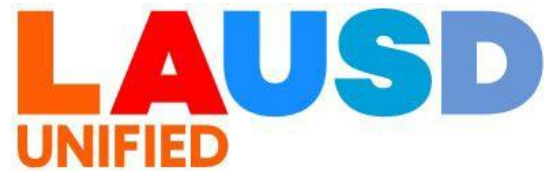


**Los Angeles Unified School District**  
***School Plan for Student Achievement***

**2025-2026**  
**Implementation**



**Superintendent**  
**Alberto M. Carvalho**

**Board Members**  
Kelly Gonez  
Dr. George McKenna III  
Dr. Rosio Rivas  
Scott M. Schmerelson  
Nick Melvoin  
Jackie Goldberg  
Tanya Ortiz Franklin

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# SCHOOL IDENTIFICATION

School Name: \_\_\_\_\_

Local District: \_\_\_\_\_

CDS Code	County		District				School								
	1	9	6	4	7	3	3								

**For additional information on our school programs contact the following:**

Principal: \_\_\_\_\_ E-mail address: \_\_\_\_\_

SPSA Designee: \_\_\_\_\_ Position: \_\_\_\_\_ E-mail address: \_\_\_\_\_

School Address: \_\_\_\_\_ School Telephone Number: \_\_\_\_\_

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

Typed name of Local District Superintendent or designee	E-Signature of Local District Superintendent or designee	Date
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# SPSA Review Tracker

**Directions to SPSA Reviewers: Review the applicable sections of the School Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.**

<b>Local District Superintendent or designee</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Approved	_____
	<i>Typed Name</i>			<i>Signed Date</i>
<b>Local District EL Compliance Coordinator</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A
	<i>Typed Name</i>			<i>Signed Date</i>
<b>Local District PACE Administrator</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A
	<i>Typed Name</i>			<i>Signed Date</i>
<b>Local District Title I Coordinator</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A
	<i>Typed Name</i>			<i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson
		Typed Name
<input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)		

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

**This school plan was adopted by the School Site Council on the following date:**

*School plan approval appears in SSC Minutes.*

\_\_\_\_\_ Date

**Attested:**

Typed name of SSC chairperson	<input style="width: 20px; height: 20px;" type="checkbox"/> E-Signature of SSC chairperson	Date
-------------------------------	--	------

Typed name of school principal	<input style="width: 20px; height: 20px;" type="checkbox"/> E-Signature of School principal	Date
--------------------------------	---	------

## 2025-2026 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

### Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	Amount: \$			
<input type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$			
<input type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	Amount: \$			
<input type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	Amount: \$			
<input type="checkbox"/> <b>Title I: Comprehensive Sup &amp; Improv (7T691)</b> Purpose: 7T691	Amount: \$			
<input type="checkbox"/> <b>Title I: Targeted Asst Schs (70S46)</b> Purpose: 70S46	Amount: \$			

**Total amount of categorical funds allocated to this school: \$** \_\_\_\_\_

**Total shown does not include the second and third allocation.**

**Other Programs to be consolidated under Schoolwide Program**

**NOTE: Allocations for Other Program do not transfer to Budget Summary Report**

**Allocation**

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## **District Mission Statement**

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

<https://achieve.lausd.net/Page/473>

## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

**Directions:** State your school's vision. (Describe what your school intends to become in the future.)

### School Mission

**Directions:** State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

### School Profile Description

**Directions:** Provide a brief description of your school community (the boxes below expand as needed).

- |  |
|--|
| 1. Describe your school's geographical, demographic, educational and economic community base:<br>The following websites contain useful data: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a> |
|  |
| 2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):   |
|  |
| 3. Indicate student enrollment figures:  |
|  |
| 4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):   |
|  |



5. Identify language, racial and ethnic make-up of the student body:

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

**7. Describe other important characteristics of the school (e.g., SLC, PLC):**

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School
- Public School Choice (PSC)
- Partnership for Los Angeles Schools (PLAS)
- L.A.'s Promise
- Professional Learning Community (PLC)
- Small Learning Community (SLC)
- Additional Targeted Support and Improvement (ATSI)
- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)

**Other important characteristics of the school:**

## LAUSD School Review Process Recommendations

**Directions:** If applicable, indicate the school's review process(es).

**School Improvement Grant (SIG)**

**WASC Recommendations**

**WASC Accreditation Results:** \_\_\_\_\_ **years**

**The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its School Plan for Student Achievement:**

### COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

**Directions:** Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

### COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

**DIRECTIONS:** Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school’s process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input type="checkbox"/>		
<input type="checkbox"/>		

**Los Angeles Unified School District  
2025-2026 School Plan for Student Achievement**

**Graduation/College & Career**

District Goal 1 - Postsecondary: The percentage of LAUSD students in a graduating 9th-12th grade cohort demonstrating college and career readiness with a "C" or better on University of California (UC)/California State University (CSU) A-G approved courses will increase to 70% by June 2026.

As you develop your measurable objectives, strategies and actions for the SPSA, consider the targets set for your school in alignment with the District goals. You may view your school's baseline data and projected, recommended yearly targets for the District Goals at the [School Targets Dashboard](#).

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

**1. List key findings related to Academic : 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. \*Required**

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

California School Dashboard Indicators:

**The activities outlined in Academic : 100% Graduation pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

Academic Indicator ELA

Academic Indicator Math

EL Progress Indicator

Chronic Absenteeism

Suspensions

College/Career Indicator

Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.**

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Student with Disabilities

African American

American Indian or Alaska Native

<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

**District Priority: Select from Priority 1A, 1B, 1C or 1D**

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
- 1B. Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning
- 1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students
- 1D. Champion multiple pathways for college and career readiness for all students

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S2 Integrate technology and access to other critical resources, such as online learning tools and libraries, to elevate teaching and learning
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S5 Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction
- 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
  
- 1B.S1 Offer and enroll students in a wide array of courses and experiences that support a well-rounded education, such as STEAM courses and Ethnic Studies, during the school day and after school
- 1B.S2 Increase access to visual and performing arts programs at school sites
- 1B.S3 Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities
- 1B.S4 Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language
- 1B.S5 Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services
- 1B.S6 Expand outdoor education and nature-based experiences
- 1B.S7 Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement
  
- 1C.S1 Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- 1C.S2 Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academic support
- 1C.S3 Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups
- 1C.S5 Act upon early-warning indicators to ensure all students remain on track
- 1C.S6 Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need
- 1C.S7 Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes
- 1C.S8 Advance the implementation of the Black Student Achievement Plan
- 1C.S9 Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students
  
- 1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- 1D.S2 Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- 1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation
- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S6 Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options



1D.S8 Expand access to advanced learning options, such as advanced placement and college courses

**School Strategy:**

School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**

School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2025-2026 School Plan for Student Achievement**

**ENGLISH LANGUAGE ARTS**

District Goal 2 - Literacy: In order to build a strong foundation for literacy, move third grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment (SBA) ELA from 2022 to 2026; moving those in targeted student groups 40 points closer to proficiency.

*For schools that do not serve 3rd grade: Move all students in grades 4-8 and 11 closer to proficiency.*

As you develop your measurable objectives, strategies and actions for the SPSA, consider the targets set for your school in alignment with the District goals. You may view your school’s baseline data and projected, recommended yearly targets for the District Goals at the [School Targets Dashboard](#).

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher’s Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

**1. List key findings related to Academic : English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. \*Required**

--

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

--

California School Dashboard Indicators:

**The activities outlined in pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.**

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native

- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

**District Priority: Select from Priority 1A, 1B, 1C or 1D**

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
- 1B. Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning
- 1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students
- 1D. Champion multiple pathways for college and career readiness for all students

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S2 Integrate technology and access to other critical resources, such as online learning tools and libraries, to elevate teaching and learning
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S5 Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction
- 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
  
- 1B.S1 Offer and enroll students in a wide array of courses and experiences that support a well-rounded education, such as STEAM courses and Ethnic Studies, during the school day and after school
- 1B.S2 Increase access to visual and performing arts programs at school sites
- 1B.S3 Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities
- 1B.S4 Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language
- 1B.S5 Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services
- 1B.S6 Expand outdoor education and nature-based experiences
- 1B.S7 Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement
  
- 1C.S1 Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- 1C.S2 Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academic support
- 1C.S3 Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups
- 1C.S5 Act upon early-warning indicators to ensure all students remain on track
- 1C.S6 Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need
- 1C.S7 Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes
- 1C.S8 Advance the implementation of the Black Student Achievement Plan
- 1C.S9 Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students
  
- 1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- 1D.S2 Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- 1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students

after graduation

- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S6 Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options
- 1D.S8 Expand access to advanced learning options, such as advanced placement and college courses

**School Strategy:**

School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**

School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District  
2025-2026 School Plan for Student Achievement**

**MATHEMATICS**

District Goal 3 - Numeracy: In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment (SBA) Math from 2022 to 2026 in Grades 3-5 and 6-8; moving those in targeted student groups 50 points closer.

*For high schools: Move all students in grade 11 closer to proficiency.*

As you develop your measurable objectives, strategies and actions for the SPSA, consider the targets set for your school in alignment with the District goals. You may view your school’s baseline data and projected, recommended yearly targets for the District Goals at the [School Targets Dashboard](#).

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher’s Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

**1. List key findings related to Academic : Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. \*Required**

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

California School Dashboard Indicators:

**The activities outlined in Academic : Mathematics pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.**

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native



<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

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**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

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**District Priority: Select from Priority 1A, 1B, 1C or 1D**

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
- 1B. Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning
- 1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students
- 1D. Champion multiple pathways for college and career readiness for all students

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S2 Integrate technology and access to other critical resources, such as online learning tools and libraries, to elevate teaching and learning
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S5 Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction
- 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
- 1B.S1 Offer and enroll students in a wide array of courses and experiences that support a well-rounded education, such as STEAM courses and Ethnic Studies, during the school day and after school
- 1B.S2 Increase access to visual and performing arts programs at school sites
- 1B.S3 Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities
- 1B.S4 Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language
- 1B.S5 Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services
- 1B.S6 Expand outdoor education and nature-based experiences
- 1B.S7 Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement
- 1C.S1 Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- 1C.S2 Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academic support
- 1C.S3 Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups
- 1C.S5 Act upon early-warning indicators to ensure all students remain on track
- 1C.S6 Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need
- 1C.S7 Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes
- 1C.S8 Advance the implementation of the Black Student Achievement Plan
- 1C.S9 Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students
- 1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- 1D.S2 Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- 1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation

- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S6 Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options
- 1D.S8 Expand access to advanced learning options, such as advanced placement and college courses

**School Strategy:**  
 School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**  
 School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District  
2025-2026 School Plan for Student Achievement**

**ENGLISH LEARNER PROGRAMS**

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

**1. List key findings related to Academic : English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. \*Required**

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**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

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California School Dashboard Indicators:

**The activities outlined in pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.**

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native

- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

**District Priority: Select from Priority 1A, 1B, 1C or 1D**

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
- 1B. Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning
- 1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students
- 1D. Champion multiple pathways for college and career readiness for all students

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S2 Integrate technology and access to other critical resources, such as online learning tools and libraries, to elevate teaching and learning
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S5 Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction
- 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
  
- 1B.S1 Offer and enroll students in a wide array of courses and experiences that support a well-rounded education, such as STEAM courses and Ethnic Studies, during the school day and after school
- 1B.S2 Increase access to visual and performing arts programs at school sites
- 1B.S3 Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities
- 1B.S4 Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language
- 1B.S5 Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services
- 1B.S6 Expand outdoor education and nature-based experiences
- 1B.S7 Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement
  
- 1C.S1 Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- 1C.S2 Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academic support
- 1C.S3 Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups
- 1C.S5 Act upon early-warning indicators to ensure all students remain on track
- 1C.S6 Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need
- 1C.S7 Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes
- 1C.S8 Advance the implementation of the Black Student Achievement Plan
- 1C.S9 Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students
  
- 1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- 1D.S2 Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- 1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation

- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S6 Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options
- 1D.S8 Expand access to advanced learning options, such as advanced placement and college courses

**School Strategy:**

School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**

School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				



## Los Angeles Unified School District 2025-2026 School Plan for Student Achievement

### Joy and Wellness

District Goal 4: Social-Emotional / Wellness: Students in elementary, middle school, and high school will demonstrate growth of 8% in each of the social-emotional learning (SEL) competency areas of growth mindset, self-efficacy, self-management and social awareness, by June 2026 as preliminarily measured by the School Experience Survey with full transition to a portfolio rubric to be implemented by the 2023-24 school year.

As you develop your measurable objectives, strategies and actions for the SPSA, consider the targets set for your school in alignment with the District goals. You may view your school’s baseline data and projected, recommended yearly targets for the District Goals at the [School Targets Dashboard](#).

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher’s Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

**1. List key findings related to Joy and Wellness based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. \*Required**

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**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

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California School Dashboard Indicators:

**The activities outlined in 100% Attendance pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.**

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native
- Asian

<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

**District Priority: Select from Priority 2A, 2B, 2C, or 2D**

- 2A. Design and sustain welcoming, safe, environmentally friendly, affirming, and inclusive learning environments
- 2B. Promote whole-child well-being through integrated health, nutrition, and wellness services
- 2C. Cultivate and model strong social-emotional skills
- 2D. Ensure outstanding attendance to support consistent in-class learning

**District Strategies: Select from Strategies connected to District Priority 2**

- 2A.S1 Support and build capacity of all campus staff to implement affirming, welcoming, and trauma-informed practices
- 2A.S2 Increase staff awareness and capacity to support students around sexual orientation, gender identity, and gender expression
- 2A.S3 Develop safe and sustainable green spaces, outdoor learning environments, and shaded areas at each school
- 2A.S4 Ensure “safe passage” to and from school through coordination with local civic and safety organizations
- 2A.S5 Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students
- 2A.S6 Engage students in regular, inclusive celebrations and community events that recognize diverse cultures
- 2A.S7 Increase access to other safe learning and community spaces, including libraries and partner organizations
- 2A.S8 Complete regular environmental health, safety, and emergency readiness assessments at schools
  
- 2B.S1 Design and implement an integrated wellness policy and toolkit focused on holistic wellness
- 2B.S2 Establish a team of support personnel within each community to provide services that promote student wellness
- 2B.S3 Leverage community schools, wellness centers, and partnerships to promote safe, welcoming, and resource-rich environments for students and families
- 2B.S4 Elevate school nutrition with fresher, healthier, and more appealing options informed by family and student feedback
- 2B.S5 Provide a continuum of mental and physical health services for students and families at school, wellness centers, and through telehealth programs
- 2B.S6 Promote an active lifestyle through expanded opportunities for athletics, physical education, and community events
- 2B.S7 Conduct an inventory of whole-child resources in the community to facilitate access and referrals to needed services
  
- 2C.S1 Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students’ social and emotional needs
- 2C.S2 Integrate social-emotional learning into instruction and provide effective, evidence-based curricula to support social development
- 2C.S3 Expand access to resources and curricula to build capacity of families, staff, and community members to support students, particularly for those transitioning to elementary, middle, or high school
- 2C.S4 Develop school awareness and use of practices that support positive individual wellness and model effective behaviors for students
- 2C.S5 Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions
- 2C.S6 Develop portfolio structures by June 2023 to monitor and measure students’ application of social-emotional learning competencies
- 2C.S7 Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative Practices to promote a positive culture in the classroom
  
- 2D.S1 Provide regular mentorship and community-building opportunities to strengthen interpersonal relationships with students
- 2D.S2 Engage and build capacity of families to support attendance for students as a shared responsibility
- 2D.S3 Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports
- 2D.S4 Implement incentive programs for students with regular attendance, including recognition events, attendance “challenges,” and spirit days
- 2D.S5 Leverage school teams to conduct personalized, daily outreach to families of students with low attendance
- 2D.S6 Collaborate with organizations promoting student attendance and re-engagement efforts to increase coordination, consultation, and referrals

**School Strategy:**  
 School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**  
 School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District  
2025-2026 School Plan for Student Achievement  
Engagement and Collaboration**

All sections are required.

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

**1. List key findings related to Engagement and Collaboration based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. \*Required**

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**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

--

California School Dashboard Indicators:

**The activities outlined in Parent And Community pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.**

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native

<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***



**District Priority: Select from Priority 3A, 3B, 3C, or 3D**

- 3A. Strengthen relationships between families, students, and their schools to improve student access
- 3B. Provide clear, consistent, and accessible information to the community
- 3C. Lead and leverage our role as an impactful, key member of local, state, national, and global communities
- 3D. Honor and act upon the perspectives of students and everyone we serve

**District Strategies: Select from Strategies connected to District Priority 3**

- 3A.S1 Support all school sites in developing a cohort of school volunteers and parent leaders
- 3A.S2 Develop resources and activities to promote regular school community events that engage family and staff
- 3A.S3 Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
- 3A.S6 Provide opportunities for robust stakeholder engagement in the school budget development process
- 3A.S7 Offer professional development opportunities for educators to build capacity on strengthening relationships with families
  
- 3B.S1 Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information
- 3B.S2 Ensure all families are connected to the internet and have the training to access technology to promote communication and advocacy for student learning
- 3B.S4 Provide school promotion training and resources
- 3B.S6 Communicate with families in multiple languages and modes to best meet their needs
  
- 3C.S3 Grow and leverage partnerships with community-based organizations, the business community, and institutes of higher education
- 3D.S1 Establish advisory councils with students, families, staff, and other key partners to inform action plans at the school and District levels
- 3D.S2 Regularly survey students and other stakeholders to capture multiple perspectives on their educational experience and establish ways we can collectively support our students
- 3D.S3 Collaborate with community partners and students to create meaningful leadership opportunities and internships to advance student leadership development and enrichment experiences
- 3D.S4 Ensure multiple methods of participation for accessing community events and opportunities to provide feedback

**School Strategy:**

School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**

School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				



Los Angeles Unified School District  
2025-2026 School Plan for Student Achievement

Other Academic Content

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey

1. List key findings related to Other Academic Content based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. **\*Required**

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. **\*Required**

The activities outlined in Parent And Community pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups who are Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension. High Schools must include student groups who are Red or Orange in Graduation and/or Very Low or Low in College Career.

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander

2025-2026

White

Two or More Races

All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Red or Orange in ELA, Math, EL Progress, Chronic Absenteeism, or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. If a High School is Red or Orange in Graduation and/or Very Low or Low in College Career, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

**District Priority: Select from Priority 1A, 1B, 1C, or 1D**

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
- 1B. Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love of learning
- 1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students
- 1D. Champion multiple pathways for college and career readiness for all students

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S2 Integrate technology and access to other critical resources, such as online learning tools and libraries, to elevate teaching and learning
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S5 Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction
- 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
  
- 1B.S1 Offer and enroll students in a wide array of courses and experiences that support a well-rounded education, such as STEAM courses and Ethnic Studies, during the school day and after school
- 1B.S2 Increase access to visual and performing arts programs at school sites
- 1B.S3 Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities
- 1B.S4 Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language
- 1B.S5 Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services
- 1B.S6 Expand outdoor education and nature-based experiences
- 1B.S7 Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, and civic engagement
  
- 1C.S1 Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- 1C.S2 Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academic support
- 1C.S3 Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups
- 1C.S5 Act upon early-warning indicators to ensure all students remain on track
- 1C.S6 Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need
- 1C.S7 Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes
- 1C.S8 Advance the implementation of the Black Student Achievement Plan
- 1C.S9 Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students
  
- 1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- 1D.S2 Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways

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- 1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation
- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S6 Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options
- 1D.S8 Expand access to advanced learning options, such as advanced placement and college courses

**School Strategy:**

School Strategy should answer the following questions: What is the strategy? Why is it being implemented? Who will benefit?

**School Actions:**

School Actions should answer the following questions: How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

## Resource Inequities and Evidence-Based Interventions (RI)

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### RESOURCE INEQUITIES REVIEW

Guidance and Instructions: All schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Alongside your Local District support staff, consider the Resource Inequities reflection prompts available here. Note that responses to questions 1 through 3 must be actionable at the school site.

1. What actionable inequities were identified by the school?

2. Which inequities are priorities for the school to address?

3. How will the school address these inequities?

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.



## Evidence-Based Interventions

1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention.

- All Students
- Homeless
- Students with Disabilities
- English Learners
- Socioeconomically Disadvantaged
- Foster Youth
- Race/Ethnicity-Specify

2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- ELA (3-8,11)
- Suspension Rate (TK-12)
- Mathematics (3-8,11)
- College/Career (9-12)
- English Learner Progress (1-12)
- Graduation Rate (9-12)
- Chronic Absenteeism (TK-12)

3. Evidence Rating: Indicate the Evidence Rating for the intervention

- Strong, Moderate, Promising
- Demonstrates Rationale (not allowable for 7T691)

4. Rating Rationale: Indicate the source that was used to determine the rating

- What Works Clearinghouse
- Evidence for ESSA
- Other-Specify and Provide Link to Study

5. Intervention Status: Indicate if this is a new or continuing intervention.

- New
- Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Goal and Focus Area.

8. Describe how the evidence-based intervention will be evaluated and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If the response to question #5 is "Continuing," what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #5 is "New", write "NA" in the textbox below.

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

**1. Comprehensive needs assessment:** The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

**2. Schoolwide reform strategies:** Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

**3. Preparation for and awareness of opportunities for postsecondary education and the workforce:** Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

**4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services:** Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**5. High-quality and ongoing professional development and other activities:** Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

**6. Strategies to recruit and retain effective teachers to high-need schools:** Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

**7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community:** Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

**8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program:** Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts ( including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

**9. Coordination and integration of Federal, State, and local services and programs:** Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.”

## LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

**Directors may describe additional services and support provided to the school’s instructional program in the box below:**

### Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Targeted Asst Schs (70S46) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
	<input type="checkbox"/>					0.00 0	0.00 0
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0
<b>Total</b>		<b>0.0 0</b>	<b>0.0 0</b>	<b>0.0 0</b>	<b>0.0 0</b>	<b>0.00 0</b>	<b>0.00 0</b>

## ATTACHMENTS

*Attach the following materials*

### **Submit with Plan:**

- **SSC Approval of SPSA**
  - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

### **Submit to Principal's Portal:**

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

### **Submit via Email**

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

### **Retain at the School:**

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**