

- 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)

Metric	2020-21	2021-22	2022-23
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)

Metric	2020-21	2021-22	2022-23
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)

Metric	2020-21	2021-22	2022-23
Early Literacy Benchmarks (DIBELS) - Kindergarten	42.1%	59.5%	67.9%