



# **Review Title I, Part A Activities in LAUSD**

**2021-22 School Year**

Strategic Data and Evaluation Branch  
October 2023

## Overview

Title I is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). The purpose of the program is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps (Every Student Succeeds Act, 2023).

The Consolidated Application (ConApp) – a two-part application and reporting process used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to the District – mandates that local education agencies (LEAs) adopt a policy requiring the evaluation of categorical programs. This report examines Title I, Part A activities for the 2021-22 school year, including school designations, resource allocations, summaries of the Centrally Funded Programs, in depth analyses of School Plan for Student Achievement (SPSA) evaluations, and finally Smarter Balanced Assessment (SBA) results for the 2021-22 academic year. LAUSD’s Federal and State Education Programs (FSEP) Branch provides technical support for all Title I, Part A activities and requirements, including those listed above.

## Purpose of Title I, Part A

Title I, Part A provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet state academic standards (Improving Basic Programs Operated by Local Educational Agencies - Title I, Part A, 2018). The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. Funds are used to support effective, evidence-based educational strategies that aim to close the achievement gap. Federal Title I, Part A funds are supplemental to State funds that schools receive for providing an educational program for all students and services that are required by law for English Learners and children with disabilities (CDE, 2023c).

*Table 1: Title I Programs*

<b>Program</b>	<b>Description</b>
Title I	Improving the Academic Achievement of the Disadvantaged
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part B	State Assessment Grants
Title I, Part C	Education of Migratory Children
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, and Delinquent, or At-Risk
Title I, Part E	Flexibility for Equitable Per-Pupil Funding
Title I, Part F	General Provisions

LAUSD operates two school-based programs under Title I, Part A: Targeted Assistance School (TAS) and Schoolwide Program (SWP). The allocations for both TAS and SWP are based on the number of students who meet low-income status. The use of those funds, however, is to focus on students most at-risk of not meeting academic standards, regardless of their income level. For TAS, the students are identified based on multiple, objective criteria, while in the SWP, all students can be served, including students with disabilities and English Learners. However, based on prioritized needs, an SWP school must particularly address the needs of low-achieving students and those at risk of not meeting state academic achievement standards. Schools where 45 percent or more of their students are low income are designated as Title I schools. In 2021-22, 716 (92%) of the district's 781 schools were designated as a Title I school. For the full 2021-22 Title I Rank Distribution, refer to Appendix A of this document.

## **California School Dashboard**

On December 10, 2015, President Obama signed Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA. California's ESSA state plan (California ESSA Consolidated State Plan, 2022) includes an overview of the California accountability model (California Model) which presents school and district progress using multiple student outcome indicators that contribute to a quality education. Each outcome is reported to the public through the California School Dashboard, an online tool that displays the performance of schools and student groups to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard provides information about each indicator, the school's performance level (i.e., color) for each, and the change from the prior year. Each year, the CDE releases a technical guide that explains the features and business rules of the Dashboard. However, school closures related to the pandemic, the absence of state assessments and other metrics affected, prevented the CA Dashboard from being released in 2019-20 and data was limited in 2020-21 (CDE, 2023a).

Results for the 2021-22 academic year became available in October 2022. However, due to the lack of prior years' outcomes, the results on the Dashboard are presented in relation to performance only rather than change from the prior years. Results for the SBA English Language Arts (ELA) and math are presented at the end of the report across all years and by Title I, non-Title I schools, and Statewide.

## **School Designations**

The State of California uses the Dashboard to determine school eligibility for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI). In accordance with the ESSA, schools are eligible for CSI when they are identified in one of the following two categories: CSI-Low Graduation Rate Schools or CSI-Lowest Performing Schools

(California School Dashboard and System of Support, 2020). The January 2020 identification of schools included CSI–Low Graduation status consisting of schools that had a two-year average high school graduation rate below 67 percent. This graduation rate criteria applied to both Title I and non-Title I schools. To be eligible for identification in this category, schools had to have graduation rate data for both 2018 and 2019.

The CSI–Lowest Performing Schools category consists of schools that received Title I funding for the 2018-19 school year and were the lowest performing based on the 2019 Dashboard data. At least five percent of the Title I-funded schools across the state must be identified in this category. Schools with the following performance level color combinations were identified as CSI–Lowest Performing Schools: all red indicators; all red but one indicator of another color; all red and orange indicators; or schools with five or more indicators where the majority are red. However, due to the COVID-19 pandemic, California received a federal accountability waiver of all 2020 Dashboard reporting requirements (CDE, 2023a). Therefore, schools designated as CSI or ATSI in January 2020, remained in place in 2020-21 and 2021-22 and state testing (SBA) was put on hold in 2019-20 and limited in 2020-21. School designation only changed during this period if schools exited from CSI or ATSI (see full list in Appendix B).

School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is CSI–Low Graduation Rate Schools. Schools identified for CSI based on graduation rate that happened to be Title I–funded are removed from the pool prior to the identification of Title I–funded schools in the CSI–Lowest Performing Schools category (2022 California School Dashboard Technical Guide: Introduction, 2022).

Schools that are not identified for CSI are eligible for Additional Targeted Support and Improvement (ATSI) if they have at least one student group that meets the same criteria as CSI–Lowest Performing Schools for two consecutive years. California’s ESSA State Plan required schools to be identified in the ATSI category for the 2019-20 school year. School identification for ATSI occurs on a three–year cycle.

In 2019-20, the CDE identified 47 CSI and 76 ATSI schools for a total of 123 schools. Of the 47 CSI schools identified, 25 were CSI–Low Graduation Rate Schools and 22 were CSI–Lowest Performing Schools. Most CSI–Low Graduation Rate Schools were Dashboard Alternative School Status (DASS) schools, accounting for 20 of the 25 (80%) schools. Unlike CSI–Low Graduation Rate Schools, the majority, or about 91 percent (20/22), of CSI–Lowest Performing Schools were traditional schools. When summarized by school group, as shown in table 2 below, ATSI schools were predominantly made up of elementary, middle, and high schools. Elementary had the most ATSI schools with 54.<sup>1</sup>

*Table 2: 2021–2022 ESSA Assistance Status by School Type*

Group	General		CSI Low		Total	Title I
	Assistance	CSI Grad	Perform	ATSI		
Elementary	428	0	8	54	<b>490</b>	432
Middle School	65	0	9	10	<b>84</b>	82
Senior High	88	3	1	10	<b>102</b>	100
Span	36	0	1	2	<b>39</b>	36
Option	34	19	2	0	<b>55</b>	55
Special Ed	7	3	1	0	<b>11</b>	11
<b>Total</b>	<b>658</b>	<b>25</b>	<b>22</b>	<b>76</b>	<b>781</b>	<b>716</b>

*Note:* Carlson Home Hospital and City of Angels are included in Option; Schools that closed during the 2021-22 year are also counted.

## Resource Allocation

In 2021-22, the Title I budget, which accounted for a state adjustment resulting in a reduction in the previous year’s allocation, was approximately \$438.6 million.<sup>2</sup> As is done each year, the budget was divided into four groups: Title I Schools, Centrally Funded Programs, Other, and Balance from the prior fiscal year. California Education Code requires LEAs to use at least 85 percent of Title I funds on direct services. In 2021-22, LAUSD exceeded the minimum for direct services to schools which included centrally funded services and equitable services in participating private schools, included in the “Other” category in Table 3.

<sup>1</sup> Categories were used in alignment with the LAUSD Office of Data & Accountability (ODA): Elementary, Middle Schools, and Senior High categories includes Magnet Centers, Magnet Self-Contained Schools, Dual Language Centers (DLC), and Other Learning Centers of the respective grade levels; Span schools are any schools the cross over two grade span levels, including Magnets; Option schools are alternative schools (i.e., Continuation High Schools, Opportunity Schools/Units, Community Day Schools, and Carlson Home Hospital); and Special Ed are learning centers dedicated specifically to Special Education.

<sup>2</sup> The state of California notified the District of an entitlement adjustment for 2020-21 which was reduced by \$16.6M, leading to a significant negative balance that was applied to the 2021-22 funding model.

*Table 3: 2021-22 Title I Budget*

<b>Program</b>	<b>Budget</b>	<b>Percent</b>
Centrally Funded Programs	\$85,863,883	20%
School Site Allocations	\$339,653,158	77%
Other*	\$30,836,356	7%
2020-21 Balance**	(\$17,682,949)	(4%)
<b>Total</b>	<b>\$438,670,448</b>	<b>100%</b>

\*Includes PSP, Districtwide Admin, reserve for salary changes, and indirect costs (including funds allocated to school sites). \*\*State adjustment to 2020-21 Entitlement in March 2022 led to a negative balance.

## Centrally Funded Programs Allocation

Approximately 20% of the 2021-22 Title I Budget was used for Centrally Funded Programs that provide direct services to schools. These programs are administered centrally by individual departments, including the Division of Instruction, Student Health and Human Services, Beyond the Bell, and Parent and Community Services.

## School Allocation

The Title I Schools allocation accounted for 77% percent of the budget. These are funds that are eligible to schools whose percentage of low-income students – based on the free and reduced meal application – was greater than or equal to 45 percent. For eligible schools, the per-school amount was calculated by multiplying the number of low-income students by the school per pupil allocation listed in the 2021-22 Poverty Ranking Funding Formula in Table 4 below.

*Table 4: 2021-22 Poverty Ranking Funding Formula*

<b>Poverty Percent</b>	<b>Number of Schools</b>	<b>Number of Students</b>	<b>School Per Pupil Allocation</b>
100% - 65%	655	322,401	\$983
64.99% - 50%	54	24,016	\$743
49.99% - 45%	6	2,223	\$562
Hold Harmless <sup>3</sup>	1	333	\$390

Source: LAUSD 2021-2022 Title I Rank Comparative Summary – Attachment A, February 19, 2021

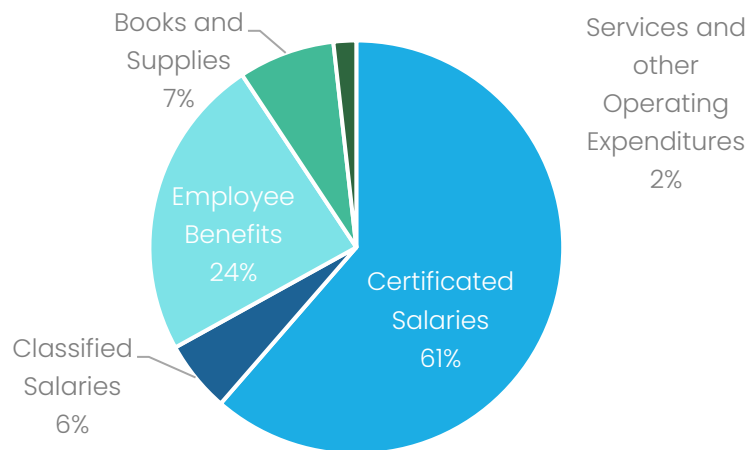
Enrollment for the Title I rank in 2021-22 was based on E-CAST, a projected enrollment data used to calculate the number of teaching positions for the new school year or the California Basic Educational Data System (CBEDS). In previous years the Title I rank was based on actual enrollment data on the designated “Norm Day” for schools, which was September 17, 2021 for the 2021-22 academic year. Title I ranks are then based on their percentage of low-income

<sup>3</sup> Hold Harmless schools are those that were ranked Title I in prior years and falling below 45% poverty for the first time in FY 2021-22.

students of students enrolled (e.g., 100 percent is equal to rank 1). The district uses this rank to determine the order that eligible schools receive their allocation.

The biggest category of the Title I Schools budget allocation was certificated salaries and employee benefits, which accounted for 85% of the total allocations (Figure 1). Other categories, such as books and supplies and classified salaries, made up a smaller portion of the allocation, accounting for about seven percent and six percent, respectively.

*Figure 1: 2021-22 Title I School Allocation Budget*



## Centrally Funded Programs

Table 5 lists the allocations and expenditures of centralized Title I funds in 2021-22. Approximately \$9.8M of the amount reflected on Table 3 are not described below, including 1) Middle School Aspirations (\$320K), which was funded with Title IV funds; 2) Prior Year Adjustments (\$500K), which are applied across multiple programs to account for salary or benefit changes; and 3) Extended Learning Opportunities, Summer K-8 (\$9M), which was revamped and funded with new state funds to support programs beyond the instructional day/calendar.

*Table 5: 2021-22 Centrally Funded Programs Budgets*

<b>Program/Unit</b>	<b>Managing Office</b>	<b>Amount Allocated</b>
Access Equity Acceleration	AEA	\$765,205
A-G Diploma Counselors	SHHS	\$13,512,980
AVID Excel (MS)	Advanced Learning Options	\$382,514
College and Career Coaches (MS)	PK-12, DOI	\$9,569,441
Homeless Education*	SHHS	\$1,263,994
LTEL/SPED PD	MMED	\$500,000
Math Materials Training	PK-12, DOI	\$2,986,057
Neglected Program*	SHHS	\$1,724,886
Newcomer Coaches/ Counselors	MMED	\$1,453,237
Newcomer Summer Programs	MMED	\$809,278
Parent Engagement Trainings	PCS	\$296,706
Parent Engagement	PCS	\$2,874,594
READ Program	PK-12, DOI	\$2,475,608
School Site Council Training and Summer Title I Institute	PCS, FSEP	\$185,000
Summer Term (HS)	Beyond the Bell	\$27,910,632 <sup>+</sup>
Support for Options Schools	PK-12, DOI	\$610,294
Title I Intervention Program (TIIP) K-12	Beyond the Bell	\$8,122,000
Winter/Spring + Credit Recovery (HS)	DACE	\$601,417
<b>Total Centrally Funded Program Budget</b>		<b>\$76,043,843</b>

\*Required Reservation \*Includes projected carryover costs for all summer programs.

Table 6 provides a brief description of each program and whether the program objectives were “met” in 2021-22. Each program had goals specific to the program and evaluated these goals in a report submitted to the FSEP at the middle and end of each year of implementation. However, the of the School Site Council (SSC) Training evaluations are done internally for feedback and improvement and are not included.



*Table 6: 2021-22 Centrally Funded Program Objectives*

<b>Program/Unit</b>	<b>Description</b>	<b>Objective(s) Met</b>
Access Equity Acceleration	The Access, Equity and Acceleration Unit will provide professional development to 143 Title I elementary and secondary schools. These professional developments will focus on strategies to support mainstream English Language Development for Standard English Learners (SEL) and preparing minority/ underrepresented students to become competitively eligible for college admission.	Completion rate goals were met. Gifted and talented students in grades 3-10 participated in the Gifted Network for African American Students and Families Enrichment Academy and all participants successfully earned completion certificates awarded by instructors.
A-G Diploma Counselors	All LAUSD high schools (including Options) are part of a “Zone of Support”. Each Zone has 1 or 2 A-G Diploma counselors (totaling 95) to support academically at-risk students in dropout prevention, A-G intervention, credit recovery, transitions, and college/career readiness.	2 of 3 goals were met – including improved tiers toward graduation and decreased senior drop-out rates.
AVID Excel	Implementation of the AVID Excel program to support LTELs at select school sites.	The goals of reducing LTEL reclassification rates and maintaining high proportions of academic language instruction could not be verified due to the limited classroom assessments/ observations (because of COVID-19).
Middle School College and Career Coaches	All Title I schools serving middle grades receive 0.5 or 1.0 FTE Middle School College and Career Coach to provide intervention support relating to factors that are most likely to impact high school graduation.	Program administrator has changed for the last two consecutive years. An end-of-year report was not submitted due to these changes in leadership. Evaluations of program objectives and strategies are inconclusive.

<b>Program/Unit</b>	<b>Description</b>	<b>Objective(s) Met</b>
Homeless Education	PSA Counselors identify homeless youth, provide training and technical assistance to school and community personnel and facilitate enrollment and equal access to all school programs for homeless students district wide.	5 of 5 goals involving participation in training by liaisons, their understanding of the needs of students experiencing homelessness, postsecondary outreach to graduates, links to educational services, and support for unaccompanied immigrants were met.
LTEL/SPED	Professional development to support instruction and progress monitoring for Long-Term English Learners (LTELs) with disabilities.	Met goals in building teacher capacity to support LTELs and PTELs with disabilities by creating tailored professional development, online coursework, and a teacher cadre.
Math Materials Training	Coordination of participation in professional development supporting math program implementation and assessment of student outcomes affected by math program characteristics.	Met training goals for teachers sent to professional development for Eureka and Illustrative Math. However, Edulastic assessment results show a slight drop in performance and SBAC data was not available. Growth goals associated with math teaching practices were not provided.
Neglected Program	Provide services to children in neglected institutions and community day schools to enhance academic achievement and build their capacity to become vocational or college/postsecondary ready.	Progress was made on goals associated with graduation, employment, and increases in student awareness of higher education and post-secondary options.
Newcomer Program and Newcomer Summer	Provides coaches, counselors, and enrichment for high schools with a high number of international newcomer students while addressing their social-emotional, linguistic, and instructional needs. Additionally, the district provides a summer enrichment program for newcomer students.	Goals have not been established as this is the program's first year. Benchmark data includes ELD grades, reading assessments, graduation rates, and proportions of requirements met.

<b>Program/Unit</b>	<b>Description</b>	<b>Objective(s) Met</b>
Parent Community Services	The Parent and Community Services office supports school efforts to implement effective family engagement activities that value partnerships with parents for the benefit of children’s learning and achievement.	All performance goals were met. Participants in training for family leaders reported gaining valuable insights and new skills. Module series supporting parent-staff partnerships were also created.
READ Program	The READ Teacher Expert will support schools in identifying at-risk students, implementing targeted instructional strategies, and providing coaching and PD support. The support includes providing demonstration lessons, model lessons, co-planning, co-teaching, facilitating professional development, and presenting parent workshops on early literacy.	Goals associated with decreased percentages of students scoring well below benchmark were met overall and for Black students. These objectives were met at targeted READ schools and for students receiving Direct Read services.
School Site Council (SSC) Training and Summer Title I Institute	The District provides trainings for SSC members in each region to build an understanding of the role of SSC and to support effective practices. Additionally, the Federal and State Education Programs office provides a summer training for school site Title I Coordinators/ Designees to support them in organizing and preparing for effective Title I planning and implementation.	More than 90% of participants agreed or strongly agreed the session effectively supported various aspects of serving on the SSC, including School Plan for Student Achievement, Budget, and the LAUSD Parent and Family Engagement Policy.
Summer Term	This program offers credit recovery opportunities over the summer for all high school students who received a D or F in core courses.	The 2021-22 objective for this program was exceeded. 25,921 students earned a passing grade during Summer Term Periods 1 and 2 (in-person), with 82% of students passing with a C or better. 10,208 students received final grades for Periods 3 and 4 (virtual), with 94% earning a C or better.

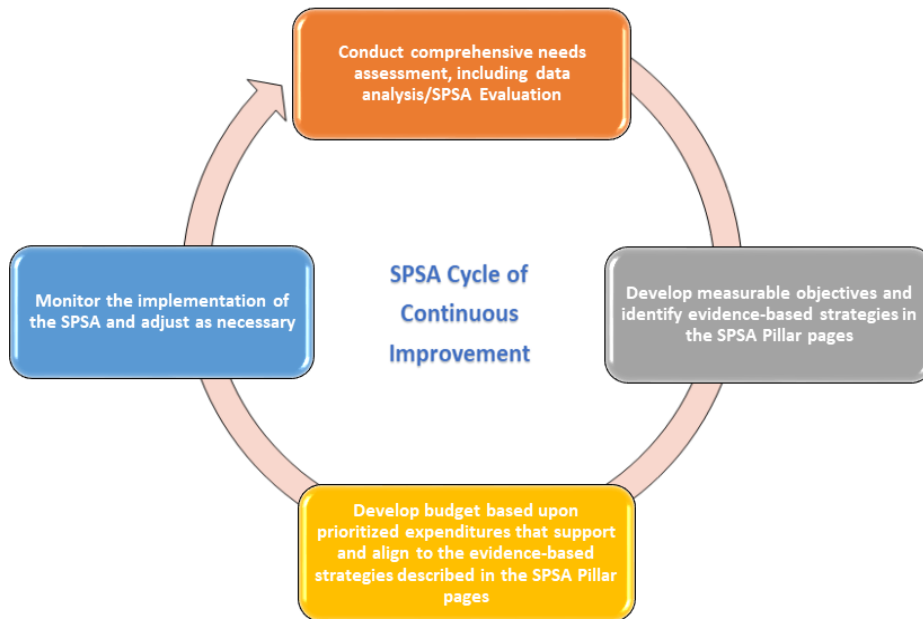
<b>Program/Unit</b>	<b>Description</b>	<b>Objective(s) Met</b>
Support for Options Schools	Educational Options offers students personalized pathways to graduation and alternatives to the traditional school setting. Meeting graduation requirements and college career readiness are goals.	Comprehensive Support and Improvement schools received additional direct counseling services to support attendance and graduation, which contributed to increased graduation rates at continuation high schools.
Title I Intervention Program (TIIP) K-12	Schools eligible for this program who complete an 'intent to offer' receive a per pupil budget and design their own intervention program within the allocated amount.	All three goals regarding the percentage of students completing intervention and credit recovery sessions with satisfactory and/or passing marks were met.
Winter/Spring + Credit Recovery	Eligible high schools that opted into this program will offer high school students credit recovery opportunities during school breaks and select Saturdays. The program is offered via Adult Ed labs with Adult Ed teachers but is open to all students in need of credit recovery.	Surpassed enrollment goals which continue to increase. 58% of enrolled students completed coursework for credit, less than the goal of 70%.

## School Plans for Student Achievement

California Education Code 64001 requires districts that receive funding through the Consolidated Application, including Title I funds, ensure participating schools write an SPSA (CDE, 2023b). Additionally, California Education Code 52852 requires Title I schools to establish an SSC as the decision-making council for all programs funded through the ConApp. Each SSC is responsible for developing, reviewing, and approving the SPSA. The purpose of the SPSA is to: 1) Create a cycle of continuous improvement of student performance; 2) Raise the academic performance of all students to the level of state achievement standards; and 3) Ensure that all students succeed in reaching academic standards set by the State Board of Education.

The goals and activities described in the SPSA must be aligned to data that will address specific student needs. The SPSA includes: a comprehensive needs assessment (data analysis and annual SPSA evaluation), develop measurable objectives based on student data and evidence-based strategies that address student needs, the Title I budget, and a process for monitoring implementation of planned actions. Throughout the school year, Title I schools engage in a Cycle of Continuous Improvement to develop, implement, and monitor the SPSA (Figure 2; LAUSD, n.d.).

Figure 2: SPSA Cycle of Continuous Improvement



According to California Education Code 64001(g), the SSC must evaluate the effectiveness of the SPSA at least one time each year (CDE, 2023b). The annual review and evaluation of the SPSA by the SSC ensures programs and interventions described in the schoolwide plan are implemented as designed and implemented in a way that has a positive effect on student achievement. Furthermore, the review and evaluation are an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for SPSAs. During an FPM review, the SSC must provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA. Data must be used to evaluate the effectiveness of categorical resources and the effect on the instructional program. Schools are to use multiple measures, such as curriculum-based assessments, student work, SBA data, California School Dashboard results, and surveys to evaluate and revise the school's SPSA. If the analysis of school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement.

The transition to an online SPSA evaluation system in 2017-18, enables relatively easy consolidation and analysis of SPSA evaluations to describe the content and characteristics of the responses. For 2021-22, 712 schools submitted an online SPSA evaluation.<sup>4</sup> In the evaluations, schools indicated whether they “met” each of their measurable objectives across the six SPSA goals: 100% Graduation and Beyond (hereinafter referred to as *100% Graduation*); English

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<sup>4</sup> The number of schools that submitted an online SPSA evaluation (712) is lower than the total number of 2021-22 Title I schools (716). The difference is due to two closed schools that were not required to submit an SPSA, one school missing data on both types of objectives, and another school missing improvement objectives.

Language Arts (*ELA*); *Mathematics*; English Learner Programs (*EL Programs*); Parent, Community, and Student Engagement (*Engagement*); and 100% Attendance, Suspensions, School Safety, and Other Supports (*100% Attendance*). In addition, schools provided responses to why the objectives were “met” or “not met,” and checked all strategies that did or did not work (e.g., Consistent/ effective or lacking/ inconsistent/ ineffective PD implementation, grade level or department planning time, and data collection).

The SPSA outlines the measurable objectives based on their goals for student improvement objectives. These objectives demonstrate the effectiveness of the implementation at improving student achievement and will answer the question, “Did our strategies and actions lead to improved outcomes such as increased student achievement, or behavior/attitude shifts?” They are SMART Goals based on formative and summative data tied to district and State priorities. In the absence of prior years’ SBA data and CA Dashboard indicators, contributors were instructed to look at alternative measures for needs assessments and look at objectives in a new way as they evaluate the SPSA.

To assist school site staff in shifting their lens, implementation objectives were added to the SPSA in 2021-22. FSEP instructed school site staff to develop at least one measurable implementation objective per goal type. These objectives are meant to assist school site staff in monitoring of progress toward the improvement goals, aligned to their strategies and actions, and answering the question, “Were our strategies carried out?” These implementation objectives have three characteristics, they are 1) measured at the school with potential leading indicators to track throughout the year, 2) determine effectiveness of strategies and allow course correction as needed, and 3) align with the plan so that the school will know if its strategies were implemented with fidelity.

The following in-depth analyses of SPSA evaluations include a snapshot of the data overall, then a quantitative analysis looking for any differences by school type and goal types, and findings across responses of schools to objectives “not met” and solutions for moving forward. The analyses for implementation and improvement objectives are separate but followed by a discussion section summarizing the findings.

## Implementation Objectives

Overall, there were a total of 5,832 measurable implementation objectives created across the six goals for 712 Title I schools. The goals with the most implementation objectives created were *ELA* (1,055 objectives) and *Engagement* (1,040 objectives), each making up 18% of the total goals of all implementation objectives. The fewest number of implementation objectives created were *100% Graduation* which comprised 14% (830) of the total number of objectives, however nearly two-thirds (64%) were created by Elementary and Middle schools.

When comparing the number of objectives by school type, as shown in Figure 3 below, most created similar numbers of objectives for each goal type, averaging eight goals created across the six goal types. *ELA, Mathematics, and Engagement* remained a top priority for most, however *100% Graduation* was also a top goal for Senior High, Span, and Option Schools.

Figure 3: Number of Measurable Implementation Objectives by Goal for Each School Type

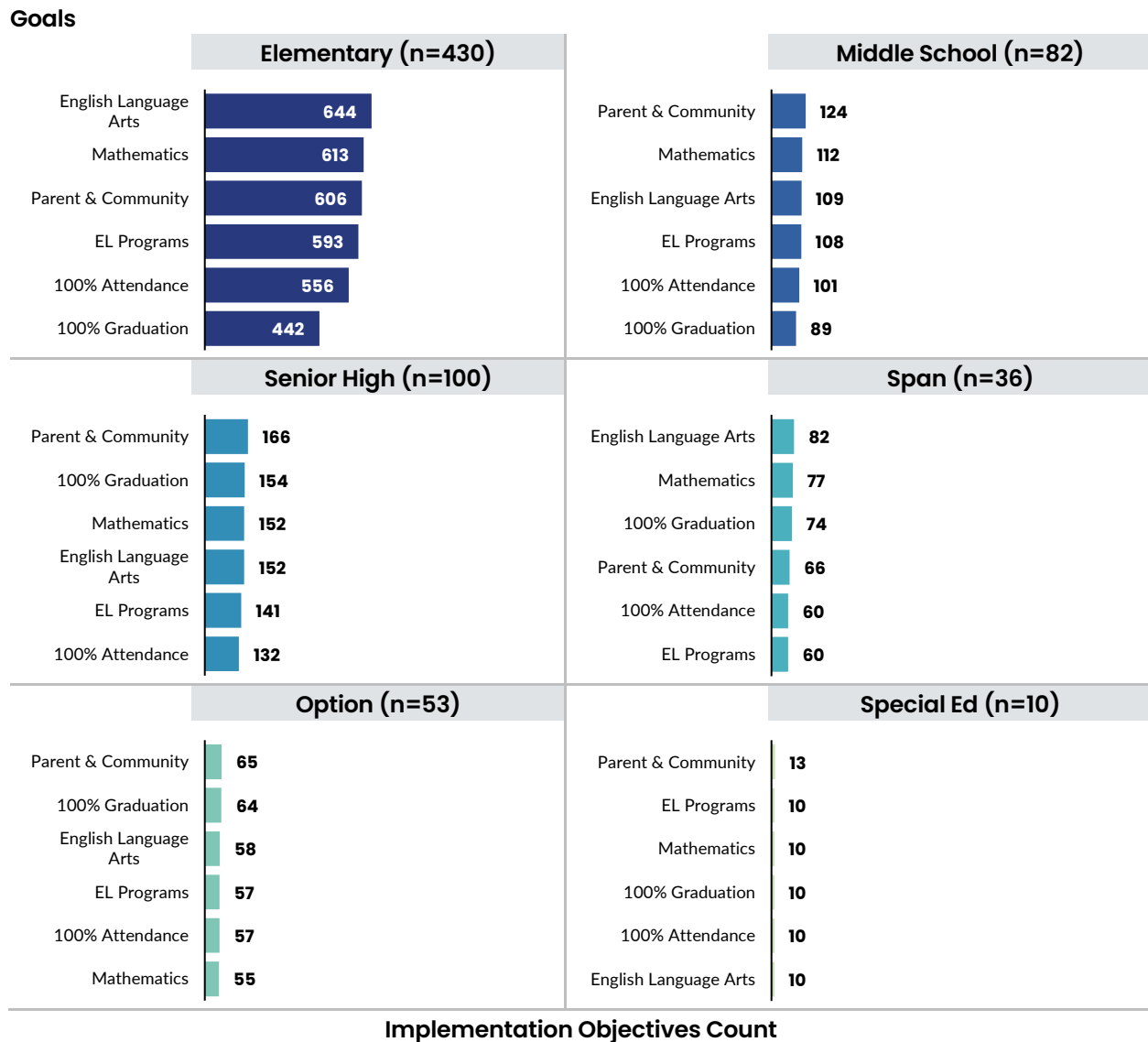


Figure 4 below shows the percentage of implementation objectives “met” by goal. More than half of the objectives were “met” by goal type and school type. The only exception is *100% Graduation* which shows a high “N/A” rate (50%), discussed in more detail in the Discussion section below. A similar pattern can be seen overall when charting the percentage of implementation objectives “met” by each school group (Figure 5). More than half of the

objectives were “met” by each school type with the fewest objectives “met” (55%) by the largest school group, Elementary (n = 430).

Figure 4: Percent of Implementation Objectives Met by SPSA Goal Type

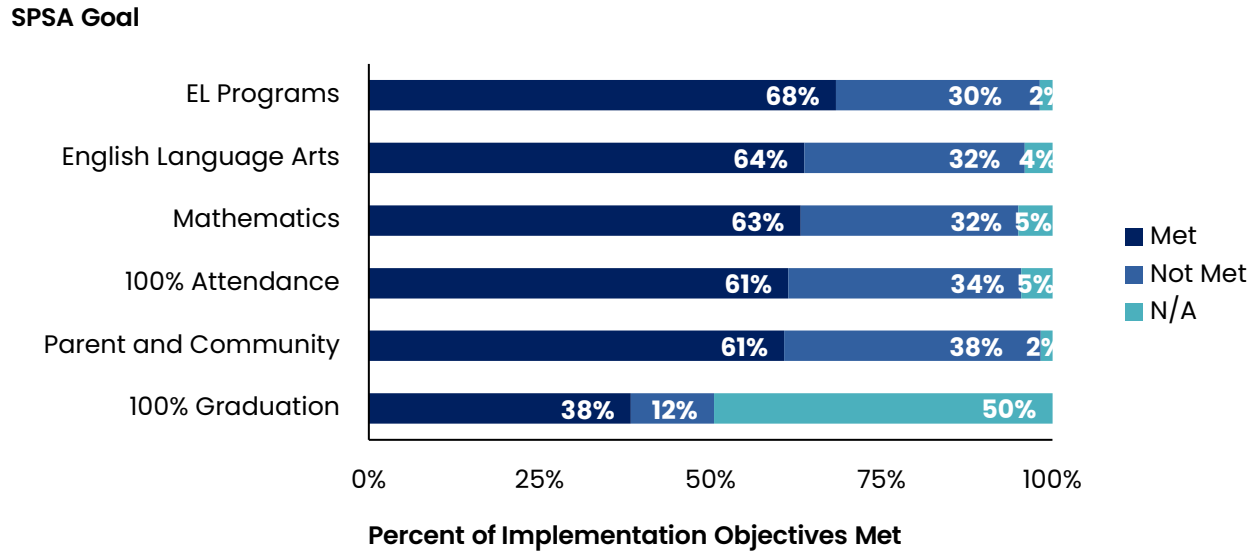
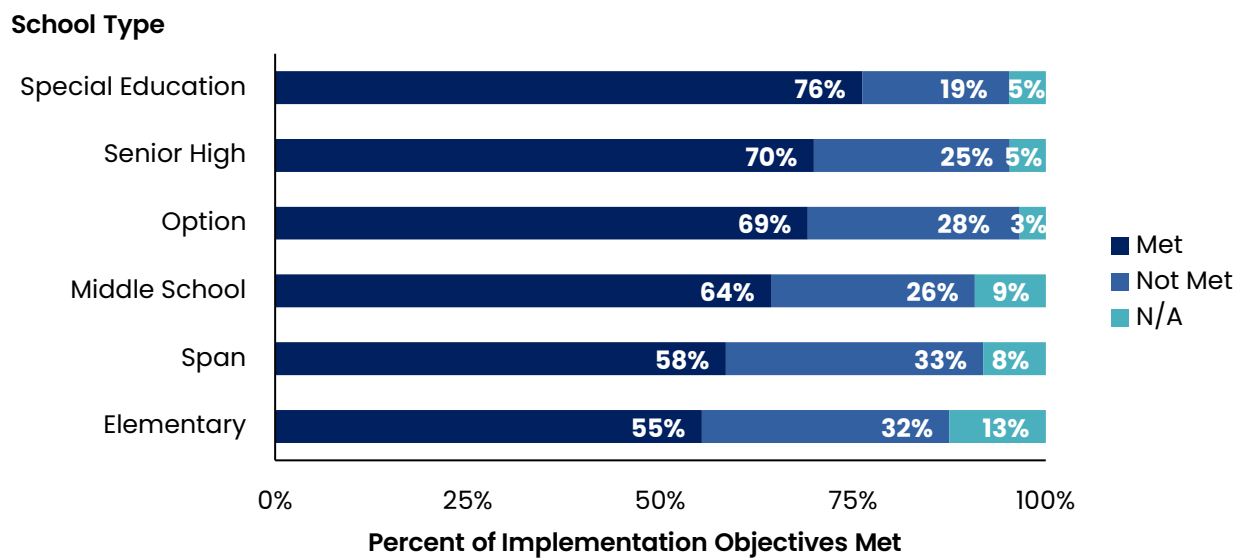


Figure 5: Percent of Implementation Objectives Met by School Type



## Improvement Objectives

Overall, there were a total of 9,175 measurable improvement objectives created across the six goals for 711 Title I schools. The goals with the most improvements objectives created were *ELA* and *Mathematics*, comprising 22% (2,038) and 21% (1,920) of all improvement objectives respectively. Closely behind content specific goals was *100% Attendance*, accounting for 18%,



followed by *EL Programs* and *Engagement* goals (14% each). The fewest number of improvement objectives were created for the *100% Graduation* goal (10% or 949) with about one-third created by Senior High or Span schools.

When comparing the number of objectives by school type, as shown in Figure 6 below, most schools had similar priorities. *ELA, Mathematics, and 100% Attendance* were the top goals for Elementary, Middle, and Span schools. Whereas *100% Graduation* was also a top goal for Option Schools and *EL Programs* for Special Education Centers. However, the number of objectives created across goal types did not differ greatly except at the Elementary level.

Figure 6: Number of Measurable Improvement Objectives by Goal for Each School Type

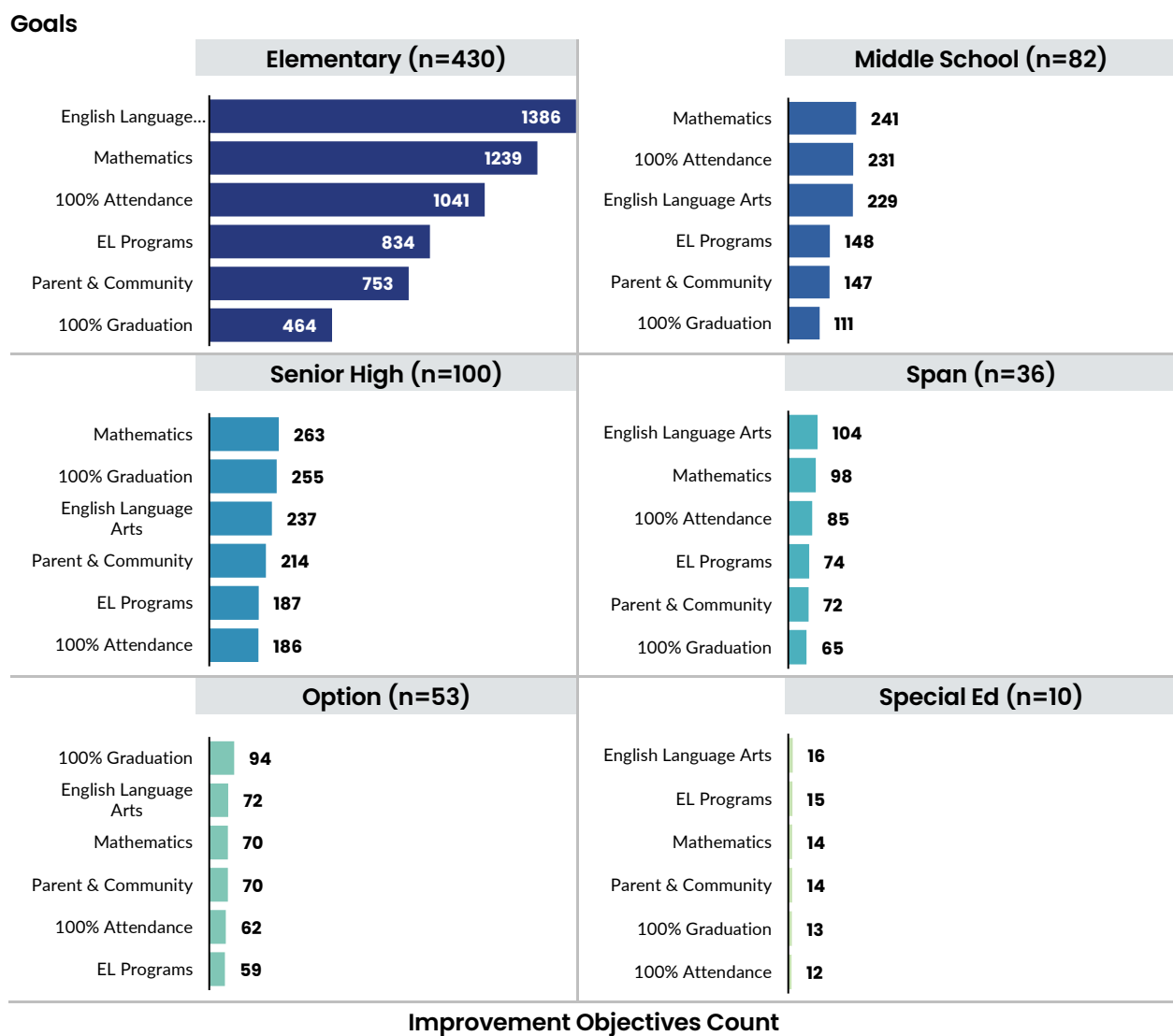


Figure 7 below shows the percentage of improvement objectives “met” by goal type. Except for *Engagement* with about 54% of objectives “met,” fewer than 40% of all measurable objectives

were “met” for each goal type. Instead, more than 40% of objectives were “not met,” with 70% of the 100% Attendance objectives “not met” being the highest and nearly half of the 100% Graduation objectives marked as “N/A” (see Discussion section below). A similar pattern can be seen when charting the percentage of improvement objectives “met” by each school group (Figure 8), where fewer than half were “met.” The smaller school groups “met” a relatively higher percentage of their objectives than did the larger groups. For example, Special Education schools (n=10) “met” 45% of their objectives, while Elementary schools (n=430) and Middle schools (n=82) “met” the fewest objectives, 30% and 26% respectively.

Figure 7: Percent of Improvement Objectives Met by SPSA Goal Type

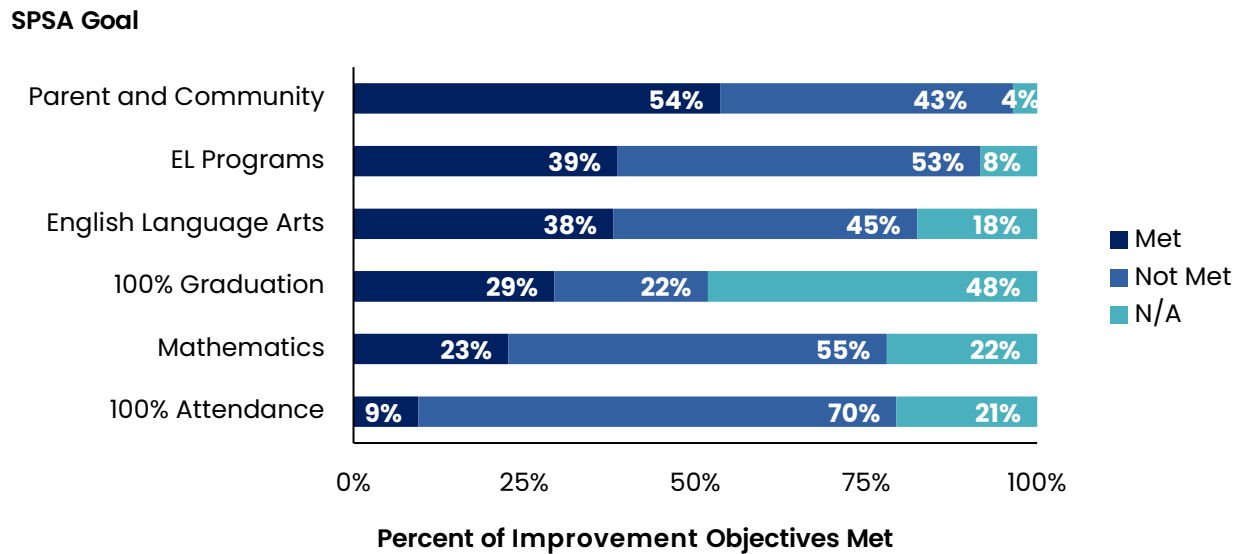
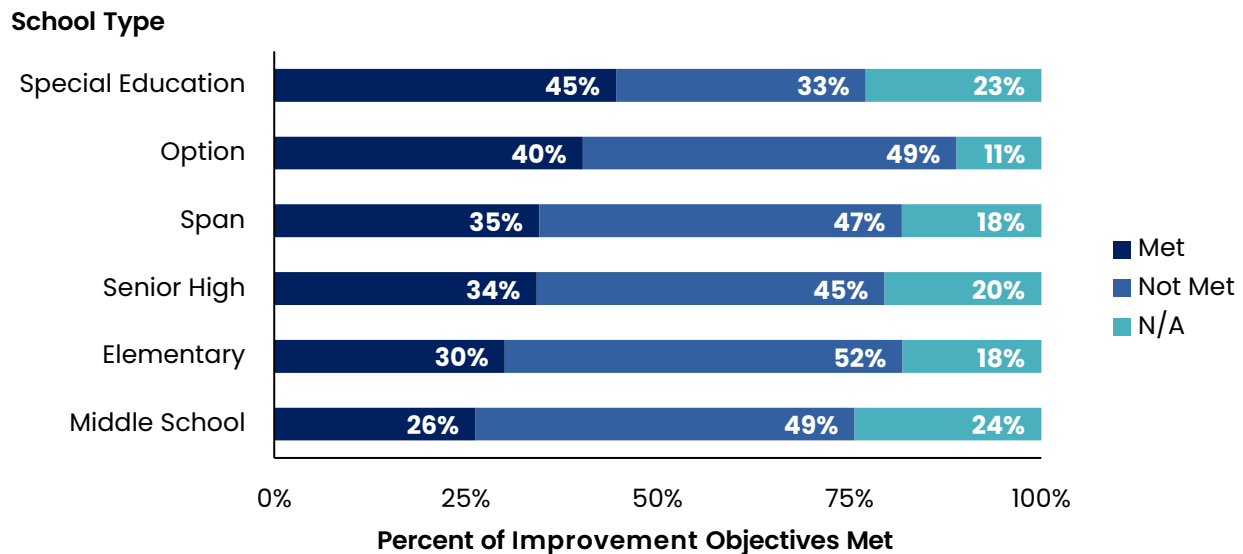


Figure 8: Percent of Improvement Objectives Met by School Type



## Qualitative Analysis of Responses

As previously described, the SPSA evaluation asks schools to indicate whether each objective they listed was “met” or “not met” and in 2020-21 the not applicable (“N/A”) option was added due to the suspension of testing during the COVID-19 pandemic. If the objective was “not met” the SSC was asked to “Describe what the school intends to do differently (next steps, new strategies, etc.)?” Respondents used the open-ended response option to provide explanations of challenges or barriers in meeting their goals as well as what they intend to do in the future to meet the objectives, including strategies they have found successful. Findings from a thematic analysis of the responses for implementation and improvement objectives are presented below. Themes identified for both types of objectives are parallel and described jointly. For a more detailed view of the responses see Appendix C.

### Challenges

*“We did not have the personnel necessary to help monitor and support student attendance. Most of our support staff was covering classes for unfilled positions due to teacher shortages and substitute shortages.”*

Challenges mentioned in the responses are often related to or influenced by lingering effects of COVID-19, such as staff shortages, low attendance, lack of engagement, new approaches in the classroom, and insufficient attention to the social-emotional learning (SEL) needs of the students. These challenges are mentioned across all the goal types but especially in *Engagement* and *100% Attendance*, in which other family and community hardships are also noted. In addition, foundational knowledge gaps and learning loss related to COVID-19 are mentioned in response to unmet improvement objectives, specifically relating to *Mathematics*, *ELA*, and *EL Program* goals.

The lack of professional development and poor participation in it is another reason for schools not meeting their goals. This is in part due to staffing shortages and absences, which results in teachers filling vacancies and not having time to plan or attend. Responses to unmet goals often mentioned the limited ability of teachers to analyze student data and lack of teachers trained in certain interventions or implementing curricula. For example, in the case of challenges to *100% Graduation*, respondents note that not all teachers have been trained in Equitable Grading and Instruction (EGI).

Additional challenges to meeting objectives include lack of oversight and accountability and inconsistent use of curricula. Respondents note that Administrators and Instructional Leadership Teams (ILT) need to conduct classroom observations, learning walks, data talks, and provide teacher feedback with more regularity. Progress monitoring is described as inconsistent for several different reasons, but again in part due to staff shortages and student absences.

Inconsistent use of curricula, interventions, and materials is a common theme across all goal objectives. It is a challenge that makes it difficult to progress monitor. Teachers are using different curricula or platforms implementing interventions differently. Possible reasons for this are mentioned: existing tools are not grade level appropriate (Senior High and Span schools), new curricula and transitions to new approaches post-COVID are being adopted, and programs are being discontinued or will not continue to be funded (*100% Graduation* – credit recovery and career awareness programs).

Finally, parent engagement and support of student learning is a common theme across all goal types. Respondents note parents' lack of knowledge and fear of technology as a major challenge, made more difficult by low attendance at parent workshops due to scheduling. Further emphasized is the importance of parent engagement to support student attendance.

## Intentions

*"We will schedule protected time for teachers to engage in at least one session of deep dive inquiry discussions/analysis and collaborative lesson study planning time driven by multiple measures."*

In relation to what schools intend to do differently next year, most respondents indicate that Administrators will increase time and consistency. Most of the responses to goals "not met" note that Administrators will increase time for planning, collaboration, data talks, and PD as well as integrate processes and support for consistency. Consistent progress monitoring by administrators and ILTs is the most noted intention. Respondents note that systems will be developed to obtain calendars and create schedules so administrators and ILTs can provide more oversight and accountability and will utilize the tools to do so, such as data collection and documentation. Integrating student data reviews, increasing cycle of improvements, and targeting at risk students are common pieces of this progress monitoring. Responses to unmet *EL Program* goals from Elementary schools note the need to focus on potential long-term ELs (PLTEL) through individual data chats with parents, students, and teachers. Administrators intend to support pupil services and attendance (PSA) counselors in creating attendance plans and coordinating efforts to meet *100% Attendance* goals.

Respondents note the need to increase the number of staff to support these processes in implementing different interventions, curricula, and progress monitoring for each goal type. For example, responses to unmet *100% Attendance* goals also include the need to increase staff, specifically PSAs and psychiatric social workers (PSW) to support attendance and SEL needs of students. Responses from Middle School respondents focus on EL learning tools and engaging parents. Unmet *EL Program* goal responses note providing more targeted student population (TSP) coordinators or program advisers, Title III coaches, EL designees, and other support staff. Responses for unmet *100% Graduation* goals note more support to navigate Schoology, implement mastery grading and EQI appropriately, and access to useful programs (Naviance, Edgenuity, etc.). In response to unmet *EL Program* goals, Elementary schools note an increase in

their EL newcomer population, which meant the need for additional instructional capacity to support their needs. Teacher training for small group instruction is mentioned in response to unmet goals for most of goal types.

To increase parent engagement, respondents note that school sites will provide more opportunities in different formats and at different times (evenings and weekends) to accommodate parents. Relatedly, they will advertise the workshops more, especially to the targeted student populations (TSP) parents (e.g., Black Parent Alliance), and administer a parent survey to assess the types and times that workshops will be provided and offer incentives to attend. More specifically, responses emphasized offering parent workshops to support students in math instruction and workshops discussing the importance of attendance and providing family with resources.

Increasing student engagement was also a common theme across responses to unmet goals of all types. Responses often note the school sites use of varied types of incentives and integration of high-interest activities in classes to increase student attendance. Providing SEL resources to support the well-being of students and their families was also a common response across all goal types, but especially for unmet *100% Attendance* and *Engagement* goals.

## Successful Strategies

*“Approach each student individually. Gain the trust of each student first so that they can open up to what is preventing them from being in attendance on a regular basis. Attempt to resolve the issue affecting attendance on a one-to-one basis.”*

Some respondents highlighted strategies that schools are implementing, have been successful in helping them meet their improvement objectives, and will continue. For example, to increase parent engagement, some schools have found that providing one-to-one support and parent center drop-in/walk-in hours, especially for technology support and parent portal are successful strategies. Regarding *100% Attendance*, the school site staff are offering a variety of types of incentives, including rewards/praise for good attendance, and providing more support for high-risk students and their families. Respondents highlight block scheduling and teacher mentors as promising practices to support student credit recovery and access to curriculum for *100% Graduation*. Specific approaches and programs highlighted are: Edgenuity, Academic Course Extension (ACE), Kagan, Imagine Learning, Spring Plus, Summer Plus, Winter Plus, Kahn Academy, Achieve 3000, Gear Up, and Parent Institute for Quality Education (PIQE).

## **Smarter Balanced Assessments**

Smarter Balanced (SBA; formerly SBAC) summative assessments measure student achievement and growth in ELA and math. They are administered each spring to students statewide in grades 3-8 and 11 beginning in 2014-15. SBA results across all grade levels statewide, for

LAUSD, and for Title I versus non-Title I schools are summarized in Tables 8 and 9 below. Differences in percentage points are shown for comparisons between pre-COVID years (2014-15 to 2018-19) and post-COVID years (2018-19 to 2021-22) as well as overall from 2014 to 2021-22. SBAs were not administered in the 2019-20 academic year and were only administered to a limited non-representative number of students in 2020-21. Therefore, results are not reported for those years.

*Table 8: Percent of Students Who Met or Exceeded Standard on SBA ELA by Year*

Group	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022	% Point Dif. 2014-15 to 2018-19	% Point Dif. 2018-19 to 2021-22	% Point Dif. 2014-15 to 2021-22
State of CA	44.0%	48.0 %	48.6%	49.9%	50.8%	47.1%	+ 6.8	- 3.7	+ 3.1
LAUSD	33.0%	39.0%	39.6%	42.3%	44.2%	41.7%	+ 11.2	- 2.5	+ 8.7
Title I*	29.9%	35.5%	36.3%	40.0%	41.2%	38.8%	+ 11.3	- 2.4	+ 8.9
Non-Title I**	64.7%	70.2%	70.5%	73.1%	75.0%	75.4%	+ 10.3	+ 0.4	+ 10.7

*Source:* Statewide results from <https://caaspp.edsource.org/sbac/statewide>; LAUSD results from <https://my.lausd.net/opendata/dashboard>. \*Schools represented are Title I schools identified in each specific year, not one consistent group across time. \*\*Non-Title I schools only represent 8% of LAUSD schools as seen highlighted in grey in Appendix A.

*Table 9: Percent of Students Who Met or Exceeded Standards on SBA Math by Year*

Group	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022	% Point Dif. 2014-15 to 2018-19	% Point Dif. 2018-19 to 2021-22	% Point Dif. 2014-15 to 2021-22
State of CA	33.7%	37.0%	37.6%	38.7%	39.7%	33.4%	+ 6.0	- 6.3	- 0.3
LAUSD	25.0%	28.0%	29.9%	31.6%	33.5%	28.5%	+ 8.5	- 5.0	+ 3.5
Title I*	21.7%	25.2%	26.3%	29.1%	30.3%	25.2%	+ 8.6	- 5.1	+ 3.5
Non-Title I**	57.4%	63.0%	63.3%	64.8%	67.5%	67.5%	+ 10.1	0.0	+ 10.1

*Source:* Statewide results from <https://caaspp.edsource.org/sbac/statewide>; LAUSD results from <https://my.lausd.net/opendata/dashboard>. \*Schools represented are Title I schools identified in each specific year, not one consistent group across time. \*\*Non-Title I schools only represent 8% of LAUSD schools as seen highlighted in grey in Appendix A.

The rates of students who met-or-exceeded standards attending Title I versus non-Title I schools show overall gains from 2014-15, the first year of SBA testing. However, the students attending Title I schools show learning loss, unlike the students attending non-Title I schools, whose growth slowed but rates of students who met-or-exceeded standards did not decrease. In comparison to the Statewide results, LAUSD students overall and in Title I schools met-or-exceeded standards at lower rates but showed more growth from 2014-15 to 2018-19 and less decline during COVID on both the ELA and math SBA. LAUSD students at non-Title I schools

met-or-exceeded standards at higher rates and showed more growth overall, and less decline during COVID in comparison to students statewide.

For students attending Title I schools who tested in ELA, the percentage of students who met-or-exceeded standards decreased about three percentage points, from about 41 percent in 2018-19, the last year with valid results before COVID-19, to 38 percent in 2021-22. This drop shows a four-year learning loss, with met-or-exceeded rates for students attending Title I schools lower than those in 2017-18. In math, just over 28 percent of students attending Title I schools met-or-exceeded standards in 2021-22. The met-or-exceeded rate decreased by nearly five percentage points from 2018-19 to 2021-22 again showing a decline in rates like those in 2015-16.

## Discussion

The aforementioned sections presented both quantitative and qualitative indicators of Title I schools' attainment of implementation and improvement objectives. Overall, findings from these analyses are aligned. However, *100% Graduation*, *100% Attendance*, and *Engagement*, and the addition of implementation objectives merit further discussion due to differences in graduation rates versus goals "met," the significance of attendance challenges post-COVID, and analytical redundancies across implementation and improvement objectives.

## Graduation

In comparison to the artificially high graduation rates in past years—2019-20, 2020-21, and 2021-22 (80.9%, 81.6%, and 86.1% respectively), this cycle's *100% Graduation* goals "met" rate (29%) is low. However, these "met" rates include all school levels. In the case of Elementary and Middle schools creating *100% Graduation* goals is optional, when schools defined such goals, they were focused on culmination and foundational skills. When only measurable objectives for schools that have a 12<sup>th</sup> grade are included in the analyses the rate of "N/A" responses (as previously presented in Figures 4 and 7) decreases dramatically, especially for implementation objectives from 38% to 5% (Table 7). Any remaining "N/A" responses to both implementation and improvement objectives noted that the CA School Dashboard was unavailable. However, some schools went above and beyond looking for other sources to ascertain whether they had "met" their goal.

*"Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the CA School Dashboard. Thus, there is no specific College/Career for All students. However, according to Naviance Platform the percentage of college enrollment was 38%. Our school's college enrollment increased by providing intervention and opportunities such as field trips, college presentations, Schoology, and sharing information."*

After further removing the “N/A” responses, the “met” rate was even higher for both implementation and improvement objectives (81% and 67% “met” respectively), where the majority of the 100% *Graduation* goals are being “met.” A closer look at the objectives could provide insights to the remainder of the difference from the District’s graduation rate.

*Table 7: 100% Graduation Goal Completion by School Type*

<b>100% Graduation Goals</b>	<b>Met</b>	<b>Not Met</b>	<b>N/A</b>
<b>Implementation Objectives</b>			
All School Types (Figure 4)	50%	12%	38%
Schools w/ Grade 12	77%	18%	5%
Excluding "N/A"	81%	19%	-
<b>Improvement Objectives</b>			
All School Types (Figure 7)	48%	22%	29%
Schools w/ Grade 12	53%	26%	22%
Excluding "N/A"	67%	33%	-

## Attendance & Engagement

Goals for 100% *Attendance* were “met” at low rates, especially for improvement objectives (9% “met”). Attendance was mentioned throughout the responses as a major challenge for all types of goals and objectives. Parent engagement and staff shortages or absences were also discussed regularly. However, 61% of implementation objectives were “met” for both 100% *Attendance* and *Engagement*. This raises more questions about the relationship between the strategies and objectives, which strategies assist SSCs in meeting the implementation objectives but not the improvement objectives, and how are these strategies different from those used by schools that did “not meet” their objectives.

## Implementation vs. Improvement

The addition of the implementation objectives to SPSAs was intended to assist SSCs in thinking about measurable objectives from a process perspective; however, it is unclear if SSCs understood the difference between the two. For example, the reasons for implementation and improvement objectives being “not met” were very similar, although the implementation objectives were fewer in number. Instead, we would have expected to see a larger number of implementation objectives than improvement objectives created. Theoretically, there are more school level process measures that could be developed than student outcomes. Despite the higher rate of implementation objectives “met,” the lack of progress and monitoring was a common theme among those responding to “not met” objectives. Recommendations for future analyses are discussed more in the section below.



## Looking Ahead

When looking ahead to the 2022-2023 school year, no significant changes are expected to Title I activities or programs. The District adopted a new strategic plan in July 2022, and the SPSA template will be updated to align to the strategic plan starting in 2023-24. This report provides a look at the variability between schools in terms of the quantity and quality of evaluative responses. However, a recommended approach for future analysis is a cross comparison of quantity (objective “met” rates) and quality (what/how objectives are created). Looking at strategies used in relation to quantity and quality may also be revealing. A review of the training process and *how* or *if* SSC teams are creating realistic/attainable goals may also be helpful to develop implementation and improvement objectives. Moreover, understanding how school sites differentiate implementation from improvement objectives may be useful for developing SSC training. Finally, analyzing the responses for certain subsets of schools may be informative for developing the SPSA template. More specifically, examining responses for subsets of schools that did not meet implementation but did meet improvement goals, or conversely, for schools that did not meet improvement but did meet implementation goals, is a promising direction for future research.

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## Appendix A

### 2021-22 Fiscal Year Title I Rank Distribution (February 19, 2021)

Funds Center	Legacy Code	CDS CODE	2021-22 Ranking	School Name	School Type	Local Dist	Board Dist	New CEP Status	FY 22 Enroll* or ECAS	FY 22 Low Income w/ CEP Status Enroll*	FY 22 Poverty Rate w/ CEP Status
1850601	8506	102137	1	Aggeler Community Day	CDS	NW	3	C	51	51	100.00%
1213701	2137	6015812	2	Ann Street Elementary	Elem	E	2	C	80	80	100.00%
1849701	8497	1996651	3	CDS Secondary	CDS	XS	2	0	10	10	100.00%
1809201	8092	116954	4	Jack London Community Day	CDS	NE	3	C	46	46	100.00%
1873101	8731	1930577	5	Pueblo de Los Angeles Continuation	Cont HS	E	2	C	51	51	100.00%
1880701	8807	1937085	6	Ramona Opportunity High	CDS	E	2	C	28	28	100.00%
1816001	8160	6058028	7	Samuel Gompers Middle	Middle	S	7	C	464	464	100.00%
1773401	7734	125989	8	STEM Academy at Bernstein High	Senior	W	4	C	591	591	100.00%
1765801	7658	130997	9	Sylmar Biotech Health and Engineering Magnet	Senior Mag	NE	6	C	227	227	100.00%
1191701	1917	1930692	10	Thomas Riley High	Opp	S	7	C	29	29	100.00%
1505501	5055	6017990	11	Magnolia Avenue Elementary	Elem	C	2	C	678	675	99.61%
1811201	8112	6057962	12	Charles Drew Middle	Middle	S	7	C	775	772	99.60%
1238301	2383	6110969	13	Esperanza Elementary	Elem	C	2	C	683	680	99.60%
1456201	4562	6017610	14	Holmes Avenue Elementary	Elem	E	5	C	168	167	99.51%
1588401	5884	6018568	15	One Hundred Twelfth Street Elementary	Elem	S	7	C	348	346	99.47%
1320501	3205	6016612	16	Compton Avenue Elementary	Elem	S	7	C	281	279	99.34%
1586301	5863	6018543	17	One Hundred Sixteenth Street Elementary	Elem	S	7	C	405	402	99.32%
1805801	8058	114199	18	John H. Liechty Middle	Middle	C	2	C	963	956	99.28%
1765401	7654	6019889	19	West Vernon Avenue Elementary	Elem	C	7	C	597	592	99.23%
1820701	8207	117721	20	Contreras Learning Center-Academic Leadership Community	Senior	C	2	C	446	442	99.04%
1254401	2544	6120810	21	MacArthur Park Elementary School for the Visual and Performing Arts	Elem	C	2	C	450	445	98.99%
1252101	2521	6016091	22	Bridge Street Elementary	Elem	E	2	C	174	172	98.90%
1382201	3822	6017073	23	Figueroa Street Elementary	Elem	S	7	C	415	410	98.86%
1238501	2385	6113419	24	Gratts Learning Academy for Young Scholars (GLAYS)	Elem	C	2	C	362	358	98.82%
1254201	2542	106948	25	Charles White Elementary	Elem	C	2	C	334	330	98.81%
1872101	8721	1934454	26	David Starr Jordan Senior High	Senior	S	7	C	810	800	98.80%
1777301	7773	122382	27	Engineering and Technology Academy at Esteban E. Torres High No. 3	Senior	E	2	C	353	349	98.80%
1728801	7288	6019590	28	Twenty-Eighth Street Elementary	Elem	C	2	C	580	572	98.69%
1763401	7634	6019848	29	Weigand Avenue Elementary	Elem	S	7	C	377	372	98.69%
1584901	5849	6018527	30	Florence Griffith Joyner Elementary	Elem	S	7	C	439	433	98.55%
1380801	3808	6017065	31	Fifty-Second Street Elementary	Elem	W	1	C	657	647	98.53%
1708201	7082	6019459	32	Tenth Street Elementary	Elem	C	2	C	470	463	98.52%
1665801	6658	6018105	33	McKinley Avenue Elementary	Elem	S	7	C	695	685	98.51%
1585701	5857	6018535	34	One Hundred Seventh Street Elementary	Elem	S	7	C	817	804	98.47%
1574001	5740	6018469	35	One Hundred Eighteenth Street	Elem	S	7	C	501	493	98.40%
1761401	7614	129585	36	Nava College Preparatory Academy	Senior	C	5	C	617	607	98.36%
1786301	7863	6020028	37	Woodcrest Elementary	Elem	W	1	C	647	636	98.34%
1690501	6905	106930	38	Stanford Primary Center	Primary Ctr	E	5	C	100	98	98.25%
1558201	5582	6018386	39	Ninety-Third Street Elementary	Elem	S	7	C	916	900	98.24%
1294201	2942	122119	40	Estrella Elementary	Elem	C	7	C	518	509	98.22%
1851701	8517	112029	41	School of Business and Tourism at Contreras Learning Complex	Senior	C	2	C	362	356	98.22%
1861201	8612	109512	42	Cal Burke High	Cont HS	NE	6	C	103	101	98.21%
1874801	8748	114850	43	West Adams Preparatory High	Senior	C	2	C	1091	1071	98.20%
1427401	4274	6017362	44	Grape Street Elementary	Elem	S	7	C	426	418	98.17%
1758901	7589	6019814	45	Wadsworth Avenue Elementary	Elem	C	5	C	607	596	98.17%
1469601	4696	6071443	46	Robert F. Kennedy Elementary	Elem	E	5	C	209	205	98.15%
1877401	8774	112870	47	Contreras Learning Center-Los Angeles School of Global Studies	Senior	C	2	C	281	276	98.13%
1775201	7752	126474	48	Hilda L. Solis Learning Academy School of Technology, Business and Edu	Senior	E	2	C	240	236	98.13%
1489001	4890	6017909	49	Lockwood Avenue Elementary	Elem	C	5	C	371	364	98.13%
1886701	8867	124487	50	Public Service Community at Diego Rivera Learning Complex	Senior	S	7	C	525	515	98.12%
1458901	4589	6017636	51	Hoover Street Elementary	Elem	C	2	C	608	596	98.07%
1871401	8714	1934371	52	Thomas Jefferson Senior High	Senior	C	5	C	672	659	98.06%
1735601	7356	6019624	53	Union Avenue Elementary	Elem	C	2	C	947	929	98.05%
1871601	8716	109447	54	Santee Education Complex	Senior	C	2	C	1694	1661	98.04%
1452801	4528	6017586	55	Hillcrest Drive Elementary	Elem	W	1	C	488	478	98.01%

Funds Center	Legacy Code	CDS CODE	2021-22 Ranking	School Name	School Type	Local Dist	Board Dist	New CEP Status	FY 22 Enroll* CBEDS or ECAST	FY 22 Low Income w/ CEP Status Enroll*	FY 22 Poverty Rate w/ CEP Status
1889501	8895	1931534	56	Will Rogers Continuation	Cont HS	NE	6	C	80	78	98.00%
1823701	8237	6061527	57	Edwin Markham Middle	Middle	S	7	C	696	682	97.99%
1393201	3932	6017149	58	Forty-Ninth Street Elementary	Elem	C	7	C	616	604	97.98%
1219201	2192	6015861	59	Arlington Heights Elementary	Elem	W	1	C	316	310	97.97%
1221901	2219	6015887	60	Ascot Avenue Elementary	Elem	C	5	C	744	729	97.96%
1477501	4775	6017776	61	Langdon Avenue Elementary	Elem	NW	6	C	569	557	97.95%
1532901	5329	6018188	62	Miramonte Elementary	Elem	S	7	C	638	625	97.95%
1870201	8702	1930551	63	San Antonio Continuation	Cont HS	E	5	C	80	78	97.95%
1766701	7667	126573	64	Mervyn M. Dymally High	Senior	S	7	C	649	636	97.92%
1817001	8170	6058044	65	Bret Harte Preparatory Middle	Middle	W	1	C	392	384	97.86%
1477601	4776	6116842	66	Primary Academy For Success	Primary Ctr	NW	6	C	227	222	97.83%
1806001	8060	6058143	67	Mary McLeod Bethune Middle	Middle	S	7	C	997	975	97.75%
1231101	2311	126417	68	Marguerite Poindexter LaMotte Elementary	Elem	C	1	C	493	482	97.74%
1550501	5505	6104814	69	Ninth Street Elementary	Elem	C	2	C	244	238	97.74%
1815101	8151	6061469	70	Henry T. Gage Middle	Middle	E	5	C	1350	1319	97.72%
1238601	2386	111971	71	Frank del Olmo Elementary	Elem	C	2	C	567	554	97.71%
1806401	8064	119735	72	Young Oak Kim Academy	Middle	C	2	C	832	813	97.70%
1270101	2701	111989	73	Charles H. Kim Elementary	Elem	C	2	C	547	534	97.67%
1352101	3521	6016844	74	Eastman Avenue Elementary	Elem	E	2	C	654	639	97.67%
1688601	6886	122176	75	Judith F. Baca Arts Academy	Elem	S	7	C	602	588	97.64%
1546601	5466	6018303	76	Nevin Avenue Elementary	Elem	C	5	C	491	479	97.64%
1698801	6988	6104822	77	Sunrise Elementary	Elem	E	2	C	313	306	97.64%
1875701	8757	1931468	78	Metropolitan Continuation	Cont HS	E	2	C	21	21	97.62%
1239701	2397	6016018	79	Belvedere Elementary	Elem	E	2	C	611	596	97.60%
1743801	7438	6019699	80	Van Nuys Elementary	Elem	NE	6	C	473	462	97.59%
1557501	5575	6018378	81	Ninety-Sixth Street Elementary	Elem	S	7	C	638	623	97.58%
1382901	3829	6017081	82	Hillery T. Broadous Elementary	Elem	NE	6	C	406	396	97.57%
1824501	8245	6061535	83	Johnnie Cochran, Jr., Middle	Middle	W	1	C	522	509	97.57%
1809401	8094	6057921	84	George Washington Carver Middle	Middle	C	5	C	710	693	97.56%
1556201	5562	6018360	85	Charles W. Barrett Elementary	Elem	S	1	C	656	640	97.50%
1884501	8845	1931484	86	Mission Continuation	Cont HS	NE	6	C	53	52	97.50%
1835801	8358	6058283	87	San Fernando Middle	Middle	NE	6	C	576	561	97.46%
1208201	2082	6015747	88	Alta Loma Elementary	Elem	W	1	C	381	371	97.42%
1530101	5301	6018162	89	Middleton Street Elementary	Elem	E	5	C	791	771	97.42%
1230801	2308	126375	90	Sally Ride Elementary: A SMARt Academy	Elem	C	5	C	461	449	97.41%
1461601	4616	6017651	91	Humphreys Avenue Elementary	Elem	E	2	C	467	455	97.39%
1230201	2302	126441	92	Michelle Obama Elementary	Elem	NE	6	C	615	599	97.36%
1811701	8117	106971	93	Vista Middle	Middle	NE	6	C	1237	1204	97.36%
1756701	7567	0137083	94	University Pathways Medical Magnet Academy	Senior Mag	S	7	C	154	150	97.35%
1679501	6795	6019244	95	Gil Garcetti Learning Academy	Elem	S	7	C	619	602	97.30%
1865201	8652	1931971	96	John Hope Continuation	Cont HS	S	7	C	48	47	97.30%
1532101	5321	6066278	97	Loren Miller Elementary	Elem	S	1	C	649	631	97.29%
1506801	5068	6018006	98	Main Street Elementary	Elem	C	7	C	742	722	97.29%
1761501	7615	129536	99	Boyle Heights Science, Technology, Engineering and Math Magnet	Senior Mag	E	2	C	156	152	97.27%
1686901	6869	122143	100	Dr. Owen Lloyd Knox Elementary	Elem	S	7	C	671	652	97.24%
1617901	6179	109405	101	Kingsley Elementary	Elem	W	5	C	349	339	97.23%
1756601	7566	0137091	102	University Pathways Public Service Academy	Senior	S	7	C	301	292	97.14%
1498201	4982	6111512	103	Los Angeles Elementary	Elem	C	2	C	514	499	97.12%
1811301	8113	6061444	104	Thomas A. Edison Middle	Middle	S	7	C	1028	998	97.11%
1749301	7493	6019749	105	Vernon City Elementary	Elem	E	5	C	182	177	97.09%
1739801	7398	122184	106	Alta California Elementary	Elem	NW	6	C	637	618	97.06%
1852701	8527	127795	107	Contreras Learning Center-School of Social Justice	Senior	C	2	C	418	406	97.06%
1854501	8545	1930296	108	Harris Newmark Continuation	Cont HS	C	2	C	34	33	97.06%
1630101	6301	6018915	109	Ritter Elementary	Elem	S	7	C	308	299	97.05%
1774901	7749	1937424	110	Theodore Roosevelt Senior High	Senior	E	2	C	1402	1361	97.05%
1650701	6507	6019053	111	San Pedro Street Elementary	Elem	C	2	C	535	519	97.03%
1861001	8610	112052	112	Panorama High	Senior	NE	6	C	1289	1250	96.98%
1468501	4685	109348	113	Aurora Elementary	Elem	C	7	C	357	346	96.96%
1294301	2943	122127	114	Quincy Jones Elementary	Elem	C	2	C	288	279	96.94%
1778301	7783	119685	115	New Open World Academy K-12	Span Sch	C	2	C	1030	998	96.93%

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1413701	4137	6017297	116	Glen Alta Elementary	Span Sch	E	2	C	137	133	96.91%
1772201	7722	124479	117	Dr. Maya Angelou Community High	Senior	C	7	C	977	947	96.89%
1201401	2014	6015705	118	Albion Street Elementary	Elem	E	2	C	169	164	96.84%
1511301	5113	109355	119	John W. Mack Elementary	Elem	C	1	C	334	323	96.83%
1238401	2384	6110266	120	Leo Politi Elementary	Elem	C	2	C	640	619	96.78%
1435601	4356	6017446	121	William R. Anton Elementary	Elem	E	2	C	523	506	96.78%
1766901	7669	126532	122	Linda Esperanza Marquez High C School of Social Justice	Senior	E	5	C	638	617	96.77%
1764401	7644	6019863	123	West Athens Elementary	Elem	W	1	C	623	603	96.77%
1231301	2313	126433	124	Dr. Lawrence H. Moore Math, Science, Technology Academy	Elem	S	7	C	549	531	96.72%
1771901	7719	124503	125	Diego Rivera Learning Complex Green Design STEAM Academy	Senior	S	7	C	582	563	96.67%
1354801	3548	6016885	126	Elizabeth Learning Center	Span Sch	E	5	C	1507	1457	96.67%
1401401	4014	6017180	127	Fries Avenue Elementary	Elem	S	7	C	372	359	96.63%
1444501	4445	6017495	128	Hart Street Elementary	Elem	NW	3	C	658	635	96.54%
1820001	8200	6115794	129	Los Angeles Academy Middle	Middle	C	7	C	1158	1118	96.54%
1839001	8390	126458	130	Walnut Park Middle A School of Social Justice and Service Learning	Middle	E	5	C	458	442	96.54%
1446601	4466	6017511	131	Hawaiian Avenue Elementary	Elem	S	7	C	533	514	96.49%
1560401	5604	109389	132	Panorama City Elementary	Elem	NW	6	C	467	451	96.49%
1682201	6822	6019269	133	Sixty-Sixth Street Elementary	Elem	S	7	C	748	722	96.47%
1276701	2767	6016307	134	Cantara Street Elementary	Elem	NW	6	C	374	361	96.45%
1457501	4575	6017628	135	Hooper Avenue Elementary	Elem	C	5	C	835	805	96.45%
1342601	3426	109223	136	Garza (Carmen Lomas) Primary Center	Primary Ctr	E	2	C	83	80	96.43%
1331501	3315	6016679	137	Christopher Dena Elementary	Elem	E	2	C	406	391	96.42%
1524701	5247	6018139	138	Menlo Avenue Elementary (Reconf)	Elem	C	1	C	458	442	96.41%
1294401	2944	122135	139	Dolores Huerta Elementary	Elem	C	2	C	340	328	96.40%
1554801	5548	6018352	140	Ninety-Second Street Elementary	Elem	S	7	C	742	715	96.40%
1865001	8650	1933118	141	John C. Fremont Senior High	Senior	S	7	C	1928	1858	96.39%
1776101	7761	120808	142	Dorothy V. Johnson Community Day	CDS	S	7	C	54	52	96.36%
1564401	5644	6018428	143	Normont Elementary	Elem	S	7	C	274	264	96.36%
1457601	4576	109249	144	Hooper Avenue Primary Center	Primary Ctr	C	5	C	140	135	96.30%
1495901	4959	6017958	145	Loreto Street Elementary	Elem	E	5	C	289	278	96.28%
1578101	5781	6018485	146	Lovelisa P. Flournoy Elementary	Elem	S	7	C	408	393	96.21%
1814201	8142	6058002	147	Robert Fulton College Preparatory	Span Sch	NE	6	C	1259	1211	96.21%
1468001	4680	109330	148	Ricardo Lizarraga Elementary	Elem	C	7	C	542	521	96.19%
1702701	7027	6019418	149	Sylvan Park Elementary	Elem	NE	6	C	705	678	96.16%
1191401	1914	1939784	150	Joseph Pomeroy Widney Career Preparatory and Transition Center	Sp Educ	C	1	0	26	25	96.15%
1515401	5154	122408	151	Orchard Academies 2C	Middle	E	5	C	350	337	96.15%
1194901	1949	6060529	152	Marlton	Sp Educ	W	1	C	156	150	96.13%
1892801	8928	1939305	153	George Washington Preparatory High	Senior	W	1	C	676	650	96.11%
1501601	5016	6110951	154	Sara Coughlin Elementary	Elem	NE	6	C	497	478	96.09%
1686301	6863	6019293	155	South Park Elementary	Elem	S	7	C	929	893	96.09%
1230101	2301	111955	156	George De La Torre Jr. Elementary (Reconf)	Span Sch	S	7	C	687	660	96.08%
1777501	7775	122358	157	Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4	Senior	E	2	C	405	389	96.06%
1487701	4877	6017875	158	Lillian Street Elementary	Elem	E	5	C	411	395	96.06%
1684901	6849	6019285	159	Soto Street Elementary	Elem	E	2	C	206	198	95.98%
1517301	5173	124453	160	Dr. Julian Nava Learning Academy	Middle	C	2	C	687	659	95.95%
1232301	2323	6015960	161	Bassett Street Elementary	Elem	NW	3	C	573	550	95.94%
1553401	5534	6018345	162	Ninety-Ninth Street Elementary	Elem	S	7	C	501	481	95.93%
1872901	8729	1935121	163	Abraham Lincoln Senior High	Senior	E	2	C	1079	1035	95.92%
1804701	8047	6057889	164	Belvedere Middle	Middle	E	2	C	801	768	95.92%
1688001	6880	6114722	165	Independence Elementary	Elem	E	5	C	546	524	95.92%
1454801	4548	6017602	166	Hobart Boulevard Elementary	Elem	C	2	C	511	490	95.84%
1275301	2753	6016299	167	Canoga Park Elementary	Elem	NW	3	C	556	533	95.83%
1854401	8544	117051	168	Edward R. Roybal Learning Center	Senior	C	2	C	808	774	95.83%
1777201	7772	122374	169	East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2	Senior	E	2	C	424	406	95.80%
1239301	2393	109199	170	Lake Street Primary	Primary Ctr	C	2	C	146	140	95.80%
1231501	2315	6015952	171	Barton Hill Elementary	Elem	S	7	C	477	457	95.79%
1642501	6425	6018998	172	Rowan Avenue Elementary	Elem	E	2	C	696	667	95.79%
1868501	8685	1931450	173	Jack London Continuation	Cont HS	NE	3	C	37	35	95.74%
1825501	8255	6058176	174	John Muir Middle	Middle	W	1	C	687	658	95.74%
1494501	4945	6017941	175	Lorena Street Elementary	Elem	E	2	C	379	363	95.74%

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1515301	5153	122390	176	Orchard Academies 2B	Middle	E	5	C	464	444	95.70%
1387701	3877	6017115	177	Fletcher Drive Elementary	Elem	C	5	C	192	184	95.69%
1868301	8683	1933795	178	Ulysses S. Grant Senior High	Senior	NE	3	C	1820	1741	95.67%
1239201	2392	109181	179	Olympic Primary Center	Primary Ctr	C	2	C	90	86	95.65%
1231201	2312	126425	180	Gerald A. Lawson Academy of the Arts, Mathematics and Science	Elem	W	1	C	532	509	95.60%
1805701	8057	6061402	181	Berendo Middle	Middle	C	2	C	680	650	95.57%
1826801	8268	6057939	182	Chester W. Nimitz Middle	Middle	E	5	C	1371	1310	95.56%
1858901	8589	101329	183	William J. Johnston Community Day	CDS	S	7	C	104	99	95.56%
1511201	5112	117028	184	Dr. James Edward Jones Primary Center	Primary Ctr	C	1	C	110	105	95.52%
1509601	5096	6018022	185	Manchester Avenue Elementary	Elem	S	1	C	716	684	95.47%
1430101	4301	6017396	186	Griffin Avenue Elementary	Elem	E	2	C	358	342	95.44%
1511001	5110	6018030	187	Manhattan Place Elementary	Elem	W	1	C	256	244	95.44%
1357601	3576	109371	188	Rosa Parks Learning Center	Elem	NW	6	C	558	533	95.44%
1737001	7370	6019632	189	Utah Street Elementary	Span Sch	E	2	C	395	377	95.38%
1602101	6021	6018683	190	Parmelee Avenue Elementary	Elem	S	7	C	720	687	95.37%
1750701	7507	6019756	191	Victoria Avenue Elementary	Elem	E	5	C	379	361	95.34%
1486301	4863	6017859	192	Liberty Boulevard Elementary	Elem	E	5	C	527	502	95.33%
1727401	7274	6019582	193	Twentieth Street Elementary	Elem	C	2	C	546	520	95.30%
1272601	2726	6016273	194	Camellia Avenue Elementary	Elem	NE	6	C	457	435	95.28%
1588701	5887	6018576	195	One Hundred Twenty-Second Street Elementary	Elem	S	7	C	632	602	95.28%
1195501	1955	6060586	196	Sophia T. Salvin Special Education Center	Sp Educ	C	2	C	104	99	95.28%
1687201	6872	122150	197	Wisdom Elementary	Elem	S	7	C	774	737	95.27%
1870001	8700	1934157	198	Huntington Park Senior High	Senior	E	5	C	1440	1372	95.26%
1853101	8531	1931930	199	Dan M. Issacs Avalon High	Cont HS	S	7	C	28	27	95.24%
1857301	8573	1931500	200	Owensmouth Continuation	Cont HS	NW	3	C	49	47	95.24%
1369901	3699	6016976	201	Evergreen Avenue Elementary	Elem	E	2	C	575	548	95.22%
1293901	2939	122101	202	Carson-Gore Academy of Environmental Studies	Elem	W	1	C	485	462	95.16%
1530201	5302	109272	203	Middleton Primary Center	Primary Ctr	E	5	C	212	202	95.11%
1771801	7718	124495	204	Communication and Technology at Diego Rivera Learning Complex	Senior	S	7	C	489	465	95.10%
1421901	4219	6017321	205	Graham Elementary	Elem	S	7	C	644	612	95.07%
1254301	2543	6119093	206	Lafayette Park Primary Center	Primary Ctr	C	2	C	64	61	95.00%
1357701	3577	106914	207	Bellingham Elementary	Elem	NE	6	C	422	401	94.98%
1846201	8462	6058341	208	Virgil Middle	Middle	C	2	C	1133	1076	94.97%
1839601	8396	6061600	209	Sun Valley Magnet	Middle Mag	NE	6	C	1353	1285	94.96%
1301401	3014	6016455	210	Chase Street Elementary	Elem	NW	6	C	483	459	94.94%
1498001	4980	6107064	211	Pio Pico Middle	Middle	W	1	C	403	383	94.93%
1822801	8228	6058101	212	Charles Maclay Middle	Middle	NE	6	C	413	392	94.92%
1239101	2391	111997	213	Huntington Park Elementary	Elem	E	5	C	368	349	94.92%
1230901	2309	126409	214	Willow Elementary	Elem	E	5	C	462	439	94.92%
1867901	8679	1933381	215	James A. Garfield Senior High	Senior	E	2	C	2457	2332	94.91%
1778101	7781	6019962	216	Wilmington Park Elementary	Elem	S	7	C	575	546	94.91%
1478601	4786	6017750	217	La Salle Avenue Elementary	Elem	W	1	C	338	321	94.90%
1886601	8866	126516	218	Linda Esperanza Marquez High A Huntington Park Institute of Applied Med.	Senior	E	5	C	790	750	94.88%
1238101	2381	109363	219	Maywood Elementary	Elem	E	5	C	479	454	94.88%
1690401	6904	6019327	220	Stanford Avenue Elementary	Elem	E	5	C	472	448	94.83%
1668501	6685	6019178	221	Sheridan Street Elementary	Elem	E	2	C	623	591	94.79%
1519301	5193	126466	222	Walnut Park Middle B Science, Technology, Engineering & Math Academy	Middle	E	5	C	413	391	94.75%
1383601	3836	6017099	223	First Street Elementary	Elem	E	2	C	436	413	94.74%
1867701	8677	1931989	224	Monterey Continuation	Cont HS	E	2	C	35	33	94.74%
1871001	8710	127803	225	Early College Academy-LA Trade Tech College	Senior	C	2	C	166	157	94.70%
1804501	8045	119701	226	Sal Castro Middle	Middle	C	2	C	323	306	94.70%
1869601	8696	117069	227	Helen Bernstein High	Senior	W	4	C	614	581	94.69%
1817901	8179	6058051	228	Hollenbeck Middle	Middle	E	2	C	1031	976	94.68%
1531501	5315	6018170	229	Miles Avenue Elementary	Elem	E	5	C	889	842	94.67%
1772101	7721	124511	230	Performing Arts Community at Diego Rivera Learning Complex	Senior	S	7	C	497	471	94.67%
1857701	8577	124412	231	Sotomayor Arts and Sciences Magnet	Span Mag	C	5	C	619	586	94.61%
1371201	3712	6016984	232	Fair Avenue Elementary	Elem	NE	6	C	654	619	94.58%
1722001	7220	106922	233	Maple Primary Center	Primary Ctr	C	2	C	148	140	94.55%
1721901	7219	6019558	234	Trinity Street Elementary	Elem	C	2	C	259	245	94.55%
1806201	8062	112011	235	William Jefferson Clinton Middle	Middle	C	2	C	671	634	94.55%

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1888101	8881	109454	236	South East High	Senior	E	5	C	1932	1827	94.54%
1583601	5836	6018519	237	One Hundred Ninth Street Elementary	Elem	S	7	C	351	332	94.52%
1877001	8770	1931385	238	Albert Einstein Continuation	Cont HS	NW	6	C	28	26	94.44%
1881601	8816	1931682	239	Zane Grey Continuation	Cont HS	NW	6	C	43	41	94.44%
1680801	6808	6019251	240	Sixty-First Street Elementary	Elem	W	1	C	596	563	94.42%
1543801	5438	6018261	241	Murchison Street Elementary	Elem	E	2	C	349	329	94.35%
1822601	8226	6061501	242	Joseph Le Conte Middle	Middle	W	4	C	678	639	94.22%
1740401	7404	122234	243	Carlos Santana Arts Academy	Elem	NW	6	C	423	398	94.19%
1635601	6356	6018956	244	Roscoe Elementary	Elem	NE	6	C	504	474	94.14%
1443801	4438	6017487	245	Harrison Street Elementary	Elem	E	2	C	301	283	94.13%
1402001	4020	109231	246	Danny J. Bakewell, Sr., Primary Center	Primary Ctr	S	1	C	133	125	94.12%
1389001	3890	6017123	247	Florence Avenue Elementary	Elem	E	7	C	597	562	94.12%
1268501	2685	6016224	248	Cabrillo Avenue Elementary	Elem	S	7	C	338	318	94.10%
1552101	5521	6018337	249	Ninety-Fifth Street Elementary	Elem	W	1	C	863	812	94.07%
1777101	7771	121095	250	Ambassador-Global Leadership	Span Sch	C	2	C	549	516	94.06%
1230701	2307	128710	251	Dr. Sammy Lee Medical and Health Science Magnet Elementary	Elem Mag	C	2	C	659	620	94.03%
1397401	3974	133744	252	Fourth Street Primary Center	Primary Ctr	E	2	C	177	166	94.03%
1890901	8909	1930783	253	Phoenix Continuation	Cont HS	W	4	C	40	38	94.00%
1778001	7780	119693	254	UCLA Community K-12	Span Sch	C	2	C	943	886	93.95%
1256201	2562	6016141	255	Brooklyn Avenue Elementary	Span Sch	E	2	C	496	466	93.94%
1204101	2041	6015721	256	Alexandria Avenue Elementary	Elem	C	2	C	505	474	93.91%
1464001	4640	6110977	257	Walnut Park Elementary	Elem	E	5	C	564	530	93.90%
1747901	7479	6019731	258	Vermont Avenue Elementary	Elem	C	1	C	434	407	93.84%
1237201	2372	6118186	259	Ellen Ochoa Learning Center	Span Sch	E	5	C	1240	1163	93.82%
1463001	4630	6017669	260	Huntington Drive Elementary	Elem	E	2	C	281	263	93.77%
1491801	4918	6017925	261	Loma Vista Elementary	Elem	E	5	C	631	591	93.73%
1560301	5603	6018394	262	Noble Avenue Elementary	Elem	NE	6	C	736	690	93.71%
1740101	7401	122218	263	Andres and Maria Cardenas Elementary	Elem	NE	6	C	458	429	93.67%
1763001	7630	109306	264	Washington Primary Center	Primary Ctr	S	1	C	154	144	93.66%
1858501	8585	1931559	265	Stoney Point Continuation	Cont HS	NW	3	C	45	42	93.65%
1324701	3247	6016638	266	Betty Plasencia Elementary	Elem	C	2	C	499	467	93.56%
1606801	6068	6018717	267	Pinewood Avenue Elementary	Elem	NE	6	C	182	170	93.55%
1820601	8206	117762	268	School for the Visual Arts and Humanities	Senior	C	2	C	401	375	93.54%
1513701	5137	6018055	269	Marianna Avenue Elementary	Elem	E	2	C	287	268	93.53%
1322001	3220	109207	270	Martha Escutia Primary Center	Primary Ctr	E	5	C	171	160	93.53%
1600501	6005	6018667	271	Park Avenue Elementary	Elem	E	5	C	357	334	93.46%
1859601	8596	1932128	272	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	Senior Mag	W	1	C	554	518	93.44%
1894801	8948	1995794	273	Youth Opportunities Unlimited	Opp	S	1	C	120	112	93.44%
1237801	2378	6110274	274	Nueva Vista Elementary	Elem	E	5	C	756	706	93.40%
1777701	7777	122366	275	Social Justice Leadership Academy at Esteban E. Torres High No. 5	Senior Mag	E	2	C	248	232	93.40%
1409601	4096	6017248	276	Gates Street Elementary	Elem	E	2	C	548	511	93.33%
1306801	3068	6016489	277	Cienega Elementary	Elem	W	1	C	440	411	93.32%
1877701	8777	110668	278	Frida Kahlo High	Cont HS	C	2	C	82	76	93.18%
1866401	8664	1933241	279	Gardena Senior High	Senior	S	7	C	1457	1357	93.15%
1412301	4123	6017271	280	Glassell Park ES Science, Technology, Engineering, Arts and Math Magnet	Elem Mag	C	5	C	269	251	93.15%
1538501	5385	101618	281	Richard Riordan Primary Center (Reconf)	Primary Ctr	C	5	C	136	127	93.13%
1861801	8618	1939859	282	Woodrow Wilson Senior High	Senior	E	2	C	1408	1311	93.11%
1734201	7342	6018147	283	Meyler Street Elementary	Elem	S	7	C	649	604	93.07%
1816801	8168	6058036	284	Griffith Middle	Middle Mag	E	2	C	1318	1226	93.05%
1357401	3574	109397	285	Maurice Sendak Elementary	Elem	NE	6	C	374	348	93.03%
1803801	8038	6057871	286	Hubert Howe Bancroft Middle	Middle	W	4	C	549	511	92.99%
1517001	5170	109264	287	Lexington Avenue Primary Center	Primary Ctr	C	5	C	98	91	92.98%
1349301	3493	6016828	288	Dyer Street Elementary	Elem	NE	6	C	634	589	92.96%
1498301	4983	109256	289	Mariposa-Nabi Primary Center	Primary Ctr	C	2	C	104	97	92.92%
1643801	6438	6019004	290	Russell Elementary	Elem	S	7	C	750	697	92.91%
1888201	8882	109462	291	Maywood Academy High	Senior	E	5	C	1016	944	92.89%
1657501	6575	6019095	292	Second Street Elementary	Elem	E	2	C	227	211	92.89%
1860701	8607	112037	293	East Valley Senior High	Senior	NE	6	C	483	449	92.87%
1752101	7521	6019764	294	Victory Boulevard Elementary	Elem	NE	6	C	459	426	92.87%
1692001	6920	109421	295	Hope Street Elementary	Elem	E	5	C	471	437	92.86%

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1645201	6452	6019012	296	San Fernando Elementary	Elem	NE	6	C	537	498	92.82%
1517801	5178	6018071	297	Marvin Elementary	Elem	W	1	C	629	584	92.80%
1572601	5726	6018444	298	O'Melveny Elementary	Elem	NE	6	C	438	406	92.78%
1852901	8529	1930650	299	Phineas Banning Senior High	Senior	S	7	C	2405	2231	92.78%
1891701	8917	0135855	300	Maywood Center for Enriched Studies	Span Mag	E	5	C	1345	1247	92.74%
1453401	4534	6017594	301	Hillside Elementary	Elem	E	2	C	105	97	92.73%
1464201	4642	109322	302	Pacific Boulevard	Elem	E	5	C	393	364	92.68%
1767101	7671	6019905	303	Western Avenue Technology Magnet (Reconf)	Span Mag	W	1	C	618	573	92.67%
1838701	8387	6058317	304	Robert Louis Stevenson College and Career Preparatory	Middle	E	2	C	994	921	92.64%
1563001	5630	6018410	305	Normandie Avenue Elementary	Elem	C	1	C	665	616	92.61%
1800901	8009	6057855	306	John Adams Middle	Middle	C	2	C	829	768	92.59%
1779501	7795	6019970	307	Wilshire Crest Elementary	Elem	W	1	C	90	83	92.59%
1236901	2369	121103	308	Ambassador School-Global Education	Elem	C	2	C	309	286	92.57%
1544601	5446	6018279	309	Napa Street Elementary	Elem	NW	3	C	399	369	92.56%
1431501	4315	6017404	310	Gulf Avenue Elementary	Elem	S	7	C	697	645	92.49%
1757501	7575	6019806	311	Virginia Road Elementary	Elem	W	1	C	242	224	92.49%
1686801	6868	122416	312	Barack Obama Global Preparation Academy (Reconf)	Span Sch	C	1	C	560	518	92.48%
1490401	4904	6017917	313	Logan Academy of Global Ecology	Span Sch	C	5	C	363	336	92.48%
1687801	6878	6107403	314	Montara Avenue Elementary	Elem	E	5	C	689	637	92.46%
1335601	3356	6016711	315	Dayton Heights Elementary	Elem	C	5	C	316	292	92.44%
1825901	8259	6058184	316	William Mulholland Middle	Middle	NW	3	C	1246	1152	92.43%
1319201	3192	6016604	317	Commonwealth Avenue Elementary	Elem	C	2	C	519	479	92.38%
1569901	5699	6018436	318	Norwood Street Elementary	Elem	C	2	C	396	366	92.35%
1667101	6671	6019160	319	Shenandoah Street Elementary	Elem	W	1	C	341	315	92.31%
1872301	8723	1930973	320	Simon Rodia Continuation	Cont HS	E	5	C	113	104	92.31%
1780801	7808	6019988	321	Wilton Place Elementary	Elem	W	2	C	377	348	92.31%
1321901	3219	6016620	322	Corona Avenue Elementary	Elem	E	5	C	724	668	92.28%
1775101	7751	122333	323	Math, Science, & Technology Magnet Academy at Roosevelt High	Senior Mag	E	2	C	548	506	92.27%
1701401	7014	6019400	324	Sylmar Elementary	Elem	NE	6	C	412	380	92.19%
1840601	8406	6058325	325	John A. Sutter Middle	Middle	NW	4	C	842	776	92.16%
1321001	3210	109413	326	Madison Elementary	Elem	E	5	C	527	486	92.15%
1264401	2644	6066286	327	Saturn Street Elementary	Elem	W	1	C	277	255	92.14%
1853601	8536	1930866	328	Bell Senior High	Senior	E	5	C	2351	2165	92.09%
1861101	8611	119966	329	Felicitas and Gonzalo Mendez High	Senior	E	2	C	941	867	92.09%
1315101	3151	6016554	330	Coldwater Canyon Elementary	Elem	NE	3	C	582	536	92.07%
1836301	8363	6058291	331	Francisco Sepulveda Middle	Middle	NW	6	C	1155	1063	92.06%
1464101	4641	6112411	332	San Antonio Elementary	Elem	E	5	C	501	461	92.05%
1888301	8883	1932250	333	Henry David Thoreau Continuation	Cont HS	NW	4	C	49	45	92.00%
1859101	8591	1930940	334	John R. Wooden High	Cont HS	NW	3	C	47	43	92.00%
1789501	7895	140046	335	Valley Oaks Center for Enriched Studies	Span Mag	NE	6	C	312	287	91.95%
1627401	6274	6018881	336	Morris K. Hamasaki Elementary	Elem	E	2	C	422	388	91.89%
1863601	8636	1932987	337	John H. Francis Polytechnic	Senior	NE	6	C	2429	2231	91.85%
1884301	8843	1937622	338	San Fernando Senior High	Senior	NE	6	C	1994	1831	91.84%
1587701	5877	6018550	339	One Hundred Thirty-Fifth Street Elementary	Elem	S	1	C	600	551	91.82%
1479501	4795	6017800	340	Latona Avenue Elementary	Elem	E	2	C	154	141	91.78%
1663001	6630	6019137	341	Seventy-Fifth Street Elementary	Elem	S	7	C	949	871	91.74%
1523301	5233	6018121	342	Melvin Avenue Elementary	Elem	NW	3	C	354	325	91.73%
1642601	6426	109280	343	Amanecer Primary Center	Primary Ctr	E	2	C	134	123	91.72%
1375301	3753	6017024	344	Fernangeles Elementary	Elem	NE	6	C	468	429	91.65%
1591801	5918	6018626	345	Oxnard Street Elementary	Elem	NE	6	C	328	300	91.59%
1237501	2375	6107411	346	Teresa Hughes Elementary	Elem	E	5	C	652	597	91.56%
1405501	4055	6017206	347	Garden Grove Elementary	Elem	NW	6	C	307	281	91.53%
1384901	3849	6089700	348	Fishburn Avenue Elementary	Elem	E	5	C	411	376	91.49%
1609601	6096	6018725	349	Plainview Academic Charter Academy	Aff Chartr-EL	NE	6	C	258	236	91.48%
1637001	6370	6018972	350	Rosemont Avenue Elementary	Elem	C	2	C	216	198	91.46%
1395901	3959	6017156	351	Forty-Second Street Elementary	Elem	W	1	C	190	174	91.44%
1872701	8727	1933001	352	King/Drew Medical Magnet High	Senior Mag	S	7	C	1577	1441	91.39%
1538401	5384	6018212	353	Monte Vista Street Elementary	Elem	C	5	C	269	246	91.37%
1265801	2658	6016208	354	Burton Street Elementary	Elem	NE	6	C	286	261	91.36%
1687501	6875	6108641	355	San Miguel Elementary	Elem	E	5	C	770	703	91.32%



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1862301	8623	1931856	356	Whitman Continuation	Cont HS	W	4	C	40	37	91.30%
1376701	3767	6017032	357	Fifteenth Street Elementary	Elem	S	7	C	426	388	91.09%
1468101	4681	106955	358	Harmony Elementary	Elem	C	5	C	559	509	91.03%
1539701	5397	6018220	359	Morningside Elementary	Elem	NE	6	C	453	412	91.02%
1261601	2616	6016174	360	Budlong Avenue Elementary	Elem	W	1	C	740	673	90.96%
1508201	5082	6018014	361	Malabar Street Elementary	Elem	E	2	C	467	425	90.96%
1442501	4425	6017461	362	Harbor City Elementary	Elem	S	7	C	454	413	90.95%
1766401	7664	126557	363	Visual and Performing Arts at Legacy High School Complex	Senior	E	5	C	451	410	90.95%
1488101	4881	6017883	364	Limerick Avenue Elementary	Elem	NW	3	C	703	639	90.86%
1691801	6918	6019335	365	State Street Elementary	Elem	E	5	C	456	414	90.79%
1356201	3562	6016877	366	El Sereno Elementary	Elem	E	5	C	298	270	90.76%
1653401	6534	6019061	367	Martin Luther King Jr. Elementary	Elem	C	1	C	374	339	90.69%
1646601	6466	6019020	368	San Gabriel Avenue Elementary	Elem	E	5	C	546	495	90.66%
1741101	7411	6019707	369	Vanalden Avenue Elementary	Elem	NW	3	C	419	380	90.66%
1849001	8490	6058374	370	Wilmington Middle Science, Technology, Engineering, Arts, Mathematics Magnet	Middle Mag	S	7	C	1550	1405	90.66%
1191801	1918	1930619	371	Harold McAlister High (Opportunity)	Opp	C	2	0	32	29	90.63%
1209601	2096	6015762	372	Amestoy Elementary	Elem	S	7	C	746	676	90.61%
1220501	2205	6015879	373	Arminta Street Elementary	Elem	NE	6	C	376	341	90.58%
1602701	6027	6018691	374	Parthenia Academy of Arts and Technology	Elem	NW	3	C	465	421	90.58%
1547901	5479	6018311	375	Newcastle Elementary	Elem	NW	6	C	269	244	90.54%
1391801	3918	6017131	376	Ford Boulevard Elementary	Elem	E	5	C	870	787	90.49%
1860601	8606	122341	377	Esteban Torres East LA Performing Arts Magnet	Senior Mag	E	2	C	402	364	90.48%
1811601	8116	117044	378	Roy Romer Middle	Middle	NE	6	C	978	885	90.47%
1695201	6952	6019350	379	Stoner Avenue Elementary	Elem	W	4	C	287	260	90.46%
1850101	8501	117747	380	Los Angeles High School of the Arts	Senior	C	2	C	403	364	90.42%
1876001	8760	102913	381	Middle College High	Senior	W	1	C	404	365	90.36%
1712301	7123	6016810	382	Tom Bradley Global Awareness Magnet	Elem Mag	W	1	C	202	183	90.35%
1397301	3973	6017164	383	Fourth Street Elementary	Elem	E	2	C	358	323	90.26%
1695901	6959	6019368	384	Strathern Street Elementary	Elem	NE	6	C	489	441	90.18%
1867001	8670	102764	385	Richard A. Alonzo Community Day	CDS	W	4	C	64	58	90.16%
1730101	7301	6019608	386	Twenty-Fourth Street Elementary	Elem	C	1	C	515	464	90.04%
1317801	3178	6016570	387	Coliseum Street Elementary	Elem	W	1	C	158	142	90.00%
1811801	8118	6068431	388	El Sereno Middle	Middle	E	2	C	1100	990	90.00%
1476001	4760	6017735	389	Kittridge Street Elementary	Elem	NE	3	C	694	624	89.97%
1479001	4790	6017792	390	Lassen Elementary	Elem	NW	6	C	437	393	89.95%
1450701	4507	6017545	391	Heliotrope Avenue Elementary	Elem	E	5	C	538	483	89.86%
1204201	2042	109314	392	Harvard Elementary	Elem	W	2	C	306	275	89.79%
1860901	8609	112045	393	Arleta High	Senior	NE	6	C	1225	1100	89.76%
1832101	8321	6058218	394	Pacoima Middle	Middle	NE	6	C	1034	927	89.68%
1802801	8028	6061394	395	Audubon Middle	Middle	W	1	C	439	393	89.57%
1826401	8264	6058192	396	Florence Nightingale Middle	Middle	E	5	C	862	772	89.53%
1790401	7904	6020051	397	Woodlawn Avenue Elementary	Elem	E	5	C	610	546	89.45%
1864301	8643	1933043	398	Benjamin Franklin Senior High	Span Sch	C	5	C	1420	1270	89.44%
1654901	6549	109298	399	Hollywood Elementary	Elem	W	4	C	179	160	89.44%
1313701	3137	6016547	400	Cohasset Street Elementary	Elem	NW	6	C	446	399	89.40%
1771701	7717	124396	401	Cesar E. Chavez Learning Academies-Academy of Scientific Exploration (ASE)	Senior	NE	6	C	431	385	89.36%
1449301	4493	6017537	402	Hazeltine Avenue Elementary	Elem	NE	6	C	690	616	89.30%
1687301	6873	122168	403	Jaime Escalante Elementary	Elem	E	5	C	534	477	89.30%
1859801	8598	1930403	404	Whitney Young Continuation	Cont HS	W	1	C	42	38	89.29%
1404101	4041	6017214	405	Gardena Elementary	Elem	S	7	C	486	433	89.18%
1771601	7716	124388	406	Cesar E. Chavez Learning Academies-Social Justice Humanitas Academy	Senior	NE	6	C	507	452	89.13%
1621901	6219	6018840	407	Raymond Avenue Elementary	Elem	W	1	C	457	407	89.13%
1379501	3795	6017057	408	Fifty-Ninth Street Elementary	Elem	W	1	C	229	204	89.12%
1616401	6164	6018816	409	Queen Anne Place Elementary	Elem	W	1	C	371	331	89.12%
1686701	6867	126581	410	Harry Bridges Span	Span Sch	S	7	C	1197	1066	89.09%
1675301	6753	6019210	411	Sierra Park Elementary	Elem	E	2	C	322	287	89.08%
1419201	4192	6017313	412	Glenwood Elementary	Elem	NE	6	C	206	183	89.03%
1823001	8230	6061519	413	James Madison Middle	Middle	NE	3	C	1590	1416	89.03%
1247001	2470	6016034	414	Blythe Street Elementary	Elem	NW	3	C	281	250	89.02%
1432901	4329	6017412	415	Haddon Avenue Elementary	Elem	NE	6	C	685	609	88.90%

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1810301	8103	6066294	416	Glenn Hammond Curtiss Middle	Middle	S	7	C	448	398	88.84%
1364001	3640	6016950	417	Eshelman Avenue Elementary	Elem	S	7	C	427	379	88.79%
1713701	7137	6019475	418	Thirty-Second Street USC Performing Arts	Elem Mag	C	1	C	1001	889	88.78%
1374001	3740	6017008	419	Farmdale Elementary	Elem	E	2	C	343	304	88.74%
1887101	8871	1938307	420	South Gate Senior High	Senior	E	5	C	1973	1751	88.74%
1885201	8852	1930734	421	Angel's Gate (Continuation)	Cont HS	S	7	C	65	58	88.71%
1716401	7164	6019491	422	Birdielee V. Bright Elementary	Elem	W	1	C	422	374	88.71%
1876801	8768	1935865	423	James Monroe High	Senior	NW	6	C	1824	1612	88.37%
1810201	8102	6057947	424	Christopher Columbus Middle	Middle	NW	3	C	706	624	88.35%
1706801	7068	6019442	425	Telfair Avenue Elementary	Elem	NE	6	C	630	556	88.33%
1837701	8377	6058309	426	South Gate Middle	Middle	E	5	C	1558	1375	88.27%
1224701	2247	6015903	427	Avalon Gardens Elementary	Elem	S	7	C	169	149	88.24%
1885301	8853	106997	428	Orthopaedic Hospital	Senior Mag	C	2	C	789	696	88.21%
1411001	4110	6017255	429	Gault Street Elementary	Elem	NW	3	C	292	257	88.15%
1899101	8991	1996073	430	Tri-C Community Day	CDS	C	2	0	160	141	88.13%
1795901	7959	6020069	431	Yorkdale Elementary	Elem	C	5	C	220	194	88.13%
1772501	7725	126524	432	Linda Esperanza Marquez High B LIBRA Academy	Senior	E	5	C	663	584	88.12%
1465801	4658	6017677	433	YES Academy	Elem	W	1	C	434	382	88.11%
1854301	8543	1930924	434	Belmont Senior High	Senior	C	2	C	551	485	88.05%
1764001	7640	109439	435	Cesar Chavez Elementary	Elem	E	2	C	225	198	87.92%
1815301	8153	106989	436	Southeast Middle	Middle	E	5	C	1269	1115	87.84%
1478101	4781	6017784	437	Lankershim Elementary	Elem	NE	3	C	325	285	87.76%
1582201	5822	6018501	438	One Hundred Fifty-Third Street	Elem	S	7	C	369	324	87.75%
1698601	6986	6019384	439	Sunny Brae Avenue Elementary	Elem	NW	3	C	479	420	87.66%
1378101	3781	6017040	440	Fifty-Fourth Street Elementary	Elem	W	1	C	291	255	87.62%
1688401	6884	126391	441	Lucille Roybal-Allard Elementary	Elem	E	5	C	498	436	87.60%
1823501	8235	6058127	442	Marina del Rey Middle	Middle	W	4	C	489	428	87.60%
1753401	7534	6019772	443	Vine Street Elementary	Elem	W	4	C	302	265	87.60%
1650101	6501	125971	444	San Fernando Institute of Applied Media	Middle	NE	6	C	396	347	87.56%
1367101	3671	6016968	445	Euclid Avenue Elementary	Elem	E	2	C	751	657	87.52%
1217801	2178	6015853	446	Aragon Avenue Elementary	Elem	C	5	C	217	190	87.50%
1891601	8916	1930791	447	Mt. Lukens Continuation	Cont HS	NE	6	C	13	11	87.50%
1658901	6589	6019103	448	Selma Avenue Elementary	Elem	W	4	C	80	70	87.50%
1738401	7384	6019640	449	Valerio Street Elementary	Elem	NE	6	C	732	640	87.45%
1828301	8283	6058200	450	Northridge Middle	Middle	NW	3	C	766	670	87.44%
1289001	2890	6016406	451	Catskill Avenue Elementary	Elem	S	7	C	445	389	87.37%
1878801	8788	1931377	452	Amelia Earhart Continuation	Cont HS	NE	3	C	33	29	87.27%
1830601	8306	6061550	453	Olive Vista Middle	Middle	NE	6	C	1155	1008	87.26%
1487001	4870	6017867	454	Liggett Street Elementary	Elem	NW	6	C	566	493	87.17%
1740001	7400	122200	455	Vista del Valle Dual Language Academy	Elem	NE	6	C	410	357	87.12%
1678101	6781	6019236	456	Sixth Avenue Elementary	Elem	W	1	C	398	346	87.06%
1818901	8189	6058077	457	Washington Irving Middle School Math, Music and Engineering Magnet	Middle Mag	C	5	C	764	665	87.06%
1363001	3630	6016943	458	Erwin Elementary	Elem	NE	3	C	606	528	87.05%
1872601	8726	1932334	459	Jane Addams Continuation	Cont HS	NW	3	C	74	64	87.04%
1211001	2110	6015770	460	Anatola Avenue Elementary	Elem	NW	6	C	340	296	87.01%
1813201	8132	6061451	461	Foshay Learning Center	Span Sch	C	1	C	1849	1607	86.93%
1664401	6644	6019145	462	Seventy-Fourth Street Elementary	Elem	W	1	C	388	337	86.87%
1623301	6233	6018857	463	Reseda Elementary	Elem	NW	3	C	378	328	86.86%
1890101	8901	124404	464	Cesar E. Chavez Learning Academies-Technology Preparatory Academy	Senior	NE	6	C	321	279	86.83%
1666501	6665	6019152	465	Sharp Avenue Elementary	Elem	NE	6	C	497	431	86.82%
1843401	8434	6058333	466	Van Nuys Middle	Middle	NE	3	C	946	821	86.81%
1656501	6565	6019087	467	Saticoy Elementary	Elem	NE	6	C	511	443	86.76%
1232901	2329	6015978	468	Beachy Avenue Elementary	Elem	NE	6	C	437	379	86.70%
1267101	2671	6016216	469	Bushnell Way Elementary	Elem	C	5	C	167	145	86.67%
1253001	2530	6016117	470	Broadacres Avenue Elementary	Elem	S	7	C	252	218	86.64%
1835201	8352	6061576	471	Robert E. Peary Middle	Middle	S	7	C	1217	1053	86.56%
1434201	4342	6017420	472	Halldale Elementary	Elem	S	7	C	453	392	86.55%
1671201	6712	6019194	473	Shirley Avenue Elementary	Elem	NW	3	C	392	339	86.38%
1249301	2493	6016075	474	Breed Street Elementary	Elem	E	2	C	306	264	86.20%
1808001	8080	6057905	475	Richard E. Byrd Middle	Middle	NE	6	C	1257	1081	86.01%

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1619201	6192	6018832	476	Ranchito Avenue Elementary	Elem	NE	6	C	420	361	85.93%
1887801	8878	1938554	477	Sylmar Charter High	Aff Chartr-HS	NE	6	C	1538	1321	85.87%
1426001	4260	6017354	478	Grant Elementary	Elem	W	5	C	437	375	85.78%
1726001	7260	6019574	479	Tweedy Elementary	Elem	E	5	C	519	445	85.69%
1243801	2438	6016026	480	Bertrand Avenue Elementary	Elem	NW	6	C	317	271	85.47%
1783601	7836	6020002	481	Winnetka Avenue Elementary	Elem	NW	3	C	391	334	85.43%
1887601	8876	1932342	482	Evergreen Continuation	Cont HS	NE	6	C	27	23	85.37%
1893001	8930	1931955	483	Ellington (Duke) High (Continuation)	Cont HS	W	1	C	20	17	85.29%
1857101	8571	1931476	484	Canoga Park Senior High	Senior	NW	3	C	1367	1165	85.25%
1869301	8693	1934033	485	Hollywood Senior High	Senior	W	4	C	1304	1112	85.24%
1346601	3466	6016794	486	Dominguez Elementary	Elem	S	7	C	468	399	85.19%
1402701	4027	6017198	487	Fullbright Avenue Elementary	Elem	NW	4	C	403	343	85.19%
1617801	6178	6018824	488	Ramona Elementary	Elem	W	5	C	373	317	85.12%
1850701	8507	1930064	489	William Tell Aggeler Opportunity High	Opp	NW	3	C	49	42	85.11%
1676701	6767	6019228	490	Sierra Vista Elementary	Elem	E	5	C	173	147	85.03%
1746601	7466	6019723	491	Vena Avenue Elementary	Elem	NE	6	C	519	440	84.84%
1250701	2507	6016083	492	Brentwood Science	Elem Mag	W	4	C	353	299	84.73%
1715101	7151	6019483	493	Lenicia B. Weemes Elementary	Elem	C	1	C	438	371	84.71%
1460301	4603	6017644	494	Hubbard Street Elementary	Elem	NE	6	C	565	477	84.50%
1889301	8893	1938968	495	Van Nuys Senior High	Senior	NE	6	C	2491	2105	84.49%
1858001	8580	1930387	496	Central High	Cont HS	C	2	0	238	201	84.45%
1612301	6123	6018758	497	Plummer Elementary	Elem	NW	6	C	699	590	84.40%
1739901	7399	122192	498	Julie Korenstein Elementary	Elem	NE	6	C	333	281	84.39%
1873601	8736	1935352	499	Los Angeles Senior High	Senior	W	1	C	1061	895	84.37%
1483601	4836	6017834	500	Leland Street Elementary	Elem	S	7	C	415	350	84.33%
1812701	8127	6057996	501	Alexander Fleming Middle	Middle	S	7	C	1208	1018	84.28%
1545901	5459	6018295	502	Nevada Avenue Elementary	Elem	NW	3	C	337	284	84.27%
1520501	5205	6018097	503	Mayberry Street Elementary	Elem	C	5	C	175	147	84.24%
1261901	2619	112003	504	Wilshire Park Elementary	Elem	W	2	C	382	322	84.24%
1408201	4082	6017230	505	Garvanza Elementary	Elem Mag	C	5	C	274	231	84.15%
1892101	8921	126540	506	Science, Technology, Engineering, Arts and Math at Legacy High School Complex	Senior	E	5	C	636	535	84.14%
1278101	2781	6016315	507	Canterbury Avenue Elementary	Elem	NE	6	C	681	572	84.05%
1480801	4808	6017818	508	Laurel Elementary	Span Mag	W	4	C	241	202	83.95%
1870101	8701	107011	509	International Studies Learning Center at Legacy High School Complex	Span Sch	E	5	C	910	764	83.94%
1194801	1948	6060461	510	Charles Leroy Lowman Special Education and Career Transition Center	Sp Educ	NE	6	0	62	52	83.87%
1739001	7390	1931716	511	Lake Balboa College Preparatory Magnet K-12	Span Mag	NW	3	C	638	535	83.86%
1857801	8578	1932318	512	Eagle Tree Continuation	Cont HS	S	7	C	54	45	83.67%
1258901	2589	6016158	513	Bryson Avenue Elementary	Elem	E	5	C	728	609	83.65%
1269901	2699	6016232	514	Cahuenga Elementary	Elem	C	2	C	375	313	83.57%
1824001	8240	6058168	515	Mt. Gleason Middle	Middle	NE	6	C	824	688	83.55%
1771501	7715	124370	516	Cesar E. Chavez Learning Academies-Arts/Theatre/Entertain Mag	Senior Mag	NE	6	C	379	316	83.50%
1874301	8743	1935519	517	Manual Arts Senior High	Senior	C	1	C	1037	865	83.44%
1195301	1953	6060545	518	Alfonso B. Perez Special Education Center	Sp Educ	E	2	C	44	37	83.33%
1194101	1941	6060495	519	Benjamin Banneker Career and Transition Center	Sp Educ	S	7	C	2	2	83.33%
1855901	8559	1931690	520	Independence Continuation	Cont HS	NW	3	0	36	30	83.33%
1807501	8075	6061410	521	John Burroughs Middle	Middle	W	1	C	1581	1316	83.24%
1294501	2945	6016414	522	Century Park Elementary	Elem	W	1	C	252	209	83.00%
1498601	4986	6017974	523	Los Feliz Science/Tech/Engineer/Math/Medicine Magnet	Elem Mag	C	5	C	436	362	82.99%
1717801	7178	6019509	524	Toland Way Elementary	Elem	C	5	C	272	226	82.99%
1740201	7402	122226	525	Stanley Mosk Elementary	Elem	NW	4	C	512	425	82.95%
1476701	4767	6018931	526	Robert Hill Lane Elementary	Elem	E	5	C	325	270	82.94%
1887301	8873	1931997	527	Odyssey Continuation	Cont HS	E	5	0	41	34	82.93%
1260301	2603	6016166	528	Buchanan Street Elementary	Elem	C	5	C	280	232	82.70%
1704101	7041	6019434	529	Tarzana Elementary	Elem	NW	4	0	265	219	82.64%
1883101	8831	1932821	530	Boyle Heights Continuation	Cont HS	E	2	C	39	32	82.61%
1868801	8688	1931336	531	Cheviot Hills Continuation	Cont HS	W	1	0	46	38	82.61%
1806601	8066	6057897	532	Luther Burbank Middle	Middle Mag	C	5	C	1032	852	82.60%
1782201	7822	6019996	533	Windsor Hills Math Science	Elem Mag	W	1	C	446	368	82.59%
1743201	7432	6120679	534	Columbus Avenue	Elem	NE	6	C	419	345	82.30%
1451501	4515	6017552	535	Herrick Avenue Elementary	Elem	NE	6	C	409	336	82.21%

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1883801	8838	127787	536	Humanities and Arts (HARTS) Academy of Los Angeles	Senior	S	7	0	374	307	82.09%
1875401	8754	1995448	537	Francisco Bravo Medical Magnet High	Senior Mag	E	2	C	1737	1425	82.03%
1484901	4849	6017842	538	Lemay Street Elementary	Elem	NW	3	0	384	315	82.03%
1589401	5894	6018592	539	Osceola Street Elementary	Elem	NE	6	C	338	277	82.03%
1615801	6158	6018808	540	Purche Avenue Elementary	Elem	S	1	C	415	340	82.00%
1511101	5111	102491	541	Dr. Theodore T. Alexander Jr. Science Center	Aff Chartr-EL	C	1	C	638	523	81.90%
1873001	8730	1932391	542	West Hollywood Opportunity	CDS	W	4	C	18	15	81.82%
1350001	3500	1931070	543	Mid-City's Prescott School of Enriched Sciences	Elem Mag	W	1	0	225	184	81.78%
1881401	8814	1937226	544	Reseda Charter High (Reconf)	Aff Chartr-Span	NW	6	C	1601	1305	81.54%
1741901	7419	6019665	545	Van Deene Avenue Elementary	Elem	S	7	0	301	245	81.40%
1720501	7205	6019541	546	Towne Avenue Elementary	Elem	S	7	0	290	236	81.38%
1328801	3288	6016653	547	Crescent Heights Boulevard Elementary	Elem Mag	W	1	C	279	227	81.35%
1742501	7425	6019681	548	Van Ness Avenue Elementary	Elem	W	4	C	183	149	81.22%
1873801	8738	1932888	549	Downtown Business High	Senior Mag	C	2	C	1029	833	81.00%
1757401	7574	0135681	550	Horace Mann UCLA Community	Span Sch	W	1	C	558	451	80.89%
1228801	2288	6015945	551	Bandini Street Elementary	Elem	S	7	C	220	178	80.86%
1354101	3541	6016851	552	El Dorado Avenue Elementary	Elem	NE	6	C	372	301	80.81%
1194401	1944	6069157	553	Berenece Carlson Home Hospital	Sp Educ	XS	3	0	351	283	80.63%
1413001	4130	6017289	554	Gledhill Street Elementary	Elem	NW	6	0	345	278	80.58%
1877901	8779	1936160	555	Nathaniel Narbonne Senior High	Senior	S	7	0	1893	1525	80.56%
1286301	2863	6016380	556	Castelar Street Elementary (Reconf)	Span K-7	C	2	C	652	525	80.54%
1345201	3452	6016786	557	Dolores Street Elementary	Elem	S	7	0	462	372	80.52%
1809001	8090	6057913	558	Andrew Carnegie Middle	Middle	S	7	0	736	592	80.43%
1214601	2146	6015820	559	Annalee Avenue Elementary	Elem	S	7	C	226	182	80.43%
1848101	8481	6058358	560	Daniel Webster Middle	Middle	W	4	C	442	355	80.22%
1863801	8638	1931435	561	Robert H. Lewis Continuation	Cont HS	NE	6	0	35	28	80.00%
1740801	7408	126599	562	Sylmar Leadership Academy	Span Sch	NE	6	C	871	696	79.93%
1254801	2548	6016133	563	Brockton Avenue Elementary	Elem	W	4	0	181	144	79.56%
1429501	4295	6017388	564	Gridley Street Elementary	Elem	NE	6	C	475	375	79.04%
1347901	3479	6016802	565	Dorris Place Elementary	Elem	C	5	0	251	198	78.88%
1298601	2986	6016430	566	Chapman Elementary	Elem	S	7	C	374	295	78.87%
1212301	2123	6015804	567	Angeles Mesa Elementary	Elem	W	1	C	303	238	78.66%
1331101	3311	1931054	568	Westside Global Awareness Magnet	Span Mag	W	4	C	339	266	78.46%
1880101	8801	1996115	569	City of Angels	Opp	XS	2	0	1311	1028	78.41%
1871301	8713	126482	570	Augustus F. Hawkins High A Critical Design and Gaming receiver	Senior	W	1	C	1043	817	78.31%
1862101	8621	1932920	571	Fairfax Senior High	Senior	W	4	0	1800	1409	78.28%
1308201	3082	6016497	572	Cimarron Avenue Elementary	Elem	W	1	C	281	220	78.24%
1534201	5342	6018196	573	John B. Monlux Elementary	Elem	NE	3	0	665	519	78.05%
1693201	6932	6018402	574	Nora Sterry Elementary	Elem	W	4	0	218	170	77.98%
1206801	2068	6015739	575	Allesandro Elementary	Elem	C	5	C	326	254	77.87%
1248601	2486	6016067	576	Brainard Elementary	Elem	NE	6	C	148	115	77.85%
1866601	8666	1930486	577	Moneta Continuation	Cont HS	S	7	C	28	22	77.55%
1252701	2527	6016109	578	Broad Avenue Elementary	Elem	S	7	0	511	396	77.50%
1754801	7548	6019780	579	Vinedale College Preparatory Academy	Span Sch	NE	6	C	214	165	77.27%
1769901	7699	6019913	580	Westminster Avenue Elementary	Elem Mag	W	4	C	398	307	77.23%
1575301	5753	6018477	581	One Hundred Eighty-Sixth Street Elementary	Elem	S	7	C	674	518	76.86%
1857501	8575	1931526	582	Carson Senior High	Senior	S	7	0	1434	1101	76.78%
1542501	5425	6018253	583	Multnomah Street Elementary	Elem	E	2	C	320	246	76.78%
1227401	2274	6015929	584	Baldwin Hills Elementary	Elem	W	1	C	427	328	76.72%
1860001	8600	1932383	585	Susan Miller Dorsey Senior High	Senior	W	1	C	772	592	76.64%
1756901	7569	0135996	586	Boys Academic Leadership Academy (Reconf)	Span Sch	W	1	C	131	100	76.42%
1848701	8487	6058366	587	Stephen M. White Middle	Middle	S	7	0	1632	1245	76.29%
1878101	8781	1931518	588	George S. Patton Continuation	Cont HS	S	7	C	32	24	76.27%
1834401	8344	6061568	589	Woodland Hills Academy	Middle	NW	4	C	608	463	76.15%
1280201	2802	6016331	590	Capistrano Avenue Elementary	Elem	NW	3	0	414	315	76.09%
1309601	3096	6016505	591	City Terrace Elementary	Elem	E	5	C	408	308	75.60%
1810401	8104	6057954	592	Richard Henry Dana Middle	Middle	S	7	C	1537	1154	75.05%
1432201	4322	1932896	593	Arroyo Seco Museum Science	Span Mag	C	2	C	489	367	74.95%
1247301	2473	6016042	594	Bonita Street Elementary	Elem	S	7	0	395	296	74.94%
1598601	5986	6018659	595	Palms Elementary	Elem	W	1	0	292	218	74.66%

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1283601	2836	6016364	596	Carson Street Elementary	Elem	S	7	0	635	474	74.65%
1614801	6148	6018790	597	President Avenue Elementary	Elem	S	7	0	421	314	74.58%
1864501	8645	1931393	598	Highland Park Continuation	Cont HS	C	5	C	43	32	74.51%
1886801	8868	124529	599	Rancho Dominguez Preparatory	Span Sch	S	7	0	727	541	74.42%
1649301	6493	6019046	600	San Pascual Elementary Science Technology Engineering Arts And M	Elem Mag	C	5	0	269	200	74.35%
1891401	8914	1939107	601	Verdugo Hills Senior High	Senior	NE	6	0	1220	905	74.18%
1202701	2027	6015713	602	Aldama Elementary	Elem	C	5	C	405	299	73.91%
1208901	2089	6015754	603	Ambler Avenue Elementary	Elem	S	7	0	532	392	73.68%
1195701	1957	6060503	604	Ernest P. Willenberg Special Education Center	Sp Educ	S	7	0	15	11	73.33%
1860201	8602	1930429	605	View Park Continuation	Cont HS	W	1	C	14	10	73.33%
1851301	8513	107003	606	Northridge Academy High	Senior	NW	3	0	943	691	73.28%
1894301	8943	1939479	607	WESM Health/Sports Medicine	Senior Mag	W	4	0	710	520	73.24%
1215101	2151	6015838	608	Annandale Elementary	Elem	C	5	C	132	96	73.10%
1694501	6945	6019343	609	Stonehurst Avenue Elementary	Elem Mag	NE	6	0	291	212	72.85%
1697301	6973	6019376	610	Sunland Elementary	Elem	NE	6	0	348	253	72.70%
1281501	2815	6016349	611	Caroldale Learning Community	Span Sch	S	7	0	785	569	72.48%
1493201	4932	6017933	612	Lomita Math/Science/Technology Magnet	Elem Mag	S	7	0	857	620	72.35%
1300201	3002	6016448	613	Charnock Road Elementary	Elem	W	1	0	267	193	72.28%
1888601	8886	1938885	614	University High School Charter	Aff Chartr-HS	W	4	0	1445	1039	71.90%
1190801	1908	1931633	615	Diane S. Leichman Career Preparatory and Transition Center	Sp Educ	NW	3	0	7	5	71.43%
1817401	8174	6061485	616	Patrick Henry Middle	Middle	NW	3	0	1189	849	71.40%
1445201	4452	6017503	617	Haskell Elementary Science Technology Engineering Arts & Mathematics Magnet	Elem Mag	NW	3	0	555	396	71.35%
1875001	8750	1935568	618	John Marshall Senior High	Senior	C	5	0	2144	1528	71.27%
1263001	2630	6016182	619	Burbank Boulevard Elementary	Elem	NE	3	C	322	229	71.23%
1333501	3335	6016695	620	Danube Avenue Elementary	Elem	NW	3	0	301	214	71.10%
1820801	8208	6058085	621	Thomas Starr King Middle School Film and Media Magnet	Middle Mag	C	5	0	1976	1405	71.10%
1497301	4973	6017966	622	Lorne Street Elementary	Elem	NW	6	0	459	326	71.02%
1765701	7657	126615	623	Academies of Education and Empowerment at Carson High	Senior	S	7	0	514	365	71.01%
1330201	3302	6016661	624	Crestwood Street Elementary	Elem Mag	S	7	0	351	249	70.94%
1540401	5404	6018238	625	Mountain View Elementary	Elem	NE	6	0	472	332	70.34%
1304101	3041	6016471	626	Cheremoya Avenue Elementary	Elem	W	4	0	225	158	70.22%
1689001	6890	6019319	627	Stagg Street Elementary	Elem	NW	6	0	410	287	70.00%
1818201	8182	6058069	628	Oliver Wendell Holmes Middle	Middle	NW	3	0	1182	823	69.63%
1872501	8725	1939941	629	John F. Kennedy High	Senior	NW	3	0	2310	1602	69.35%
1765601	7656	126623	630	Academy of Medical Arts at Carson High	Senior	S	7	0	489	339	69.33%
1501401	5014	6017982	631	Loyola Village Fine And Performing Arts Magnet	Elem Mag	W	4	0	268	185	69.03%
1890701	8907	1939040	632	Venice Senior High	Senior	W	4	0	1993	1375	68.99%
1878601	8786	1936350	633	North Hollywood Senior High	Senior	NE	3	0	2589	1778	68.68%
1338401	3384	6016737	634	Del Amo Elementary	Elem	S	7	0	300	206	68.67%
1647901	6479	6019038	635	San Jose Street Elementary	Elem	NW	6	0	632	434	68.67%
1851601	8516	119727	636	Ramon C. Cortines School of Visual and Performing Arts	Senior	C	2	0	1132	775	68.46%
1849301	8493	6058382	637	Orville Wright Engineering and Design Magnet	Middle Mag	W	4	C	510	349	68.45%
1423301	4233	6017339	638	Granada Elementary	Aff Chartr-EL	NW	3	0	379	259	68.34%
1719201	7192	6019517	639	Toluca Lake Elementary	Elem	NE	4	0	460	314	68.26%
1732901	7329	6019616	640	Two Hundred Thirty-Second Place	Elem	S	7	0	378	258	68.25%
1835401	8354	6058242	641	George K. Porter Middle	Middle	NW	3	0	1221	833	68.22%
1416401	4164	6017305	642	Glenfeliz Boulevard Elementary	Elem	C	5	0	214	146	68.22%
1724701	7247	6019566	643	Tulsa Street Elementary	Elem	NW	3	0	439	299	68.11%
1361001	3610	117036	644	Enadia Way Technology Charter	Aff Chartr-EL	NW	3	0	234	158	67.52%
1868601	8686	1933852	645	Alexander Hamilton Senior High	Senior	W	1	0	2481	1667	67.19%
1270601	2706	6016257	646	Calahan Street Elementary	Aff Chartr-EL	NW	3	0	474	318	67.09%
1211701	2117	6015796	647	Andasol Avenue Elementary	Elem	NW	3	0	426	285	66.90%
1519801	5198	6018089	648	Mayall Street Elementary	Elem Mag	NW	3	0	474	317	66.88%
1858301	8583	1931708	649	Chatsworth Charter High	Aff Chartr-HS	NW	3	0	1578	1053	66.73%
1268001	2680	6120794	650	CDS Elementary	CDS	XS	3	0	3	2	66.67%
1195201	1952	6060511	651	James J. McBride Special Education Center	Sp Educ	W	4	0	18	12	66.67%
1191001	1910	1935717	652	Joaquin Miller Career and Transition Center	Sp Educ	NW	3	0	6	4	66.67%
1326001	3260	6016646	653	Cowan Avenue Elementary	Elem	W	4	0	408	269	65.93%
1605201	6052	6018709	654	Paseo del Rey Fundamental	Elem Mag	W	4	0	251	165	65.74%
1443101	4431	6017479	655	Harding Street Elementary	Elem	NE	6	0	378	247	65.34%

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1580801	5808	6018493	656	One Hundred Fifty-Sixth Street Elementary	Elem	S	7	0	362	235	64.92%
1613701	6137	6018766	657	Point Fermin Elementary	Elem Mag	S	7	0	333	216	64.86%
1311001	3110	6016513	658	Clifford Street Elementary	Elem Mag	C	5	C	124	80	64.84%
1342501	3425	6016752	659	Denker Avenue Elementary	Elem	S	7	0	666	431	64.71%
1411701	4117	6017263	660	Germain Academy For Academic Achievement	Aff Chartr-EL	NW	3	0	505	326	64.55%
1424701	4247	6017347	661	Grand View Boulevard Elementary	Elem	W	4	0	554	357	64.44%
1851801	8518	102921	662	Dr. Richard A. Vladovic Harbor Teacher Preparation Academy	Senior	S	7	0	454	292	64.32%
1284901	2849	6016372	663	Carthay Elementary Of Environmental Studies Magnet	Elem Mag	W	1	0	329	211	64.13%
1482901	4829	6017826	664	Leapwood Avenue Elementary	Elem	S	7	0	205	131	63.90%
1661601	6616	6019129	665	Seventh Street Elementary	Elem	S	7	0	316	201	63.61%
1889801	8898	124362	666	Valley Academy of Arts and Sciences	Senior	NW	3	0	979	621	63.43%
1859001	8590	1931864	667	Grover Cleveland Charter High	Aff Chartr-HS	NW	3	0	2837	1799	63.41%
1476201	4762	6017743	668	Knollwood Preparatory Academy	Aff Chartr-EL	NW	3	0	399	250	62.66%
1302701	3027	6016463	669	Chatsworth Park ES Urban Planning/Community Development Magnet	Elem Mag	NW	3	0	446	279	62.56%
1855801	8558	120360	670	Daniel Pearl Journalism & Communications Magnet	Senior Mag	NW	3	0	258	161	62.40%
1223301	2233	6015895	671	Atwater Avenue Elementary	Elem	C	5	0	298	183	61.41%
1821701	8217	6058093	672	Ernest Lawrence Middle	Middle	NW	3	0	1336	815	61.00%
1271201	2712	6016265	673	Calvert Charter for Enriched Studies	Aff Chartr-EL	NW	4	0	331	201	60.73%
1358901	3589	6016901	674	Emelita Street Elementary	Elem	NW	3	0	277	168	60.65%
1834001	8340	6058226	675	Palms Middle	Middle	W	1	0	1291	775	60.03%
1247901	2479	6016059	676	Braddock Drive Elementary	Elem	W	4	C	530	318	60.00%
1885001	8850	1937838	677	San Pedro Senior High	Senior	S	7	0	2668	1585	59.41%
1888001	8880	1938612	678	Taft Charter High	Aff Chartr-HS	NW	4	0	2326	1379	59.29%
1842501	8425	6058135	679	Mark Twain Middle	Middle	W	4	0	874	516	59.04%
1756201	7562	6019798	680	Vintage Math/Science/Technology Magnet	Elem Mag	NW	3	0	774	453	58.53%
1771201	7712	6019921	681	Westport Heights Elementary	Elem	W	4	0	209	122	58.37%
1357501	3575	6016893	682	Elysian Heights ES Arts Magnet	Elem Mag	C	5	C	340	198	58.12%
1683601	6836	6019277	683	Solano Avenue Elementary	Elem	E	2	0	224	130	58.04%
1216401	2164	6015846	684	Apperson Street Elementary	Elem	NE	6	0	388	221	56.96%
1545201	5452	6018287	685	Nestle Avenue Charter	Aff Chartr-EL	NW	4	0	463	263	56.80%
1811001	8110	6061436	686	Rudecinda Sepulveda Dodson Middle	Middle	S	7	0	1604	910	56.73%
1700701	7007	6019392	687	Superior Street Elementary	Aff Chartr-EL	NW	3	0	469	266	56.72%
1337701	3377	6016729	688	Dearborn Elementary Charter Academy	Aff Chartr-EL	NW	3	0	521	290	55.66%
1524001	5240	0135707	689	Katherine Johnson STEM Academy	Middle	W	4	0	142	79	55.63%
1601301	6013	6018675	690	Park Western Place Elementary	Elem	S	7	0	621	341	54.91%
1884201	8842	1933233	691	Sherman Oaks Center for Enriched Studies	Span Mag	NW	3	0	2085	1143	54.82%
1812301	8123	6057988	692	Emerson Community Charter	Aff Chartr-MS	W	4	0	518	283	54.63%
1339701	3397	6016745	693	Delevan Drive Elementary	Elem	C	5	0	459	248	54.03%
1835501	8355	6062699	694	Walter Reed Middle	Middle	NE	3	0	1599	863	53.97%
1861401	8614	1932540	695	Eagle Rock High	Span	C	5	0	2196	1184	53.92%
1823801	8238	6058150	696	Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle	Aff Chartr-MS	NE	3	0	1643	880	53.56%
1874101	8741	1932847	697	Los Angeles Center for Enriched Studies	Span Mag	W	1	0	1617	863	53.37%
1813701	8137	6058275	698	Robert Frost Middle	Middle	NW	3	0	1508	802	53.18%
1632901	6329	6018949	699	Rockdale Visual & Performing Arts Magnet	Elem Mag	C	5	0	309	163	52.75%
1194701	1947	6060578	700	Sven Lokrantz Special Education Center	Sp Educ	NW	3	0	55	29	52.73%
1334001	3340	6016703	701	Darby Avenue Elementary	Aff Chartr-EL	NW	3	0	424	223	52.59%
1638401	6384	6018980	702	Rosewood Avenue Elementary	Elem Mag	W	4	0	299	157	52.51%
1608701	6087	0133603	703	GALA, Dr. Michelle King School for Sci, Tech, Eng and Math	Span Sch	W	1	C	631	331	52.43%
1434901	4349	6017438	704	Hamlin Charter Academy	Aff Chartr-EL	NW	3	0	295	154	52.20%
1234201	2342	6015994	705	Beethoven Street Elementary	Elem	W	4	0	343	179	52.19%
1472601	4726	6017727	706	Kester Avenue Elementary	Elem	NE	3	0	933	478	51.23%
1406801	4068	6017222	707	Gardner Street Elementary	Elem	W	4	0	299	153	51.17%
1810701	8107	6061584	708	Gaspar De Portola Charter Middle	Aff Chartr-MS	NW	4	0	1678	855	50.95%
1687001	6870	6019301	709	South Shores/CSUDH Visual and Performing Arts	Elem Mag	S	7	0	447	225	50.34%
1674001	6740	6019202	710	Short Avenue Elementary	Elem	W	4	0	303	151	49.83%
1827201	8272	6061543	711	Alfred B. Nobel Charter Middle	Aff Chartr-MS	NW	3	0	2233	1101	49.31%
1295901	2959	6016422	712	Chandler Elementary	Elem	NE	3	0	425	208	48.94%
1521901	5219	6018113	713	Melrose Avenue Elementary	Elem Mag	W	4	0	458	223	48.69%
1703501	7035	6019426	714	Taper Avenue Elementary	Elem	S	7	0	725	346	47.72%
1742201	7422	6019673	715	Van Gogh Charter	Aff Chartr-EL	NW	3	0	416	194	46.63%

Funds Center	Legacy Code	CDS CODE	2021-22 Ranking	School Name	School Type	Local Dist	Board Dist	New CEP Status	FY 22 Enroll* or ECAS	FY 22 Low Income w/ CEP Status Enroll*	FY 22 Poverty Rate w/ CEP Status
1350701	3507	6016836	716	Eagle Rock Elementary	Elem	C	5	0	765	333	43.53%
1611001	6110	6018741	717	Playa del Rey Elementary	Elem	W	4	0	268	115	42.91%
1628801	6288	6018907	718	Rio Vista Elementary	Elem	NE	3	0	373	157	42.09%
1528801	5288	6018154	719	Micheltorena Street Elementary	Elem	C	5	0	381	159	41.73%
1469201	4692	6017693	720	Justice Street Academy Charter	Aff Chartr-EL	NW	3	0	391	162	41.43%
1660601	6606	6019111	721	Serrania Avenue Charter For Enriched Studies	Aff Chartr-EL	NW	4	0	591	233	39.42%
1776701	7767	6019947	722	White Point Elementary	Elem	S	7	0	322	126	39.13%
1816901	8169	6061477	723	George Ellery Hale Charter Academy	Aff Chartr-MS	NW	3	0	2018	769	38.11%
1720101	7201	6019533	724	Topeka Charter School For Advanced Studies	Aff Chartr-EL	NW	3	0	530	201	37.92%
1760301	7603	6019822	725	Walgrove Avenue Elementary	Elem	W	4	0	248	92	37.10%
1631501	6315	6018923	726	Riverside Drive Charter	Aff Chartr-EL	NE	3	0	459	155	33.77%
1760401	7604	133736	727	Science Academy STEM Magnet (Reconf)	Span Mag	NE	6	0	476	158	33.16%
1225001	2250	125096	728	Academy for Enriched Sciences	Elem Mag	NW	3	0	307	100	32.57%
1439701	4397	6017453	729	Hancock Park Elementary	Elem	W	4	0	582	189	32.47%
1787701	7877	6020036	730	Woodlake Elementary Community Charter	Aff Chartr-EL	NW	3	0	512	165	32.23%
1447301	4473	6017529	731	Haynes Charter For Enriched Studies	Aff Chartr-EL	NW	3	0	400	128	32.00%
1287701	2877	6016398	732	Castle Heights Elementary	Elem	W	1	0	550	171	31.09%
1274001	2740	6016281	733	Canfield Avenue Elementary	Elem	W	1	0	387	120	31.01%
1669901	6699	6019186	734	Sherman Oaks Elementary Charter	Aff Chartr-EL	NE	3	0	643	195	30.33%
1471201	4712	6017719	735	Kentwood Elementary	Elem	W	4	0	314	95	30.25%
1614001	6140	6018774	736	Pomelo Community Charter	Aff Chartr-EL	NW	3	0	562	170	30.25%
1270401	2704	6016240	737	Calabash Charter Academy	Aff Chartr-EL	NW	4	0	410	122	29.76%
1354501	3545	6016869	738	El Oro Way Charter For Enriched Studies	Aff Chartr-EL	NW	3	0	412	122	29.61%
1711001	7110	6019467	739	Third Street Elementary	Elem	W	1	0	603	175	29.02%
1398601	3986	6017172	740	Franklin Avenue Elementary	Elem	C	5	0	450	130	28.89%
1312301	3123	6016521	741	Clover Avenue Elementary	Elem	W	1	0	472	132	27.97%
1343801	3438	6016778	742	Dixie Canyon Community Charter	Aff Chartr-EL	NE	3	0	702	195	27.78%
1361601	3616	6016935	743	Encino Charter Elementary	Aff Chartr-EL	NW	4	0	542	150	27.68%
1316401	3164	6016562	744	Colfax Charter Elementary	Aff Chartr-EL	NE	3	0	624	169	27.08%
1274101	2741	6094726	745	Community Magnet Charter Elementary	Aff Chartr-EL	W	4	0	451	122	27.05%
1226901	2269	6100069	746	Balboa Gifted/High Ability Magnet Elementary	Elem Mag	NW	3	0	712	192	26.97%
1835601	8356	6058267	747	Paul Revere Charter Middle	Aff Chartr-MS	W	4	0	1983	529	26.68%
1739701	7397	6019657	748	Valley View Elementary	Elem	W	4	0	215	57	26.51%
1488701	4887	6017891	749	Lockhurst Drive Charter Elementary	Aff Chartr-EL	NW	3	0	474	123	25.95%
1777401	7774	6019954	750	Wilbur Charter For Enriched Academics	Aff Chartr-EL	NW	4	0	562	143	25.44%
1789001	7890	6020044	751	Woodland Hills Elementary Charter For Enriched Studies	Aff Chartr-EL	NW	4	0	649	161	24.81%
1233501	2335	6015986	752	Beckford Charter for Enriched Studies	Aff Chartr-EL	NW	3	0	570	141	24.74%
1764901	7649	6019871	753	West Hollywood Elementary	Elem	W	4	0	361	86	23.82%
1332901	3329	6016687	754	Dahlia Heights Elementary	Elem	C	5	0	398	93	23.37%
1626001	6260	6018873	755	Richland Avenue Elementary (Reconf)	Elem	W	4	0	346	79	22.92%
1763701	7637	6019855	756	Welby Way Charter Elementary School And Gifted-High Ability Magnet	Aff Chartr-EL	NW	3	0	765	152	19.87%
1230301	2303	126607	757	Porter Ranch Community	Span Sch	NW	3	0	1200	230	19.17%
1634201	6342	6016539	758	Coeur D'Alene Avenue Elementary	Elem	W	4	0	503	93	18.49%
1719801	7198	6019525	759	Topanga Elementary Charter	Aff Chartr-EL	W	4	0	212	39	18.40%
1588901	5889	6097927	760	Open Charter Magnet	Aff Chartr-EL	W	4	0	395	72	18.23%
1288101	2881	6071435	761	Castlebay Lane Charter	Aff Chartr-EL	NW	3	0	644	117	18.17%
1784901	7849	6020010	762	Wonderland Avenue Elementary	Elem	W	4	0	458	83	18.12%
1452101	4521	112060	763	Hesby Oaks Leadership Charter	Aff Chartr-Span	NW	4	0	532	94	17.67%
1253401	2534	6016125	764	Broadway Elementary	Elem	W	4	0	575	101	17.57%
1541101	5411	6018246	765	Mt. Washington Elementary	Elem	C	5	0	433	66	15.24%
1230601	2306	126383	766	Playa Vista Elementary	Elem	W	4	0	512	74	14.45%
1372601	3726	6016992	767	Fairburn Avenue Elementary	Elem	W	4	0	428	60	14.02%
1467101	4671	6017685	768	Ivanhoe Elementary	Elem	C	5	0	439	61	13.90%
1774001	7740	6019939	769	Westwood Charter Elementary	Aff Chartr-EL	W	4	0	757	102	13.47%
1516401	5164	6018063	770	Marquez Charter	Aff Chartr-EL	W	4	0	426	57	13.38%
1282201	2822	6016356	771	Carpenter Community Charter	Aff Chartr-EL	NE	3	0	874	112	12.81%
1519201	5192	6018048	772	Mar Vista Elementary	Elem	W	4	0	562	66	11.74%
1636301	6363	6018964	773	Roscomare Road Elementary	Elem	W	4	0	420	48	11.43%
1590401	5904	6018618	774	Overland Avenue Elementary	Elem	W	1	0	461	48	10.41%
1595901	5959	6018634	775	Palisades Charter Elementary	Aff Chartr-EL	W	4	0	455	45	9.89%

Funds Center	Legacy Code	CDS CODE	2021-22 Ranking	School Name	School Type	Local Dist	Board Dist	New CEP Status	FY 22 Enroll* CBEDS or ECAST	FY 22 Low Income w/ CEP Status Enroll*	FY 22 Poverty Rate w/ CEP Status
1469901	4699	6017701	776	Kenter Canyon Elementary Charter	Aff Chartr-EL	W	4	0	482	47	9.75%
1476401	4764	6017768	777	Lanai Road Elementary	Elem	NW	4	0	542	42	7.75%
1279501	2795	6016323	778	Canyon Charter Elementary	Aff Chartr-EL	W	4	0	387	26	6.72%
1761601	7616	6019830	779	Warner Avenue Elementary	Elem	W	4	0	630	38	6.03%
1766501	7665	126490	780	Augustus F. Hawkins High B Community Health Advocates	Senior	W	1	C	0	0	0.00%
1766601	7666	126508	781	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	Senior	W	1	C	0	0	0.00%

Note: \*2021-22 enrollment was based on ECAST or CBEDS. Schools highlighted in grey did not qualify for Title I funds



## Appendix B

### 2021-22 ESSA Assistance Status

Legacy Code	School Name	Local Dist	Board Dist	State Identification 21-22
5857	107th St El	S	7	ATSI
7110	3rd St El	W	1	ATSI
3932	49th St El	C	7	ATSI
3795	59th St El	W	1	ATSI
6822	66th St El	S	7	ATSI
6630	75th St El	S	7	ATSI
5582	93rd St El	S	7	ATSI
2014	Albion St El	E	2	ATSI
2082	Alta Loma El	W	1	ATSI
2146	Annalee Ave El	S	7	ATSI
2192	Arlington Hts El	W	1	ATSI
2219	Ascot Ave El	C	5	ATSI
2274	Baldwin Hills El	W	1	ATSI
8536	Bell SH	E	5	ATSI
2685	Cabrillo Ave El	S	7	ATSI
2802	Capistrano Ave El	NW	3	ATSI
8090	Carnegie MS	S	7	ATSI
2939	Carson-Gore Academy	W	1	ATSI
3178	Coliseum St El	W	1	ATSI
8600	Dorsey SH	W	1	ATSI
7667	Dymally SH	S	7	ATSI
3548	Elizabeth LC	E	5	ATSI
3610	Enadia Way	NW	3	ATSI
3220	Escutia PC	E	5	ATSI
5781	Flournoy El	S	7	ATSI
4219	Graham El	S	7	ATSI
4247	Grand Vw Bl El	W	4	ATSI
8713	Hawkins SH C/DAGS	W	1	ATSI
8693	Hollywood SH	W	4	ATSI
4562	Holmes Ave El	E	5	ATSI
6534	King Jr El	C	1	ATSI
6869	Knox El	S	7	ATSI
4786	La Salle Ave El	W	1	ATSI
2393	Lake St Primary	C	2	ATSI
8217	Lawrence MS	NW	3	ATSI
4836	Leland St El	S	7	ATSI
8200	Los Angeles Acad MS	C	7	ATSI
5068	Main St El	C	7	ATSI
5110	Manhattan Place El	W	1	ATSI
8743	Manual Arts SH	C	1	ATSI
7220	Maple PC	C	2	ATSI
8235	Marina Del Rey MS	W	4	ATSI
8237	Markham MS	S	7	ATSI
5178	Marvin El	W	1	ATSI
5233	Melvin Ave El	NW	3	ATSI
5321	Miller El	S	1	ATSI
8768	Monroe SH	NW	6	ATSI
5452	Nestle Ave Charter	NW	4	ATSI
5630	Normandie Ave El	C	1	ATSI
5644	Normont El	S	7	ATSI
5894	Osceola St El	NE	6	ATSI
8352	Peary MS	S	7	ATSI
6096	Plainview Academic CA	NE	6	ATSI
2311	Poindexter LaMotte El	C	1	ATSI
6148	President Ave El	S	7	ATSI
5385	Riordan PC	C	5	ATSI
6301	Ritter El	S	7	ATSI
7721	Rivera LC Perf Arts	S	7	ATSI
7749	Roosevelt SH	E	2	ATSI

Legacy Code	School Name	Local Dist	Board Dist	State Identification 21-22
6370	Rosemont Ave EI	C	2	ATSI
6884	Roybal-Allard EI	E	5	ATSI
8716	Santee EC	C	2	ATSI
8363	Sepulveda MS	NW	6	ATSI
6740	Short Ave EI	W	4	ATSI
6863	South Park EI	S	7	ATSI
8387	Stevenson CCP	E	2	ATSI
8396	Sun Valley Mag ET	NE	6	ATSI
7192	Toluca Lake EI	NE	4	ATSI
7575	Virginia Rd EI	W	1	ATSI
7603	Walgrove Ave EI	W	4	ATSI
7654	West Vernon Ave EI	C	7	ATSI
3311	Westside Glbl Awr Mag	W	4	ATSI
7767	White Point EI	S	7	ATSI
8490	Wilmington STEAM Mag	S	7	ATSI
2619	Wilshire Park EI	W	2	ATSI
7863	Woodcrest EI	W	1	ATSI
8726	Addams HS	NW	3	CSI- low graduation
7722	Angelou Community SH	C	7	CSI- low graduation
1941	Banneker CTC	S	7	CSI- low graduation
8543	Belmont SH	C	2	CSI- low graduation
8696	Bernstein SH	W	4	CSI- low graduation
1944	Carlson Hospital	XS	3	CSI- low graduation
8670	CDS Alonzo	W	4	CSI- low graduation
8580	Central HS	C	2	CSI- low graduation
8801	City of Angels	XS	2	CSI- low graduation
8876	Evergreen HS	NE	6	CSI- low graduation
8559	Independence HS	NW	3	CSI- low graduation
8531	Isaacs Avalon HS	S	7	CSI- low graduation
8777	Kahlo HS	C	2	CSI- low graduation
1908	Leichman CPTC	NW	3	CSI- low graduation
8638	Lewis HS	NE	6	CSI- low graduation
8685	London HS	NE	3	CSI- low graduation
1918	McAlister HS CYESIS	C	2	CSI- low graduation
8545	Newmark HS	C	2	CSI- low graduation
8573	Owensmouth HS	NW	3	CSI- low graduation
8895	Rogers HS	NE	6	CSI- low graduation
8585	Stoney Point HS	NW	3	CSI- low graduation
8883	Thoreau HS	NW	4	CSI- low graduation
8602	View Park Conrn HS	W	1	CSI- low graduation
1957	Willenberg Sp Ed Ctr	S	7	CSI- low graduation
8591	Wooden HS	NW	3	CSI- low graduation
3959	42nd St EI	W	1	CSI- low performing
2178	Aragon Ave EI	C	5	CSI- low performing
8038	Bancroft MS	W	4	CSI- low performing
7123	Bradley Glbl Awr Mag	W	1	CSI- low performing
2671	Bushnell Way EI	C	5	CSI- low performing
2945	Century Park EI	W	1	CSI- low performing
8245	Cochran MS	W	1	CSI- low performing
8112	Drew MS	S	7	CSI- low performing
8170	Harte Prep MS	W	1	CSI- low performing
4528	Hillcrest Dr EI	W	1	CSI- low performing
4881	Limerick Ave EI	NW	3	CSI- low performing
8228	Maclay MS	NE	6	CSI- low performing
1949	Marlton School	W	1	CSI- low performing
8255	Muir MS	W	1	CSI- low performing
8283	Northridge MS	NW	3	CSI- low performing
8610	Panorama SH	NE	6	CSI- low performing
4980	Pio Pico MS	W	1	CSI- low performing
8497	Secondary CDS	XS	2	CSI- low performing
8434	Van Nuys MS	NE	3	CSI- low performing
7671	Western Ave EI	W	1	CSI- low performing
4658	YES Academy	W	1	CSI- low performing
8598	Young HS	W	1	CSI- low performing

## Appendix C

### 2021-2022 Qualitative Findings by Objective Type & Category

#### Overview

This document provides a synthesis of the comments made by school-based stakeholders with respect to why stated objectives were “not met.” The overall findings for each goal type — 100% Graduation and Beyond (*100% Graduation*); English Language Arts (*ELA*); *Mathematics*; English Learner Programs (*EL Programs*); Parent, Community, and Student Engagement (*Engagement*); and 100% Attendance, Suspensions, School Safety, and Other Supports (*100% Attendance*) — for both implementation and improvement objectives are presented below with supporting responses.

#### Implementation Objectives

##### 100% Graduation

- Responses to Graduation Implementation Objectives questions highlight various difficulties to implement credit recovery and career awareness programs, mastery/equitable grading, data monitoring, and staffing strategies.
  - Credit Recovery
    - “...*School* will continue offering smaller and student-tailored after school Digital-Blended Edgenuity credit recovery intervention program run by one to two teachers this year. In addition, the after-school intervention credit recovery program will prioritize on credit deficit students in need of meeting graduation requirements by June 2023....” (Senior High)
    - “Odysseyware was not available in the spring semester as it was discontinued.” (Option)
  - Mastery/equitable grading
    - “Although *school* has provided the opportunity for teachers to participate in the LAUSD Mastery Learning and Grading PD Series, 100% of teachers did not receive training in Mastery Grading. For the 2022-23 school year, Franklin has teamed up again with LAUSD to provide teachers with opportunity to participate in Equitable Grading and Instruction PD series, where teachers will learn about mastery grading and learning.” (Span)
    - “Few of our teachers implemented Mastery Grading last school year. We had quite a few new teachers, and after losing a few staff members such as the principal, TSP designee and one lead teacher, it was challenging to provide support to teachers who needed help with mastery grading.  
To ensure that 100% of our teachers implement mastery grading and learning strategies, we will provide professional development. We will seek

support from the district and from our own staff (who are already implementing mastery grading) to help our teachers gain more knowledge about mastery grading and guide them on how to appropriately and effectively implement mastery grading. Teachers have expressed that they have difficulty implementing mastery grading using Schoology. Thus, we will also seek support on how to navigate Schoology while implementing mastery grading. We want to make sure all teachers implement mastery grading appropriately. To ensure that teachers new to mastery grading are supported, they will be paired with a teacher already implementing mastery grading.” (Senior High)

- Data Monitoring challenges due to student attendance and staffing shortages
  - “Although a 30-week after school credit recovery intervention program was implemented at our school, student attendance was not as consistent as desired...” (Senior High)
  - “Although the counselors held 2 meetings, one each semester the turnout of parents was low due to the meetings being held on zoom. Many parents preferred to have in person meetings for things of this nature, but due to strict district covid protocols the meetings had to be held over zoom. Although, these meetings were advertised to parents on social media, website, and blackboard connect many of them still did not show up to either meeting.” (Senior High)
  - “Due to the design of the Edgenuity program, we were not able to reach our goal. Students had chronic absences and the workload was quite large so many students opted for alternative credit recovery programs.” (Senior High)
  - “We need to develop a different progress monitoring method that the admin and teachers can monitor.” (Special Education)
  - “While a committee was formed and one career day was implemented, the goal of inserting more career exploration activities into our CPS curriculum and offering more career days as well as asynchronous offerings was not met. This was largely due to time constraints on the part of the team members staff is not using it correctly. In going forward, we will set meetings times for the year and break our goals into smaller steps to improve our ability to monitor progress.” (Senior High)
  - “School will not continue to fund Achieve 3000 instructional program because, staff is not using it correctly. Shortage of staff has made the use of achieve 3000 ineffective. We lost teacher and couldn’t fill vacancy; the classes were distributed as auxiliaries among teachers which didn’t offer any consistency. The teachers are burned out, schedules are full and no interest in adding anything new. Therefore, the was no real support work on building

foundational skills that students in the long-term English language art program needed.” (Senior High)

- Teacher mentors and block scheduling were mentioned as promising strategies to facilitate implementation.
  - Teacher mentors
    - “...We also have teacher mentors working with our newest staff to mentor them through our EGI agreements and help them find success in this first year...” (Senior High)
    - “All departments with the exception of Math and some Science teachers reported at least 75% use of WICOR [writing, inquiry, collaboration, and reading]/AVID strategies in their classes. WICOR is being used in Math classes, but more like 50% of the instructional time. There needs to be more training for math teachers in applying WICOR strategies to their content area.” (Senior High)
  - Block Scheduling
    - “School has established a year-long calendar with embedded dates for Renaissance STAR assessment twice a semester.”
    - “Some influencing factors in not achieving the intervention program's attendance-participation goal were the transitioning to the 4 X 4 instructional model at our school and the State implementation of the AB 104 for the second year. The 4 X 4 instructional model allowed for the immediate intervention during the instructional day, so students did not feel the need to attend the available after school intervention program. As for the implementation of AB 104, it allowed to earn credits without creating a negative impact on students' GPA's... The 4 X 4 instructional model will accommodate struggling students making up credits through the academic year.” (Senior High)

## English Language Arts

- Schools identified poor participation and accessibility of Professional Development (PD) as a primary barrier in reaching ELA Implementation Objectives. Schools indicated they would push for increased PD in the following year.
  - Many schools did not require teachers or substitutes to attend PD or they were not made readily available, which resulted in many teachers and substitutes not being sufficiently trained in new curriculum and instructional platforms they were expected to implement in their classrooms. Additionally, many schools had difficulty implementing PDs due to staffing shortages and lingering pandemic-related concerns.

- “The goal was not met because circumstances did not allow us to implement locally designated PDs until later in the Spring semester, therefore, we were unable to observe and fully document the implementation of strategies.” (Option)
    - “Staff Development/Professional Development were provided virtually, and due to the pandemic related concerns and daily/weekly updates, our PD calendar was heavily impacted.” (Elementary school)
- A lack of periodic progress monitoring was a major barrier in meeting implementation objectives, primarily in Elementary schools.
  - Many schools stated that staffing shortages and teacher/student absences related to the pandemic hindered their ability to monitor student progress consistently. The progress monitoring that was implemented was not consistent across grade levels, it tapered off throughout the school year, and was not done with fidelity.
    - “Although progress monitoring took place throughout the school year, the consistency for all students being progress monitored was lacking.” (Elementary)
    - “The data shows that progress monitoring did not take place in 1st or 2nd grade.” (Elementary)
    - “Our measurable implementation objective was not met due to inconsistent progress monitoring in all grade levels.” (Elementary)
    - “Although 100% of Kindergarten [1st and 2nd] teachers did use Amplify progress monitoring to identify student needs, it was not done with fidelity as prescribed.” (Elementary)
- Many schools made a case for increased teacher planning time and grade level curriculum collaboration time to be made available in addition to PDs to better meet implementation objectives in the future.
  - In addition to a push for PDs, teachers need scheduled time to collaborate, create improved lesson plans that incorporate new interventions, and review student data garnered through progress monitoring.
    - “Grade level team collaboration will be encouraged to target the needs of all students.” (Elementary)
    - “We plan to increase planning time for grade levels to refine practice and to research additional effective strategies.” (Elementary)
    - “Schools will ensure that grade levels collaborate to review student data through the cycle of improvement and design lessons to provide targeted intervention for at-risk students, and schedule extended learning opportunities.” (Elementary)
- Many schools suggested that a lack of oversight influenced the inability to meet implementation objectives, and made plans to increase administrative monitoring, classroom observations, data chats, and detailed calendars to improve accountability.

- Schools made plans to schedule classroom observations, progress monitoring deadlines, and data chats to provide actionable feedback to teachers.
  - “With the lack of an observation calendar and monitoring system, ILT accountability was limited and will be corrected.” (Middle School)
  - “Administration team will consistently visit classrooms at various times of day and consistently provide constructive feedback to teachers.” (Elementary)
  - “Administration and members of the leadership team will consistently monitor usage reports by individual teachers. Fidelity will also be monitored via classroom observation.” (Elementary)

## Mathematics

- Plan to schedule more protected teacher planning time, grade-level collaboration time, and time to analyze data to progress monitor and create better lesson plans that accurately reflect student needs.
  - “We will schedule protected time for teachers to engage in at least one session of deep dive inquiry discussions/analysis and collaborative lesson study planning time driven by multiple measures like CFA, Eureka Module Assessments, IXL Diagnostics, and Progress Monitoring, and SBA IABs. Non-tutor Teacher X Time will be used to provide the planning time to unpack the assessments and engage in conversations around the major and additional math standards students must master as well as look at what misconceptions students may have when working on each problem.” (Elementary)
  - “Teachers are meeting weekly or bi-weekly to develop progress monitoring checks/exit-tickets and conducting data analysis to determine next steps in instruction to ensure academic success for all students.” (Elementary)
- There is a push for teachers to facilitate small group instruction guided by progress monitoring, and they will be provided PD to specifically address small group instruction.
  - “Guiding teachers on how to prepare Tier 1 and Tier 2 instruction for small groups to provide explicit support that will facilitate improvement towards the goal.” (Elementary)
  - “The school intends to provide Math PDs, Data Analysis, and common planning time for teachers so 100% of K-5<sup>th</sup> grade teachers provide differentiated targeted small group instruction at least three times a week.” (Span)
- Many schools identified a lack of consistent professional development as a barrier and stated that there would be an increase in professional development in the following school year. Many schools proposed professional development to increase familiarity and competence implementing specific intervention methods and analyzing student data.

Additionally, many schools identified a need for professional development targeted at better supporting English Learners.

- PLAN

- “To support teachers in digging deeper in the analysis of all the claims in Math and due to the limited capacity in teacher’s ability to analyze SBAC/IAB/ICA data, teachers will participate in professional development outside the instructional day, during Grade Level Meetings, and on Banked Time Tuesdays (Grant has submitted a waiver to offer additional development to teachers on every Tuesday during the academic year) led by the instructional coach and principal in order to accelerate the proficiency of our students. The professional development will focus on data analysis in the Interim Assessment Blocks, and Summative Smarter Balanced. The professional development will also focus on these activities...” (Elementary)
- “The school will place emphasis on standards-based instruction rather than program-based (Eureka) instruction. Teachers will participate in CGI professional development and incorporate their learning into their teaching practices and plan next steps.” (Elementary)
- “Next steps include: planning and scheduling appropriate differentiated professional development to ensure that teachers are trained to utilize the Edulastic platform on a regular basis to supplement direct instruction and inform instructional decisions.” (Span)
- “We will focus PD on ELD strategies to develop academic language and maximize student engagement.” (Elementary)
- “The school will provide new strategies to support English Learners.” (Span)

- BARRIER

- “Our teachers need PD on how to meet the needs of the English Learners and the Standard English Learners in their classrooms. Our school did not reach out for help from District personnel asking for assistance in developing lessons and strategies that would help the students in our lowest performing groups.” (Elementary)
  - “While the majority of teachers have had training, we have not had any ‘refresher trainings’ during the pandemic.” (Option)
  - “Although Algebra 1 cohort teachers collaborated during both Department meetings and Collaboration schoolwide set PD dates, the meetings were not held weekly and not all teachers participated consistently.” (Senior High)
- Although not often described as a barrier, most schools discussed utilizing more consistent progress monitoring, increased oversight and accountability measures for progress monitoring, and utilizing specific programs to progress monitor students in the coming school year to better reach their implementation objectives. The lack of progress monitoring we’ve seen thus far may be attributed to chronic absenteeism.



- “Progress monitoring of student growth using the FIAB, IAB, IXL progress monitoring, and Eureka Math Module End of the Unit Assessments, will determine the standard of focus for each grade level.” (Elementary)
- “Additionally, monthly progress monitoring expectations have been communicated to teachers this school year. All teachers have been trained in the administration of all Renaissance measures as well as data analysis. Teachers will be responsible for completing a monthly monitoring log.” (Elementary)
- “This year we will strive to use Edulastic to progress monitor students every other month. This is hopefully a much more attainable goal and teachers will be able to use this data to drive their Tier 2 instruction and grouping. In order to make progress monitoring takes place, teachers will plan for it during grade level planning and select days and times they will test based on their pacing plan. Teachers will submit their dates to Instructional Support Staff and time will be allocated to teachers in order for them to analyze their data and plan next steps.” (Elementary)
- “*School* wants to figure out an effective way to collect data to effectively measure progress for monitoring purposes. Some suggested using Schoology to collect data. Others suggested bringing in copies of student work regularly to PD to measure progress.” (Span)
- Only about 12-14 schools transitioned their intervention or progress monitoring tools as previous ones were deemed ineffective or no longer consistent with curriculum.
  - “As students returned from Distance Learning, the use of Kami (intended to give student feedback) were no longer of best use as students could be provided feedback by math teachers and peers during group work.” (Senior High)
  - “Our teachers were also transitioning from MyMath to Illustrative Math curriculum. Therefore, as teachers are learning the program, their focus was on learning and teaching the new curriculum.” (Elementary)
  - “Teachers stated that the IXL platform was not aligned to our math curriculum. Teachers also stated that the platform was not student friendly and requested more opportunities for professional development.” (Elementary)
  - “Due to the fact that IM is structured and paced, the use of outside resources like ALEKS did not fit into the curricular design of the Math department.” (Senior High)
- Many elementary schools identified inconsistent intervention application as a major barrier in meeting implementation objectives.
  - “There has been inconsistent application of CGI strategies at *school*. Some teachers find it more useful than others. In addition, some teachers have confused CGI with our schoolwide core Eureka Math Program when in reality, CGI strategies can be utilized as an approach which encourages students to conceive innovative answers to solve word problems. *School* is in year 5 of CGI implementation and teacher buy in has been inconsistent.” (Elementary)

- “Teachers will implement more math discussions with students during math instruction. Teachers will try to be more consistent with routines and procedures for math instruction in order to reduce mathematical discourse.” (Elementary)
- “The school did not meet this goal since there was an inconsistency with the use of ST math. Teachers had different options to use math programs provided by the district.” (Elementary)
- “The use of the Number Talks strategy being implemented daily is inconsistent across the grade levels. Moving forward, teachers will be required to implement the Number Talks strategy on a daily basis for math instruction.” (Elementary)
- “While many teachers are using CGI practices, not 100% of the teachers are implementing them routinely. Teachers need more time to collaborate with common planning time so they can implement similar strategies across grade levels.” (Elementary)
- “Although teachers utilized the Exit Tickets strategy, it is not consistent. Teachers continue to have difficulty with the instructional pacing plan and are not given enough time for students to master the standards.” (Elementary)
- “All teachers will agree on a universal method of teaching for grade levels 1-5.” (Elementary)
- A plan identified by most schools to help them meet their implementation objectives in the future revolves around increased oversight and accountability, primarily through classroom observations and documentation.
  - “Implementation of these strategies will be measured by meeting agendas, lesson plans, data chats (using Sub Release Time), and classroom observations made by the Principal and Assistant Principal (Instructional Coach).” (Elementary)
  - “In order to address this, our administrators have collected all teachers’ daily schedules and have updated the forms they use for data collection during informal observations, so that they will be observing at the appropriate times and collecting the appropriate data.” (Elementary)
  - “Teachers will be responsible for completing a monthly monitoring log.” (Elementary)
  - “Adding routine walks by the leadership team and provide assistance and guidance as needed based on the visits.” (Elementary)
  - “Administrators and support staff will document classroom observations with more fidelity.” (Span)
  - “The school intends to regularly monitor the instructional strategies being used by teachers to ensure that Math Warm-ups are being implemented with fidelity.” (Elementary)
- Plan to increase parent engagement in the future school year.

- “Parents will engage in workshops that share effective parent support in math fluency and numeracy development for their child and knowing the specific grade level expectations in math.” (Elementary)
- “Our next steps are to continue to reach out to parents making phone calls and home visits to families to support students’ attendance in order to improve progress monitoring.” (Senior High)

## EL Programs

- Most elementary schools failed to meet their implementation objectives related to 1) regular monitoring of EL student progress and 2) EL teachers participating in EL professional development.
  - However, many schools partially met their PD participation objectives by teachers attending some EL professional development, especially district-provided PD.
  - Barriers to meeting objectives included pandemic-related disruptions, lack of trained staff, lack of subs to cover classrooms, limited time for teachers to attend PD, collaborate with other EL teachers, and monitor progress, and lack of consistent monitoring.
- Schools plan to have EL teachers engage in more PD and differentiated PD, provide more planning time, district-paid training, best practices, demos, and collaborative time for EL teachers, both during school days and after-school.
  - “Moving forward, we will plan for all teachers to engage in professional development that is based on student data such as: Understanding English Learner Student Data and Understanding the ELPAC Assessment. We will also engage our EL teachers in targeted professional development such as Supporting ELs with Summarizing an Academic Presentation. Planning time will also be included as part of the professional development to ensure the application of what is learned from the PD. Teachers will be invited to attend district-paid training on how to develop individual reclassification plans for each EL student. Based on these plans, teachers will meet with the TSP Advisor to deconstruct the lessons and structure of Benchmark Advance dELD and target those ELD Part 2 standards. Teachers of ELs will be paid Non-Tutor X Time to plan with the district Title III instructional coach or Assistant Principal outside their regular school hours highlighting best teaching strategies such as the use of graphic organizers, rigorous sentence starters/frames, explicit vocabulary instruction using dialogic conversations, and planning constructive conversation and varied groups using the district's discussion and participation protocols. Teachers will also be provided Teacher Release Time for observations of dELD and Integrated ELD.” (Elementary)
- Schools plan to use existing or hire new TSPs, Title III coaches, advisors, EL designees and other support staff to help teachers better integrate high-quality ELD in their classrooms

through data analysis, monitoring progress, developing individualized plans for reclassification, providing actionable feedback, and regular classroom observations.

- “Administrators, Title III Instructional Coach, and TSP Advisor will work alongside teachers of English learners to support the implementation of Comprehensive English Language Development instruction through planning, classroom observations, co-teaching, and progress monitoring.” (Elementary)
- “Further, EL Coordinator will meet bi-weekly with individual teachers to review targeted standards, DIBELS Progress Monitoring and providing resources to adjust for student academic growth. Building their overall English proficiency using this supplemental resource will support their overall English language proficiency and support their foundational literacy development. Also, The Primary Promise-Early Literacy Intervention coordinator will collaborate with teachers to assist EL students TK-3rd, in danger of not meeting grade level standards.” (Elementary)
- “EL Designee will meet regularly with the direct ELD teachers to analyze data from sources such as Renaissance STAR assessments, IAB's, Reading Growth Measurement (RGM), and grades to identify areas of need for students and design lessons and interventions that will increase scores in the areas of needs of EL students.” (Middle)
- Consistent monitoring of data on student progress, EL student profiles, and assessments, especially for Potentially Long Term English Learners (PLTEs) was cited as a key goal to identify high-need students by levels, skills and strategies needed and develop individualized plans based on reclassification goals.
  - The frequency of monitoring progress was discussed in school responses. One school noted that having EL teachers look at biweekly data was unrealistic and adjusted the objective to monthly review of data.
  - Other schools planned to have Progress Monitoring calendars as part of the weekly bulletin to encourage consistent monitoring.
  - “Moving forward, we will plan for teachers to engage in the improvement cycle of looking at their data and reclassification criteria chart to develop individualized plans for each EL student. Going through the data deep dive will allow teachers to identify specific skills and targets students need to reclassify. Teachers during this time will plan small group lesson activities for Academy or W.I.N time to help EL students reach their target DIBELS score for each submeasure. We will also provide targeted small-group instruction specifically on ELPAC practice.” (Elementary)
  - “Teachers will run reports in the following areas; Time Spent in the Program, Individual Activity Report, and Overall Progress Percentage for different levels for grade TK- 6 grade. Teachers will share the outcome of these reports with the leadership team in order to monitor EL progress and to assist those EL students in danger of not meeting grade level standards.” (Elementary)

- Elementary Schools regularly cited supporting teachers and EL support staff to implement small group support, intervention, lessons, and targeted small group instruction as EL instruction goals.
  - “We will schedule the 10 hours of small group intervention within the classroom each semester. The EL Coordinator and Principal will schedule classroom visits to monitor small group instruction at least once each semester.” (Elementary)
- Elementary Schools cited plans to focus on the needs of PLTELEs through individual data chats with students, parents, and teachers to communicate the importance of assessments, analyze data, review progress, and develop goals to meet reclassification criteria.
  - “We are developing a list of 50 students (mostly PLTELEs) that have either passed ELPAC or Dibels so that teachers can focus on those students in particular. Intervention will be offered to these 50 students. Intervention efforts will be more strategic. Creating groups based on levels will help target specific areas of needs. Planning mini lessons, practice test sessions, and targeted skills practice for each group will ensure that students are working on the areas they need to improve in.” (Elementary)
- Middle schools cited better progress in training and implementing EL learning tools. Middle and Span schools noted goals to increase outreach to parents and engage them in the process.
  - “School plans on hosting workshops at the school's parent center to increase awareness and information to all parents regarding the English Language Development program as well as the road to reclassification. Data chats with PLTELEs and LTELEs will be scheduled by the TSP Coordinator to meet with students and teachers quarterly to review Individual Reclassification Plans.” (Span)
- Option and Senior High schools noted low EL counts and cited staffing issues as barriers to meeting objectives.
- Senior High and Span schools noted that existing EL tool were not developmentally appropriate for high school EL students and teachers used different curriculum programs.
  - “According to the Read Theory Program logs and our Title III Coordinator observation logs, only Middle School ELA teachers were able to use the Read Theory Program with fidelity. High School teachers reported the program not being developmentally appropriate for High School aged students. High School ELA teachers reported that reviewing low lexile levels with their students was counterproductive in building buy-in into the program and motivation among students. Instead of using a single reading program across all secondary grade levels, the EL support team will instead opt to utilize different curriculum programs and strategies that support students’ individual academic and developmental needs across various age groups. For this reason, our administrative team and the ILT opted to move away from the Read Theory program and instead adopt school-wide

instructional practices that elicit more buy-in and flexibility from our teachers and our students.” (Span)

## Engagement

- Covid-related challenges were identified as the primary barriers schools faced in meeting their engagement implementation objectives. These covid-related challenges refer to district-wide restrictions that prohibited in-person events, such as parent workshops and meetings, and parents being allowed on campus, Covid-related staffing shortages and absences which limited parent outreach efforts, and disruption in campus community and feelings of connectedness. Many schools believe that the transition back to in-person events will increase parent engagement.
  - “The pandemic created a physical separation between families and schools that resulted in a break in connections, alliances, and a sense of community that had been established prior to the pandemic. It needs to be re-established in order for parents and families to feel welcomed again, regain trust and feel that they are an integral part of the school community.” (Elementary)
  - “Due to district COVID policies, parents were not allowed on campus. As they were not able to attend in person, the number of parents participating in Zoom activities decreased.” (Elementary)
  - “Due to the virtual nature of our workshops, we found that attendance was lacking and often times we had parents who had difficulty logging into workshops that were provided.” (Elementary)
  - “Although the campaigns continued via connected phone calls, the inability for parents to be on campus to rally them significantly impacted participation and completion rates. Staff members became ill with COVID, and this, too, limited completion rates.” (Senior High)
  - “Due to COVID surges, instructional support staff was being used to support in other areas. As things return to normal, instructional support staff will shift their focus to provide education resources to parents to the extent possible.” (Senior High)
- Related, in part, to Covid-related barriers, concerns around technology were often identified as a barrier in meeting engagement implementation objectives. Access to technology at home, inability to access school technology due to Covid restrictions, and inability to navigate technology resources were all listed as barriers. As a result, many schools plan to increase availability of technology at school for parents to use and host parent workshops that teach parents to better use necessary technology.
  - “Technology support will also be available to parents who lack technology or technology skills.” (Elementary)

- “The parents are also lacking technology at home. Parents were not comfortable using cell phones to zoom into meetings. Parents do not have laptops or desktops to use at home to zoom into meetings.” (Elementary)
- “Parents also might have been suffering a little digital communication burn out in the swift move from more traditional means of communication (phone calls, paper letters/notes, etc.) to almost all communication coming from digital means (emails, Schoology messages, Blackboard connect, etc.) which affected our ability to communicate the importance of completing the SES by parents.” (Middle School)
- “Many of our parents cited that they still have a fear of technology, and they would rely upon the student to provide them with the necessary information or call the school.” (Option)
- “A new strategy is to provide families with workshops on technology in order to build parent capacity.” (Span)
- “The school’s parent center has installed 3 computers for parents to register for the parent portal and to provide in person assistance with registration.” (Elementary)
- “The community representatives have scheduled the technology coordinator to provide parent trainings on using an iPad, Chromebook, and laptop. The technology coordinator and community representatives will show parents how to create an email and password. This will ease the process of registering for the parent portal. Tuesdays and Thursdays are designated as Parent Portal support days. Parents can call and or come into the parent center and receive assistance with registering.” (Elementary)
- In response to low attendance at parent workshops and meetings, many schools plan to focus on providing more one-on-one support to struggling parents. This would be accomplished through scheduling meetings or having drop-in hours at parent centers.
  - “Having parent portal training in person has proven to be much more successful. In addition, parents are able to receive training and assistance on a walk-in basis. Having parent portal training available on a walk-in basis has proven to be much more effective given parents are available at different hours of the day. (Senior High)
  - “Parents will be contacted individually and offered appointments to visit the school to enroll in the parent portal or for help adding students to parents’ existing accounts.” (Option)
  - “*School* is committed to have the parent center open on Mondays, Wednesdays, and Fridays from 7:30 – 11:00am. This news will be posted around the school, on the website, and communicated to parents via Connect Ed calls. The purpose of having the parent center opened 3 times a week is to have a welcoming and engaged environment for parents, in which they can come and talk to different school staff about their child’s education.” (Middle School)
  - “Support was given mostly on a one-to-one basis. This type of support allowed for Parent Portal Participation to increase from 43% to 90%. We will continue to offer

- workshops for parents interested in learning more about Parent Portal but will continue to work with families on a one-to-one basis as needed.” (Elementary)
- Schools identified various strategies they will employ to maximize parent engagement in the future, including distributing parent surveys to determine topics of interest for workshops, providing multiple formats for parent workshops and meetings, explore different meeting times to increase parent attendance, and offering incentives for participation.
    - “The school will send out a survey to parents to see what times work best for parents to attend workshops and meetings to accommodate their schedules. School will incorporate parent workshops before school starts in order to improve with parent participation.” (Elementary).
    - “School staff intends to make all parent workshops/committee meetings more accessible via hybrid format (in-person and Zoom) and by scheduling them multiple times a day/week (morning and after school).” (Elementary)
    - “Due to a lack of parent engagement via Zoom, the school intends to send out a needs assessment that will allow our Black parents and families to report the best times and modes for meeting. The school will provide virtual and in-person Black Parent Alliance meetings held at various times. Through the needs assessment, the school will also be informed as to the types of parent workshops our Black parents and families need.” (Elementary)
    - “Integrate some academic workshops with school wide events when we have greater parent attendance, as well as with Coffee with the Principal. Hosting parent workshops on a Saturday once a semester to increase parent attendance as well as offering incentives for attendance to parents and/or students.” (Elementary)
    - “The school will be even more mindful in planning parent events during times which are most accessible to parents such as evenings and weekends. The school will also continue to offer workshops in-person and via Zoom so that more parents are able to participate and benefit from the information shared.” (Elementary)
  - Finally, many schools plan to increase parent outreach efforts and advertisement of school events in the coming year through the school website, Blackboard Connect, Class Dojo, Remind APP, Connect Ed, phone calls, and emails.
    - “Caregivers are informed of school activities via automated calls, email, text message, Schoology, website, social media and school calendar sent out monthly.” (Elementary)

## 100% Attendance

- Most schools identified lingering effects of the Covid-19 pandemic as the primary cause for chronic absenteeism and overall poor attendance. Due to an abundance of Covid exposures and mandated quarantine periods, schools experienced increased and extended student



absences, wherein students would miss five to ten days of school at a time. Additionally, the additional stressors and demands the Covid-19 pandemic placed on school staff created an ability to monitor and address other challenges, such as attendance.

- “Many students were absent because of Covid and/or being a close contact. Some parents were afraid of sending their children back to school so soon after having contracted covid, so they kept their children home. This year students no longer stay home for being a close contact and most importantly, our positive cases are extremely low.” (Elementary)
- “Adult advocates ineffectively monitored English Learners’ chronic attendance and there was a lack of timely and appropriate intervention due to added demands/responsibilities of the Covid-19 pandemic (i.e., monitoring positive COVID-19 cases, monitoring allowed and disallowed daily student lists, etc).” (Elementary)
- Many schools identified additional hardships in the home and community that, in addition to Covid-19, negatively impacted student attendance. As such, many schools plan to increase social emotional learning curriculum into the school day and offer additional services to support struggling families such as mental health counseling, case management, necessary family resources, home visits, and assistance through PSA counselors.
  - “School decided to have the PSW focus on the highest risk students at that time by connecting with students and families one on one to assist with chronic attendance, mental health, and counseling. The first semester our Homeless/Foster Counselor provided parenting classes with the focus on: Helping children with a strong sense of safety, how to support learning at home, how to promote well-being and restoration, how to build more confidence in children. School will continue to work with our Psychiatric Social Worker to create activities that promote attendance, social emotional well-being, and a sense of unity.” (Elementary)
  - “To move the needle in the positive direction, we feel like we need to approach the problem on a student-by-student basis. Each student is different and with his own unique challenges. If the school support staff address these challenges, we expect to see improved attendance.” (Option)
  - “We allocated more funds to a PSW in order to assist with the SEL needs of our students. Our students have chronic truancy for many issues rooted from the home and the community. Despite our efforts to reach out to families, we were often not successful.” (Option)
- Staffing shortages prevented systematic data collection, attendance monitoring, and parent outreach, which heavily influenced chronic attendance rates. Schools plan to increase their efforts to collect data and monitor trends in student attendance, in addition to hiring designated staff (PSA counselors) to focus their attentions on increasing student attendance.
  - “Teachers spent much of their conference periods covering classes for vacant positions. This unfortunately overshadowed staff members being diligent with

- meeting with students regarding their chronic absenteeism and culmination requirements.” (Middle School)
- “The school will have the PSA counselor monitoring attendance on a weekly basis, call home, and meeting with parents. The leadership team will monitor and review the percentage of Regular Attenders, At-Risk, and Chronic Absent students each month as a collaborative team. Data will help the team determine communication needs to students and parents as measured by Focus Reporting Dashboard reports.” (Elementary)
  - Schools identified a lack of coordination among staff members, such as teachers and PSA counselors, and families as a barrier in outreach efforts and monitoring students with chronic absenteeism. Many schools have initiated a plan to increase coordination through the creation of specialized attendance teams.
    - “All teachers received professional development on the value of attendance and how best to convey those expectations to their students. However, there was not a consistent monthly engagement on the part of the teachers with the attendance data for chronically absent African American students and the creation with parents of an attendance plan. Much of this was done by the PSA counselor and then discussed with the teacher as needed. There are some opportunities to formalize with teachers this regular review of attendance, particularly for our African America students, and participation in an attendance planning with the PSA counselor. Coordination of this process could be led by the PSA counselor with support from administration.” (Elementary)
  - Nearly all schools plan to increase parent outreach efforts about student attendance and hold more frequent parent workshops addressing the importance of attendance, in addition to providing resources to support social emotional development and well-being at home to promote increased student attendance.
    - “Moving forward we will continue providing support to identify at-risk students and their families to ensure students’ access to the core curriculum through daily in-seat attendance; provide attendance incentives, make home phone calls, access resources to support improvement with attendance issues, and conduct parent workshops on topics related to the importance of attendance.” (Elementary)
    - “*School* teachers will involve parents to a greater degree to build parent capacity in an attempt to inform parents on positive ways to support restorative justice practices and social emotional learning at home. These lessons will become part of the school-home connection materials.” (Elementary)
  - Finally, schools often pointed to the use of incentives to increase student attendance in the following year. These incentives include attendance assemblies to celebrate and recognize students with good attendance, class parties, certificates, prizes, and raffles.
    - “We have started some school-wide incentives to promote attendance. *School* is implementing a Bright Bucks program where students receive a buck for coming to

school every day and on time. Students can purchase items from the Bright store on every 25th day of school. We make attendance a regular topic for Coffee with the Principal and have attendance bulletin boards that highlight students who have perfect attendance each month. Teachers have been encouraged to use high-interest activities (Kahoot, learning games, etc.) during Breakfast in the Classroom to encourage students to arrive on time.” (Elementary)

## Improvement Objectives

### 100% Graduation

- Problems faced by respondents include chronic absenteeism by students, poor parent attendance at events, COVID-related difficulties, and staffing shortages.
  - COVID-related and other
    - “...Our enrollment went down due to the initial vaccine requirement.” (Senior High)
    - “Many of these students in the class of 2024 were online for their freshmen year of high school. Many encountered hardships at home, as well as internet connectivity issues among other things. Many of these students also had a hard time acclimating to the HS environment once they got here as they had never been on the campus before due to the schools being shut down.” (Senior High)
    - “Many students lacked foundational skills. As a result, many experienced difficulties passing core classes such as Algebra 2...” (Senior High)
    - “The students were enrolled in Edgenuity but due to the data breach have yet to come in person to reset their passwords, despite multiple efforts from counseling staff to communicate with said students. The school intends to use the SSPT to identify seniors in Tier 1 and develop a graduation plan individualized for each student and include parents in the plan.” (Senior High)
  - Chronic Absenteeism and Non-responsiveness
    - “Our students still have attendance issues/concerns that keep them from attending school that directly affect their progress towards graduation. 20% of our students are teen moms, 20% of our students have severe anxiety that keeps them from attending school at times. Often times our parents are non-responsive. We have also begun and will continue to conduct more home visits when we are unable to reach a parent.” (Option)
    - “...Our students are not attending regularly, therefore are not receiving instruction in foundational skills...” (Option)
  - Staffing

- “English department had shortage of teachers, classes had to be aux out, there was little effort on providing students with pre and post assessment to determine reading level to be able to evaluate reading growth for the Long-Term English learners. Therefore, we will not continue to fund this instructional program. Instead, teachers from the school have team across subjects to look at lesson plans that can be modified to support long term English learners who are struggling with grasping concepts and therefore falling behind.” (Senior High)
    - “Counseling staff will insist in having students check out to an alternative high school and it is evident that students are not on track to graduate and are to far behind to take advantage of the multiple credit recovery opportunities.” (Senior High)
- Responses highlight approaches and programs contemplated by schools to support student credit recovery and access to curriculum (Edgenuity, ACE, Kagan, Imagine Learning, Spring Plus, Summer Plus, Winter Plus, Kahn Academy, Achieve 3000, Gear Up, PIQE).
  - “...We expanded our Edgenuity program to include 3 full classes to assist students to get back on track, and also some students are being given access to Edgenuity at their own pace outside of their regular academic schedule in order to improve their grades. Also, we are implementing a new program called ACE (Academic Course Extension) in which students who have earned a final semester grade in the Spring of 2021-2022 below a “C” will be provided with academic course extension opportunities to complete assignments to demonstrate proficiency...”(Senior High)
  - “The use of Kagan strategies in all our classrooms will provide students with opportunities to have more access to the curriculum and increase academic success, hence positively impacting the graduation rate for our Students with Disabilities.” (Senior High)
  - “We have intervention classes offered during the school day, after school tutoring, a new program called Imagine Learning for remediation, and targeted Tier 2 and 3 intervention tutoring after school.” (Option)
- Counseling, equitable grading, progress monitoring (Whole Child), professional development, block scheduling, and parental and college awareness were referenced as the preferred strategies to work with students and families to improve graduation outcomes.
  - Counseling
    - “The school purchased a PSA counselor to address attendance issues that were affecting academic success. The PSA has had parent meetings, student meetings, and home visits in order to provide resources and support to students and their families. The PSA also consults with teachers, counselors and administrators regarding efforts to help students stay in school and progress toward graduation. The school also has an A-G counselor who works closely with the senior academic counselor to provide intervention for

tier 2 and 3 students. We also funded an Intervention/Prevention Support Coordinator to reduce the amount of students who are off-track from the A-G requirements.” (Span)

- “Our PSA, A-G Diploma Project counselors, academic counselors, and other social emotional support staff will collaborate with the special education team to ensure that the student is receiving all necessary supports and interventions. Additionally, our counseling team will continue to work collaboratively with all on-site service providers to ensure that students are taking the appropriate courses and are meeting A-G graduation benchmarks. Counselors will continue to conduct IGP meetings a minimum of twice a year to ensure that students and guardians are informed of progress being made towards graduation. We anticipate that having access to resources, interventions, and supports at the school site will result in our graduation rate for Students with Disabilities to continually increase.” (Senior High)
- Equitable grading
  - “...Moreover, our entire teaching staff are certified in Equitable Grading and Instruction. This professional development opportunity allows our teachers to reflect on our current grading practices and encourages our students to demonstrate mastery of the standards in a strategic manner...” (Senior High)
  - “By the 15th-week progress report in the Spring of 2022, after looking at the decline in the number of students passing their classes with a "C" or better, and based on previous departments conversations about grades, our faculty deemed it necessary to adopt a uniform grading scale school-wide to be more consistent and equitable with our grading practices. This grading scale went into effect in the current 2022-2023 school year.” (Senior High)
- Progress Monitoring
  - “To implement plans to increase progress monitoring of all students by scheduling time to administer and review assessment data and academic performance at the conclusion of each grading period. Academic departments will also plan more time to discuss student progress during department meetings in order to keep this goal at the forefront of all our efforts.” (Senior High)
  - “School will have to develop a more effective progress monitoring plan for all students. The school will have to make a more strategic plan to effectively use of supplemental instructional materials to promote mastery and proficiency. School will have to further focus its intervention plan to address all learning gaps for the general student population as well as other targeted student populations.” (Senior High)
  - “5-week progress reports need to be monitored closely and mandatory interventions need to be implemented early. Many students are missing the

foundational skills to be successful in Math and Science, so more of our focus needs to be on skill building sessions outside of the regular school day.”

(Senior High)

- Professional Development
  - “We must continue to develop and design quality data-driven professional development-which will include Summative ELPAC and RI data as part of iELD-with support of our EL Designee and Title 3 Instructional Coach. Through these PD sessions, teachers will focus on best practices to provide differentiation and research-based intervention strategies. In addition, we will use data from Interim Assessments as formative and summative assessments to inform re-teaching and to drive instruction. In addition, our entire staff needs constant training of the development of language objectives for integrated ELD courses and provided training that leads to the understanding of student mastery of Common Core State Standards and learning objectives.” (Senior High)
- Block Scheduling
  - “In order to continue to meet our student’s academic needs with being on track to graduate our bell schedule has been changed to a four period day, allowing our students the ability to focus on fewer classes at once and more opportunities for credit recovery.” (Senior High)
  - “Two other major changes brought about to help with improving our measurable improvement objective are the schedule change to allow for students to take 7 courses instead of six, the extra collaboration time for our staff on Thursdays and the addition of three instructional coaches in ELA, Math, and Science to help lead the data analysis discussions.” (Senior High)
  - “Furthermore, the 4 x 4 schedule will allow our Students with Disabilities to receive interventions during the regular school day and allow them to re-take courses they have previously not passed...” (Senior High)
- Parent engagement and college awareness
  - “Additionally, *school* has brought back Science Night which has required more department meetings within the science and will also help to increase parent and community engagement. *School* has a parent representative on ESBM, a new Math Coach, Morning and Afternoon Tutoring, 10-15 week grade analysis as part of PD, and Math conference attendance available for teachers. Also, *school* has opened a new parent center on campus and hired a parent community representative to engage the parent community with workshops and other school community-based events.” (Senior High)
  - “We plan on increasing parent engagement specifically in parent attendance to our monthly A-G Parent Workshops so that our parents are well informed about A-G course requirements and the availability of Credit Recovery

Sessions. We hope to increase parent engagement by implementing night and Saturday workshops, which would increase the number of available meetings to our working parents.” (Option)

- “School sends messages home, via progress reports/report cards, email, phone calls for students not on A-G track. Many parent engagements were held by school, coffee with the principal, back to school night, open house, parent conferences, college workshops, and A-G workshops, but were poorly attended. Providing mandated student contracts for students to attend various A-G recovery opportunities (Edgenuity, Credit Recovery and ACE) can increase schoolwide expectations for student success and support to students and families while continuing the aforementioned reach out by school.” (Senior High)

## English Language Arts

- Teaching-learning, assessment, and school/state reporting practices continue to be impacted by COVID-related ruptures.
  - “One important factor that contributed to this was the lack of foundational skills. Other factors were that teachers and students were coming out of 2-year covid-19 pandemic, in which learning was done primarily online. Even though the school year began with in-person instruction, families had the option to register their child in an online program, thus impacting the consistency and continuity of instruction. Many staff members contracted Covid-19, thus being forced to quarantine for at least a week, and as a result, needing a substitute, at times different ones during that week. This constant inconsistency of regular teacher attendance impacted negatively the implementation of PDs, grade level and department planning time, student progress monitoring, and curriculum implementation. Many students contracted Covid-19 as well, thus being forced to quarantine for at least one week. This negatively impacted these students’ continuity of learning and intervention attendance. Insufficient parent involvement was another factor. Many parents were afraid to come to in-person school meetings, thus affecting an effective parent involvement program.” (Middle)
- Schools faced high levels of student chronic absenteeism and intermittent staffing shortages (as we see in the 70% not met 100% attendance goals)
  - “The greatest challenge was attendance, which we believe had a lot to do with this drop. This year we are implementing a couple more incentives for attendance in hopes that attendance improves. Attendance has a huge impact on student's learning. If they are not here we cannot make sure they are receiving the best Tier 1 instruction possible not attending their Tier 3 interventions.” (Elementary)

- “There has been a lack of consistent teacher assistants to provide a variety of opportunities for small group skill reinforcement. We have had four positions vacant for months due to limited interest and/or lengthy processing issues. With this reality, the teacher assistants available on campus are shared between grade levels, which decreases the quantity and even quality of classroom support for teachers and the neediest learners. We will continue to try to grow our faculty to provide students with as much academic support as possible.” (Elementary)
- “Also, during the 2021-22 school year, we were lacking instructional support because it was difficult to find and retain instructional assistants. Therefore, we had classes without an instructional aide supporting small group instruction and this had a direct impact on students’ progress. We intend to post our job openings for instructional assistants on the LAUSD web page, our school web page, and Schoology. By spreading the word, we hope to get more candidates interested in making a positive difference at our school.” (Elementary)
- Schools relied on DIBELS, MySiS and CERS data to gauge their students’ progress given that the CA Dashboard was not available.
- Instructional gaps (and learning loss) compounded the already difficult learning circumstances facing some students—who have been particularly impacted, e.g., those experiencing connectivity problems, participating in special education programs, and children first exposed to literacy during the past two years who are now lacking foundational reading skills.
  - “There is a need to engage in weekly progress monitoring of foundational reading skills. In addition, this year teachers will engage in weekly grade level collaboration to ensure that they have regular opportunities to review their data and collaborate to develop action plans to meet to their students' foundational reading skills needs.” (Elementary)
  - “Through a review of our most recent progress monitoring data and root cause analysis, we have determined that our teachers need to address early literacy standards impacting our at risk students and incorporate teaching techniques and strategies to meet the needs of our at risk students struggling in foundational reading skills. One significant factor is that teachers have reported that they need more time to develop engaging literacy lessons as well as materials to accommodate the needs of struggling students. To support developing best practices in teaching reading and to address early literacy standards, teachers will be provided with time to analyze data, develop tiered instructional standards based lessons, and collaborate to create engaging lessons.” (Elementary)
- Schools have a clear understanding of why some students cannot meet their objectives and what specific actions they will take to improve their results, for example:
  - Need to invest in Class Size Reduction teachers and Primary Promise Intervention and Prevention Support teachers and Intervention Aides.



- They intend to dedicate more time to collaboration and planning for teachers and ILTs to offer systematic, differentiated, explicit, small group instruction.
- They want to expand learning opportunities through extended hours, tutoring, and Saturday schooling.
- Schools with younger learners emphasized the need for professional development by local districts and vendors focusing on Close Reading and Science of Reading strategies. Whereas secondary schools suggest that the block schedule allows for reading/writing to have more depth/focus.
- “Our teachers did meet as a grade level to plan instruction, however the grade level meetings dedicated to data analysis were often postponed due to professional development that was mandated. We intend to have our Instructional Leadership Team meet early in the school year to plan out the school professional development calendar. This would ensure that teachers have an opportunity to analyze data in a timely manner to be able to plan instruction to meet students’ needs.” (Elementary)
- “Not every teacher uses the same platform. The primary programs that are used at Calvert include Zearn, Amplify, Reading Horizons, and IXL. The inconsistent use of evidence-based computer programs that differentiate students' needs has decreased the cohesiveness and effectiveness of our school-wide program. Although all these platforms are available to teachers and students, we hope to use.” (Elementary)
- “As also discussed earlier, one difference is that this year we have a designated Inclusion Coach on campus and so the Instructional Coach and the Inclusion Coach will be working to align their work around supporting data-driven instruction as it relates to student performance on Interim Assessments and our SBAC results. Teachers who support students with disabilities do participate in department-specific PD but we need to make sure they are part of those data conversations. Co-teachers and ELA teachers do have designated time to meet, but we have to make sure time is allotted for DDI (in addition to all the other asks of those teams).” (Senior High)

## Mathematics

- Chronic absenteeism of students and teachers, COVID protocol/quarantine requirements, learning loss affecting foundational skills, and re-socialization of students facing emotional issues were barriers to accomplishing objectives.
  - “We didn't meet this objective; however, we believe the instructional program is effective. The gaps in the students' proficiencies are largely due to COVID isolation and quarantine.” (Middle)
  - “Due to the pandemic, parents feared physically coming to campus. Student foundational skills did not increase due to a greater need for social-emotional

- support and adjustments required for students to develop the mindset to complete Math assessments." (Middle)
- "Our school lost three mathematics teachers. Due to a shortage of substitute teachers, we were only able to fill one of those three positions with a long-term substitute, who had no formal mathematics background. The other two teachers' classes were distributed amongst our other mathematics teachers, giving us several teachers with auxiliaries. Teachers further reported that they needed to focus their efforts on learning loss due to the COVID 19 pandemic and catching students up with basic skills. In addition to these obstacles, we continued to experience other issues due to the ongoing COVID-19 pandemic that kept our math students... from meeting our goal." (Middle)
  - Strategies for schools moving forward:
    - Conversations with teachers and administration regarding analysis of past data and revealed data trends (data chats, data digs, data talks).
    - Collaboration within grade levels (backwards planning, co-planning, co-teaching, implementing model lesson and data evaluation).
      - "After the teachers have examined student scores and discussed ways to improve instructional practices, they will collaborate, plan, and implement Math Workshop Model lessons to meet the needs of their students. Grade-level collaboration will be done on a weekly basis to maintain consistent instructional practices and lessons." (Elementary)
    - Usage of programs for instruction and assessment such as Cognitively Guided Instruction, Eureka Math, Illustrative Math, NextGen Math, Edulastic and the Common Formative Assessments.
      - "We will continue to use on-line supplemental materials to support students understanding and practice the concepts they are learning. We will continue to use manipulatives, model, pictures/graphics, vocabulary strategies and sentence frames. We will continue to provide district approved after school programs (Kangaroo Math/Accelerated Math) to encourage enjoyment and growth of math to help advance our students in mathematical thinking and concepts. We will continue to have teachers use data chats with students to hold them accountable for their learning." (Elementary)
    - Push-in, pull-out, afterschool and Saturday interventions reteaching foundational math skills.
    - Supporting small group instruction through hiring of personnel or placement of teaching assistants and progress monitoring of below grade level students.
      - "Strategically select students to provide in-house supports and interventions may it be through small group instruction during the school day and/or by providing After School and Saturday Interventions." (Elementary)

- Development of skills to tackle word problems, namely the academic and mathematic vocabularies.
- Supporting meaningful mathematics experiences through hands on approaches, use of manipulatives and challenging real world problems.
  - “Moving forward, teachers will use coherent and focused mathematics curriculum that reflects the logical and sequential nature of math. Students will move from mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem solving. Students will be intellectually engaged in learning, reasoning, predicting, evaluation, concluding, and solving problems. Teachers will use multiple measures for data analysis to determine areas of mathematical competencies in need of emphasis for identified students in order to determine the best avenues for effecting progress.” (Elementary)
- “Specifically, we will administer the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) Renaissance Star Math assessment to measure progress toward meeting grade level standards. In addition, we will administer the same IAB in the Fall semester and Spring semester to measure growth. The IAB data will indicate our likely distance from 3 on the SBAC so that instruction can be adjusted accordingly. In addition, we are a LearnZillion/Illustrative Math pilot school. This high quality curriculum includes built-in supports, such as the SCALE (Stanford Center for Assessment, Learning, and Equity) mathematical language routines designed specifically for English Learners. This curriculum also includes hands-on, visual, and conceptual components to build foundational understanding. We are able to provide more accessible intervention opportunities, such as Math Tutorial Lab as a course during the school day and in person as well as Zoom options for tutoring.” (Middle)
- “Administration and instructional support staff will identify and implement professional development centered around building foundational skills and numeracy in mathematics. In addition, our students, particularly our EL subgroup, will receive targeted instruction in the language of mathematics. Students will benefit from more exposure and practice to both the academic and mathematics-specific vocabulary needed to interpret a math question or task, select the appropriate operations, and communicate an appropriate response.” (Senior High)

## EL Programs

- Most schools failed to meet their improvement objectives of reclassification due to pandemic-related instructional disruptions, staffing shortages (including EL-specific support staff like Title III coaches, advisors and aides and general district-level administrative support), learning loss, and high levels of chronic student absenteeism.

- Schools noted that the lack of face-to-face and in-person interaction significantly hampered EL students' ability to build proficiency in written comprehension and oral conversational skills. As a result, students across all bands scored low on the ELPAC and were not able to be reclassified.
- Some elementary schools noted that they had an increase in their EL newcomer population, which meant additional instructional capacity to support their needs.
- Schools plan to have EL teachers engage in more focused PD and provide more grade-level planning time both during school days and after-school.
  - "The school intends to allocate time and resources for teachers to meet in their grade levels with the Principal, Assistant Principal, and other support staff to receive professional developments on a quarterly basis to that supports teachers in integrating effective ELD practices and standard lessons. Teachers in 1st-5th grade will be provided weekly grade level common planning period. Grade level planning time will be used to develop lessons to support ELD students and will support targeted in-class first instruction." (Elementary)
  - "This year the teachers will meet on a more consistent basis to plan for the Designated ELD courses. Teachers will meet 1-2 times weekly to develop lesson plans, analyze data and student work samples. Teachers will also gather data throughout the year to measure student progress towards learning target including data related to the new RGM and ELPAC assessments. Based on the data that they gather, teachers will develop plans for reteaching and identify students that need specific supports. Teachers will work with EL Coordinator to establish intervention plans for students, including after-school tutoring, etc." (Middle)
- Schools plan to use existing or hire new TSPs, Title III coaches, advisors, bilingual aides, teaching assistants and other support staff to help teachers better integrate high-quality ELD in their classrooms through data analysis, monitoring progress, individualized plans for reclassification, and regular classroom observations.
  - Consistent monitoring of data on student progress, EL student profiles, and assessments, especially for Potentially Long Term English Learners (PLTEs) was cited as a key goal to identify high-need students by levels, skills and strategics needed and develop individualized plans based on reclassification goals.
    - "We need to implement effective progress monitoring and intervention to support our students with the foundational skills they need to fortify their literacy levels. With the support of student personalized learning plans we will support students in creating personal goals based on their individual goals." (Elementary)
    - "To ensure that our ELD students continue to grow, John Burroughs Middle School's instructional support staff/coaches will continue to provide teachers professional development opportunities and topics that provide instructional strategies, such as the effective use of conversation charts, explicit vocabulary

instruction, etc. in designated and integrated ELD classrooms. Also, we will continue to analyze data from Reading Inventory assessments, Renaissance STAR ELA tests, and Interim assessments to inform instruction as well as identify areas of intervention needs for our ELD population. Teachers and EL Designee will continue to engage students in data analysis using the students ELPAC scores, RI scores and grades at least 3 times a school year to determine if students are on track towards meeting reclassification criteria as set by the district.” (Middle School)

- Schools focused on the need to build foundational literacy skills by having EL students do practice ELPAC exams, oral presentations, student-to-student conversations, and small group work. Many schools plan to use before-school, after-school, Saturday, and monthly intervention sessions as a way to provide additional, focused instruction to support PLTEs in meeting reclassification goals.
  - “Teachers will also use visuals, create small group where students can practice language with their peers in a more personal, lower-risk setting, allow students some use of their first language in second-language classrooms, use sentence frames to give students practice with academic language, and previewing materials to increase their odds of understanding. English Learner teachers will cultivate relationships and be culturally responsive and teach language skills across the curriculum, After-School/Saturday School interventions will be offered to support foundational skills, small group tutoring during the day with the III Coach, incorporate student's native languages and the use of technology with programs such as Rosetta Stone.” (Elementary)
- Schools cited plans to use individual data chats and parent workshops to build awareness and engagement with parents and students to communicate the importance of assessments, analyze data, review progress, and develop goals to meet reclassification criteria, build investment in each student’s academic future, and close the achievement gap.
  - “We believe that continuous parent and student awareness and understanding of reclassification criteria through data chats, focused instruction based on the ELD standards, progress monitoring via data chats, DIBELS progress monitoring every two weeks for students who are intensive, faithful implementation of Start Smart 1.0-2.0/Benchmark ELD w/ a focus on ELD standards, and a dedicated EL after school Intervention are strategies that we will continue to focus on, in order to meet futures goals.” (Elementary)
  - “The school has also funded a dedicated EL parent representative and a dedicated EL counselor to support EL students and their families in all areas to promote success. Last year, many parents took advantage of school and district efforts to improve computer literacy and access to technology/internet; this year, school staff is working hard to expand the range and breadth of communication via electronic means. In addition, the school PSA and PSW are working to reduce the effects of

- chronic absences and mental health issues that inevitably impact ELPAC (and all reclassification criteria) results.” (Senior High)
- “The TSP coordinator will individually meet with all students in profile GE at the beginning of spring semester. During this meeting, the TSP coordinator will invite the students as well as parents/guardians to discuss current student progress and specific strategies that might be utilized to assist the student in reclassifying. Additionally, the student will be provided a list of specific tutoring opportunities that are designed to address the greatest area of need the student has, listening, writing, reading, or speaking.” (Senior High)

## Engagement

- Many schools identified Covid-related challenges as barriers in meeting engagement improvement objectives. These challenges include school and parent center closures, poor attendance due to Covid sicknesses, and the inability to hold in-person meetings, workshops, and school events.
  - “Now that the majority of students are attending school in-person we also see an increase in parent engagement. We hope to provide more access to parents to be able to fill out the School Experience Survey online and in person at school. Unfortunately, the COVID-19 Pandemic caused limitations to parental engagement. Ensuring our students and parents feel safe while on campus and ensuring that our families have access to technology will ensure we make our current goals.” (Middle School)
- Technology was identified as a barrier and was also identified in future plans to increase parent and community engagement. Parents being uncomfortable using technology, not understanding how to navigate various technological applications, or not having access to devices was a common barriers identified by schools. To combat these barriers in the following year, schools are providing parent workshops and training on technology, providing one-on-one assistance for struggling parents, and offering parents access to computers and other devices on campus and at home.
  - “School will continue to provide technology support on how to navigate devices and Schoology to all families through walk-ins, phone calls, parent workshops and the school website. Bilingual staff will be available to answer technology questions by connecting with our Tech support team and providing translations.” (Middle School)
  - “The school will increase technology access and assistance to parents and plans to have a second Chromebook device equipped with built-in internet are already in place this school year. With the second device that has built-in internet, the parents will have easier access to the SES at home.” (Senior High)
- Schools plan to increase parent outreach efforts to increase parent awareness of available resources, services, and school events.

- Schools identified similar strategies to increase parent engagement, such as offering hybrid (Zoom and in-person) meetings and workshops, various meeting times, increased in-person opportunities, office hours available for individual support, offering incentives for participation, and emphasizing opportunities for increased parent input on school decisions.
  - “We will increase our teacher contacts with parents beyond the mandated parent conferences and invite parents to SSPTs and SARTs to include them in the decision-making process for intervention plans. We will also highlight their role in addressing needs and continue to encourage their participation in advisory councils. We will also have our parent ambassadors and council members request parent input for major budget and school wide activity decisions to have parents feel their voice is heard.” (Elementary)
- Many schools identified the importance of an increased focus on social emotional learning, bullying, and kindness campaigns to promote positive school environments and their families to increase engagement. Many schools are implementing curriculums focused on restorative justice and social emotional learning and are encouraging parents to promote social emotional wellness at home as well.
  - “Provide more SEL instruction in the advisory lessons in order to build students’ capacity for kindness. Use more explicit lessons on what kindness looks like. Provide more schoolwide positive behavior support activities to encourage students to be kind.” (Span)
  - “The results of the 2021-2022 School Experience Survey show that only 18% of students responded that kids at this school are kind to each other. These results suggest that we need to renew our efforts to educate our students on the importance of maintaining a safe campus that is free from bullying. We plan to strengthen our kindness campaign to include weekly advisory lessons that emphasize the need to be kind to others all day every day.” (Middle School)

## 100% Attendance

- COVID policies requiring 10 days of quarantine if experiencing or in close contact with someone experiencing symptoms dramatically increased absenteeism as did weekly COVID testing requirements and a COVID surge in the winter.
  - “Going forward, the school is using the office support staff to communicate with families on the importance of being at school unless having severe illness symptoms. Also, we are promoting for students and staff to mask up when having minor symptoms rather than staying at home.” (Elementary)
- Increases in absences increased scope of work, overwhelming itinerant employees.
  - “We did not have the personnel necessary to help monitor and support student attendance. Most of our support staff was covering classes for unfilled positions due to teacher shortages and substitute shortages.” (Elementary)

- “There weren’t any consequences or accountability for the last two years, causing families to forget the importance of attendance and how it impacts a child’s education.” (Elementary)
- Strategies for schools moving forward:
  - Acquire PSA counselor, additional hours of PSA support and/or make the position full-time and perform job duties, including: data analysis of students in attendance bands, telephone/letter outreach to students and families, home visits, parent conferences, recognition event planning, and attendance meetings that link families to resource support. Through PSA and/or other staff including teachers and the principal, increase outreach and engagement through daily personalized calls, in-person check-ins, emails, websites, bulletins, and promotional materials.
    - “Our next steps will include continuing to have a PSA who follows up with chronically absent students and families to provide support and resources with attendance. We will send out warning notices for attendance along with grades at the 6-week grading mark and during parent conferences to discuss attendance. The PSA has sent letters on attendance (Improvement Letters) with the number of absences last year and this year and will work with families to help improve the attendance. The attendance expectations were posted on our school website, parent bulletin and teacher/staff bulletin. We will continue to have monthly awards assemblies to recognize students with 96.5% or high attendance and recognize the class with the highest attendance rate at each grade level to be rewarded with the attendance trophy for that month. We will continue to use brag tags and incentives to improve our attendance.” (Elementary)
    - “This year we have hired a PSA Attendance Counselor. She is responsible for calling all chronically absent students’ families to determine what barriers are responsible for their child not being at school. The counselor connects families to resources to alleviate those barriers. If the counselor is unable to reach families by phone or email, she makes home visits to contact parents directly. The principal makes home visits for severe cases.” (Elementary)
    - “The PSA Counselor will meet with chronically absent students, call home, and offer services to families in need of support. The PSA Counselor will present the importance of school attendance at IGP meetings by grade level and to parents. The school will hold a weekly attendance draw for students with no absences over the course of a week and reward those students with prizes. Positive behavior and intervention support will be provided to decrease chronic absenteeism.” (Middle)
  - Through PSA and/or other staff, increase general and strategic incentives for attendance at the individual and class level, including banners, trophies, certificates of accomplishment, parties, raffles, field trips.



- “Although we already had many incentives in place, we have implemented additional attendance incentives in efforts to improve attendance. Some additional attendance are monthly events like dance mania, game day, luau out, Haunted House, pajama sleepover, and ice cream social. The PSA is also hosting parent workshops for parents whose students are on the brink of ‘jumping the band.’ The purpose of these workshops is to help parents understand the importance of attendance and to motivate them to bring their child to school everyday because they are very close moving up a band.” (Elementary)
  - “PSA will also conduct presentations on the importance of attendance during Coffee with the Principal and ELAC meetings. Moreover, the school will continue to give ‘rainbow bucks’ to students who are present in school. The administrator calls names every Friday for students to receive an amazing prize. Awards for best in attendance and a variety of rewards for the class or classes who top the attendance chart are additional incentives for having perfect attendance.” (Elementary)
  - “To address this, we are restarting a lot of events at the school site that students enjoy and expect of a regular school year. Dances, night events, school spirit events have all started again and should help students once again feel like they are a part of the school culture.” (Middle)
  - “The school intends to raise more awareness of attendance with students, staff, and families by means of presentations, social media posts, fun activities, and bulletin boards. Additionally, hiring a full time PSA coordinator will oversee the planning, monitoring and implementation of the awareness campaigns to promote higher attendance rates.” (Senior High)
- Address social emotional learning needs of students and improve school connectedness as well as school-home connections, utilizing a trauma informed approach.
  - “Additionally, during the distance learning period, there was built-in time for teachers to meet with students to address absences as well as social emotional issues students may have been dealing with. The end of this time may have been interpreted as a lack of care by the teachers. To address this, teachers, staff, and administration should check-in with students who are consistently absent, welcome them back when they return, and encourage them to attend consistently.” (Middle)
  - “Approach each student individually. Gain the trust of each student first so that they can open up to what is preventing them from being in attendance on a regular basis. Attempt to resolve the issue affecting attendance on a one-to-one basis.” (Option)