PAC_2024-25 LAUSD LCAP Overview_ENGLISH

Page # in 2024-25 LCAP	Goal Action	2024-25 Action Title	Description of Action	Contributing to Increased or Improved Services?	Change in Planned LCFF Expenditures: (2023-24 to 2024-25)	Total Planned LCFF Expenditures (2024-25)	Total Planned LCFF Expenditures (2023-24)	Estimated Actual LCFF Expenditures (2023-24)	Material Differences between Planned Expenditures and Estimated Actual Expenditures (2023-24)
50-51	1.01	Curriculum	Standards-aligned TK-12 curriculum and textbooks as well as professional development for teachers and staff.	No	-$43,384,004	$75,836,960	$119,220,964	$17,731,125	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.
51-52	1.02	School Staffing & Operations	Instructional staff including teachers assistants and instructional aides.	No	$491,068,697	$2,664,031,601	$2,172,962,904	$2,006,867,541	
52-53	1.03	Central District Supports for Instruction	Instructional support including data analysis to Regions, Communities of Schools, and school sites in order to accelerate learning for English Learners, students in foster care, and students from low-income families (targeted student populations).	No	$4,192,240	$52,021,230	$47,828,990	$48,295,084	
53	1.04	Options Program	Educational Options schools such as continuation, community day, and alternative education schools to improve student outcomes and graduation rates.	No	$1,407,265	$109,405,043	$107,997,778	$93,587,216	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. 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.
54-55	1.05	Instructional Technology Initiative	Direct instructional technology support to schools including on-site professional development for staff, coaching, and small group instruction for students.	Yes	$1,953,140	$28,200,819	$26,247,679	$26,269,185	
55-57	1.06	Base-Funded Arts Education	Arts instruction for elementary schools providing dance programs, music programs, theatre programs, and additional arts education services.	No	$66,096	$1,217,977	$1,151,881	$1,108,983	
57-58	1.07	Supplemental Arts Education	Supplemental arts instruction and arts instructional materials to support higher-need schools.	Yes	-$506,497	$34,605,198	$35,111,695	$21,309,669	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.
58-59	1.08	Base-funded Afterschool Programs	Afterschool program and services such as Academic Decathlon and the All District Honor Marching Band.	No	-$5,810,362	$1,536,224	$7,346,586	$1,251,820	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.
60-61	1.09	Supplemental Afterschool Programs	Additional staffing and resources to support English Learners, students in foster care, and students from low-income families.	Yes	$33,491	$8,339,860	$8,306,369	$8,449,405	
61-62	1.10	Gifted and Talented Education (GATE) Programs	Access to GATE identification, services / support, and program options.	No	$703,476	$4,356,248	$3,652,772	$4,002,619	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.
62-64	1.11	Differentiated Local Supports for Students	Supporting high needs schools with data-driven academic supports and interventions by Regions and the District.	Yes	$2,371,544	$13,965,319	$11,593,775	$12,345,964	
64-65	1.12	School-Level Supports for Individualized Learning	Provide additional instructional supports and staff for English Learners, students in foster care, and students from low-income families to increase student success.	Yes	-$88,427,893	$1,023,490,890	$1,111,918,783	$546,893,617	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 and not being able to fill positions.
65-66	1.13	Early Education and Universal Transitional Kindergarten	Provide UTK access for parents and families above state mandated levels.	Yes	$25,870,441	$193,023,921	$167,153,480	$149,055,342	
67-70	1.14	Literacy and Numeracy Interventionist Program	Instructional supports to increase elementary student reading skills and success in mathematics. Includes professional development for teachers to better support students in literacy and math. Focus on targeted student populations.	Yes	-$643,877	$856,123	$1,500,000	$631,701	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.
71-72	1.15	Secondary Literacy Supports and Interventions	Instructional supports to increase secondary student reading comprehension skills and success in mathematics. Includes professional development for teachers to better support students in literacy and math. Focus on targeted student populations.	Yes	-$1,048,143	$9,255,506	$10,303,649	$8,431,511	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 and schools' using one-time funds as well as discretionary funding sources.
73	1.16	Summer School Credit Recovery	Teachers for summer school to assist high school students with meeting graduation requirements.	No	$0	$2,000,000	$2,000,000	$1,121,919	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 by the end of June 2024. There is the possibility of some funds remaining unspent due to staff vacancies.
73-74	1.17	Standard English Learner Supports	Programs such as the UCLA-LAUSD Collaborative to assist Standard English Learners with academic supports.	No	$126,163	$2,178,241	$2,052,078	$1,927,272	
74-76	1.18	Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Specific supports and services including transportation and counseling for students in foster care and students experiencing homelessness.	Yes	$6,760,624	$46,976,892	$40,216,268	$44,688,700	
76-77	1.19	Special Education: Base Program	Staffing such as teachers and behavior support providers to support students with disabilities in meeting individual target goals.	No	$162,158,878	$1,057,914,755	$895,755,877	$676,332,965	
77-78	1.20	Special Education: Extended School Year	Services and supports for students with disabilities beyond the normal school year.	No	-$9,358,970	$0	$9,358,970	$806,048	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.
78-79	1.21	Special Education: Intensive Diagnostic Education Centers (IDEC)	IDEC provide intensive literacy intervention to students with disabilities.	No	$723,388	$3,472,220	$2,748,832	$2,990,466	

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79-80	1.22	Special Education: Inclusive Practices	Increase the amount of time students with disabilities spend in general education.	No	$10,191,466	$36,242,455	$26,050,989	$28,191,728	
80-81	1.23	Special Education: Special Day Program	Support students with disabilities in both the Alternate and Core Curriculum in courses taught by a Special Education teacher.	No	$47,506,910	$235,235,772	$187,728,862	$195,217,421	
81-82	1.24	Special Education Transition Services	Resources and supports for students with disabilities ages 14 and above to prepare students for successful post-secondary life.	No	$2,393,489	$11,109,681	$8,716,192	$8,217,156	
82-85	1.25	Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Provide professional development to increase staff capacity to support students in successfully completing AP and IB programs, among additional resources; Services and supports to students, in particular supplemental supports to targeted student populations to increase student access to AP and IB programs.	Yes	$1,712	$5,595,248	$5,593,536	$4,291,377	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.
85-88	1.26	Districtwide A-G Interventions	Programs to ensure targeted student populations meet grade-level content standards and complete A-G coursework.	Yes	-$140,497	$10,245,659	$10,386,156	$3,899,619	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.
88-90	1.27	Diploma Program	Increase A-G course completion and graduation rate by providing interventions to middle school and high school students, in particular for targeted student populations.	Yes	$684,917	$3,176,672	$2,491,755	$2,554,311	
90-91	1.28	College Access Program	Implementing the College Access Program, supporting targeted student populations, with academic counseling and resources to ensure college and career readiness.	Yes	$98,340	$641,837	$543,497	$482,247	
92-93	1.29	Career Technical Education	Providing Career Technical Education (CTE) pathway opportunities and training.	No	$2,206,890	$22,704,738	$20,497,848	$14,239,854	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.
93-96	1.30	Linked Learning	Providing targeted student populations with supplemental Career Technical Education (CTE) pathway opportunities and training.	Yes	-$890,816	$1,886,008	$2,776,824	$2,692,812	
96-98	1.31	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and address the academic needs of students.	Yes	-$131,662,279	$260,247,214	$391,909,493	$220,487,349	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. It is also important to note that unspent SENI funds stay with the school. 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.
98-101	1.32	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and address the academic needs of students.	Yes	-$56,190,243	$74,002,090	$130,192,333	$68,296,389	
101-103	1.33	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and address the academic needs of students.	Yes	-$70,407,819	$138,390,941	$208,798,760	$114,166,594	
113	2.01	Safe School Facilities	Completion of regular environmental, health, safety, and emergency readiness assessments at schools to ensure safe school learning environments.	No	-$2,161,123	$25,662,171	$27,823,294	$25,432,364	
113-114	2.02	School Police	Supporting safe school learning environments and asset protection at school sites as well as Region and District offices.	No	$6,059,606	$64,605,389	$58,545,783	$66,205,151	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.
114-115	2.03	Base-Funded School Climate Support Staff	School climate support staff to reduce negative on campus behaviors, de-escalate conflicts, and ensure a safe learning environment.	No	$5,605,567	$47,173,294	$41,567,727	$32,195,046	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.
115-117	2.04	Supplemental School Climate Support Staff	School climate support staff to ensure target student populations are supported with additional and supplemental supports for a safe learning environment.	Yes	$547,687	$12,719,309	$12,171,622	$11,438,667	
117-118	2.05	Student Health Services	Health services for students, parents / families, and staff including vision testing, immunizations, and services to reduce chronic student absenteeism.	No	$44,471,155	$150,543,895	$106,072,740	$19,293,700	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.
118-120	2.06	Supplemental Student Health Services	Additional school nurses and staff to address the health needs of our targeted student populations.	Yes	$2,238,319	$16,627,544	$14,389,225	$14,727,189	
120-121	2.07	Student Athletics Programs	Implementation and support of student athletics programs at high schools.	No	-$6,427,620	$2,469,811	$8,897,431	$3,521,076	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.

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121-122	2.08	Community Schools Initiative	District initiative in providing a school-based initiative based on the Community Schools model providing a whole child focus on academics, health and social services, youth and community development, and community engagement.	No	$11,765,611	$32,668,116	$20,902,505	$14,346,698	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. The estimated actual 2023-24 expenditures for each LCAP goal action are a point-in-time calculation that reflect the Second Interim Budget Report.
122-123	2.09	Mental Health and Student Supports	Provide students with mental health supports through positions such as Psychiatric Social Workers (PSWs) by completing risk assessments, safety planning, providing mental health and emergency resources, and services.	Yes	-$500,960	$1,336,479	$1,837,439	$1,539,059	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.
123-126	2.10	Positive Behavior Interventions and Restorative Practices	Develop student social emotional wellbeing and self-management skills to decrease student suspension rate; focus on targeted student populations.	Yes	$477,265	$2,642,146	$2,164,881	$2,015,886	
126-127	2.11	Attendance Interventions	Pupil Services and Attendance (PSA) counselors to improve student attendance and work with families / students by providing services.	Yes	$1,469,266	$7,696,427	$6,227,161	$6,172,097	
127-130	2.12	School Enrollment Placement and Assessment (SEPA) Centers	SEPA centers to assist education and social emotional needs of International Newcomer students; from 07/2023 to 03/2024 there were 3,254 students enrolled from 57 countries.	Yes	$56,052	$1,387,442	$1,331,390	$1,031,881	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.
130-131	2.13	FamilySource System	FamilySource centers support students with attendance interventions and intensive services such as biopsychosocial assessments, among others, and provide parent workshops.	Yes	$356,730	$2,022,347	$1,665,617	$1,669,017	
131-134	2.14	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and address the school climate and attendance needs of students.	Yes	-$18,718,273	$105,232,428	$123,950,701	$93,264,545	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. It is also important to note that unspent SENI funds stay with the school. 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.
134-137	2.15	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and address the school climate and attendance needs of students.	Yes	-$9,950,510	$40,543,344	$50,493,854	$37,507,648	
138-141	2.16	SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and address the school climate and attendance needs of students.	Yes	-$20,260,018	$63,700,783	$83,960,801	$64,666,480	
146-150	3.01	Parent and Family Engagement	Services and programs to promote and increase parent and family engagement across schools, Regions, and the District; including programs to support parent development.	No	-$104,822	$851,130	$955,952	$972,503	
150-151	3.02	Translation Services	Provide both written translation and oral interpretation services across the District.	No	$334,427	$2,780,149	$2,445,722	$2,290,377	
151-152	3.03	Technology for Communications and Accessibility	Services to provide and expand communication system ensuring educational partners receive accessible and actionable information.	No	$4,171,620	$6,189,801	$2,018,181	$2,253,645	
153-154	3.04	Student Empowerment	Provide increased opportunities for student engagement and leadership, particularly student in foster care, English Learners, and students from low-income families.	Yes	$41,087	$301,598	$260,511	$284,231	
155-156	3.05	Aligned Strategic Planning and Accountability	Provide and expand opportunities for students, families, and community engagement above the statutory requirement; provide supports to school principals on allowable use of state funds to increase student success.	Yes	-$8,825	$733,358	$742,183	$676,739	
156-159	3.06	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and increase educational partner engagement.	Yes	-$5,552,407	$35,347,121	$40,899,528	$32,366,556	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. It is also important to note that unspent SENI funds stay with the school. 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.
159-162	3.07	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and increase educational partner engagement.	Yes	-$5,866,087	$16,298,980	$22,165,067	$18,066,404	
162-164	3.08	SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Allocation and use of flexible funding to school sites based on the Student Equity Needs Index (SENI) to support and increase educational partner engagement.	Yes	-$8,967,300	$30,609,865	$39,577,165	$32,968,188	
168	4.01	Assessments and Evaluations	Supporting the implementation of state mandated assessments by funding testing coordinator positions.	No	-$1,937,485	$4,577,921	$6,515,406	$4,183,580	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.
168	4.02	Facilities and Physical Infrastructure	Positions and services to ensure school facilities are clean, safe, and effective student learning environments that meet / exceed state standards.	No	-$6,085,072	$647,286,061	$653,371,133	$675,059,007	

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169	4.03	Technology Infrastructure	Use of and investment in information technology (IT) services to ensure security of student data as well as student use of IT.	No	$25,778,755	$82,430,154	$56,651,399	$93,020,726	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.
169	4.04	Budgeting and Operations	Management of basic District operations, such as cafeteria operations, and ensure the District maintains positive certification of the District's multi-year budget.	No	-$293,737,375	$77,978,029	$371,715,404	$51,946,264	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.
170-171	4.05	Magnet Schools	Provide student education opportunities by continuing high-quality magnet programs including student access to thematic programs.	No	$5,539,509	$45,246,078	$39,706,569	$38,238,358	
171	4.06	Transportation	Provide and increase transportation services for student access to schools, resources, and programs.	No	$6,348,707	$211,619,806	$205,271,099	$214,984,857	
175	5.01	Recruitment and Staffing	Recruit and retain highly qualified educators and staff to positively affect student achievement and increased postsecondary student opportunities.	No	$27,809,210	$187,725,274	$159,916,064	$177,847,627	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.
175-176	5.02	Teacher Pipeline Support	Programs to increase the number of highly qualified teachers and teacher assistants.	No	$108,210	$7,158,161	$7,049,951	$1,834,077	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.
176-177	5.03	Beginning Teacher Support	Services and supports including mentor support to beginning teachers to ensure teacher and student success and teacher retention.	No	$1,185,286	$10,455,392	$9,270,106	$8,079,317	
177-178	5.04	Professional Learning	Professional learning opportunities for staff to improve student instruction and supports; increase micro-credential programs.	No	$77,245	$22,121,732	$22,044,487	$22,252,541	
178	5.05	Staff Wellness	Programs to recognize and increase District employee accomplishments; includes efforts to increase staff wellness.	No	$10,707,757	$66,793,449	$56,085,692	$158,352,290	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.
178	5.06	High Performance Standards	Development and implementation of formal and informal performance evaluation systems to increase employee accountability and promote opportunities for employee growth and development.	No	-$152,258	$1,934,654	$2,086,912	$560,328	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 funding that will be expended in the second half of the school year and was therefore not included in the Second Interim Budget Report.
192-195	6.01	UTK-12 English Learner Services	Programs and services to increase the rate of English Learners in learning English, reaching English language proficiency, and graduating college and career ready.	Yes	-$948,380	$9,156,807	$10,105,187	$6,243,860	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.
195-197	6.02	International Newcomer Supports	Programs and services to assist International Newcomer students (students who were born outside of the U.S. and are new to the country).	Yes	-$474,191	$4,578,403	$5,052,594	$3,121,930	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.
197-198	6.03	Potential Long-Term English Learner (PLTEL) Interventions	Programs and services to assist Potential Long-Term English Learners (students in grades 3-12 who have been enrolled in the U.S. for at least 4 - 5.9 years but have not reclassified as fluent English proficient).	Yes	-$474,191	$4,578,403	$5,052,594	$3,121,930	
199-200	6.04	Long-Term English Learner (LTEL) Interventions	Programs and services to assist Long-Term English Learners in reclassification (students in grades 6-12 who have been enrolled in the U.S. for at least 6 years but have not reclassified as fluent English proficient).	Yes	-$474,191	$4,578,403	$5,052,594	$3,121,930	
200-203	6.05	Multilingual Programs and Pathways and Dual Language Education	Supporting the improvement and expansion of the Dual Language Education program and World Languages and Cultures course pathways; supporting English Learners.	No	-$131,329,053	$1,486,847	$132,815,900	$7,305,669	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.
216-217	7.01	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy	Use of teacher professional development and lesson planning to develop culturally responsive student lessons and assessments.	No	-$4,681,590	$20,114,990	$24,796,580	$16,442,402	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.
217	7.02	BSAP Community Partnerships	Schools will develop, maintain, and/or increase community partnerships to better support student performance.	No	-$8,406,017	$8,061,603	$16,467,620	$10,971,731	
217-218	7.03	Development of an African American Studies Course	Selected teachers for the African American & Ethnics Studies courses receive planning time and support to develop and implement course curriculum and culturally responsive instructional practices.	No	-$1,335,301	$717,639	$2,052,940	$702,783	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.
218-220	7.04	BSAP School Climate & Wellness Personnel Support	Improve school safety and student learning behaviors; reduce student suspension rates and discipline referrals.	No	$9,272,155	$68,859,530	$59,587,375	$35,971,092	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 and does not represent reduces services or programs.
220-221	7.05	BSAP Community-Based Safety Pilots	Improve school safety and student learning behaviors; reduce student suspension rates and discipline referrals.	No	$4,763,386	$27,246,239	$22,482,853	$20,066,408	
257-258	8.01	English Language Arts: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to improve student performance on the state's ELA Smarter Balanced Assessment for certain student groups.	No		Other State Funds-Equity Multiplier	-	-	

Page # in 2024-25 LCAP	Goal Action	2024-25 Action Title	Description of Action	Contributing to Increased or Improved Services?	Change in Planned LCFF Expenditures: (2023-24 to 2024-25)	Total Planned LCFF Expenditures (2024-25)	Total Planned LCFF Expenditures (2023-24)	Estimated Actual LCFF Expenditures (2023-24)	Material Differences between Planned Expenditures and Estimated Actual Expenditures (2023-24)
259-260	8.02	Mathematics: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to improve student performance on the state's Math Smarter Balanced Assessment for certain student groups.	No		Other State Funds-Equity Multiplier	-	-	
260-261	8.03	English Learner Progress: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to improve English Learner progress towards English language proficiency as measured by the state's ELPI California School Dashboard indicator.	No		Other State Funds-Equity Multiplier	-	-	
261-263	8.04	Graduation Rate: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to improve the student graduation rate as measured by the California School Dashboard for certain student groups.	No		Other State Funds-Equity Multiplier	-	-	
263-266	8.05	College / Career: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to improve student preparation for college/career as measured by the California School Dashboard indicator for certain student groups.	No		Other State Funds-Equity Multiplier	-	-	
266-267	8.06	Chronic Absenteeism Rate: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to reduce the student chronic absenteeism rate as measured by the California School Dashboard for certain student groups.	No		Other State Funds-Equity Multiplier	-	-	
268-269	8.07	Suspension Rate: Use of Evidence-Based Services and Supports by Identified Schools	Identified schools use equity multiplier funds for services and/or programs to reduce the student suspension rate as measured by the California School Dashboard for certain student groups.	No		Other State Funds-Equity Multiplier	-	-	

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 1: Curriculum	Number of teachers who complete required series of implementation trainings	- 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.
Goal 1: Academic Excellence	Action 1: Curriculum	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%.
Goal 1: Academic Excellence	Action 1: Curriculum	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.
Goal 1: Academic Excellence	Action 1: Curriculum	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.
Goal 1: Academic Excellence	Action 1: Curriculum	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.
Goal 1: Academic Excellence	Action 1: Curriculum	Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for Mathematics	- 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.
Goal 1: Academic Excellence	Action 1: Curriculum	Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for English Language Arts (ELA)	- 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.
Goal 1: Academic Excellence	Action 2: School Staffing and Operations	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 - 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.
Goal 1: Academic Excellence	Action 2: School Staffing and Operations	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.
Goal 1: Academic Excellence	Action 2: School Staffing and Operations	Number of unfilled teaching positions	99.4% of teaching positions are filled, as of November 2023
Goal 1: Academic Excellence	Action 3: Central District Supports for Instruction	DIBELS (TK-2 Reading) - 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.
Goal 1: Academic Excellence	Action 3: Central District Supports for Instruction	DIBELS (TK-2 Reading) - 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.
Goal 1: Academic Excellence	Action 3: Central District Supports for Instruction	i-Ready (Grades 3-12 Reading): Beginning of Year (BOY) in 2023-24	- 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
Goal 1: Academic Excellence	Action 3: Central District Supports for Instruction	i-Ready (Grades TK-12 Math): Beginning of Year (BOY) in 2023-24	- 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

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 4: Options Program	Number of students graduating	2,341 students graduated through the Options Program in 2022-23, compared to 2,154 in 2021-22
Goal 1: Academic Excellence	Action 4: Options Program	Number of students who return to their home high school and successfully graduate	252 students enrolled in Options schools during 2022-23 and graduated from comprehensive home schools, compared to 494 students in 2021-22
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	Number of schools that attain Digital Citizenship Certified School	Increased number of schools to 57 from 51 in 2022-23
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	Number of educators that attain Digital Citizenship Certified Educator	369, as of May 2024, final numbers in summer 2024. 560 educators attained Digital Citizenship Certified Educator in 2022-23
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	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
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	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
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	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
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	Number of educators that participate in the Computer Science Cohort	Increased number of participating educators to 41 from 30 in 2022-23
Goal 1: Academic Excellence	Action 5: Instructional Technology Initiative	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. - 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).
Goal 1: Academic Excellence	Action 6: Base-Funded Arts Education	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
Goal 1: Academic Excellence	Action 6: Base-Funded Arts Education	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
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	Number of elementary schools offering arts education	All elementary schools
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	Number of elementary schools offering one arts discipline	70 elementary schools, increase of six elementary schools from 2022-23.
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	Number of elementary schools offering two arts disciplines	177 elementary schools, decrease of 15 elementary schools from 2022-23.
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	Number of elementary schools offering three arts disciplines	140 elementary schools, increase of seven elementary schools from 2022-23.
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	Number of elementary schools offering four arts disciplines	129 elementary schools, increase of two elementary schools from 2022-23.
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	Number of full-time credentialed arts teachers	Hired 26 new elementary arts itinerant teachers, compared to 24 in 2022-23
Goal 1: Academic Excellence	Action 7: Supplemental Arts Education	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
Goal 1: Academic Excellence	Action 8: Base-Funded Afterschool Programs	Academic Decathlon: Number of schools participating in Pentathlon and Decathlon	- 45 Decathlon high schools, increased from 42 high schools in 2022-23. - 22 Pentathlon middle schools, increased from 15 middle schools in 2022-23.
Goal 1: Academic Excellence	Action 8: Base-Funded Afterschool Programs	Academic Decathlon: Number of students participating in Pentathlon and Decathlon	- 699 participating students in Decathlon, increased from 624 students in 2022-23. - 455 participating students in Pentathlon, increased from 388 students in 2022-23
Goal 1: Academic Excellence	Action 8: Base-Funded Afterschool Programs	All-District Honor Marching Band: Number of schools participating	50 high schools represented, increased from 43 schools in 2022-23
Goal 1: Academic Excellence	Action 8: Base-Funded Afterschool Programs	All-District Honor Marching Band: Number of students participating	332 students participated, increased from 292 students in 2022-23
Goal 1: Academic Excellence	Action 8: Base-Funded Afterschool Programs	High School Liaison Program: Improved student attendance rates and partner surveys	As of 2023-24, the District is no longer operating the program
Goal 1: Academic Excellence	Action 9: Supplemental Afterschool Programs	Student attendance/participation	- 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).
Goal 1: Academic Excellence	Action 9: Supplemental Afterschool Programs	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.
Goal 1: Academic Excellence	Action 10: Gifted and Talented Education (GATE) Programs	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
Goal 1: Academic Excellence	Action 10: Gifted and Talented Education (GATE) Programs	Districtwide Schools for Advanced Studies (SAS) participation	2023-24: Districtwide SAS student participation is 18,706, as of February 2024, from 18,695 in 2022-23
Goal 1: Academic Excellence	Action 11: Differentiated Local Supports for Students	Tier 2 and 3 Schools: 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
Goal 1: Academic Excellence	Action 11: Differentiated Local Supports for Students	Tier 2 and 3 Schools: 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.
Goal 1: Academic Excellence	Action 11: Differentiated Local Supports for Students	Tier 2 and 3 Schools: 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

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 11: Differentiated Local Supports for Students	Tier 2 and 3 Schools: Grades 6-8: Smarter Balanced Assessment-Mathematics	- All Students: -125.1 points below standard in 2022-23, increased from 124.9 points below standard in 2021-22. - Low Income: -125.1 points below standard in 2022-23, increased from 124.9 points below standard in 2021-22.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "In my classes, my teachers tell me how I can make work better" (2023-24) - Elementary	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "In my classes, my teachers tell me how I can make work better" (2023-24) - Middle School	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "In my classes, my teachers tell me how I can make work better" (2023-24) - High School	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "Teachers go out of their way to help students" (2023-24) - Elementary	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "Teachers go out of their way to help students" (2023-24) - Middle School	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "Teachers go out of their way to help students" (2023-24) - High School	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "My teachers make learning fun" (2023-24) - Elementary	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "My teachers make learning fun" (2023-24) - Middle School	- 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	School Experience Survey: Students agreeing that "My teachers make learning fun" (2023-24) - High School	- 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
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	DIBELS (TK-2 Reading) - Number of Students in the Proficient and Above Proficient Band	- 2023-24: 58.7% on the Middle of Year (MOY) DIBELS assessment. - 2022-23: 56.2% on the Middle of Year (MOY) DIBELS assessment
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	DIBELS (TK-2 Reading) - Number of Students in the Far Below Basic and Basic Band	- 2023-24: 41.4% on the Middle of Year (MOY) DIBELS assessment. - 2022-23: 43.7% on the Middle of Year (MOY) DIBELS assessment
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	i-Ready (Grades 3-12 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.
Goal 1: Academic Excellence	Action 12: School-Level Supports for Individualized Learning	i-Ready (Grades TK-12 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.
Goal 1: Academic Excellence	Action 13: Early Education and Universal Transitional Kindergarten	Universal Transitional Kindergarten (UTK) access	488 elementary schools offering UTK in 2023-24 from 317 schools in 2022-23; full implementation

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 13: Early Education and Universal Transitional Kindergarten	Outcomes for UTK classrooms on the Desired Results Developmental Profile (DRDP) 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.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	DIBELS benchmark growth and progress monitoring data for grades K-2: All Students	- 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.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	DIBELS benchmark growth and progress monitoring data for grades K-2: English Learners	- 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.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	DIBELS benchmark growth and progress monitoring data for grades K-2: Low Income	- 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.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	DIBELS benchmark growth and progress monitoring data for grades K-2: Foster Youth	- Foster Youth: Overall- 0% of grade K-2 students scored At Benchmark or Above Benchmark for the Beginning of Year (BOY) assessment in 2023-24. - Grade K: 0% of grade K students scored At Benchmark or Above Benchmark for BOY. - Grade 1: 0% of grade 1 students scored At Benchmark or Above Benchmark for BOY. - Grade 2: 0% of grade 2 students scored At Benchmark or Above Benchmark for BOY.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	i-Ready Reading Diagnostic for grades 3-12 students	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
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	i-Ready Mathematics diagnostic and progress monitoring data	- 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.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	i-Ready Mathematics diagnostic and progress monitoring data: English Learners	- 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
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	i-Ready Mathematics diagnostic and progress monitoring data: 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.
Goal 1: Academic Excellence	Action 14: Literacy and Numeracy Interventionist Program	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.
Goal 1: Academic Excellence	Action 15: Secondary Literacy Support and Interventions	Reading Inventory: Student reading skills growth in Tier 3 ELA intervention program - Percentage of Secondary Students Mid or Above Grade Level (Beginning of Year Performance Data)	- Grade 6: 14% - Grade 7: 14% - Grade 8: 13% - Grade 9: 7% - Grade 10: 5% - Grade 11: 2%

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 15: Secondary Literacy Support and Interventions	Reading Inventory: Student reading skills growth in Tier 3 ELA intervention program - Percentage of Secondary Students One Grade Level Below (Beginning of Year Performance Data)	- Grade 6: 20% - Grade 7: 16% - Grade 8: 16% - Grade 9: 21% - Grade 10: 16% - Grade 11: 15%
Goal 1: Academic Excellence	Action 16: Summer School Credit Recovery	Number of students who successfully pass their summer term course with a final grade of C or better	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
Goal 1: Academic Excellence	Action 16: Summer School Credit Recovery	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
Goal 1: Academic Excellence	Action 17: Standard English Learner Supports	Improved LAS Links beginning-of-year (BOY) and middle-of-year (MOY) assessment data for English language proficiency at Academic English Mastery Program (AEMP) Schools	- 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
Goal 1: Academic Excellence	Action 17: Standard English Learner Supports	DIBELS literacy and Smarter Balanced Assessment (SBA) English Language Arts (ELA) scores at Academic English Mastery Program (AEMP) Schools	- 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.
Goal 1: Academic Excellence	Action 17: Standard English Learner Supports	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)
Goal 1: Academic Excellence	Action 17: Standard English Learner Supports	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)
Goal 1: Academic Excellence	Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	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
Goal 1: Academic Excellence	Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Attendance Rates for Students in Foster care	89.2% attendance rate, as of Fall Semester 2023, compared to 87.6% in 2022-23
Goal 1: Academic Excellence	Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	On-track for graduation rates for Students in Foster care	12 of 515 students in foster (2.3%) that were previously Tier 2 or Tier 3 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
Goal 1: Academic Excellence	Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	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%)
Goal 1: Academic Excellence	Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	Attendance Rates for Students experiencing homelessness	86.9% attendance rate, as of Fall Semester 2023, compared to 85.0% in 2022-23.
Goal 1: Academic Excellence	Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	On-track for graduation rates for Students experiencing homelessness	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.
Goal 1: Academic Excellence	Action 19: Special Education: Base Program	Percentage of students receiving the services designated on their Individualized Education Plan (IEP)	91% of all services have, at minimum, 70% service delivery, as of March 2024, compared to 87.1% in 2022-23
Goal 1: Academic Excellence	Action 19: Special Education: Base Program	Percentage of IEPs completed within the 60-day timeline	63% of IEPs with a consented plan were held on time, as of March 2024.
Goal 1: Academic Excellence	Action 19: Special Education: Base Program	Percentage of assessments completed	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.
Goal 1: Academic Excellence	Action 20: Special Education: Extended School Year	Pre/Post test scores on 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 Extended School Year (ESY) and the end of ESY
Goal 1: Academic Excellence	Action 20: Special Education: Extended School Year	Pre/Post test scores on 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
Goal 1: Academic Excellence	Action 20: Special Education: Extended School Year	Pre/Post test in Unique Learning Systems for students 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.
Goal 1: Academic Excellence	Action 20: Special Education: Extended School Year	Attendance for Extended School Year (ESY)	Increased to 7,232 students enrolled and attending summer 2023 ESY, compared to 6,448 students in summer 2022 ESY.
Goal 1: Academic Excellence	Action 21: Special Education: Intensive Diagnostic Education Centers (IDEC)	i-Ready assessment data	Participating students have surpassed the District's expected median typical growth of 50%, and the Special Education student on average made growth of 43% at middle-of-year (MOY) compared to beginning-of-year (BOY)
Goal 1: Academic Excellence	Action 22: Special Education: Inclusion Services	Percent of students with disabilities who are in the general education program at least 80% of the school day	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.

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 22: Special Education: Inclusion Services	ELA and Math Smarter Balanced Assessment (SBA) scores for students with disabilities included in general education for 80% or more of the day	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).
Goal 1: Academic Excellence	Action 23: Special Education: Special Day Program	Improved DIBELS scores for students with disabilities served in the Special Day Program (SDP)	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.
Goal 1: Academic Excellence	Action 24: Special Education: Transition Services	Staff completing FAFSA/CADAA/Chafee Grant training	100% of Transition Services staff completed the training in the months of September 2023, October 2023, and January 2024.
Goal 1: Academic Excellence	Action 24: Special Education: Transition Services	Percentage of Foster Youth with disabilities in grades 9-12 served by Transition teachers, including number of students assessed, and provided Schoology lessons	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.
Goal 1: Academic Excellence	Action 24: Special Education: Transition Services	Percentage of IEP meetings which transition teachers are invited to and attend for Foster Youth with disabilities in grades 9-12	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.
Goal 1: Academic Excellence	Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	AP student enrollment	24.8% were enrolled in at least one AP course, as of March 2024, compared to 24.4% in 2022-23.
Goal 1: Academic Excellence	Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Use of "MyAP" classroom and increased access to College Board tools and resources by leveraging usage data from the College Board	- All Students: 38.3% usage rate, as of March 2024, compared to 37.6% in 2022-23. - Foster Youth: 11.8% usage rate, as of March 2024, compared to 9.6% in 2022-23.
Goal 1: Academic Excellence	Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	AP Readiness student participation	7,817 students participated (reduced from 13,100 participating students in 2022-23)
Goal 1: Academic Excellence	Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	Percentage of Diploma Programme students receiving an IB Diploma	49% of students enrolled in the Diploma Programme received IB Diplomas in 2022-23 from 59% in 2021-22
Goal 1: Academic Excellence	Action 26: Districtwide A-G Interventions	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.
Goal 1: Academic Excellence	Action 26: Districtwide A-G Interventions	Percentage of students on track for passing A-G courses with a "C" grade or better - English Learners	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.
Goal 1: Academic Excellence	Action 26: Districtwide A-G Interventions	Percentage of students on track for passing A-G courses with a "C" grade or better - 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.
Goal 1: Academic Excellence	Action 26: Districtwide A-G Interventions	Percentage of students on track for passing A-G courses with a "C" grade or better - 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.
Goal 1: Academic Excellence	Action 26: Districtwide A-G Interventions	D's and F's for middle school students in ELA	Spring 2023: 25,208 grades of D or F (23.2%) Spring 2022: 25,937 (23.1%)
Goal 1: Academic Excellence	Action 26: Districtwide A-G Interventions	D's and F's for middle school students in Math	Spring 2023: 32,002 grades of D or F (29.9%) Spring 2022: 32,769 (30.0%)
Goal 1: Academic Excellence	Acton 27: Diploma Program	Percentage of fails (fail marks in 2 or more courses) for identified middle school 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.
Goal 1: Academic Excellence	Acton 27: Diploma Program	Percentage of identified high school 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.
Goal 1: Academic Excellence	Acton 27: Diploma Program	Percentage of high school 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 Tier 1, Tier 2 or 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 Tier 1, Tier 2, or 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 Tier 1, Tier 2, or 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 Tier 1, Tier 2, or 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 Tier 1, Tier 2, or On-Track, as of Fall Semester 2023, compared to 13.3% in 2022-23.
Goal 1: Academic Excellence	Action 28: College Access Program	Percentage of students passing A-G courses with a "C" grade or better- All Students	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.

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 28: College Access Program	Percentage of students passing A-G courses with a "C" grade or better- English learners	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.
Goal 1: Academic Excellence	Action 28: College Access Program	Percentage of students passing A-G courses with a "C" grade or better- Low Income	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.
Goal 1: Academic Excellence	Action 28: College Access Program	Percentage of students passing A-G courses with a "C" grade or better- Foster Youth	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.
Goal 1: Academic Excellence	Action 28: College Access Program	Percentage of senior students completing the FAFSA or CADAA	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.
Goal 1: Academic Excellence	Action 29: Career Technical Education	Number of students earning a Work Ready Badge	516 students earned a Work Ready Baget in 2022-23, compared to 103 in 2021-22.
Goal 1: Academic Excellence	Action 29: Career Technical Education	Number of Pathway Completers	19.7% in 2022-23, compared to 17.8% in 2021-22.
Goal 1: Academic Excellence	Action 29: Career Technical Education	Number of Pathway Completers' graduation rate compared to non-Pathway completers	96.4% of CTE Pathway Completers graduated in 2022-23, compared to 78.2% of non-CTE Pathway Completers.
Goal 1: Academic Excellence	Action 30: Linked Learning	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).
Goal 1: Academic Excellence	Action 30: Linked Learning	Percentage of Linked Learning students graduating A-G ready compared to non-Linked Learning students	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.
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	DIBELS Scores for Grant Recipients	2022-23 - Kinder: 66.1% - Grade 1: 66.2% - Grade 2: 62.2% 2021-22 - Kinder: 57.3% - Grade 1: 61.7% - Grade 2: 57.7%
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	SBA ELA - Distance from Standard Met (Grades 3-5) for Grant Recipients	- 2022-23: -43.9 - 2021-22: -44.1
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	SBA Math - Distance from Standard Met (Grades 3-5) for Grant Recipients	- 2022-23: -52.2 - 2021-22: -59.3
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	SBA ELA - Distance from Standard Met (Grades 6-8) for Grant Recipients	- 2022-23: -47.3 - 2021-22: -39.5
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	SBA Math - Distance from Standard Met (Grades 6-8) for Grant Recipients	- 2022-23: -94.1 - 2021-22: -93.9
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	SBA ELA - Distance from Standard Met (Grade 11) for Grant Recipients	- 2022-23: -15.6 - 2021-22: -20.6
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	SBA Math - Distance from Standard Met (Grade 11) for Grant Recipients	- 2022-23: -115.0 - 2021-22: -117.8
Goal 1: Academic Excellence	Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	English Learner Reclassification Rate (Grades K-12) for Grant Recipients	- 2022-23: 61.0% - 2021-22: 64.3%
Goal 1: Academic Excellence	Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	DIBELS Scores for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	2022-23 - Kinder: 60.2% - Grade 1: 58.9% - Grade 2: 54.2% 2021-22 - Kinder: 49.2% - Grade 1: 53.5% - Grade 2: 47.3%
Goal 1: Academic Excellence	Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	SBA ELA - Distance from Standard Met (Grades 3-5) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: -69.7 - 2021-22: -71.5
Goal 1: Academic Excellence	Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	SBA Math - Distance from Standard Met (Grades 3-5) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: -73.8 - 2021-22: -83.7
Goal 1: Academic Excellence	Action 32: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	English Learner Reclassification Rate (Elementary) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 17.9% - 2021-22: 10.4%

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 1: Academic Excellence	Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	SBA ELA - Distance from Standard Met (Grades 6-8) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: -90.0 - 2021-22: -83.2
Goal 1: Academic Excellence	Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	SBA Math - Distance from Standard Met (Grades 6-8) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: -7141.8 - 2021-22: -142.1
Goal 1: Academic Excellence	Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	English Learner Reclassification Rate (Middle Schools) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 34.7% - 2021-22: 25.1%
Goal 1: Academic Excellence	Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	Four-Year Cohort Graduation Rate for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 83.4% - 2021-22: 82.8%
Goal 1: Academic Excellence	Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	A-G Completion Rate for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 52.4% - 2021-22: 47.0%
Goal 1: Academic Excellence	Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	CTE Completion Rate for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 21.1% - 2021-22: 18.9%
Goal 1: Academic Excellence	Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	SBA ELA - Distance from Standard Met (Grade 11) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: -56.3 - 2021-22: -66.2
Goal 1: Academic Excellence	Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	SBA Math - Distance from Standard Met (Grade 11) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: -156.1 - 2021-22: -167.5
Goal 1: Academic Excellence	Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	English Learner Reclassification Rate (High Schools) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 17.1% - 2021-22: 13.6%
Goal 2: Joy and Wellness	Action 1: Safe School Facilities	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.
Goal 2: Joy and Wellness	Action 2: School Police	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
Goal 2: Joy and Wellness	Action 2: School Police	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.
Goal 2: Joy and Wellness	Action 3: Base-Funded School Climate Support Staff	2023-24 School Experience Survey results for "Adults at this school treat all students with respect" - All Students	- 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.
Goal 2: Joy and Wellness	Action 3: Base-Funded School Climate Support Staff	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" - All Students	- 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.
Goal 2: Joy and Wellness	Action 3: Base-Funded School Climate Support Staff	2023-24 School Experience Survey results for "There is at least one adult at my school who supports me" - All Students	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	2023-24 School Experience Survey results for "Adults at this school treat all students with respect" - English Learners	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	2023-24 School Experience Survey results for "Adults at this school treat all students with respect" - Low Income	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	2023-24 School Experience Survey results for "Adults at this school treat all students with respect" - Foster Youth	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	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 Learners	- 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
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	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" - Low Income	- 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.

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	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" - Foster Youth	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	2023-24 School Experience Survey results for "There is at least one adult at my school who supports me" - English Learners	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	2023-24 School Experience Survey results for "There is at least one adult at my school who supports me" - Low Income	- 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.
Goal 2: Joy and Wellness	Action 4: Supplemental School Climate Support Staff	2023-24 School Experience Survey results for "There is at least one adult at my school who supports me" - Foster Youth	- 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.
Goal 2: Joy and Wellness	Action 5: Student Health Services	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.	96.0% (slight decrease from 96.4% in 2022-23).
Goal 2: Joy and Wellness	Action 6: Supplemental Student Health Services	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).
Goal 2: Joy and Wellness	Action 7: Student Athletics Programs	Number of students 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.
Goal 2: Joy and Wellness	Action 7: Student Athletics Programs	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.
Goal 2: Joy and Wellness	Action 7: Student Athletics Programs	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.
Goal 2: Joy and Wellness	Action 8: Community Schools Initiative	Attendance rates at participating Community Schools	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.
Goal 2: Joy and Wellness	Action 8: Community Schools Initiative	Chronic absenteeism rates at participating Community Schools	4.5% decrease in chronic absenteeism to 34.5% through March 2024 from 39.0% in 2022-23.
Goal 2: Joy and Wellness	Action 8: Community Schools Initiative	Percent of parent respondents at participating Community Schools agreed or strongly agreed on the School Experience Survey that "This school offers extra activities for my child's personal growth"	2023-24: 84.6% 2022-23: 84.4%
Goal 2: Joy and Wellness	Action 8: Community Schools Initiative	Percent of parent respondents at participating Community Schools agreed or strongly agreed on the School Experience Survey that "This school provides high quality instruction to my child"	2023-24: 87.2% 2022-23: 87.1%
Goal 2: Joy and Wellness	Action 8: Community Schools Initiative	Percent of student respondents at participating Community Schools agreed or strongly agreed on the 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"	2023-24: 72.8% 2022-23: 75.5%
Goal 2: Joy and Wellness	Action 9: Mental Health and Student Supports	Number of students receiving intensive mental health support	- Overall: 35,852 (as of Dec. 2023), compared to 57,887 in 2022-23 - English Learners: 18% (as of Dec. 2023), compared to 18% in 2022-23 - Low Income: 82% (as of Dec. 2023), compared to 86% in 2022-23 - Foster Youth: 4.4% (as of Dec. 2023), compared to 3.6% in 2022-23
Goal 2: Joy and Wellness	Action 9: Mental Health and Student Supports	Number of interventions (including individual, group, classroom and schoolwide interventions)	- 2023-24: 154,401, as of December 2023. Results finalized in June 2024. - 2022-23: 279,680
Goal 2: Joy and Wellness	Action 9: Mental Health and Student Supports	Number of mental health trainings for staff, parents, and school community	- 2023-24: 2,495, as of December 2023. Results finalized in June 2024. - 2022-23: 4,189
Goal 2: Joy and Wellness	Action 9: Mental Health and Student Supports	Number of mental health consultations for staff and parents	- 2023-24: 22,217, as of spring 2024. Projected final number is 29,662 for 2023-24. - 2022-23: 21,130
Goal 2: Joy and Wellness	Action 10: Positive Behavior Interventions and Restorative Practices	Out of school single student suspension	805 single student suspensions, through December 2023, decreased from 1,646 in 2022-23.
Goal 2: Joy and Wellness	Action 10: Positive Behavior Interventions and Restorative Practices	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.
Goal 2: Joy and Wellness	Action 10: Positive Behavior Interventions and Restorative Practices	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.
Goal 2: Joy and Wellness	Action 10: Positive Behavior Interventions and Restorative Practices	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

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 2: Joy and Wellness	Action 11: Attendance Interventions	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.
Goal 2: Joy and Wellness	Action 11: Attendance Interventions	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.
Goal 2: Joy and Wellness	Action 12: School Enrollment Placement and Assessment (S.E.P.A.) Centers	Number of Newcomer students and families served by the centers	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.
Goal 2: Joy and Wellness	Action 12: School Enrollment Placement and Assessment (S.E.P.A.) Centers	Number of students and families served by the centers who successfully enroll in school	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
Goal 2: Joy and Wellness	Action 12: School Enrollment Placement and Assessment (S.E.P.A.) Centers	Percentage of students compliant with all vaccinations served by the center	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.
Goal 2: Joy and Wellness	Action 13: FamilySource System	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. - English Learners: 30.6% - Low Income: 96.1% - Foster Youth: 2.5%
Goal 2: Joy and Wellness	Action 13: FamilySource System	Number of students provided with educational advocacy and child welfare and attendance supports	1,917 student assessments provided, as of December 2023, compared to 641 student assessments provided in 2022-23.
Goal 2: Joy and Wellness	Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Students with Excellent Attendance (96% or Higher) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Elementary	- 2022-23: 30.5% - 2021-22: 22.0%
Goal 2: Joy and Wellness	Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Chronic Absenteeism Rate (91% or Lower) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Elementary	- 2022-23: 41.1% - 2021-22: 55.2%
Goal 2: Joy and Wellness	Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Single Student Suspension Rate for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)- Elementary	- 2022-23: 0.2% - 2021-22: 0.2%
Goal 2: Joy and Wellness	Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Percent of students who feel safe at school for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Elementary	- 2022-23: 73.5% - 2021-22: 79.0%
Goal 2: Joy and Wellness	Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Elementary Schools	Percent of students who feel they are part of their school for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Elementary	- 2022-23: 70.1% - 2021-22: 73.3%
Goal 2: Joy and Wellness	Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Students with Excellent Attendance (96% or Higher) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Middle Schools	- 2022-23: 35.1% - 2021-22: 30.2%
Goal 2: Joy and Wellness	Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Chronic Absenteeism Rate (91% or Lower) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Middle Schools	- 2022-23: 40.3% - 2021-22: 48.4%
Goal 2: Joy and Wellness	Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Single Student Suspension Rate for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)- Middle Schools	- 2022-23: 0.9% - 2021-22: 0.7%
Goal 2: Joy and Wellness	Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Percent of students who feel safe at school for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Middle Schools	- 2022-23: 54.1% - 2021-22: 62.5%
Goal 2: Joy and Wellness	Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: Middle Schools	Percent of students who feel they are part of their school for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - Middle Schools	- 2022-23: 49.0% - 2021-22: 56.4%
Goal 2: Joy and Wellness	Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Students with Excellent Attendance (96% or Higher) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - High Schools	- 2022-23: 31.9% - 2021-22: 27.1%
Goal 2: Joy and Wellness	Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Chronic Absenteeism Rate (91% or Lower) for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - High Schools	- 2022-23: 45.2% - 2021-22: 52.5%

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 2: Joy and Wellness	Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Single Student Suspension Rate for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)- High Schools	- 2022-23: 0.6% - 2021-22: 0.3%
Goal 2: Joy and Wellness	Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Percent of students who feel safe at school for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - High Schools	- 2022-23: 56.9% - 2021-22: 63.7%
Goal 2: Joy and Wellness	Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness: High Schools	Percent of students who feel they are part of their school for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations) - High Schools	- 2022-23: 53.6% - 2021-22: 57.2%
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	Number of parents participating in Regional LCAP and English Learner (EL) study groups	2,587 participants attended the Region Ambassador meetings, as of March 16, 2024
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	Number of module courses developed for parent and family engagement	- 2023-24: To be determined in June 2024. - 2022-23: Seven (7) module courses developed
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	Number of graduates from the Empowered Families Academy	- 2023-24: To be determined in June 2024. - 2022-23: 212 graduates
Goal 3: Engagement and Collaboration	Action 1: Parent and Family Engagement	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.
Goal 3: Engagement and Collaboration	Action 2: Translation Services	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.
Goal 3: Engagement and Collaboration	Action 2: Translation Services	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.
Goal 3: Engagement and Collaboration	Action 3: Technology for Communications and Accessibility	Meet the needs of 95% of students who request a computer device, connectivity, and/or technical support	- Met the needs of 97% of students who requested a device, as of March 2024, from 95% in 2022-23; - Met the needs of 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.
Goal 3: Engagement and Collaboration	Action 4: Student Empowerment	Percent of students who feel they are a part of their school per School Experience Survey	- All Students: 58.5% (2023-24), compared to 61.6% in 2022-23 - English Learner: 63.4% (2023-24), compared to 66.4% in 2022-23 - Foster Youth: 56.8% (2023-24), compared to 59.6% in 2022-23
Goal 3: Engagement and Collaboration	Action 4: Student Empowerment	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.
Goal 3: Engagement and Collaboration	Action 4: Student Empowerment	Number of staff members who participate in student leadership trainings	Baseline: 140 school leaders were training during summer 2023 in preparation for the 2023-24 school year. Comparative data will be available next school year for 2024-25.
Goal 3: Engagement and Collaboration	Action 4: Student Empowerment	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.
Goal 3: Engagement and Collaboration	Action 4: Student Empowerment	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: Engagement and Collaboration	Action 5: Aligned Strategic Planning and Accountability	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.
Goal 3: Engagement and Collaboration	Action 5: Aligned Strategic Planning and Accountability	Number of internal planning and accountability alignment meetings	Increased to 344 meetings from 260 meetings in 2022-23.

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 3: Engagement and Collaboration	Action 5: Aligned Strategic Planning and Accountability	Number of educational partner engagement opportunities	Increased to 18 in 2023-24 from eight educational partner engagement meetings in 2022-23.
Goal 3: Engagement and Collaboration	Action 5: Aligned Strategic Planning and Accountability	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.
Goal 3: Engagement and Collaboration	Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school includes me in important decisions about my child's education" for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 89.3% - 2021-22: 87.5%
Goal 3: Engagement and Collaboration	Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Elementary Schools	Percent of Parents Reporting on the School Experience Survey (Elementary Schools): "This school provides instructional resources to help me support my child's education" for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 87.9% - 2021-22: 85.3%
Goal 3: Engagement and Collaboration	Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school includes me in important decisions about my child's education" for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 82.7% - 2021-22: 85.6%
Goal 3: Engagement and Collaboration	Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: Middle Schools	Percent of Parents Reporting on the School Experience Survey (Middle Schools): "This school provides instructional resources to help me support my child's education" for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 82.6% - 2021-22: 85.1%
Goal 3: Engagement and Collaboration	Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Percent of Parents Reporting on the School Experience Survey (High Schools): "This school includes me in important decisions about my child's education" for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 82.4% - 2021-22: 81.0%
Goal 3: Engagement and Collaboration	Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration: High Schools	Percent of Parents Reporting on the School Experience Survey (High Schools): "This school provides instructional resources to help me support my child's education" for Highest-Need Schools (SENI Quintile 1) - (as identified in 2021-22 for 2023-24 SENI allocations)	- 2022-23: 82.6% - 2021-22: 81.4%
Goal 4: Operational Effectiveness	Action 1: Assessments and Evaluations	Student participation in state mandated assessments	- CAASPP ELA: 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. - CAASPP Math: 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. - ELPAC: 97.7% of eligible students completed the Summative ELPAC in 2022-23
Goal 4: Operational Effectiveness	Action 1: Assessments and Evaluations	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.
Goal 4: Operational Effectiveness	Action 2: Facilities and Physical Infrastructure	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
Goal 4: Operational Effectiveness	Action 2: Facilities and Physical Infrastructure	Regulatory preventive maintenance work orders complete on time	99% of regulatory preventative maintenance work orders were completed on time, as of April 2024, compared to 95% in 2022-23.
Goal 4: Operational Effectiveness	Action 2: Facilities and Physical Infrastructure	Percent 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.
Goal 4: Operational Effectiveness	Action 2: Facilities and Physical Infrastructure	Percent of all service calls are responded to in the policy-dictated timeframe	85.7% of services calls were responded to within the policy-dictated timeframe, as of April 2024, compared to 72% in 2022-23.
Goal 4: Operational Effectiveness	Action 3: Technology Infrastructure	Information Technology Services mean time to resolution	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 2022-2
Goal 4: Operational Effectiveness	Action 4: Budgeting and Operations	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)
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Magnet schools attendance rates	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.
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Percent of students in one honors course or percent of students in one Advanced Placement (AP) course (secondary)	- Enrolled in Honors Courses: 58.7%, compared to 57.2% in 2022-23. - Enrolled in AP Courses: 22.2%, compared to 21.5% in 2022-23.
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Percent of students that met or exceeded ELA standards (SBA)	57.8% in 2022-23, compared to 58.8% in 2021-22.
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Percent of students that met or exceeded Math standards (SBA)	43.3% in 2022-23, compared to 41.1% in 2021-22.
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Percent of Magnet students in 50% or more magnet classes (secondary only)	95.6% in 2023-24, as of November 1, 2023, compared to 69.5% in 2022-23.
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Percent of Magnet teachers teaching in 50% or more Magnet tagged classes (secondary only)	95.6% in 2023-24, as of November 2023, compared to 73.9% in 2022-23.
Goal 4: Operational Effectiveness	Action 5: Magnet Schools	Magnet program's magnet theme is integrated into all subjects (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.)	89.0% in 2023-24, as of November 2023, compared to 85.2% in 2022-23.
Goal 4: Operational Effectiveness	Action 6: Transportation	Student ridership access for transportation services	Average daily student ridership rose to 15,292 students, as of March 6, 2024, from 13,340 students in 2022-23.

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 5: Investing in Staff	Action 1: Recruitment and Staffing	Percentage of new applicants will be members of under-represented groups (at least 50%)	77% of new hires, as of February 2024, are from under-represented groups in 2023-24.
Goal 5: Investing in Staff	Action 1: Recruitment and Staffing	Vacancy rate at SENI high / highest-needs schools (no higher than 6%)	Less than a 1% vacancy rate, as of March 2024, at SENI high / highest-needs schools in 2023-24.
Goal 5: Investing in Staff	Action 1: Recruitment and Staffing	Two-Year Retention rates of staff hired in 2021-2022 and 2022-2023 placed at SENI high / highest-needs schools	2021-22 to 2023-24: 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
Goal 5: Investing in Staff	Action 1: Recruitment and Staffing	One-Year Retention rates of staff hired in 2021-2022 and 2022-2023 placed at SENI high / highest-needs schools	2022-23 to 2023-24: 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.
Goal 5: Investing in Staff	Action 2: Teacher Pipeline Support	Number of students in an Education career pathway who become teaching assistants after graduation	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.
Goal 5: Investing in Staff	Action 2: Teacher Pipeline Support	Enrollment numbers for all teacher pipeline programs	324 participants enrolled in teacher pipeline programs, as of February 2024, from 305 enrolled participants in February 2023.
Goal 5: Investing in Staff	Action 2: Teacher Pipeline Support	Completion progress for Career Ladder and District Intern program participants	686 District Intern teachers in 2023-24, compared to 514 District Intern teachers in 2022-23.
Goal 5: Investing in Staff	Action 2: Teacher Pipeline Support	Number of Career Ladder graduates	63 Career Ladder graduates, as of February 2024, from 51 Career Ladder graduates, as of February 2023, in 2022-23.
Goal 5: Investing in Staff	Action 3: Beginning Teacher Support	Percentage of candidate teachers who complete the full two-year program	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
Goal 5: Investing in Staff	Action 3: Beginning Teacher Support	Results from surveys of candidate teachers, mentors, and administration	- 82% response rate of the Mid-Year Program Quality Survey in 2023-24 for candidate teachers from a 53% response rate in 2022-23 for candidate teachers to evaluate the services provided by the program - 63% response rate of the Mid-Year Program Quality Survey in 2023-24 for part-time TGI mentors from a 47% response rate in 2022-23 for part-time TGI mentors.
Goal 5: Investing in Staff	Action 3: Beginning Teacher Support	Results from Individual Learning Plan reviews throughout the two (2) year period	- 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. - 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.
Goal 5: Investing in Staff	Action 4: Professional Learning	Percentage of teachers in micro-credentialing programs who come from high-needs schools to 80% (from 46% in 2021-2022)	45.3% of teachers in micro-credentialing programs, as of February 2024, are from high-needs schools from 42% of teachers in 2022-23.
Goal 5: Investing in Staff	Action 4: Professional Learning	Number of micro-credential programs offered	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.
Goal 5: Investing in Staff	Action 5: Staff Wellness	Participation rates in professional development focused on wellness	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%.
Goal 5: Investing in Staff	Action 5: Staff Wellness	Usage and participation in the EASE program	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.
Goal 5: Investing in Staff	Action 6: High Performance Standards	Percent of employees who 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.
Goal 5: Investing in Staff	Action 6: High Performance Standards	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.
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	Percentage of International Newcomer students who complete the A-G courses with a grade of C or better	2023-24: Data is pending. Will be available in fall 2024. 2022-23: 25%, a decrease from 32.5% in 2021-22.
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	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
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	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%
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	Percentage of Potential Long Term English Learners (PTELs) who reclassify from EL status to Fluent English Proficient (FEP) status	2023-24: 6.8% reclassified, as of March 2024, compared to 24% in 2022-23. The percentage of PLTELs reclassifying to FEP status has increased during the same time period as last year. As of March 2023, 6% of PLTELs reclassified with 6.8% of PLTELs having reclassified as of March 2024.
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	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 26.6% in 2022-23. The percentage of EL students with disabilities reclassifying to FEP status has increased during the same time period as last year. As of March 2023, 10% of EL students with disabilities reclassified compared to 10.4% as of March 2024.
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	Percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in English Language Arts (ELA)	2023-24: Data is pending. Will be available in fall 2024. 2022-23: 45% of RFEPs met or exceeded standards
Goal 6: English Learner Supports	Action 1: UTK-12 English Learner Services	Percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in Math	2023-24: Data is pending. 2022-23: 29% of RFEPs met or exceeded standards
Goal 6: English Learner Supports	Action 2: International Newcomer Supports	Percentage of International Newcomer students who complete the A-G courses with a grade of C or better	2023-24: Data is pending 2022-23: 25%
Goal 6: English Learner Supports	Action 2: International Newcomer Supports	Percentage of International Newcomer students who graduate as part of the 4-year graduation cohort	2023-24: Data is pending 2022-23: 72.6%

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 6: English Learner Supports	Action 3: Potential Long-Term English Learner (PLTEL) Interventions	Percentage of Potential Long-Term English Learners (PLTELs) who reclassify	2023-24: 6.8% of PLTELs reclassified, as of March 2024, compared to 24% in 2022-23. Comparatively, in March 2023, 6% of PLTELs reclassified with the percentage having increased by the end of the school year.
Goal 6: English Learner Supports	Action 4: Long-Term English Learner (LTEL) Interventions	Percentage of Long-Term English Learners (LTELs) who reclassify from EL status to Fluent English Proficient (FEP) status	6.3% reclassified, as of March 2024, compared to 12% of LTEL students having reclassified as of March 2023.
Goal 6: English Learner Supports	Action 5: Multilingual Programs and Pathways and Dual Language Education	Number of Dual Language Education (DLE) programs	Increased to 230 programs in 2023-24 from 214 programs in 2022-23.
Goal 6: English Learner Supports	Action 5: Multilingual Programs and Pathways and Dual Language Education	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.
Goal 6: English Learner Supports	Action 5: Multilingual Programs and Pathways and Dual Language Education	Number of 5th, 6th, and 8th grade students who received the Los Angeles Unified Pathway to Biliteracy Award	Increased to 7,016 students in 2022-23 from 6,480 students in 2021-22. 2023-24 results are pending
Goal 6: English Learner Supports	Action 5: Multilingual Programs and Pathways and Dual Language Education	Number of 12th grade students who graduate receiving the State Seal of Biliteracy	Decreased to 6,594 students in 2022-23 from 6,845 students in 2021-22. 2023-24 results are pending.
Goal 7: Black Student Achievement Plan Implementation	Action 1: BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment, and Curriculum & Pedagogy	Percent of BSAP survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy	61% of survey respondents in 2023-24, compared to 74% in 2022-23. The survey trend data is improved from 59% in 2021-2022.
Goal 7: Black Student Achievement Plan Implementation	Action 2: BSAP Community Partnerships	Percent of schools with new community partnerships	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.
Goal 7: Black Student Achievement Plan Implementation	Action 2: BSAP Community Partnerships	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.
Goal 7: Black Student Achievement Plan Implementation	Action 2: BSAP Community Partnerships	Mid-year evaluation reports collected for community partnerships	95% of schools completed mid-year evaluations, compared to 83% in 2022-23.
Goal 7: Black Student Achievement Plan Implementation	Action 2: BSAP Community Partnerships	Percent of BSAP survey respondents agreeing that community organization presence has increased	100% of BSAP survey respondents, compared to 53% in 2022-23.
Goal 7: Black Student Achievement Plan Implementation	Action 3: Development of an African-American Studies Course	Percent of schools that included African-American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings.	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.
Goal 7: Black Student Achievement Plan Implementation	Action 3: Development of an African-American Studies Course	Number of students enrolled in African-American Studies (high school) and Ethnic studies (middle school)	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.
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	Percent of schools with full School Climate and Wellness teams	85% of Group 1 BSAP schools have completed School Climate and Wellness teams, as of March 2024, compared to 81% in 2022-23.
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	Participation of teams in BSAP professional development	84% of team members (258 of 307) attended BSAP professional development
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	Percent of BSAP survey respondents agreeing that every student has an advocate	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.
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	Percent of BSAP survey respondents agreeing that students have increased access to mental and social-emotional health resources	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.
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	Percent of BSAP survey respondents agreeing that levels of parent and family engagement have increased	55% of parents showed interest in school participation, as of March 2024, compared to 46% of parents in 2022-23.
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	Percent of BSAP survey respondents agreeing that students have increased participation in extracurricular activities at school	64% of survey respondents, as of March 2024, compared to 68% in 2022-23.
Goal 7: Black Student Achievement Plan Implementation	Action 4: BSAP School Climate & Wellness Personnel Support	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.
Goal 7: Black Student Achievement Plan Implementation	Action 5: BSAP Community-Based Safety Pilots	Percent of Black students agreeing that the school atmosphere is safe (School Experience Survey)	2023-24: 58.0% 2022-23: 61.9%
Goal 7: Black Student Achievement Plan Implementation	Action 5: BSAP Community-Based Safety Pilots	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
Goal 7: Black Student Achievement Plan Implementation	Action 5: BSAP Community-Based Safety Pilots	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).
Goal 7: Black Student Achievement Plan Implementation	Action 5: BSAP Community-Based Safety Pilots	Chronic absenteeism data	Decreased: 39.5%, as of March 2024, compared to 45% in 2022-23.
Goal 8: Mandated School Accountability	Action 1: District Level Supports for Identified Schools	2023 California School Dashboard: Academic Performance Indicator: ELA	LA Unified: Orange Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Yellow

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 8: Mandated School Accountability	Action 1: District Level Supports for Identified Schools	2023 California School Dashboard: Academic Performance Indicator: Math	LA Unified: Yellow Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Orange
Goal 8: Mandated School Accountability	Action 1: District Level Supports for Identified Schools	2023 California School Dashboard: College/Career Indicator	LA Unified: Medium Alonzo Community Day School: Very Low Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Low Miguel Contreras Learning Center - School of Social Justice: Medium
Goal 8: Mandated School Accountability	Action 1: District Level Supports for Identified Schools	2023 California School Dashboard: Graduation Rate Indicator	LA Unified: Orange Alonzo Community Day School: Red Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Orange Miguel Contreras Learning Center - School of Social Justice: Red
Goal 8: Mandated School Accountability	Action 1: District Level Supports for Identified Schools	2023 California School Dashboard: Suspension Rate Indicator	LA Unified: Blue Alonzo Community Day School: Blue Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Blue Miguel Contreras Learning Center - School of Social Justice: Blue
Goal 8: Mandated School Accountability	Action 2: Regional Supports for Identified Schools	2023 California School Dashboard: Academic Performance Indicator: ELA	LA Unified: Orange Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Yellow
Goal 8: Mandated School Accountability	Action 2: Regional Supports for Identified Schools	2023 California School Dashboard: Academic Performance Indicator: Math	LA Unified: Yellow Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Orange
Goal 8: Mandated School Accountability	Action 2: Regional Supports for Identified Schools	2023 California School Dashboard: College/Career Indicator	LA Unified: Medium Alonzo Community Day School: Very Low Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Low Miguel Contreras Learning Center - School of Social Justice: Medium
Goal 8: Mandated School Accountability	Action 2: Regional Supports for Identified Schools	2023 California School Dashboard: Graduation Rate Indicator	LA Unified: Orange Alonzo Community Day School: Red Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Orange Miguel Contreras Learning Center - School of Social Justice: Red
Goal 8: Mandated School Accountability	Action 2: Regional Supports for Identified Schools	2023 California School Dashboard: Suspension Rate Indicator	LA Unified: Blue Alonzo Community Day School: Blue Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Blue Miguel Contreras Learning Center - School of Social Justice: Blue
Goal 8: Mandated School Accountability	Action 3: Community of Schools Supports for Identified Schools	2023 California School Dashboard: Academic Performance Indicator: ELA	LA Unified: Orange Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Yellow
Goal 8: Mandated School Accountability	Action 3: Community of Schools Supports for Identified Schools	2023 California School Dashboard: Academic Performance Indicator: Math	LA Unified: Yellow Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Orange
Goal 8: Mandated School Accountability	Action 3: Community of Schools Supports for Identified Schools	2023 California School Dashboard: College/Career Indicator	LA Unified: Medium Alonzo Community Day School: Very Low Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Low Miguel Contreras Learning Center - School of Social Justice: Medium
Goal 8: Mandated School Accountability	Action 3: Community of Schools Supports for Identified Schools	2023 California School Dashboard: Graduation Rate Indicator	LA Unified: Orange Alonzo Community Day School: Red Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Orange Miguel Contreras Learning Center - School of Social Justice: Red
Goal 8: Mandated School Accountability	Action 3: Community of Schools Supports for Identified Schools	2023 California School Dashboard: Suspension Rate Indicator	LA Unified: Blue Alonzo Community Day School: Blue Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Blue Miguel Contreras Learning Center - School of Social Justice: Blue
Goal 8: Mandated School Accountability	Action 4: School-Level Strategies to Address Identified Indicators	2023 California School Dashboard: Academic Performance Indicator: ELA	LA Unified: Orange Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Yellow

Goal	2023-24 Goal Action Title	Progress Measure (2023-24)	Growth/Decrease in Performance (2023-24)
Goal 8: Mandated School Accountability	Action 4: School-Level Strategies to Address Identified Indicators	2023 California School Dashboard: Academic Performance Indicator: Math	LA Unified: Yellow Alonzo Community Day School: No Performance Color Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Red Miguel Contreras Learning Center - School of Social Justice: Orange
Goal 8: Mandated School Accountability	Action 4: School-Level Strategies to Address Identified Indicators	2023 California School Dashboard: College/Career Indicator	LA Unified: Medium Alonzo Community Day School: Very Low Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Low Miguel Contreras Learning Center - School of Social Justice: Medium
Goal 8: Mandated School Accountability	Action 4: School-Level Strategies to Address Identified Indicators	2023 California School Dashboard: Graduation Rate Indicator	LA Unified: Orange Alonzo Community Day School: Red Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Orange Miguel Contreras Learning Center - School of Social Justice: Red
Goal 8: Mandated School Accountability	Action 4: School-Level Strategies to Address Identified Indicators	2023 California School Dashboard: Suspension Rate Indicator	LA Unified: Blue Alonzo Community Day School: Blue Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet: Blue Miguel Contreras Learning Center - School of Social Justice: Blue