317 2018 1495" style="list-style-type: none"> <li data-bbox="323 1317 2018 1390">○ 200 or more total Black student enrollment with 1 or more high need flags and English/Math proficiency below District average; or</li> <li data-bbox="323 1390 2018 1430">○ 100 – 199 total black students with 2 or more high need flags and English/Math proficiency below District average; or</li> <li data-bbox="323 1430 2018 1495">○ Humanizing Education for Equitable Transformation (HEET) schools and the City of Angels K-12 independent study school</li> </ul> </li> </ul>

Goal #	Description
	<ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>100 or more total black student enrollment with 0 or 1 high needs flags</li> </ul> </li> <li><i>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.</i></li> </ul>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate: Percent of Students with Excellent Attendance (96% or Higher)	All Black Students in LAUSD: 52.9%  Students in BSAP Cohort 1 Schools: 49.8%  Students in BSAP Cohort 2 Schools: 58.0%  (Year: 2017-18)  <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 58.0%  Students in BSAP Cohort 1 Schools: 51.5%  Students in BSAP Cohort 2 Schools: 65.3%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>  <i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i>	All Black Students in LAUSD: 22.9%  Students in BSAP Cohort 1 Schools: 20.5%  Students in BSAP Cohort 2 Schools: 22.8%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	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)  <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 52.9%  Students in BSAP Cohort 1 Schools: 54.9%  Students in BSAP Cohort 2 Schools: 68.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades K-5	<p>All Black Students in LAUSD: 25.2%</p> <p>Students in BSAP Cohort 1 Schools: 27.8%</p> <p>Students in BSAP Cohort 2 Schools: 24.4%</p> <p>(Year: 2017-18)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 32.6%</p> <p>Students in BSAP Cohort 1 Schools: 42.0%</p> <p>Students in BSAP Cohort 2 Schools: 29.9%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 58.9%</p> <p>Students in BSAP Cohort 1 Schools: 64.8%</p> <p>Students in BSAP Cohort 2 Schools: 62.6%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 48.4%</p> <p>Students in BSAP Cohort 1 Schools: 53.3%</p> <p>Students in BSAP Cohort 2 Schools: 46.7%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 25.2%</p> <p>Students in BSAP Cohort 1 Schools: 34.8%</p> <p>Students in BSAP Cohort 2 Schools: 22.7%</p>
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 6-8	<p>All Black Students in LAUSD: 22.1%</p> <p>Students in BSAP Cohort 1 Schools: 30.7%</p> <p>Students in BSAP Cohort 2 Schools: 17.0%</p> <p>(Year: 2017-18)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 25.2%</p> <p>Students in BSAP Cohort 1 Schools: 36.4%</p> <p>Students in BSAP Cohort 2 Schools: 18.6%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 54.1%</p> <p>Students in BSAP Cohort 1 Schools: 60.9%</p> <p>Students in BSAP Cohort 2 Schools: 53.1%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 44.0%</p> <p>Students in BSAP Cohort 1 Schools: 51.7%</p> <p>Students in BSAP Cohort 2 Schools: 41.6%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 22.1%</p> <p>Students in BSAP Cohort 1 Schools: 33.4%</p> <p>Students in BSAP Cohort 2 Schools: 15.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i>			
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) - Grades 9-12	<p>All Black Students in LAUSD: 30.8%</p> <p>Students in BSAP Cohort 1 Schools: 27.7%</p> <p>Students in BSAP Cohort 2 Schools: 24.7%</p> <p>(Year: 2017-18)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 31.4%</p> <p>Students in BSAP Cohort 1 Schools: 30.4%</p> <p>Students in BSAP Cohort 2 Schools: 26.3%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 56.2%</p> <p>Students in BSAP Cohort 1 Schools: 54.3%</p> <p>Students in BSAP Cohort 2 Schools: 58.6%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 47.3%</p> <p>Students in BSAP Cohort 1 Schools: 46.6%</p> <p>Students in BSAP Cohort 2 Schools: 46.8%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 30.8%</p> <p>Students in BSAP Cohort 1 Schools: 25.6%</p> <p>Students in BSAP Cohort 2 Schools: 21.5%</p>
Single Student Suspension Rate	<p>All Black Students in LAUSD: 1.46%</p> <p>Students in BSAP Cohort 1 Schools: 2.0%</p> <p>Students in BSAP Cohort 2 Schools:</p>	<p>All Black Students in LAUSD: 0.0%</p> <p>Students in BSAP Cohort 1 Schools: 0.0%</p> <p>Students in BSAP Cohort 2 Schools:</p>	<p>All Black Students in LAUSD: 0.87%</p> <p>Students in BSAP Cohort 1 Schools: 1.12%</p> <p>Students in BSAP Cohort 2 Schools:</p>	<p>All Black Students in LAUSD: 1.0%</p> <p>Students in BSAP Cohort 1 Schools: 1.36%</p>	<p>All Black Students in LAUSD: 0.9%</p> <p>Students in BSAP Cohort 1 Schools: 0.0%</p> <p>Students in BSAP Cohort 2 Schools:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.8%  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	0.0%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>  <i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i>	0.63%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Students in BSAP Cohort 2 Schools: 0.68%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	0.0%
Instructional Days Lost to Suspension	All Black Students in LAUSD: 1,170 days  Students in BSAP Cohort 1 Schools: 597  Students in BSAP Cohort 2 Schools: 167  (Year: 2018-19)  <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 0  Students in BSAP Cohort 1 Schools: 0  Students in BSAP Cohort 2 Schools: 0  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>  <i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i>	All Black Students in LAUSD: 595  Students in BSAP Cohort 1 Schools: 225  Students in BSAP Cohort 2 Schools: 164  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 745  Students in BSAP Cohort 1 Schools: 331  Students in BSAP Cohort 2 Schools: 168  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 699  Students in BSAP Cohort 1 Schools: 357  Students in BSAP Cohort 2 Schools: 100
Early Literacy Proficiency - DIBELS (Kindergarten)	All Black Students in LAUSD: 61%  Students in BSAP Cohort 1 Schools:	All Black Students in LAUSD: 46%  Students in BSAP Cohort 1 Schools:	All Black Students in LAUSD: 53.0%  Students in BSAP Cohort 1 Schools:	All Black Students in LAUSD: 60.7%  Students in BSAP Cohort 1 Schools:	All Black Students in LAUSD: 68.0%  Students in BSAP Cohort 1 Schools:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>51.7%</p> <p>Students in BSAP Cohort 2 Schools: 69.8%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>37.9%</p> <p>Students in BSAP Cohort 2 Schools: 47.0%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>48.3%</p> <p>Students in BSAP Cohort 2 Schools: 55.4%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>53.9%</p> <p>Students in BSAP Cohort 2 Schools: 62.3%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>63.7%</p> <p>Students in BSAP Cohort 2 Schools: 81.8%</p>
<p>Early Literacy Proficiency - DIBELS (Grade 1)</p>	<p>All Black Students in LAUSD: 56%</p> <p>Students in BSAP Cohort 1 Schools: 49.2%</p> <p>Students in BSAP Cohort 2 Schools: 54.9%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 59.7%</p> <p>Students in BSAP Cohort 1 Schools: 54.7%</p> <p>Students in BSAP Cohort 2 Schools: 58.9%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 59.5%</p> <p>Students in BSAP Cohort 1 Schools: 54.3%</p> <p>Students in BSAP Cohort 2 Schools: 61.1%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 61.5%</p> <p>Students in BSAP Cohort 1 Schools: 55.5%</p> <p>Students in BSAP Cohort 2 Schools: 63.3%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 70.0%</p> <p>Students in BSAP Cohort 1 Schools: 61.2%</p> <p>Students in BSAP Cohort 2 Schools: 66.9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Early Literacy Proficiency - DIBELS (Grade 2)</p>	<p>All Black Students in LAUSD: 62%</p> <p>Students in BSAP Cohort 1 Schools: 54.0%</p> <p>Students in BSAP Cohort 2 Schools: 63.8%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 53.6%</p> <p>Students in BSAP Cohort 1 Schools: 44.9%</p> <p>Students in BSAP Cohort 2 Schools: 61.2%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 52.5%</p> <p>Students in BSAP Cohort 1 Schools: 47.6%</p> <p>Students in BSAP Cohort 2 Schools: 55.9%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 57.4%</p> <p>Students in BSAP Cohort 1 Schools: 47.8%</p> <p>Students in BSAP Cohort 2 Schools: 59.6%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 68.0%</p> <p>Students in BSAP Cohort 1 Schools: 66%</p> <p>Students in BSAP Cohort 2 Schools: 75.8%</p>
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (ELA) - Grades 3-5</p> <p><i>For reference:</i></p> <p><i>Distance from Standard Met (ELA)</i></p>	<p>All Black Students in LAUSD: 31.2%</p> <p>Students in BSAP Cohort 1 Schools: 22.0%</p> <p>Students in BSAP Cohort 2 Schools: 32.9%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD SBA Data</i></p>	<p><i>This information is not available for the 2020-21 year.</i></p> <p><i>Note that BSAPs first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 29.9%</p> <p>Students in BSAP Cohort 1 Schools: 21.9%</p> <p>Students in BSAP Cohort 2 Schools: 28.8%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD SBA Data</i></p>	<p>All Black Students in LAUSD: 29.2%</p> <p>Students in BSAP Cohort 1 Schools: 20.8%</p> <p>Students in BSAP Cohort 2 Schools: 29.7%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD SBA Data</i></p>	<p>All Black Students in LAUSD: 42.0%</p> <p>Students in BSAP Cohort 1 Schools: 32.6%</p> <p>Students in BSAP Cohort 2 Schools: 43.5%</p> <p><i>All Black Students in LAUSD: -43.0</i></p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><i>All Black Students in LAUSD: -49.5</i></p> <p><i>(Year: 2018-19)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>		<p><i>All Black Students in LAUSD: -58.0</i></p> <p><i>(Year: 2021-22)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>All Black Students in LAUSD: -59.0</i></p> <p><i>(Year: 2022-23)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (ELA) - Grades 6-8</p> <p><i>For reference:</i></p> <p><i>Distance from Standard Met (ELA)</i></p>	<p>All Black Students in LAUSD: 32%</p> <p>Students in BSAP Cohort 1 Schools: 16.1%</p> <p>Students in BSAP Cohort 2 Schools: 40.2%</p> <p><i>(Year: 2018-19)</i></p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -54.4</i></p> <p><i>(Year: 2018-19)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>This information is not available for the 2020-21 year.</i></p> <p><i>Note that BSAPs first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 31.3%</p> <p>Students in BSAP Cohort 1 Schools: 17.2%</p> <p>Students in BSAP Cohort 2 Schools: 37.8%</p> <p><i>(Year: 2021-22)</i></p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -58.7</i></p> <p><i>(Year: 2021-22)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 28.2%</p> <p>Students in BSAP Cohort 1 Schools: 13.7%</p> <p>Students in BSAP Cohort 2 Schools: 35.2%</p> <p><i>(Year: 2022-23)</i></p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -67.3</i></p> <p><i>(Year: 2022-23)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 43.0%</p> <p>Students in BSAP Cohort 1 Schools: 26.8%</p> <p>Students in BSAP Cohort 2 Schools: 50.9%</p> <p><i>All Black Students in LAUSD: -38.7</i></p>
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (ELA) - Grade 11</p>	<p>All Black Students in LAUSD: 36.0%</p> <p>Students in BSAP Cohort 1 Schools:</p>	<p>All Black Students in LAUSD: 42.6%</p> <p>Students in BSAP Cohort 1 Schools:</p>	<p>All Black Students in LAUSD: 36%</p> <p>Students in BSAP Cohort 1 Schools:</p>	<p>All Black Students in LAUSD: 38.2%</p>	<p>All Black Students in LAUSD: 55.0%</p> <p>Students in BSAP Cohort 1 Schools:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><i>For reference:</i></p> <p><i>Distance from Standard Met (ELA)</i></p>	<p>31.2%</p> <p>Students in BSAP Cohort 2 Schools: 48.9%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -44.1</i></p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>35.7%</p> <p>Students in BSAP Cohort 2 Schools: 58.0%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -28.1</i></p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>32.4%</p> <p>Students in BSAP Cohort 2 Schools: 42.9%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -50.6</i></p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Students in BSAP Cohort 1 Schools: 29.7%</p> <p>Students in BSAP Cohort 2 Schools: 49.9%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -46.5</i></p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>49.9%</p> <p>Students in BSAP Cohort 2 Schools: 67.6%</p> <p><i>All Black Students in LAUSD: -30.6</i></p>
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (Math) - Grades 3-5</p> <p><i>For reference:</i></p> <p><i>Distance from Standard Met (Math)</i></p>	<p>All Black Students in LAUSD: 23.3%</p> <p>Students in BSAP Cohort 1 Schools: 14.7%</p> <p>Students in BSAP Cohort 2 Schools: 27.0%</p> <p>(Year: 2018-19)</p>	<p><i>This information is not available for the 2020-21 year.</i></p> <p><i>Note that BSAP's first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 21.5%</p> <p>Students in BSAP Cohort 1 Schools: 14.5%</p> <p>Students in BSAP Cohort 2 Schools: 21.3%</p> <p>(Year: 2021-22)</p>	<p>All Black Students in LAUSD: 23.9%</p> <p>Students in BSAP Cohort 1 Schools: 16.7%</p> <p>Students in BSAP Cohort 2 Schools: 24.4%</p> <p><i>Source: LAUSD SBA Data</i></p>	<p>All Black Students in LAUSD: 36.0%</p> <p>Students in BSAP Cohort 1 Schools: 27.3%</p> <p>Students in BSAP Cohort 2 Schools: 39.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -64.4</i></p> <p><i>(Year: 2018-19)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>		<p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -78.7</i></p> <p><i>(Year: 2021-22)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>All Black Students in LAUSD: -63.7</i></p> <p><i>(2022-23)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>All Black Students in LAUSD: -4.4</i></p>
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (Math) - Grades 6-8</p> <p><i>For reference:</i></p> <p><i>Distance from Standard Met (Math)</i></p>	<p>All Black Students in LAUSD: 18.4%</p> <p>Students in BSAP Cohort 1 Schools: 6.9%</p> <p>Students in BSAP Cohort 2 Schools: 24.4%</p> <p><i>(Year: 2018-19)</i></p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -103.6</i></p> <p><i>(Year: 2018-19)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>This information is not available for the 2020-21 year.</i></p> <p><i>Note that BSAPs first year of implementation was 2021-22.</i></p>	<p>All Black Students in LAUSD: 14.3%</p> <p>Students in BSAP Cohort 1 Schools: 5.2%</p> <p>Students in BSAP Cohort 2 Schools: 18.4%</p> <p><i>(Year: 2021-22)</i></p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -121.3</i></p> <p><i>(Year: 2021-22)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 14.9%</p> <p>Students in BSAP Cohort 1 Schools: 5.6%</p> <p>Students in BSAP Cohort 2 Schools: 18.8%</p> <p><i>(Year: 2022-23)</i></p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -121.5</i></p> <p><i>(Year: 2022-23)</i></p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>All Black Students in LAUSD: 33.0%</p> <p>Students in BSAP Cohort 1 Schools: 21.3%</p> <p>Students in BSAP Cohort 2 Schools: 38.8%</p> <p><i>All Black Students in LAUSD: -43.6</i></p>
Smarter Balanced Results:	All Black Students in LAUSD: 12.9%	All Black Students in LAUSD: 18.0%	All Black Students in LAUSD: 10.7%	All Black Students in LAUSD: 11.8%	All Black Students in LAUSD: 33.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Proficiency Rate (Math) - Grade 11</p> <p><i>For reference:</i></p> <p><i>Distance from Standard Met (Math)</i></p>	<p>Students in BSAP Cohort 1 Schools: 9.1%</p> <p>Students in BSAP Cohort 2 Schools: 21.2%</p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -133.2</i></p> <p>(Year: 2018-19)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Students in BSAP Cohort 1 Schools: 13.4%</p> <p>Students in BSAP Cohort 2 Schools: 25.5%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -99.3</i></p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p> <p><i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i></p>	<p>Students in BSAP Cohort 1 Schools: 7.1%</p> <p>Students in BSAP Cohort 2 Schools: 17.1%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -151.4</i></p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Students in BSAP Cohort 1 Schools: 7.3%</p> <p>Students in BSAP Cohort 2 Schools: 18.0%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD SBA Data</i></p> <p><i>All Black Students in LAUSD: -146.0</i></p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Students in BSAP Cohort 1 Schools: 29.1%</p> <p>Students in BSAP Cohort 2 Schools: 41.2%</p> <p><i>All Black Students in LAUSD: -127.2</i></p>
<p>Percent of Advanced Placement Exams with a Score of 3 or higher</p>	<p>All Black Students in LAUSD: 34.2%</p> <p>Students in BSAP Cohort 1 Schools: 22.5%</p> <p>Students in BSAP Cohort 2 Schools: 41.5%</p>	<p>All Black Students in LAUSD: 20.1%</p> <p>Students in BSAP Cohort 1 Schools: 12.7%</p> <p>Students in BSAP Cohort 2 Schools: 24.1%</p>	<p>All Black Students in LAUSD: 29.6%</p> <p>Students in BSAP Cohort 1 Schools: 19.7%</p> <p>Students in BSAP Cohort 2 Schools: 33.2%</p>	<p>All Black Students in LAUSD: 28.0%</p> <p>Students in BSAP Cohort 1 Schools: 18.5%</p> <p>Students in BSAP Cohort 2 Schools: 33.2%</p>	<p>All Black Students in LAUSD: 64.0%</p> <p>Students in BSAP Cohort 1 Schools: 52.5%</p> <p>Students in BSAP Cohort 2 Schools: 71.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i> <i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i>	(Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23) <i>Source: LAUSD Open Data Dashboard</i>	
A-G Completion Rate	All Black Students in LAUSD: 28.2% Students in BSAP Cohort 1 Schools: 27.2% Students in BSAP Cohort 2 Schools: 42.9% (Year: 2019-20) <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 40.0% Students in BSAP Cohort 1 Schools: 42.1% Students in BSAP Cohort 2 Schools: 53.1% (Year: 2020-21) <i>Source: LAUSD Open Data Dashboard</i> <i>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</i>	All Black Students in LAUSD: 45.7% Students in BSAP Cohort 1 Schools: 44.4% Students in BSAP Cohort 2 Schools: 55.8% (Year: 2021-22) <i>Source: LAUSD Open Data Dashboard</i>	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) <i>Source: LAUSD Open Data Dashboard</i>	All Black Students in LAUSD: 59.6% Students in BSAP Cohort 1 Schools: 56.8% Students in BSAP Cohort 2 Schools: 72.5%
Four-Year Cohort Graduation Rate	All Black Students in LAUSD: 80.89% Students in BSAP Cohort 1 Schools: 86.4% Students in BSAP	All Black Students in LAUSD: 78.8% Students in BSAP Cohort 1 Schools: 86.9% Students in BSAP Cohort 2 Schools:	All Black Students in LAUSD: 86.6% Students in BSAP Cohort 1 Schools: 91.2% Students in BSAP	All Black Students in LAUSD: 82.4% Students in BSAP Cohort 1 Schools: 90.8% Students in BSAP	All Black Students in LAUSD: 90.9% Students in BSAP Cohort 1 Schools: 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Cohort 2 Schools: 89.9%</p> <p>(Year: 2019-20) Source: LAUSD Open Data Dashboard</p>	<p>88.2%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</p>	<p>Cohort 2 Schools: 87.8%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Cohort 2 Schools: 80.7%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>Students in BSAP Cohort 2 Schools: 98%</p>
Five-Year Cohort Graduation Rate	<p>All Black Students in LAUSD: 80.8%</p> <p>Students in BSAP Cohort 1 Schools: 87.4%</p> <p>Students in BSAP Cohort 2 Schools: 87.6%</p> <p>(Year: 2019-20) Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 82.8%</p> <p>Students in BSAP Cohort 1 Schools: 87.4%</p> <p>Students in BSAP Cohort 2 Schools: 90.1%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</p>	<p>All Black Students in LAUSD: 83.1%</p> <p>Students in BSAP Cohort 1 Schools: 88.4%</p> <p>Students in BSAP Cohort 2 Schools: 90.3%</p> <p>(Year: 2021-22)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 88.0%</p> <p>Students in BSAP Cohort 1 Schools: 91.4%</p> <p>Students in BSAP Cohort 2 Schools: 90.6%</p> <p>(Year: 2022-23)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 87.0%</p> <p>Students in BSAP Cohort 1 Schools: 95%</p> <p>Students in BSAP Cohort 2 Schools: 95%</p>

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy

In 2023-24, the District's Black Student Achievement Plan (BSAP) office supported the improvement of teacher capacity to affirm students' cultures and build classroom communities based on race, ethnicity, and additional identities of students to increase the connectedness and success of Black students.

- Successes:
  - All grade TK-5 elementary schools and grade 6-8 middle schools were issued Culturally and Linguistically Responsive Teaching (CLR) professional development materials to support administrators and teachers in implementing research-based culturally responsive instruction to connect students' language, culture, and experiences with classroom learning.
  - Implemented optional professional development teacher trainings on Saturdays to further support the integration of CLR into classroom lesson planning such as drawing on students' cultures to develop curriculum and teaching practices and bringing real world issues into classroom instruction.
- Challenges:
  - Integration of CLR teaching practices into daily instruction and curriculum from initial implementation to full implementation.

Despite the presented challenge, the action to support teachers in the incorporation of culturally and linguistically responsive practices into their daily classroom lessons was implemented in 2023-24 as planned.

### Goal 7, Action 2: BSAP Community Partnerships

In 2023-24, the District's Black Student Achievement Plan (BSAP) office increased the number of school-community partnerships to improve Black student success by providing expanded enrichment activities such as tutoring as well as additional student health and family services.

- Successes:
  - Increased percentage of BSAP schools with at least one community partnership to 90% in 2023-24 from 72% in 2022-23.
  - Increased percentage of BSAP survey respondents agreeing that community partnership presence has improved on school campuses to 98.1% in 2022-23 from 52.8% in 2021-22.
  - 80% of the current community partnership programs were rated Effective, 18% were rated Developing, with only 2% rated as Ineffective by school sites.
  - Administration of two BSAP student surveys in 2023-24; fall and spring.
- Challenges:
  - Not all schools were able to secure a community partner to align with the identified student need at the school site.

Despite the presented challenge, the BSAP community partnership program to increase the number of school-community partnerships to enhance student engagement and improve academic outcomes of Black students was implemented in 2023-24 as planned.

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

In 2023-24, the District's Black Student Achievement Plan (BSAP) office developed and implemented a secondary African American Studies course in collaboration with instructional staff at identified schools.

- Successes:
  - Increased inclusion of the African American Studies high school course into course catalogs as an approved University of California Office of the President (UCOP) A-G course; 35% of secondary schools.
  - Development of an observation feedback protocol for use in spring 2024 to ensure teachers are aligning instruction with the intended course outcomes and developing assessments that can monitor and improve student performance.
- Challenges:
  - Increasing the accessibility and student awareness of the African American Studies high school course.

Despite the presented challenge, the development of an African American Studies course has proven successful in 2023-24 with the course being offered as an approved grade 9-12 A-G social studies course.

#### Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support

In 2023-24, the District's Black Student Achievement Plan (BSAP) office employed school climate and wellness personnel including psychiatric social workers and school climate advocates to provide extended support to Black students.

- Successes:
  - Student survey in fall 2023 reported 67% of students having an adult on campus they trust and can talk to, with an average response rating of 3.93 out of 5.
  - Use of pupil services and attendance counselors and secondary counselors to pinpoint and provide needed student support services.
- Challenges:
  - Decreasing the number of students, as reported in annual surveys, stating they do not have an adult at school who they trust and can talk to.

Despite the presented challenge, the school climate and wellness personnel support services to improve academic success and wellness of Black students was implemented in 2023-24 as planned.

### Goal 7, Action 5: BSAP Community-Based Safety Pilots

In 2023-24, the District's Black Student Achievement Plan (BSAP) office developed and implemented the community-based safe passage program for students and families including de-escalation training for Black students to improve student safety and success in partnership with community organizations.

- Successes:
  - Reduction in the Black student suspension rate from 16% in 2022-23 to 15% between June 2023 and March 2024.
  - Implementation of the community-based safe passage program for students going to and coming from school.
  - Implementation of intervention and restorative practices to support student safety.
- Challenges:
  - Reducing the number of student discipline referrals on an annual basis; the percentage of discipline referrals increased slightly from 18.3% to 19.7%.

Despite the presented challenge, the BSAP program principally implemented the community-based safety pilot program in 2023-24 as planned.

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

### Goal 7, Action 1: BSAP Academic Supports

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on the District making use of non-LCFF funds and one-time funds to protect the sustainability of BSAP in the future and does not represent reduced services or programs.

### Goal 7, Action 2: BSAP Community Partnerships

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is based on the District making use of non-LCFF funds and one-time funds to protect the sustainability of BSAP in the future and does not represent reduced services or programs.

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

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the action is due to staff vacancies and not being able to staff a number of positions with highly-qualified personnel. The District continues to use a number of recruitment platforms such as job boards and social media, among additional methods, to increase the number of qualified candidates.

Goal 7, Action 4: School Climate and Wellness Supports

The material difference between budgeted expenditures and estimated actual 2023-24 expenditures, for the period ending January 31, 2024 (as of the Second Interim Budget Report) through June 30, 2024, for the actions are based on the District making use of non-LCFF funds and one-time funds to protect the sustainability of BSAP in the future and does not represent reduced services or programs.

Goal 7, Action 5: Community-Based Safety Pilots

*No material differences were observed for the actions.*

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of LCAP Goal 7: Black Student Achievement Plan (BSAP) in Los Angeles Unified and its focus on closing the achievement gap between Black students and their peers is seen in the positive outcomes in the goal's metrics; increased percent of Black students with excellent attendance, decreased percent of Black students chronically absent, reduced single student suspension rates of Black students, increased early literacy proficiency in grades K-2, among additional positive outcomes. With the increased access to resources and enhanced supports for Black students including community engagement and participation in schools, BSAP goal actions for LCAP Goal 7 have been effective as exhibited by progress on the goal action monitoring measures and the goal metrics. Each action for Goal 7: Black Student Achievement Plan has reported data connecting outcomes to specific progress monitoring measures highlighting effectiveness and in alignment with the Board adopted 2022-26 Strategic Plan and the District priority within Pillar 1: Academic Excellence and Eliminating Opportunity Gaps.

Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy

In 2023-24, the Black Student Achievement Plan (BSAP) office monitored progress towards Eliminating Opportunity Gaps in the area of academic supports employing the following progress measures:

- Percent of BSAP survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy
  - Decreased: 61% of survey respondents in 2023-24, compared to 74% in 2022-23. The survey trend data is improved from 59% in 2021-2022. The District supports and promotes inclusivity of diverse backgrounds and identities of students. Culturally responsive curriculum increases student engagement and improves academic achievement with the District continuing to find the action relevant and effective in supporting the Black Student Achievement Plan. Review of the survey tool may result in redesigning survey questions to ensure accurate responses.
- The following progress monitoring measures were sunsetted at the start of 2023-24 and data was not tracked.
  - Percent of teachers at each site that have completed culturally responsive unit design professional development
  - Percent of teachers that are incorporating culturally responsive units 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

- Percent of schools that will complete the culturally responsive PD series

#### Goal 7, Action 2: BSAP Community Partnerships

In 2023-24, the Black Student Achievement Plan (BSAP) office monitored progress towards Eliminating Opportunity Gaps in the area of community partnerships employing the following progress measures:

- Percent of schools with new community partnerships
  - Increased: 90% (178) of 197 BSAP Group 1, 2, and 3 schools have at least one community partnership (90%), compared to 72% (144) of 199 BSAP schools in 2022-23.
- Collect student outcome data aligned to the BSAP success metrics that each community partnership targets
  - 83% of schools reported an improvement in Black students' academic performance, attendance rates, discipline referrals, and social-emotional engagement, as measured by the BSAP success matrix.
- Mid-year evaluation reports collected for community partnerships
  - Increased: 95% of schools completed mid-year evaluations, compared to 83% in 2022-23.
- Percent of BSAP survey respondents agreeing that community organization presence has increased
  - Increased: 100% of BSAP survey respondents, compared to 53% in 2022-23.
- The District views the action as effective based on the progress monitoring measure results in 2023-24. The District will determine further effectiveness of action in 2024-25.

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

In 2023-24, the Black Student Achievement Plan (BSAP) office monitored progress towards Eliminating Opportunity Gaps in the area of African American studies course development employing the following progress 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.
  - Increased: 35% of eligible middle and high schools included an African American Studies course or Ethnic Studies course in their master schedule of course offerings, as of March 2024, compared to 18% in 2022-23.
- Number of students enrolled in African American Studies (high school) and Ethnic studies (middle school)
  - Increased: 2.5% of secondary students are enrolled in Ethnic Studies (6-8) and African American Studies (9-12) courses in spring 2024, compared to 1.1% of secondary students.
- Observational feedback to ensure alignment with the intended scope and sequence of the courses.
  - The observation feedback protocol is currently in the planning stages and is expected to be implemented by spring 2024.
- The District views the action as effective based on the progress monitoring measure results in 2023-24. The District will determine further effectiveness of action in 2024-25.

#### Goal 7, Action 4: BSAP School Climate & Wellness Personnel Support

In 2023-24, the Black Student Achievement Plan (BSAP) office monitored progress towards Eliminating Opportunity Gaps in the area of

school climate and wellness supports employing the following progress measures:

- Percent of schools with full School Climate and Wellness teams
  - Increased: 85% of Group 1 BSAP schools have completed School Climate and Wellness teams, as of March 2024, compared to 81% in 2022-23.
- Participation of teams in BSAP professional development
  - 84% of team members (258 of 307) attended BSAP professional development
- Percent of BSAP survey respondents agreeing that every student has an advocate
  - Decreased: 67% of students reported having an adult on campus they trust and can talk to, as of February 2024, compared to 77% of students in 2022-23.
- Percent of BSAP survey respondents agreeing that students have increased access to mental and social-emotional health resources
  - Decreased: 70% of students affirming they have increased access to mental and social-emotional health resources, as of March 2024, compared to 81% of students in 2022-23.
- Percent of BSAP survey respondents agreeing that levels of parent and family engagement have increased
  - Increased: 55% of parents showed interest in school participation, as of March 2024, compared to 46% of parents in 2022-23.
- Percent of BSAP survey respondents agreeing that students have increased participation in extracurricular activities at school
  - Decreased: 64% of survey respondents, as of March 2024, compared to 68% in 2022-23.
- Completion data for the individual Black Student Success Plans
  - Increased 7.85% to 13,248 completed Black Student Success Plans, as of March 2024, compared to 12,283 in 2022-23.
- The District views the action as principally effective based on the progress monitoring measure results in 2023-24. The District will determine further effectiveness of action in 2024-25.

#### Goal 7, Action 5: BSAP Community-Based Safety Pilots

In 2023-24, the Black Student Achievement Plan (BSAP) office monitored progress towards Eliminating Opportunity Gaps in the development of community-based safety pilots employing the following progress measures:

- School Experience Survey data
  - 2023-24: 58.0% of Black students agreed or strongly agreed that the school atmosphere is safe.
  - 2022-23: 61.9% of Black students agreed or strongly agreed that the school atmosphere is safe.
  - Despite a 3.9% decrease from 2022-23 to 2023-24, the District continues to find the action to form and implement community-based safety pilots relevant and effective in supporting the Black Student Achievement Plan. The District is committed to community-based safety pilots as it believes it is more likely to be culturally relevant and responsive to the needs of the individual schools and increases trust and engagement with students and parents. Review of the survey participation rate and survey tool may result in increasing promotion of the School Experience Survey as well as redesigning survey questions to ensure accurate responses.
- Office discipline referrals and student suspension rates
  - Office discipline referrals: Increased to 19.7% (3,285 of 16,623 total discipline referrals), as of March 2024, compared to 18.3% (4,376 of 23,896 total discipline referrals) in 2022-23.
  - Student suspension rates: Decreased to 15% (200 of 1,331 total suspensions), as of March 2024, compared to 16% (234 of

1,448 total suspensions).

- Chronic absenteeism data
  - Decreased: 39.5%, as of March 2024, compared to 45% in 2022-23.
- School crime statistics data
  - The progress monitoring measure was sunsetted at the start of 2023-24 and data was not tracked.

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

The District continues to be committed to increasing outcomes for Black students in the 2024-25 LCAP as the commitment sits within the District's core belief of equity and eliminating opportunity gaps as outlined in the District's Board Adopted 2022-26 Strategic Plan. Please note the LCAP includes all LCFF base carryover and ending balances, in addition to LCFF supplemental/concentration grant carryover, for the purposes of transparency as has been the established practice in the District.

Goal 7: Black Student Achievement Plan Implementation; Actions 1-5

- The District's commitment to implementation of the Black Student Achievement Plan is continuing into 2024-25 with the same goal, goal actions 1-5, and metrics to assess and track goal and goal action performance. No amendments have been made to the goal actions or metrics.
- The Black Student Achievement Plan aligns with the District's Board adopted 2022-26 Strategic Plan, principally Pillar 1: Academic Excellence, Priority 1C: Eliminating Opportunity Gaps.

Goal 7, Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy

- The action has been modified to reflect the removal of the following progress monitoring measures:
  - Percent of teachers at each site that have completed culturally responsive unit design professional development
  - Percent of teachers that are incorporating culturally responsive units 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
  - Percent of schools that will complete the culturally responsive PD series

# Goals and Actions

## Goal

Goal #	Description
8	<p><b><u>Mandated School Accountability</u></b></p> <p>Pursuant to new legislation, the State Board of Education has identified schools for additional accountability and support based on the following criteria:</p> <ul style="list-style-type: none"> <li>• For two consecutive years, the school received the two lowest performance levels on the California School Dashboard for all but one of its indicators.</li> <li>• In both years, the District's performance for all students was at least one performance level higher on all these indicators.</li> </ul> <p>Within Los Angeles Unified, the following schools have been identified based on performance on the 2019 and 2022 Dashboards:</p> <ul style="list-style-type: none"> <li>• Richard A. Alonzo Community Day School (identified based on performance on Academic Indicators - ELA and Math, College/Career Indicator, Graduation Rate Indicator, Suspension Rate Indicator)</li> <li>• Miguel Contreras Learning Center-School of Social Justice (identified based on performance on Academic Indicators - ELA and Math, College/Career Indicator, Graduation Rate Indicator, Suspension Rate Indicator)</li> <li>• Crenshaw Science, Technology, Engineering, Math and Medicine Magnet (identified based on performance on Academic Indicators - ELA and Math, College/Career Indicator, Graduation Rate Indicator, Suspension Rate Indicator)</li> </ul> <p>In order to address this new requirement, the Local Control and Accountability Plan (LCAP) must now include an additional goal specifically identifying how the District will address these performance concerns at these schools. This goal was first included in the 2022 LCAP.</p> <p>Starting in 2022-2023, in alignment with Superintendent Carvalho’s vision for data-driven planning to make Los Angeles Unified the premier urban district in the country, these schools will engage in a new system of targeted and differentiated supports to improve student performance in these indicator areas, centering on regular data dialogues, progress monitoring, and integrated fiscal, instructional, and staffing supports. The actions included in this Goal detail the interconnected supports that the applicable Communities of School, Region, and District teams will provide in alignment with the school’s strategies to address the indicator areas of English Language Arts, Math, Graduation, Suspension Rate, and the College/Career Indicator. Through this focused and aligned system of support, Los Angeles Unified is confident that student performance will increase, both at these schools and across the District, as we work to ensure that all students in our District thrive.</p> <p><u>Additional Context for School Identification</u></p> <p>Note that this is not a list of the lower-performing schools in the District or in the state - both the rules of the Dashboard indicators and the legislated comparison between the District and school data excluded many schools across the state.</p> <p>Please note the following additional important context for the identified schools:</p>

Goal #	Description
	<p data-bbox="201 201 798 233"><i>Richard A. Alonzo Community Day School</i></p> <ul data-bbox="247 240 2062 597" style="list-style-type: none"> <li data-bbox="247 240 2062 305">● Alonzo is an Options School to support students who are credit deficient or under expulsion. As a result, there are rarely any true ninth grade students enrolled; which results in a low four year cohort graduation rate.</li> <li data-bbox="247 311 2062 376">● As an Options School, students come from a variety of comprehensive schools and may have taken any number of CTE courses that are not offered at Alonzo which makes continuity of instruction difficult.</li> <li data-bbox="247 383 2062 448">● Nearly all students who enter Alonzo are credit deficient and have not demonstrated proficiency in past years on state/District assessments. As a result, students are missing classes and also need remediation in ELA and Math.</li> <li data-bbox="247 454 2062 519">● Many students that transfer to Alonzo CDS are in need of academic intervention, credit recovery, and Multi-Tiered Systems of Support, including mental / emotional support, attendance support, and A-G counseling support.</li> <li data-bbox="247 526 2062 597">● Many students come after their 11th grade year, therefore creating a challenging task for students to graduate with their cohort.</li> </ul> <p data-bbox="201 643 1113 675"><i>Miguel Contreras Learning Center-School of Social Justice (SSJ)</i></p> <ul data-bbox="247 682 2062 1481" style="list-style-type: none"> <li data-bbox="247 682 2062 747">● Currently, the School of Social Justice serves 88 International students: 48 in Year 0-1; 3 in Year 1.1-2.0, and 37 in Year 2.1-3.0. International Newcomer students enrolling at SSJ face a very different set of circumstances. <ul data-bbox="344 753 2062 1110" style="list-style-type: none"> <li data-bbox="344 753 2062 850">○ The average age of non-Newcomer students on the day that they enroll at SSJ is about 14.5 years old. The average age of Newcomer students on the day that they enroll at SSJ is two years higher - around 16.5 years old - and the majority of them enroll in the spring semester of that first year.</li> <li data-bbox="344 857 2062 954">○ This means that Newcomer students are starting a semester behind and would need to stay in high school until they are 21 or 22 in order to earn their diploma. However, this is not an option for many students who have to start working because they are responsible for their own financial support.</li> <li data-bbox="344 961 2062 1110">○ Looking at the 2018-2019 cohort, 26 newcomers enrolled in the cohort's freshman year - and by the time the cohort reached senior year, only three of those newcomers remained. Those 23 students who count as drop-outs represent about 15% of the overall cohort. This gap almost completely explains the discrepancy between the school's internal cohort graduation rate of 93% and the official CDE graduation rate around 75%.</li> </ul> </li> <li data-bbox="247 1117 2062 1214">● Despite these challenges, the graduation rate at Contreras has already improved since the 2019 Dashboard. Currently 88% of the class of 2022 are on track to graduate, as are 55% of the Class of 2023, 65% of the Class of 2024, and 49% of the Class of 2025.</li> <li data-bbox="247 1221 2062 1286">● As of March 2022, A-G C or better rates for the Class of 2022 are 72%; 40% for Class of 2023; 23% for Class of 2024; and 33% for Class of 2025.</li> <li data-bbox="247 1292 2062 1357">● Over the course of two months, the School of Social Justice Team was able to improve their Financial Aid submission rate from 20% completed to 78% completed as of April 2022.</li> <li data-bbox="247 1364 2062 1481">● The School of Social Justice had an increase of about 10% from 2018-2019 to 2020-2021 in ELA on the Smarter Balanced Assessment. This growth was as a result of the school strategically creating time for teachers to engage in data analysis and plan instruction.</li> </ul>

Goal #	Description
	<p><i>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</i></p> <ul style="list-style-type: none"> <li>Some students fall on the alternative curriculum due to Moderate to Severe disabilities and are not on Diploma Track, but are still included in the Graduation and College/Career Indicators on the Dashboard.</li> <li>In addition, the Graduation Rate Indicator on the Dashboard does not reflect Crenshaw’s growing English Learner student population - these students often need a fifth year to meet graduation requirements.</li> <li>The Graduation Cohort A-G Completion Rate in 2020-2021 has increased by 9.2% to 32.6% from the 2018-2019 data used in the 2019 Dashboard.</li> <li>In addition, declining student participation in the Career Technical Education (CTE) program has created challenges in providing students within a consistent CTE pathway with capstone, concentrator, and certificated coursework.</li> <li>Student performance on the Smarter Balanced English Language Arts Assessment for Grade 11 increased by 22.8 points from the 2018-2019 administration used in the 2019 Dashboard to 67.0 points below standard in 2020-2021. While Crenshaw will continue to work to improve these scores through a focus on reading comprehension and literacy skills across the curriculum, significant progress has already been made since the 2019 Dashboard release.</li> <li>Student performance on the Smarter Balanced Math Assessment for Grade 11 increased by 33.2 points from the 2018-2019 administration used in the 2019 Dashboard to 148.8 points below standard in 2020-2021. While Crenshaw will continue to work to improve these scores through a focus on effective implementation of the math curriculum and targeted interventions, significant progress has already been made since the 2019 Dashboard release.</li> </ul>

### ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><u>Richard A. Alonzo Community Day School</u></p> <p>Smarter Balanced Results: Distance from Standard Met in English Language Arts</p>	<p><i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>Grades 6-8: -112.3 points below standard</p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Grades 6-8: -96 points below standard</p> <p>Grade 11: -107.7 points below standard</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Grades 6-8: -167.1 points below standard</p> <p>Grade 11: -114.4 points below standard</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Improved student outcomes on Smarter Balanced English Language Arts Assessment</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(Year: 2018-19)</p> <p>Grade 11: -147.1 points below standard</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>				
<p><u>Richard A. Alonzo Community Day School</u></p> <p>Smarter Balanced Results:</p> <p>Distance from Standard Met in Math</p>	<p><i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>Grades 6-8: -192.0 points below standard</p> <p>(Year: 2018-19)</p> <p>Grade 11: -139.7 points below standard</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Grades 6-8: -146.6 points below standard</p> <p>Grade 11: -194.1 points below standard</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Grades 6-8: -220.2 points below standard</p> <p>Grade 11: -198.9 points below standard</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Improved student outcomes on Smarter Balanced Math Assessment</p>
<p><u>Richard A. Alonzo Community Day School</u></p> <p>Graduation Rate</p>	<p><i>Note: Reporting most recent year of data available for Graduation Rate at time of initial identification in 2021, in</i></p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Four-Year Cohort Graduation Rate: 25.6%</p> <p>Five-Year Cohort</p>	<p>Four-Year Cohort Graduation Rate: 18.2%</p> <p>Five-Year Cohort</p>	<p>Improved four-year and five-year cohort graduation rates</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p><i>alignment with the LCAP template instructions.</i></p> <p>Four-Year Cohort Graduation Rate: 9.1%</p> <p>Five-Year Cohort Graduation Rate: 24.2%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>		<p>Graduation Rate: 43.9%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Graduation Rate: 46.2%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	
<p><u>Richard A. Alonzo Community Day School</u></p> <p>A-G Completion Rate</p>	<p><i>Note: Reporting most recent year of data available for A-G Completion Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>Graduation Cohort A-G Completion Rate: 1.8%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Graduation Cohort A-G Completion Rate: 5.1%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Graduation Cohort A-G Completion Rate: 0.0%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Improved graduation cohort A-G completion rates</p>
<p><u>Richard A. Alonzo Community Day</u></p>	<p><i>Note: Reporting most recent year of data</i></p>	<p><i>Not available (New LCAP Metric)</i></p>	<p>CTE Completion Rate: 0.0%</p>	<p>CTE Completion Rate: 3.0%</p>	<p>Improved CTE completion rates</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>School</u> Career Technical Education (CTE) Completion Rate	<i>available for CTE Completion Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i>  CTE Completion Rate: 1.8%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>starting in 2022)</i>	(Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	(Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	
<u>Richard A. Alonzo Community Day School</u>  Suspension Rate	Suspension Rate: 0.0%  (Year 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available (New LCAP Metric starting in 2022)</i>	Suspension Rate: 1.33%  (Year 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Suspension Rate: 0.0%  (Year 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved suspension rates
<u>Miguel Contreras Learning Center-School of Social Justice</u>  Smarter Balanced Results:  Distance from Standard Met in English Language Arts	<i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i>  Grade 11: -45.8 points below standard  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available (New LCAP Metric starting in 2022)</i>	Grade 11: -75.8 points below standard  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Grade 11: -35.8 points below standard  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved student outcomes on Smarter Balanced English Language Arts Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Miguel Contreras Learning Center-School of Social Justice</u> Smarter Balanced Results: Distance from Standard Met in Math	<p><i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> Grade 11: -134.9 points below standard (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	Grade 11: -183.5 points below standard (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Grade 11: -170.2 points below standard (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved student outcomes on Smarter Balanced Math Assessment
<u>Miguel Contreras Learning Center-School of Social Justice</u> Graduation Rate	<p><i>Note: Reporting most recent year of data available for Graduation Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> Four-Year Cohort Graduation Rate: 72.3% Five-Year Cohort Graduation Rate: 69.2% (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	Four-Year Cohort Graduation Rate: 74.5% Five-Year Cohort Graduation Rate: 74.1%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Four-Year Cohort Graduation Rate: 66.9% Five-Year Cohort Graduation Rate: 74.5%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved four-year and five-year cohort graduation rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Miguel Contreras Learning Center-School of Social Justice</u>  A-G Completion Rate	<p><i>Note: Reporting most recent year of data available for A-G Completion Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>Graduation Cohort A-G Completion Rate: 48.2%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Graduation Cohort A-G Completion Rate: 57.4%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Graduation Cohort A-G Completion Rate: 45.5%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	Improved graduation cohort A-G completion rates
<u>Miguel Contreras Learning Center-School of Social Justice</u>  Career Technical Education (CTE) Completion Rate	<p><i>Note: Reporting most recent year of data available for CTE Completion Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>CTE Completion Rate: 0.0%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>CTE Completion Rate: 0.0%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>CTE Completion Rate: 0.0%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	Improved CTE completion rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Miguel Contreras Learning Center-School of Social Justice</u>  Suspension Rate	Suspension Rate: 0.0%  (Year 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available            (New LCAP Metric starting in 2022)</i>	Suspension Rate: 0.58%  (Year 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Suspension Rate: 0.2%  (Year 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved suspension rates
<u>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</u>  Smarter Balanced Results: Distance from Standard Met in English Language Arts	<i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i>  Grade 11: -67.0 points below standard  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available            (New LCAP Metric starting in 2022)</i>	Grade 11: -119.7 points below standard  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Grade 11: -115.1 points below standard  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved student outcomes on Smarter Balanced English Language Arts Assessment
<u>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</u>  Smarter Balanced Results: Distance from Standard Met in Math	<i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i>  Grade 11: -148.8 points below standard  (Year: 2020-21)	<i>Not available            (New LCAP Metric starting in 2022)</i>	Grade 11: -194.1 points below standard  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Grade 11: -186.3 points below standard  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved student outcomes on Smarter Balanced Math Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<i>Source: LAUSD Open Data Dashboard</i>				
<u>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</u>  Graduation Rate	<p><i>Note: Reporting most recent year of data available for Graduation Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>Four-Year Cohort Graduation Rate: 71.3%</p> <p>Five-Year Cohort Graduation Rate: 74.0%</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Four-Year Cohort Graduation Rate: 76.5%</p> <p>Five-Year Cohort Graduation Rate: 77.5%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Four-Year Cohort Graduation Rate: 74.6%</p> <p>Five-Year Cohort Graduation Rate: 76.5%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	Improved four-year and five-year cohort graduation rates
<u>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</u>  A-G Completion Rate	<p><i>Note: Reporting most recent year of data available for A-G Completion Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i></p> <p>Graduation Cohort A-G Completion Rate: 32.6%</p>	<p><i>Not available (New LCAP Metric starting in 2022)</i></p>	<p>Graduation Cohort A-G Completion Rate: 27.5%</p> <p>(Year: 2021-22)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	<p>Graduation Cohort A-G Completion Rate: 39.4%</p> <p>(Year: 2022-23)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>	Improved graduation cohort A-G completion rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>				
<u>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</u>  Career Technical Education (CTE) Completion Rate	<i>Note: Reporting most recent year of data available for CTE Completion Rate at time of initial identification in 2021, in alignment with the LCAP template instructions.</i>  CTE Completion Rate: 24.7%  (Year: 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available (New LCAP Metric starting in 2022)</i>	CTE Completion Rate: 23.5%  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	CTE Completion Rate: 7%  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved CTE completion rates
<u>Crenshaw Science, Technology, Engineering, Math and Medicine Magnet</u>  Suspension Rate	Suspension Rate: 0.0%  (Year 2020-21)  <i>Source: LAUSD Open Data Dashboard</i>	<i>Not available (New LCAP Metric starting in 2022)</i>	Suspension Rate: 2.23%  (Year 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Suspension Rate: 0.3%  (Year 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved suspension rates
<u>Susan Miller Dorsey Senior High</u> Smarter Balanced Results: Distance from Standard Met in English Language	<i>Note: Reporting most recent year of data available for SBA results at time of initial identification in 2021, in alignment with the LCAP template instructions.</i>	<i>Not available (New LCAP Metric starting in 2022)</i>	Grade 11: -98.5 points below standard  (Year: 2021-22)  <i>Source: LAUSD Open Data Dashboard</i>	Grade 11: -2.8 points below standard  (Year: 2022-23)  <i>Source: LAUSD Open Data Dashboard</i>	Improved student outcomes on Smarter Balanced English Language Arts Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Arts</p> <p><i>Note: Based on the 2022 CA School Dashboard, Dorsey HS is no longer identified for inclusion in this mandated LCAP Goal. Outcomes are reflected in the 2024 LCAP for reference only.</i></p>	<p>Grade 11: -84.1 points below standard</p> <p>(Year: 2020-21)</p> <p><i>Source: LAUSD Open Data Dashboard</i></p>				

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Goal 8, Action 1: District Level Supports for Identified Schools

In 2023-24, the District supported the three identified schools through the use of data, eligibility updates supplied by the California Department of Education, and supports through the Superintendent's Data DIG meetings.

- Successes:
  - The District's Office of Data and Accountability supported identified schools and the schools' educational partners by providing information via the District's Open Data Dashboard outlining the mandated school accountability framework.
- Challenges:
  - The LCAP accountability framework pursuant to Education Code Section 52064(e)(6) outlined school eligibility but did not provide guidance.

Despite the challenge, the District supported the identified schools in understanding and working within the accountability framework.

### Goal 8, Action 2: Regional Supports for Identified Schools

In 2023-24, the District's Region offices provided assistance to identified schools by offering instructional and operational support aimed at enhancing student achievement, as measured by California School Dashboard indicators.

#### Region West

Region West supported and collaborated with the Richard A. Alonzo Community Day School (CDS) and its Community of Schools (Hollywood CoS) to improve student performance outcomes as measured by the California School Dashboard indicators of English Language Arts (ELA), Math, Graduation Rate, and College/Career.

- Supports for English Language Arts (ELA):
  - Successes:
    - Region West continued to provide ongoing professional development opportunities for ELA teachers to increase student engagement and student use of academic vocabulary.
    - Supported Alonzo CDS by funding student access to MyPath program reading lessons to assess and increase student mastery of grade-level ELA standards through differentiated instruction.
  - Challenges:
    - None identified.
- Supports for Mathematics:
  - Successes:
    - Region West supported Alonzo CDS with student access to MyPath program math lessons to assess student

mastery of grade level math standards and provide differentiated lessons to bring them up to grade-level.

- Challenges:
  - None identified.
- Supports for Graduation Rate:
  - Successes:
    - Region West provided additional counseling resources and staff to assist the school with development and monitoring students' Individualized Grading Plans (IGP).
  - Challenges:
    - None identified.
- Supports for College/Career Indicator:
  - Successes:
    - Region West provided ongoing professional development on use of i-Ready student assessment data to plan instruction and progress monitor students.
    - Additional professional development training was provided to teachers to increase student engagement and assist students in developing academic vocabulary skills.
  - Challenges:
    - None identified.

In 2023-24, Region West implemented supports for the Richard A. Alonzo Community Day Schools to increase student achievement as planned.

### Region South

Region South supported and collaborated with the Crenshaw Science, Technology, Engineering, Math and Medicine Magnet (STEMM) and its Community of Schools (HEET C/D CoS) to improve student performance outcomes as measured by the California School Dashboard indicators of English Language Arts (ELA), Math, Graduation Rate, and College/Career.

- Supports for English Language Arts (ELA):
  - Successes:
    - Planned implementation of Crenshaw STEMM's participation in the 2024-25 Grade 11 ELA Plan-Do-Study-Act (PDSA) continuous improvement cycle to identify instructional areas for enhancement every 12 weeks during the fall and spring semesters.
    - Region South provided the school's ELA department with one full-day professional development each semester to focus on increased professional practice.
    - The Region South ELA coordinator conducted bi-monthly meetings with the ELA department to review student work to evaluate and increase instructional practice.
    - Region South conducted an instructional rounds cycle to increase data-informed decision making when planning student instruction and increase the sense of community and collaboration among teachers to improve student learning.

- Challenges:
      - None identified.
  - Supports for Mathematics:
    - Successes:
      - Region South supported improved math instruction by conducting classroom observations with targeted feedback, including the use of student outcome data, to support instruction.
      - Implemented two full-day professional development training sessions each semester for the school’s math departments.
      - Focused on demonstration of math lessons to provide specific instructional support for Algebra 2 course teachers.
      - Region’s Math Coordinator conducted bi-weekly check-ins with the school’s math department to review the Plan-Do-Study-Act (PDSA) cycle to better guide decision making in how best to support students; in addition, Crenshaw STEMM participates in Region South’s grade 11 math PDSA 12-week cycles in the fall and spring semesters.
      - All grade 11 students were progress monitored by Region South using bi-weekly math standard aligned assessments to track student mastery of math content standards.
    - Challenges:
      - None identified.
  - Supports for Graduation Rate:
    - Successes:
      - Funded in-person and online credit recovery courses to ensure students are on-track to graduate high school.
      - Implemented Equitable Grading Initiative (EGI) professional development for all staff to reinforce the use of formative student assessments to help plan instruction and focus on the student growth and standards mastery in a course.
      - Region South provided counseling support and professional development for the school’s counseling team.
      - Assigned Region Director collaborated with the school’s principal to develop teacher professional development plans and conduct grade analysis to determine areas of growth.
    - Challenges:
      - None identified.
  - Supports for College/Career Indicator:
    - Successes:
      - Region South supported Crenshaw STEMM with a Director ensuring intensive and continuous administrative support.
      - Region South ensured the school’s master schedule provided students with equal access to educational opportunities and resources such as Advanced Placement (AP) courses as well as provided appropriate placement of students in classes and programs.
      - Implemented a dual enrollment program with the National Education Equity Lab and local community colleges allowing students to enroll in college-level courses and earn credit for both high school and college

- simultaneously.
  - Provided student access to Career Technical Education (CTE) courses outside of the school day.
- Challenges:
  - None identified.

In 2023-24, Region South implemented supports for the Crenshaw Science, Technology, Engineering, Math and Medicine Magnet (STEMM) to increase student achievement as planned.

### Region East

Region East supported and collaborated with the Miguel Contreras Learning Center - School of Social Justice and its Community of Schools (MacArthur Park CoS) to improve student performance outcomes as measured by the California School Dashboard indicators of English Language Arts (ELA), Math, Graduation Rate, and College/Career.

- Supports for English Language Arts (ELA):
  - Successes:
    - Provided ongoing professional development to increase teachers' knowledge of the English Language Arts Standards and in the designing of instructional standards-based lesson plans.
    - Supplied opportunities for teacher leadership and collaboration with the Teacher Leader Cadre, a series of professional learning days for teachers to increase their expertise in teaching literacy and learning research-based practices to meet the needs of English Learners, for example.
    - Implemented instructional rounds with Miguel Contreras' ELA teachers with an observational process to improve their teaching capacity.
  - Challenges:
    - None identified.
- Supports for Mathematics:
  - Successes:
    - Instructional rounds provided Miguel Contreras educators with a process to observe, analyze, and improve teaching practices.
    - Implemented professional development in math grade-level content standards to support teachers in designing math instructional lesson plans.
    - Engaged school leaders in Instructional Leadership Team meetings to increase their instructional capacity in assisting teachers to work with students who are below grade level.
  - Challenges:
    - None identified.
- Supports for Graduation Rate:
  - Successes:
    - Miguel Contreras received in-person support from Region East's Counseling Coordinator and A-G Counseling team with in-depth student data chat sessions every five weeks to ensure students were supported with

- academic interventions for course grade improvement and credit recovery options.
      - Each student received an individual plan, an Individualized Graduation Plan (IGP), to ensure the student meets graduation requirements, specifically meeting A-G course requirements with a grade of C or better.
    - Challenges:
      - None identified.
  - Supports for College/Career Indicator:
    - Successes:
      - The Miguel Contreras counseling team collaborated monthly with the Region East counseling team to plan for the strategic design of the master schedule to support the A-G graduation needs of students.
      - Region counseling meetings convened secondary schools to share promising practices and design increased supports for students.
    - Challenges:
      - None identified.

In 2023-24, Region East implemented supports for the Miguel Contreras Learning Center - School of Social Justice to increase student achievement as planned.

#### Goal 8, Action 3: Community of Schools Supports for Identified Schools

In 2023-24, the identified schools received support from their Region offices Community of Schools (CoS) to improve student achievement.

#### HEET (C/D) Community of Schools

- Region West's HEET (C/D) Community of Schools supported the Crenshaw Science, Technology, Engineering, Math and Medicine Magnet in the improvement of academic performance indicators as measured on the California School Dashboard.
  - Supports for English Language Arts (ELA):
    - Successes:
      - Implementation of a schoolwide Plan-Do-Study-Act (PDSA) cycle to improve students' using claim, evidence, and reasoning to support their thinking in argumentative writing, among additional subject areas.
      - Active teacher participation in PDSA professional development training.
      - Increased monitoring of classroom instruction to improve strategies in the support of all students.
    - Challenges:
      - Early implementation of the claim, evidence, and reasoning cycle.
  - Supports for Mathematics:
    - Successes:
      - The HEET (C/D) Community of Schools provided continuous individualized support to teachers to enhance their professional development, including the Plan-Do-Study-Act (PDSA) cycle to improve instruction.
      - Regional Director, Coordinator and the Equity Transformation Office provided ongoing monitoring of student

performance outcomes and supports.

- Challenges:
  - Consistently implementing the PDSA cycle to plan student instruction.
- Supports for Graduation Rate:
  - Successes:
    - Regional Director supported school administration and facilitated meetings with the college counselor to monitor and increase student completion of the Free Application for Federal Student Aid (FAFSA) to apply for financial aid for college.
    - Regional Director supported school administration in the monitoring of the A-G course completion rate and student instruction to implement interventions such as tutoring and social-emotional supports.
    - Implemented additional initiatives such as the Fall & Acceleration Academy to provide opportunities for students to make up missed coursework and accelerate their progress toward graduation and academic goals.
  - Challenges:
    - Chronic absenteeism negatively impacted the graduation rate.
- Supports for College/Career Indicator:
  - Successes:
    - The HEET (C/D) Community of Schools provided the school with A-G graduation progress monitoring and tiered interventions to increase student academic success.
    - Implementation of the 3DE program allowing an interdisciplinary instructional model involving math, science, and English Language Arts (ELA) teachers to develop student skills in public speaking, communication, and collaboration.
  - Challenges:
    - Implementing a master course schedule.

The HEET (C/D) Community of Schools supported the Crenshaw Science, Technology, Engineering, Math and Medicine Magnet in the implementation of programs and services to support student achievement in 2023-24 as planned.

### Hollywood Community of Schools

- Region West's Hollywood Community of Schools supported the Richard A. Alonzo Community Day School in implementing its educational program and improving student outcomes, as measured by the California School Dashboard indicators in English Language Arts, math, graduation rate, and College/Career readiness.
  - Supports for English Language Arts (ELA):
    - Successes:
      - Increased school use of i-Ready student assessment data to provide differentiated and targeted academic supports to students.
      - Provided ongoing professional development to improve students' understanding and use of academic vocabulary

across subject areas.

- Challenges:
  - None identified.
- Supports for Mathematics:
  - Successes:
    - Assisted school teachers in increasing student engagement and student use of academic vocabulary.
    - Implemented i-Ready student assessment data reviews to inform the development of instructional lesson plans.
  - Challenges:
    - None identified.
- Supports for Graduation Rate:
  - Successes:
    - Implemented school counselor professional development training to support use of the Individualized Graduation Plan (IGP) to track on-track student graduation.
    - Collaborated with the school to analyze student attendance records to identify attendance patterns and trends.
    - Assisted the school with using i-Ready student assessment data to plan instruction and develop individual student academic supports.
    - Funding a pupil services and attendance (PSA) counselor next year to further support increased student attendance.
  - Challenges:
    - None identified.
- Supports for College/Career Indicator:
  - Successes:
    - Provided professional development trainings for the school's implementation of Positive Behavior Interventions and Supports (PBIS).
  - Challenges:
    - None identified.

The Hollywood Community of Schools supported the Richard A. Alonzo Community Day Schools in the implementation of programs and services to support student achievement in 2023-24 as planned.

#### MacArthur Park Community of Schools

- Region East's MacArthur Park Community of Schools supported the Miguel Contreras Learning Center - School of Social Justice in implementing its educational program and improving student outcomes, as measured by the California School Dashboard indicators in English Language Arts, math, graduation rate, and College/Career readiness.
  - Supports for English Language Arts (ELA):
    - Successes:

- Provided the school with support in implementing the ELA curriculum, MyPerspectives, to increase student writing skills, reading comprehension, and development of evidence-based questioning.
  - Progress monitoring diagnostics and aligned instructional resources were provided to increase student mastery of ELA content standards.
  - Funded the use of high-frequency tutoring to further assist students outside of regular school hours.
- Challenges:
  - None identified.
- Supports for Mathematics:
  - Successes:
    - Region East’s MacArthur Park Community of Schools provided comprehensive instructional support in implementing the math curriculum, Illustrative Mathematics, a standards-aligned math curriculum, through intensive teacher coaching and additional collaboration time for teachers.
    - Supported the school in the use of progress monitoring diagnostics and instructional resources to student students below grade level, which including high-frequency tutoring to further assist students outside of regular school hours.
  - Challenges:
    - None identified.
- Supports for Graduation Rate:
  - Successes:
    - MacArthur Park’s Community of Schools Regional Director, Region A-G Coordinator, and the Region Counseling Coordinator collaborated with the school’s principal and counseling team to review on-track graduation data and devise strategies to support individual students who were falling behind in on-track graduation.
    - Provided financial assistance and guidance to the school in implementing credit recovery and grade improvement initiatives to help students graduate on-time.
  - Challenges:
    - None identified.
- Supports for College/Career Indicator:
  - Successes:
    - Regional Director conducted regular sessions with the school’s Instructional Leadership Team (ILT) to enhance schoolwide instructional practices and student achievement.
    - Region East’s MacArthur Park Community of Schools A-G Coordinator assisted the school’s students in completing college applications and applying for financial aid.
  - Challenges:
    - None identified.

The MacArthur Park Community of Schools supported the Miguel Contreras Learning Center - School of Social Justice in the implementation of programs and services to support student achievement in 2023-24 as planned.

### Goal 8. Action 4: School-Level Strategies to Address Identified Indicators

In 2023-24, the identified schools aimed to boost student achievement and outcomes in alignment with the California School Dashboard indicators of English Language Arts, math, graduation rate, and College/Career readiness.

- Richard A. Alonzo Community Day School

- English Language Arts (ELA):

- Successes:

- Increased use of reading supports and lessons to improve student literacy including reading comprehension skills.
- Implementation of Region West signature instructional strategies in improving student literacy including the use of small group instruction, Tier 2 reading supports.

- Challenges:

- None identified.

- Mathematics:

- Successes:

- Implemented use of math curriculum supports, i-Ready, to increase student success as evidenced in summative assessments such as the Smarter Balanced Assessment (SBA).
- Use of small group instruction and additional Tier 2 supports to target student interventions.

- Challenges:

- None identified.

- Graduation Rate:

- Successes:

- Implementation of personalized curriculum guides to assist students in understanding the sequence of topics to be covered and to understand their progression of learning.
- Use of small classes to provide differentiated instruction and learning supports for students.

- Challenges:

- None identified.

- College/Career Indicator:

- Successes:

- Increased focus on college and career readiness and student attendance with the addition of an A-G college counselor early in the school year.
- Completed presentations in student Advisory classes to bolster students' academic success and enhance their social-emotional well-being. Presentations offered guidance and resources aimed at improving study habits, time management skills, and academic goal-setting to improve academic achievement and emotional well-being.

- Challenges:

- None identified.

Richard A. Alonzo Community Day School implemented programs and services to increase student achievement in 2023-24 as planned.

- Miguel Contreras Learning Center - School of Social Justice

- English Language Arts (ELA):

- Successes:

- All grades 9-11 students were enrolled in an extra ELA support class to support academic achievement.
- Implemented instructional focus on developing student skills within writing and literacy with an additional focus on students development evidence-based communication.
- Each ELA teacher had a common planning period to collaborate on instructional lesson planning and assessments.

- Challenges:

- None identified.

- Mathematics:

- Successes:

- Common planning period for the school's math teachers allowed for increased professional learning opportunities including peer learning and greater coherence in math instruction.
- All grades 9-11 students were enrolled in an extra math support class to support academic achievement.
- Provided professional development training to assist teachers in implementing math curriculum, Illustrative Mathematics.

- Challenges:

- None identified.

- Graduation Rate:

- Successes:

- Implemented a modified schedule allowing students to be enrolled in eight classes per semester to recover high school credits during the school day.
- Offered Winter and Spring Academies for students to receive additional supports as well as recover course grades.
- The school ensured all students completed Individualized Graduation Plan (IGP) reports and monitored student graduation progress.

- Challenges:

- None identified.

- College/Career Indicator:

- Successes:

- Increased college and career awareness through research projects and presentations in student Advisory classes.
- Offering dual enrollment courses during the school allowing grades 10-12 students high school and college credits simultaneously.

- Challenges:
  - None identified.

Miguel Contreras Learning Center - School of Social Justice implemented programs and services to increase student achievement in 2023-24 as planned.

- Crenshaw Science, Technology, Engineering, Math and Medicine Magnet
  - English Language Arts (ELA):
    - Successes:
      - Implemented instructional rounds cycles allowing school administrators and teachers to observe student instruction and use the information to share feedback with peers, identify areas for growth, and build out instructional practices to improve academic student success.
      - Provided professional development training to increase student engagement by having students learning in smaller groups and working to collaborate.
      - Implemented professional development sessions for teachers to increase student usage of claim, evidence, reasoning writing strategies so students can learn to back up points or claims with facts.
    - Challenges:
      - Developing common instructional planning time by content area and grade level teams during the school day.
  - Mathematics:
    - Successes:
      - Implemented Plan-Do-Study-Act (PDSA) student data review cycles between administrators and math teachers to continuously improve instructional practices and student outcomes.
      - Implemented common formative assessments to gauge student understanding of specific learning targets across math courses to inform instructional lesson planning by teachers.
      - Provided students with math intervention programs to improve students' math proficiency and grades.
    - Challenges:
      - None identified.
  - Graduation Rate:
    - Successes:
      - Implemented a tiered student intervention program to increase on-track graduation status and students meeting A-G course requirements:
        - Tier 1: Ensured all students complete their Individualized Graduation Plan (IGP) so students can plan and track their on-track graduation status including course completion; implemented student recognition events to promote academic student success; conducted parent workshops to better support their child(ren) through the school's Parent Center.
        - Tier 2: Provided use of an online homework assistance program as well as afterschool tutoring opportunities; implemented credit recovery options for students during the school day and on Saturdays;

progress monitoring completed by assigned student mentors.

- Tier 3: Implemented student enrollment into an in-person tutoring program for math and English Language Arts (ELA); provided parent and student workshops on topics such as goal setting and academic achievement.
- Challenges:
  - None identified.
- College/Career Indicator:
  - Successes:
    - Continued implementation of dual enrollment programs allowing students to simultaneously receive high school and college credit during the school day
    - Provided parent meetings focused on A-G graduation requirements and how to support their child(ren) in school, among additional topics.
    - Conducted home visits to meet with parents who are not able to attend on-site school meetings to reinforce the importance of student attendance and college and career readiness.
    - Implement a credit recovery program for students to maintain an on-track graduation status.
  - Challenges:
    - None identified.

Despite challenges, Crenshaw Science, Technology, Engineering, Math and Medicine Magnet implemented programs and services to increase student achievement in 2023-24 as planned.

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

*No material differences were observed for any of the actions under this Goal.*

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Identified schools demonstrated the following progress on the 2023 California School Dashboard:

<b>CA Dashboard Indicator</b>	Los Angeles Unified	Richard A. Alonzo Community Day School	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	Miguel Contreras Learning Center - School of Social Justice
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Academic Performance - English Language Arts	Orange	No Performance Color	Red	Yellow
Academic Performance - Mathematics	Yellow	No Performance Color	Red	Orange
Academic Performance - College/Career	Medium	Very Low	Low	Medium
Academic Engagement - Graduation Rate	Orange	Red	Orange	Red
Suspension Rate	Blue	Blue	Blue	Blue

**Goal 8, Actions 1-4: District Level, Regional, Community of Schools, and School Level Supports and Strategies for Identified Schools**

The District implemented the four actions as outlined in the Goal 8 section for each of the three mandated school accountability eligible schools- Richard A. Alonzo Community Day School, Crenshaw Science, Technology, Engineering, Math and Medicine Magnet (STEMM), and Miguel Contreras Learning Center - School of Social Justice. Effectiveness of the actions in making progress toward the goal is outlined for each school below.

- **Richard A. Alonzo Community Day School:**

- Based on the student performance on the three applicable California School Dashboard (“Dashboard”) indicators (Suspension Rate, Graduation Rate, and College/Career) in 2023, the actions completed at the District, Region, Community of Schools, and school levels were effective in decreasing the school’s suspension rate by 1.3% to 0%- “Blue” performance level; however, the school saw a decline in graduation rate by 16.7% to 34.1%- “Red” performance level. In addition, the school had a lower performance level, Very Low, when compared to the District’s Medium performance level in the College/Career indicator. Using the state mandated school accountability criteria used for eligibility, Richard A. Alonzo Community Day School would continue to be eligible based on the student performance as seen in the applicable Dashboard indicators. For context, the school is an Options school to support students who are credit deficient or under expulsion and, as a result, the school rarely enrolls grade 9 students, therefore, continuing a low four-year cohort graduation rate from year to year.

- **Crenshaw Science, Technology, Engineering, Math and Medicine Magnet (STEMM):**

- Based on the student performance as evidenced in the five applicable Dashboard indicators (English Language Arts, Mathematics, College/Career, Graduation Rate, and Suspension Rate) in 2023, the actions completed at the District, Region, Community of Schools, and school levels were effective in decreasing the school’s suspension rate by 1.9% to 0.3%- “Blue” performance level; however, the school saw declines in student performance as seen in graduation rate, English Language Arts, and mathematics. In addition, the school had a lower performance level, Low, when compared to the District’s Medium performance level in the College/Career indicator. The District views the overall actions for Crenshaw STEMM as partially effective. Using the state mandated school accountability criteria used for eligibility, Crenshaw STEMM would continue to be eligible based on the student performance as seen in the applicable Dashboard indicators.
- Miguel Contreras Learning Center - School of Social Justice:
  - Based on the student performance as evidenced in the five applicable Dashboard indicators (English Language Arts, Mathematics, College/Career, Graduation Rate, and Suspension Rate) in 2023, the actions completed at the District, Region, Community of Schools, and school levels were effective in: decreasing the school’s suspension rate by 0.4% to 0.2%- “Blue” performance level; increasing by 40.9 points distance towards proficiency on the Smarter Balanced Assessment in English Language Arts- “Yellow” performance level; increasing by 13.6 points distance towards proficiency on the Smarter Balanced Assessment in Mathematics- “Orange” performance level. In addition, the school had the same performance level, Medium, in College/Career as the District. Using the state mandated school accountability criteria used for eligibility, Miguel Contreras Learning Center - School of Social Justice would no longer be eligible based on the improved student performance as seen in the applicable Dashboard indicators.

For additional information on student outcomes at the three schools, including student group performance, please view each school’s Open Data Dashboards:

- [Richard A. Alonzo Community Day School](#)
- [Crenshaw Science, Technology, Engineering, Math and Medicine Magnet](#)
- [Miguel Contreras Learning Complex- School of Social Justice](#)

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

In the 2023-24 LCAP, Los Angeles Unified was required to include one goal in the LCAP, Goal 8, per Education Code Section 52064(e)(6) to focus on improving student outcomes of low-performing student groups and/or identified schools based on the following criteria:

- For two consecutive years, the school received the two lowest performance levels on the California School 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.

This state requirement of including a separate and specific LCAP goal focused on identified schools is no longer a state requirement and the District will not continue the goal understanding the identified schools will continue to be supported across and within LCAP goal actions.

**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.**

# Instructions

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](mailto:LCFF@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

## Appendix A:

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

<b>Current ITI Schools</b>
<ol style="list-style-type: none"><li>1. Canoga Park Elementary School</li><li>2. El Dorado Elementary School</li><li>3. Hillery T. Broadous Elementary School</li><li>4. James Madison Middle School</li><li>5. Martin Luther King Jr. Elementary School</li><li>6. Maywood Elementary School</li><li>7. Redesa Charter High School</li><li>8. Sherman Oaks Center for Enriched Studies</li><li>9. Union Avenue Elementary School</li><li>10. Wilmington Middle School STEAM Magnet</li></ol>

## Appendix B: Common Education Acronyms

AP	<ul style="list-style-type: none"> <li>Advanced Placement</li> </ul>
CAASPP	<ul style="list-style-type: none"> <li>California Assessment of Student Performance and Progress (CAASPP)</li> <li>See more information here: <a href="https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp">https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp</a></li> </ul>
CADAA	<ul style="list-style-type: none"> <li>California Dream Act Application</li> </ul>
CAST	<ul style="list-style-type: none"> <li>California Science Test</li> <li>Part of the CAASPP system</li> <li>See more information here: <a href="https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp">https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp</a></li> </ul>
CDE	<ul style="list-style-type: none"> <li>California Department of Education</li> </ul>
CTE	<ul style="list-style-type: none"> <li>Career Technical Education</li> </ul>
DELAC	<ul style="list-style-type: none"> <li>District English Learner Advisory Committee</li> </ul>
dELD	<ul style="list-style-type: none"> <li>Designated English Language Development</li> </ul>
DIBELS	<ul style="list-style-type: none"> <li>Dynamic Indicators of Basic Early Literacy Skills</li> </ul>
DLE	<ul style="list-style-type: none"> <li>Dual Language Education</li> </ul>
EASE	<ul style="list-style-type: none"> <li>Employee Assistance Service for Education</li> </ul>
EL	<ul style="list-style-type: none"> <li>English Learner</li> </ul>
ELA	<ul style="list-style-type: none"> <li>English Language Arts</li> </ul>
ELAC	<ul style="list-style-type: none"> <li>English Learner Advisory Committee</li> </ul>
ELD	<ul style="list-style-type: none"> <li>English Language Development</li> </ul>
ELPAC	<ul style="list-style-type: none"> <li>English Language Proficiency Assessments for California</li> <li>See more information here: <a href="https://www.cde.ca.gov/ta/tg/ep/">https://www.cde.ca.gov/ta/tg/ep/</a></li> </ul>
ELPI	<ul style="list-style-type: none"> <li>English Learner Progress Indicator</li> <li>Indicator on the California School Dashboard</li> <li>See more information here: <a href="https://www.cde.ca.gov/ta/ac/cm/documents/elprogressindicator.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/elprogressindicator.pdf</a></li> </ul>
ESSER	<ul style="list-style-type: none"> <li>Elementary and Secondary School Emergency Relief</li> </ul>
FAFSA	<ul style="list-style-type: none"> <li>Free Application for Federal Student Aid</li> </ul>
FEP	<ul style="list-style-type: none"> <li>Fluent English Proficient</li> </ul>
FTE	<ul style="list-style-type: none"> <li>Full-Time Equivalent</li> </ul>
GATE	<ul style="list-style-type: none"> <li>Gifted and Talented Education</li> </ul>
IB	<ul style="list-style-type: none"> <li>International Baccalaureate</li> </ul>

iELD	<ul style="list-style-type: none"> <li>● Integrated English Language Development</li> </ul>
IEP	<ul style="list-style-type: none"> <li>● Individualized Education Plan</li> <li>● Required plan or program developed to ensure that a child with an identified disability receives specialized instruction and related services.</li> <li>● See more information here: <a href="https://www.cde.ca.gov/sp/se/sr/iepresources.asp">https://www.cde.ca.gov/sp/se/sr/iepresources.asp</a></li> </ul>
LCAP	<ul style="list-style-type: none"> <li>● Local Control and Accountability Plan</li> <li>● Three-year plan that describes the use of LCFF funds (see below)</li> </ul>
LCFF	<ul style="list-style-type: none"> <li>● Local Control Funding Formula</li> <li>● 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</li> </ul>
LTEL	<ul style="list-style-type: none"> <li>● Long-Term English Learner</li> </ul>
PAC	<ul style="list-style-type: none"> <li>● Parent Advisory Committee</li> </ul>
PLTEL	<ul style="list-style-type: none"> <li>● Probable Long-Term English Learner</li> </ul>
PSAT	<ul style="list-style-type: none"> <li>● Preliminary Scholastic Aptitude Test</li> </ul>
RFEP	<ul style="list-style-type: none"> <li>● Reclassified as Fluent English Proficient</li> </ul>
SARC	<ul style="list-style-type: none"> <li>● School Accountability Report Card</li> </ul>
SAT	<ul style="list-style-type: none"> <li>● Scholastic Aptitude Test</li> </ul>
SBA	<ul style="list-style-type: none"> <li>● Smarter Balanced Assessments in English Language Arts and Mathematics</li> <li>● Part of the CAASPP system</li> <li>● See more information here: <a href="https://www.cde.ca.gov/ta/tg/sa/">https://www.cde.ca.gov/ta/tg/sa/</a></li> </ul>
SEL	<ul style="list-style-type: none"> <li>● Standard English Learners</li> </ul>
SPSA	<ul style="list-style-type: none"> <li>● School Plan for Student Achievement</li> </ul>
SSC	<ul style="list-style-type: none"> <li>● School Site Council</li> </ul>
STEAM	<ul style="list-style-type: none"> <li>● Science, Technology, Engineering, Art, and Math</li> </ul>
UTK	<ul style="list-style-type: none"> <li>● Universal Transitional Kindergarten</li> </ul>

# 2023-2024 Annual Update Table

<b>Totals:</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Actual Expenditures (Total Funds)</b>
<b>Totals:</b>	\$8,718,731,169.00	\$6,515,676,768.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum	No	\$119,220,964.00	\$17,731,125.00
1	2	School Staffing and Operations	No	\$2,172,962,904.00	\$2,006,867,541.00
1	3	Central District Supports for Instruction	No	\$47,828,990.00	\$48,295,084.00
1	4	Options Program	No	\$107,997,778.00	\$93,587,216.00
1	5	Instructional Technology Initiative	Yes	\$26,247,679.00	\$26,269,185.00
1	6	Base-Funded Arts Education	No	\$1,151,881.00	\$1,108,983.00
1	7	Supplemental Arts Education	Yes	\$35,111,695.00	\$21,309,669.00
1	8	Base-funded Afterschool Programs	No	\$7,346,586.00	\$1,251,820.00
1	9	Supplemental Afterschool Programs	Yes	\$8,306,369.00	\$8,449,405.00
1	10	Gifted and Talented Education (GATE) Programs	No	\$3,652,772.00	\$4,002,619.00
1	11	Differentiated Local Supports for Students	Yes	\$11,593,775.00	\$12,345,964.00
1	12	School-Level Supports for Individualized Learning Interventions	Yes	\$1,111,918,783.00	\$546,893,617.00
1	13	Early Education and Universal Transitional Kindergarten	Yes	\$167,153,480.00	\$149,055,342.00
1	14	Literacy and Numeracy Interventionist Program	Yes	\$1,500,000.00	\$631,701.00
1	15	Secondary Literacy Supports and Interventions	Yes	\$10,303,649.00	\$8,431,511.00
1	16	Summer School Credit	No	\$2,000,000.00	\$1,121,919.00

		Recovery			
1	17	Standard English Learner Supports	No	\$2,052,078.00	\$1,927,272.00
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	\$40,216,268.00	\$44,688,700.00
1	19	Special Education: Base Program	No	\$895,755,876.70	\$676,332,965.00
1	20	Special Education: Extended School Year	No	\$9,358,970.42	\$806,048.00
1	21	Special Education: Intensive Diagnostic Education Centers (IDEC)	No	\$2,748,831.62	\$2,990,466.00
1	22	Special Education: Inclusion Services	No	\$26,050,988.89	\$28,191,728.00
1	23	Special Education: Special Day Program	No	\$187,728,861.61	\$195,217,421.00
1	24	Special Education Transition Services	No	\$8,716,191.77	\$8,217,156.00
1	25	Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	\$5,593,536.00	\$4,291,377.00
1	26	Districtwide A-G Interventions	Yes	\$10,386,156.00	\$3,899,619.00
1	27	Diploma Program	Yes	\$2,491,755.00	\$2,554,311.00
1	28	College Access Program	Yes	\$543,497.00	\$482,247.00
1	29	Career Technical Education	No	\$20,497,848.00	\$14,239,854.00
1	30	Linked Learning	Yes	\$2,776,824.00	\$2,692,812.00
1	31	School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	Yes	\$393,938,657.00	\$140,047,905.00
1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	\$391,909,492.52	\$220,487,349.00
1	33	SENI Investments to Increase Access to Programs and Supports for Academic Excellence:	Yes	\$130,192,333.08	\$68,296,389.00

		Middle Schools			
1	34	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	\$208,798,760.40	\$114,166,594.00
2	1	Safe School Facilities	No	\$27,823,294.00	\$25,432,364.00
2	2	School Police	No	\$58,545,783.00	\$66,205,151.00
2	3	Base-Funded School Climate Support Staff	No	\$41,567,727.00	\$32,195,046.00
2	4	Supplemental School Climate Support Staff	Yes	\$12,171,622.00	\$11,438,667.00
2	5	Student Health Services	No	\$106,072,740.00	\$19,293,700.00
2	6	Supplemental Student Health Services	Yes	\$14,389,225.00	\$14,727,189.00
2	7	Student Athletics Programs	No	\$8,897,431.00	\$3,521,076.00
2	8	Community Schools Initiative	No	\$20,902,505.00	\$14,346,698.00
2	9	Mental Health and Student Supports	Yes	\$1,837,439.00	\$1,539,059.00
2	10	Positive Behavior Interventions and Restorative Practices	Yes	\$2,164,881.00	\$2,015,886.00
2	11	Attendance Interventions	Yes	\$6,227,161.00	\$6,172,097.00
2	12	School Enrollment Placement and Assessment (S.E.P.A.) Center	Yes	\$1,331,390.00	\$1,031,881.00
2	13	FamilySource System	Yes	\$1,665,617.00	\$1,669,017.00
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	\$123,950,701.26	\$93,264,545.00
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	\$50,493,853.54	\$37,507,648.00
2	16	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	\$83,960,801.20	\$64,666,480.00

3	1	Parent and Family Engagement	No	\$955,952.00	\$972,503.00
3	2	Translation Services	No	\$2,445,722.00	\$2,290,377.00
3	3	Technology for Communications and Accessibility	No	\$2,018,181.00	\$2,253,645.00
3	4	Student Empowerment	Yes	\$260,511.00	\$284,231.00
3	5	Aligned Strategic Planning and Accountability	Yes	\$742,183.00	\$676,739.00
3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	\$40,899,527.77	\$32,366,556.00
3	7	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Yes	\$22,165,067.33	\$18,066,404.00
3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	\$39,577,164.90	\$32,968,188.00
4	1	Assessments and Evaluations	No	\$6,515,406.00	\$4,183,580.00
4	2	Facilities and Physical Infrastructure	No	\$653,371,133.00	\$675,059,007.00
4	3	Technology Infrastructure	No	\$56,651,399.00	\$93,020,726.00
4	4	Budgeting and Operations	No	\$371,715,404.00	\$51,946,264.00
4	5	Magnet Schools	No	\$39,706,569.00	\$38,238,358.00
4	6	Transportation	No	\$205,271,099.00	\$214,984,857.00
5	1	Recruitment and Staffing	No	\$159,916,064.00	\$177,847,627.00
5	2	Teacher Pipeline Support	No	\$7,049,951.00	\$1,834,077.00
5	3	Beginning Teacher Support	No	\$9,270,106.00	\$8,079,317.00
5	4	Professional Learning	No	\$22,044,487.00	\$22,252,541.00
5	5	Staff Wellness	No	\$56,085,692.00	\$158,352,290.00
5	6	High Performance Standards	No	\$2,086,912.00	\$560,328.00

6	1	ETK-12 English Learner Services	Yes	\$10,105,187.20	\$6,243,860.00
6	2	International Newcomer Supports	Yes	\$5,052,593.60	\$3,121,930.00
6	3	Probable Long-Term English Learner (PLTEL) Interventions	Yes	\$5,052,593.60	\$3,121,930.00
6	4	Long-Term English Learner (LTEL) Interventions	Yes	\$5,052,593.60	\$3,121,930.00
6	5	Multilingual Programs and Pathways and Dual Language Education	No	\$132,815,900.00	\$7,305,669.00
7	1	BSAP Academic Supports	No	\$24,796,580.00	\$16,442,402.00
7	2	BSAP Community Partnerships	No	\$16,467,620.00	\$10,971,731.00
7	3	Development of an African-American Studies Course	No	\$2,052,940.00	\$702,783.00
7	4	BSAP School Climate & Wellness Personnel Support	No	\$59,587,375.00	\$35,971,092.00
7	5	BSAP Community-Based Safety Pilots	No	\$22,482,853.00	\$20,066,408.00
8	1	District Level Supports for Identified Schools	No	\$10,000.00	\$10,000.00
8	2	Regional Supports for Identified Schools	No	\$37,500.00	\$37,500.00
8	3	Community of Schools Supports for Identified Schools	No	\$112,500.00	\$112,500.00
8	4	School-Level Strategies to Address Identified Indicators	No	\$300,000.00	\$300,000.00

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
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\$1,540,588,558.00	\$2,986,082,822.00	\$1,708,997,934.00	\$1,277,084,888.00	0.00%	0.00%	0.00% - No Difference
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Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	5	Instructional Technology Initiative	Yes	\$26,247,679.00	\$26,269,185.00	0.00%	0.00%
1	7	Supplemental Arts Education	Yes	\$35,111,695.00	\$21,309,669.00	0.00%	0.00%
1	9	Supplemental Afterschool Programs	Yes	\$8,306,369.00	\$8,449,405.00	0.00%	0.00%
1	11	Differentiated Local Supports for Students	Yes	\$11,593,775.00	\$12,345,964.00	0.00%	0.00%
1	12	School-Level Supports for Individualized Learning Interventions	Yes	\$1,111,918,783.00	\$546,893,617.00	0.00%	0.00%
1	13	Early Education and Universal Transitional Kindergarten	Yes	\$167,153,480.00	\$149,055,342.00	0.00%	0.00%
1	14	Literacy and Numeracy Interventionist Program	Yes	\$1,500,000.00	\$631,701.00	0.00%	0.00%
1	15	Secondary Literacy Supports and Interventions	Yes	\$10,303,649.00	\$8,431,511.00	0.00%	0.00%
1	18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Yes	\$40,216,268.00	\$44,688,700.00	0.00%	0.00%
1	25	Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	\$5,593,536.00	\$4,291,377.00	0.00%	0.00%
1	26	Districtwide A-G Interventions	Yes	\$10,386,156.00	\$3,899,619.00	0.00%	0.00%
1	27	Diploma Program	Yes	\$2,491,755.00	\$2,554,311.00	0.00%	0.00%
1	28	College Access Program	Yes	\$543,497.00	\$482,247.00	0.00%	0.00%
1	30	Linked Learning	Yes	\$2,776,824.00	\$2,692,812.00	0.00%	0.00%
1	31	School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	Yes	\$393,938,657.00	\$140,047,905.00	0.00%	0.00%

1	32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Yes	\$391,909,492.52	\$220,487,349.00	0.00%	0.00%
1	33	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Yes	\$130,192,333.08	\$68,296,389.00	0.00%	0.00%
1	34	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Yes	\$208,798,760.40	\$114,166,594.00	0.00%	0.00%
2	4	Supplemental School Climate Support Staff	Yes	\$12,171,622.00	\$11,438,667.00	0.00%	0.00%
2	6	Supplemental Student Health Services	Yes	\$14,389,225.00	\$14,727,189.00	0.00%	0.00%
2	9	Mental Health and Student Supports	Yes	\$1,837,439.00	\$1,539,059.00	0.00%	0.00%
2	10	Positive Behavior Interventions and Restorative Practices	Yes	\$2,164,881.00	\$2,015,886.00	0.00%	0.00%
2	11	Attendance Interventions	Yes	\$6,227,161.00	\$6,172,097.00	0.00%	0.00%
2	12	School Enrollment Placement and Assessment (S.E.P.A.) Center	Yes	\$1,331,390.00	\$1,031,881.00	0.00%	0.00%
2	13	FamilySource System	Yes	\$1,665,617.00	\$1,669,017.00	0.00%	0.00%
2	14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Yes	\$123,950,701.26	\$93,264,545.00	0.00%	0.00%
2	15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Yes	\$50,493,853.54	\$37,507,648.00	0.00%	0.00%
2	16	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Yes	\$83,960,801.20	\$64,666,480.00	0.00%	0.00%
3	4	Student Empowerment	Yes	\$260,511.00	\$284,231.00	0.00%	0.00%
3	5	Aligned Strategic Planning and Accountability	Yes	\$742,183.00	\$676,739.00	0.00%	0.00%

3	6	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Yes	\$40,899,527.77	\$32,366,556.00	0.00%	0.00%
3	7	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Yes	\$22,165,067.33	\$18,066,404.00	0.00%	0.00%
3	8	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Yes	\$39,577,164.90	\$32,968,188.00	0.00%	0.00%
6	1	ETK-12 English Learner Services	Yes	\$10,105,187.20	\$6,243,860.00	0.00%	0.00%
6	2	International Newcomer Supports	Yes	\$5,052,593.60	\$3,121,930.00	0.00%	0.00%
6	3	Probable Long-Term English Learner (PLTEL) Interventions	Yes	\$5,052,593.60	\$3,121,930.00	0.00%	0.00%
6	4	Long-Term English Learner (LTEL) Interventions	Yes	\$5,052,593.60	\$3,121,930.00	0.00%	0.00%

# 2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$4,155,946,420.00	\$1,540,588,558.00	13.06%	50.13%	\$1,708,997,934.00	0.00%	41.12%	\$374,450,772.44	9.01%