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SBA Insights: **From Data to Action—Driving Growth and Accelerating Success**

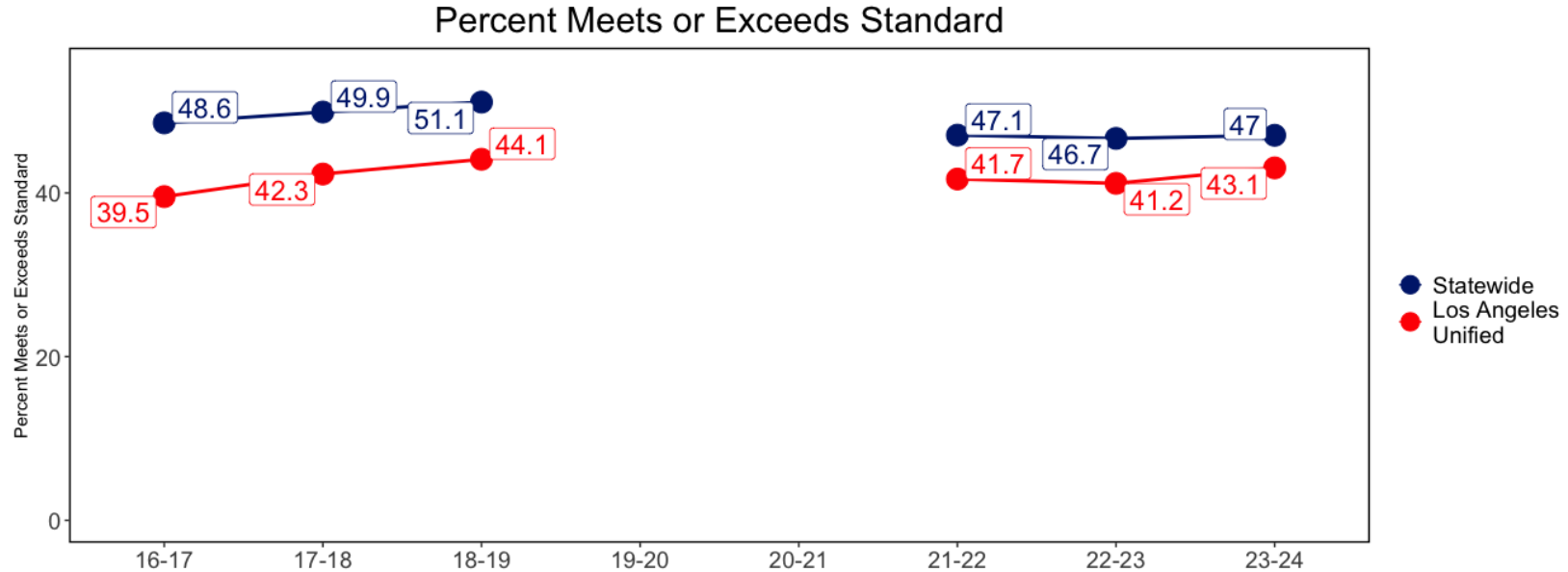


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SBA Results Across Grade Spans

LAUSD vs. Statewide ELA Achievement

All Grades



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 2940237) compared to all tested students in LAUSD (N = 208993). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

<https://caaspp-elpac.ets.org/>

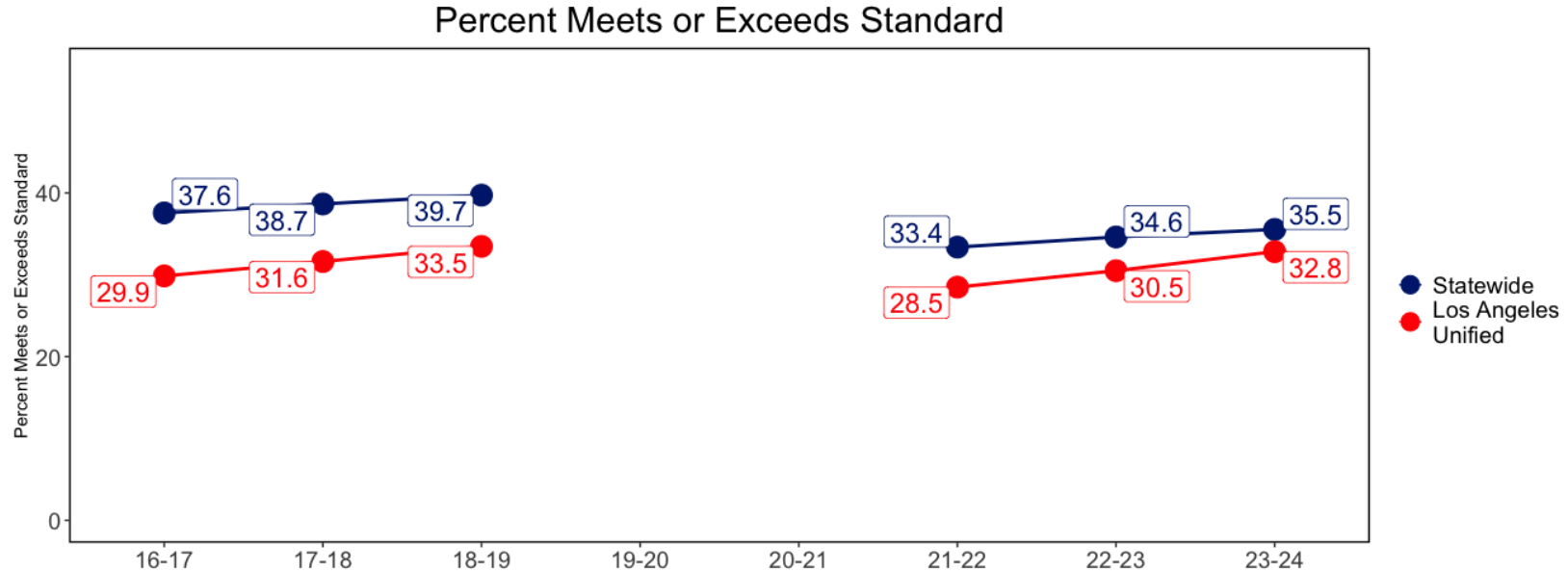
ELA Results Summary

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
<i>Grade Level</i>	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>	<i>2022-23 Results</i>	<i>2023-24 Results</i>	<i>Change Since 2022-23</i>
ALL GRADES	-28.42	-24.33	↑ 4.09	41.17%	43.06%	↑ 1.89
3	-28.38	-24.90	↑ 3.48	40.05%	41.21%	↑ 1.16
4	-30.4	-27.12	↑ 3.28	39.93%	41.34%	↑ 1.41
5	-24.11	-18.57	↑ 5.54	41.54%	44.17%	↑ 2.63
6	-33.96	-27.55	↑ 6.41	38.62%	41.55%	↑ 2.93
7	-33.14	-28.61	↑ 4.53	40.83%	42.71%	↑ 1.88
8	-36.71	-32.58	↑ 4.13	38.90%	41.20%	↑ 2.30
11	-11.89	-11.26	↑ 0.63	48.92%	49.55%	↑ 0.63

Data Source: CAASSPP student score file. Rounding may result in slight discrepancies in results across platforms.

LAUSD vs. Statewide Math Achievement

All Grades



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 2961543) compared to all tested students in LAUSD (N = 212131). LAUSD totals include affiliated charters but not independent charters.

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Math Results Summary

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
Grade Level	2022-23 Results	2023-24 Results	Change Since 2022-23	2022-23 Results	2023-24 Results	Change Since 2022-23
ALL GRADES	-64.02	-56.94	↑ 7.08	30.50%	32.83%	↑ 2.33
3	-19.75	-13.78	↑ 5.97	42.79%	45.43%	↑ 2.64
4	-33.22	-27.88	↑ 5.34	37.60%	39.16%	↑ 1.56
5	-58.39	-49.08	↑ 9.31	30.53%	33.75%	↑ 3.22
6	-72.06	-66.98	↑ 5.08	28.08%	30.09%	↑ 2.01
7	-75.75	-68.09	↑ 7.66	27.50%	30.07%	↑ 2.57
8	-92.46	-80.66	↑ 11.80	23.71%	27.14%	↑ 3.43
11	-110.61	-103.47	↑ 7.14	19.99%	21.42%	↑ 1.43

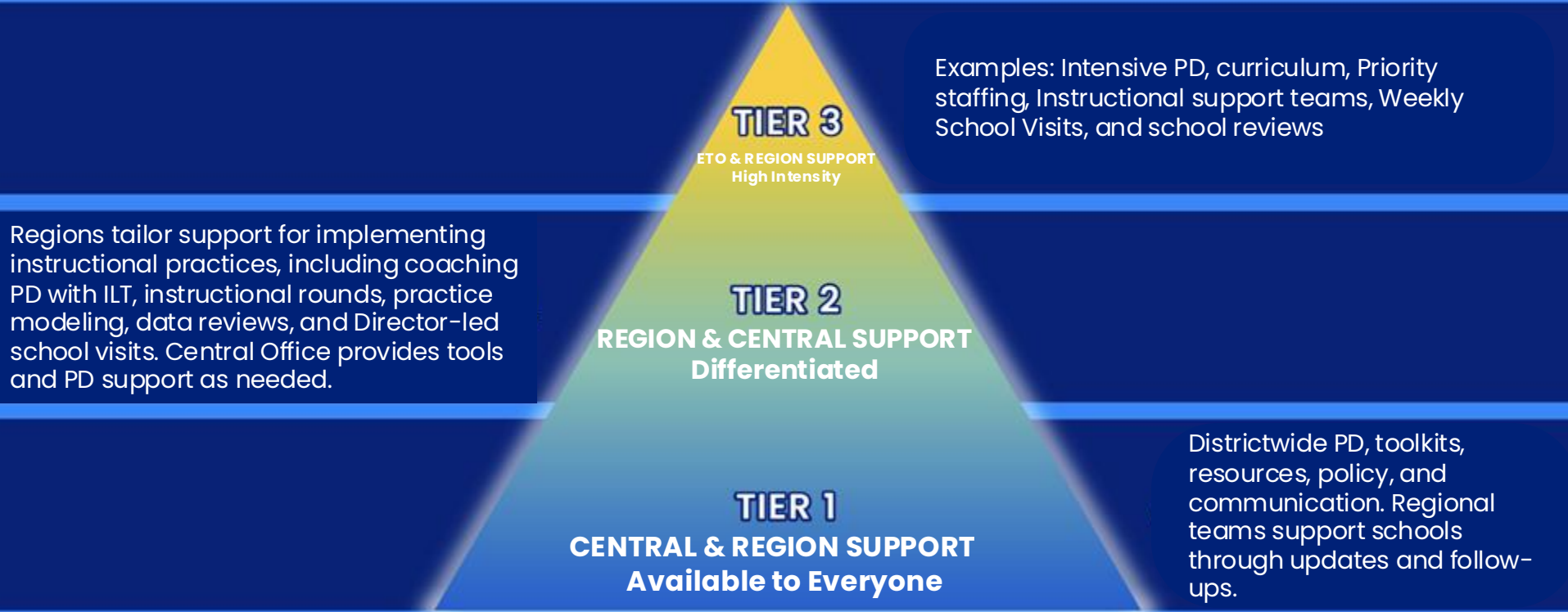
Data Source: CAASSPP student score file. Rounding may result in slight discrepancies in results across platforms.

K-12: To what do we attribute the growth?

 Literacy	 Numeracy	 Science
<ul style="list-style-type: none"> • Science of Reading / writing professional development • Literacy Interventionists & small group instruction 	<ul style="list-style-type: none"> • Emphasis on number sense & problem solving • Numeracy Interventionists & small group instruction 	<ul style="list-style-type: none"> • Emphasis on Science and Engineering Practices • Integrated curriculum & professional development

 Assessments Informing Instruction	 Professional & Leadership Development (ILTs)	 Plan-Do-Study-Act Cycles
<ul style="list-style-type: none"> • i-Ready implementation & progress monitoring • Focused acceleration 	<ul style="list-style-type: none"> • Curriculum coherence & leadership support • Professional development focus 	<ul style="list-style-type: none"> • i-Ready PDSA instructional guidance • Tiered support tools

SCHOOL BASED SUPPORTS



Actions & Strategies

K – 2nd Grade ELA/Literacy

Reading

- Develop decoding skills
- Build academic vocabulary
- Apply comprehension strategies



Writing & Research

- Gradual release of responsibility
- Leveraging mentor texts & explicit writing instruction
- Differentiation & scaffolding



Speaking & Listening

- Use academic language in speaking and writing
- Engage in authentic peer-to-peer constructive conversations
- Listen and respond to read alouds



Actions & Strategies

3rd – 5th Grade ELA/Literacy

Reading

- Close reading and annotation
- Language structures
- Background knowledge & vocabulary routines
- Small group differentiated instruction (decoding & comprehension)

Writing & Research

- Using exemplars & direct writing techniques



Speaking & Listening

- Engage in authentic peer-to-peer constructive conversations
- Oral rehearsal opportunities
- Structures for academic discourse
 - Sentence frames
 - Conversation starters

Actions & Strategies

6th – 8th Grade ELA/Literacy

Reading

- Targeted tiered support & foundational skills
- Building background knowledge & academic vocabulary
- Annotation, note-taking, & media literacy

Writing & Research

- Claim Evidence Reasoning (CER)



Speaking & Listening

- Collaborative conversations
- Structures for academic discourse
 - Socratic seminar



Actions & Strategies

9th – 12th Grade ELA/Literacy

Reading

- Coherent K–12 Strategies
- Culturally Relevant Curriculum
- New courses:
 - Foundational Literacy



Writing & Research

- New courses
 - AP Seminar / 10th Grade ELA
 - ERWC expanded to 11th grade
- Use of Tutor.com for feedback
- Focus of professional development: Writing Across the Curriculum

Speaking & Listening

- Tiered supports for English Learners:
 - ELPAC task type instruction



Actions & Strategies

K – 2nd Grade Math/Numeracy

Conceptual Understanding

- Use objects and visuals to represent math ideas
- Transition from concrete to abstract symbols
- Apply math through real-world tasks



Procedural Skill & Fluency

- Build procedural skills through hands-on activities
- Use visual models to deepen understanding
- Connect solutions through counting and guided questions

Communicating Reasoning

- Ask “how” and “why” questions
- Capture students’ thinking as they explain steps
- Encourage sharing of observations and reasoning

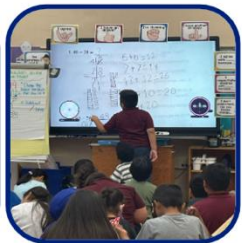


Actions & Strategies

3rd – 5th Grade Math/Numeracy

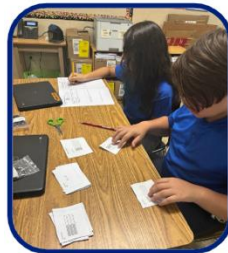
Conceptual Understanding

- Structured student-driven problem solving
- Conceptual models
- Culturally relevant and real-world application



Procedural Skill & Fluency

- Real-world problem solving
- Use of visual models
- Pattern recognition & structural analysis



Communicating Reasoning

- Construct and critique
- Connect solution pathways
- Justify and evaluate



Actions & Strategies

6th – 8th Grade Math/Numeracy

Concepts & Procedures

- High quality instructional materials and real-life application
- Multiple solution pathways & tiered support
- Utilization of digital tools & tutoring



Problem Solving & Modeling with Math

- High quality instructional materials
- IM modeling prompts
- Smarter Balanced problem-solving tasks



Communicating Reasoning

- Claim Evidence Reasoning (CER) graphic organizer to support written explanations
- Math discourse – sentence starters
- Math Language Routines



Actions & Strategies

9th – 12th Grade Math/Numeracy

Concepts & Procedures

- Implement alternative scheduling to increase dedicated time for math instruction
- New courses A-G
 - Foundational Algebra 1
 - Foundational Geometry
 - Foundational Algebra 2

Problem Solving & Modeling with Math

- Single concept booster modules
- College and career readiness:
 - Fourth year of math recommended
 - Transition to college mathematics and statistics



Communicating Reasoning

- Math Language Routines:
 - Stronger and clearer

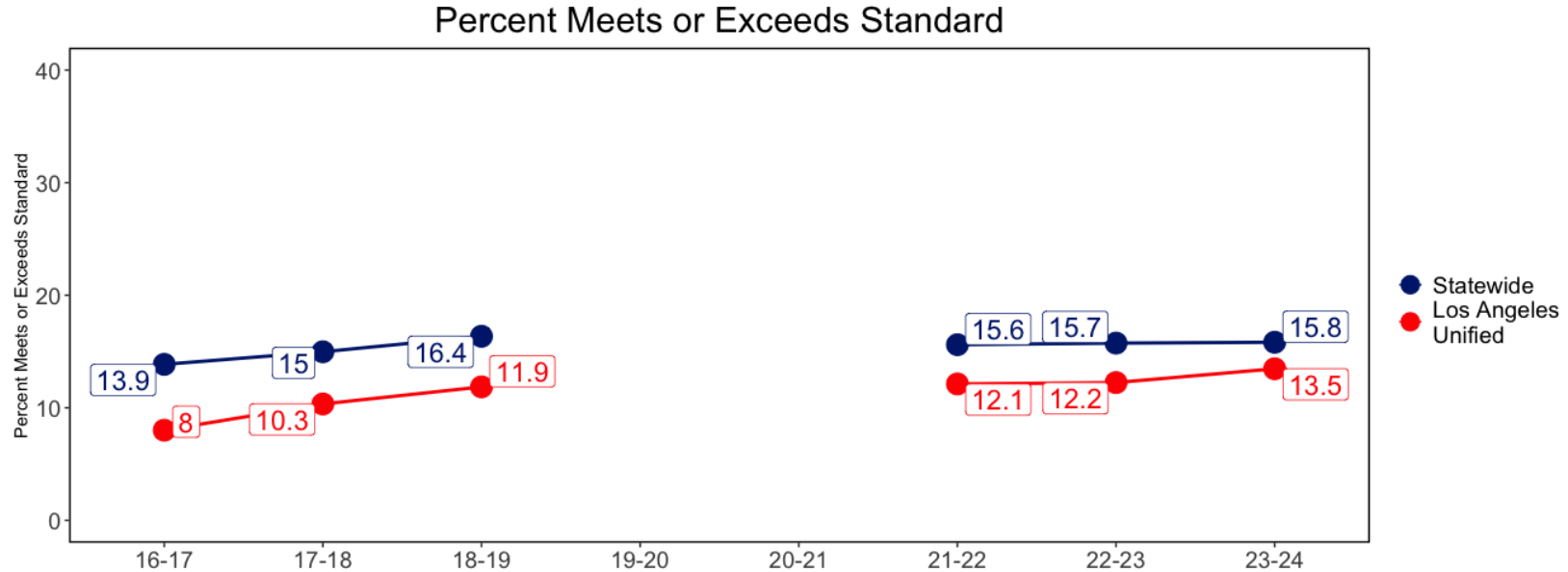




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Results Across Student Populations

Students with Disabilities – ELA

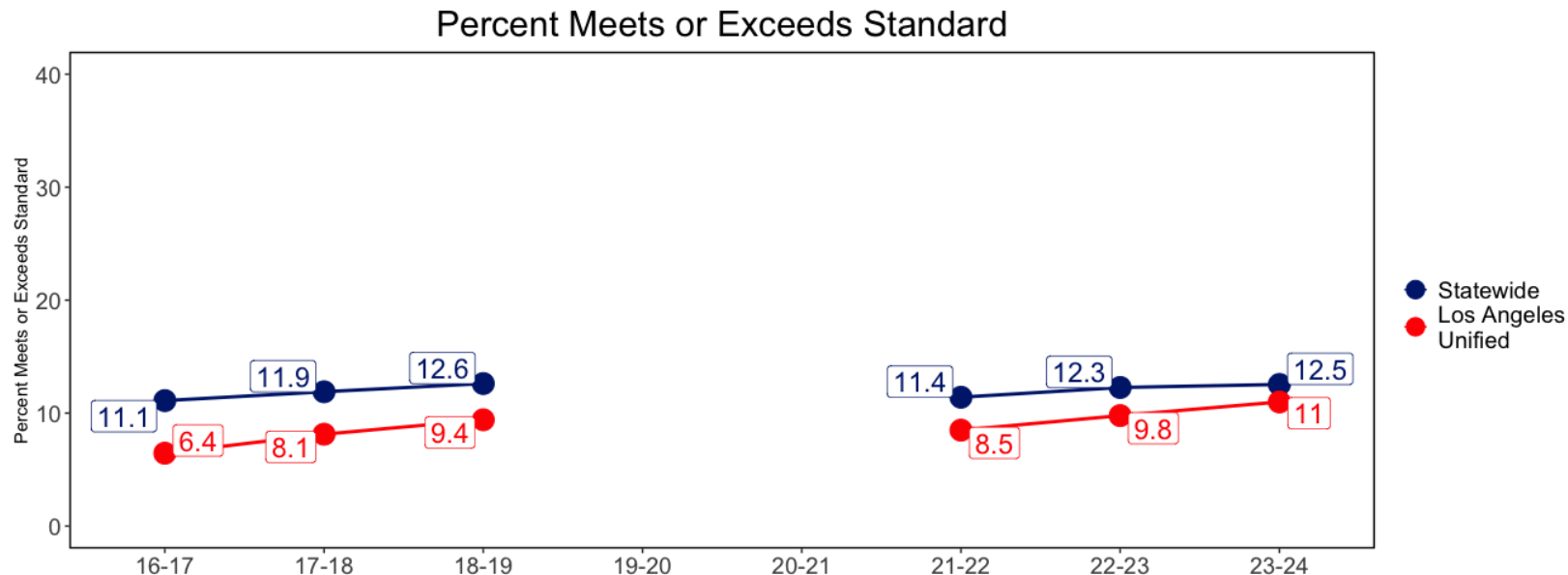


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students with disabilities in California (N = 375038) compared to all tested students with disabilities in LAUSD (N = 29500). LAUSD totals include affiliated charters but not independent charters.

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Students with Disabilities – Math

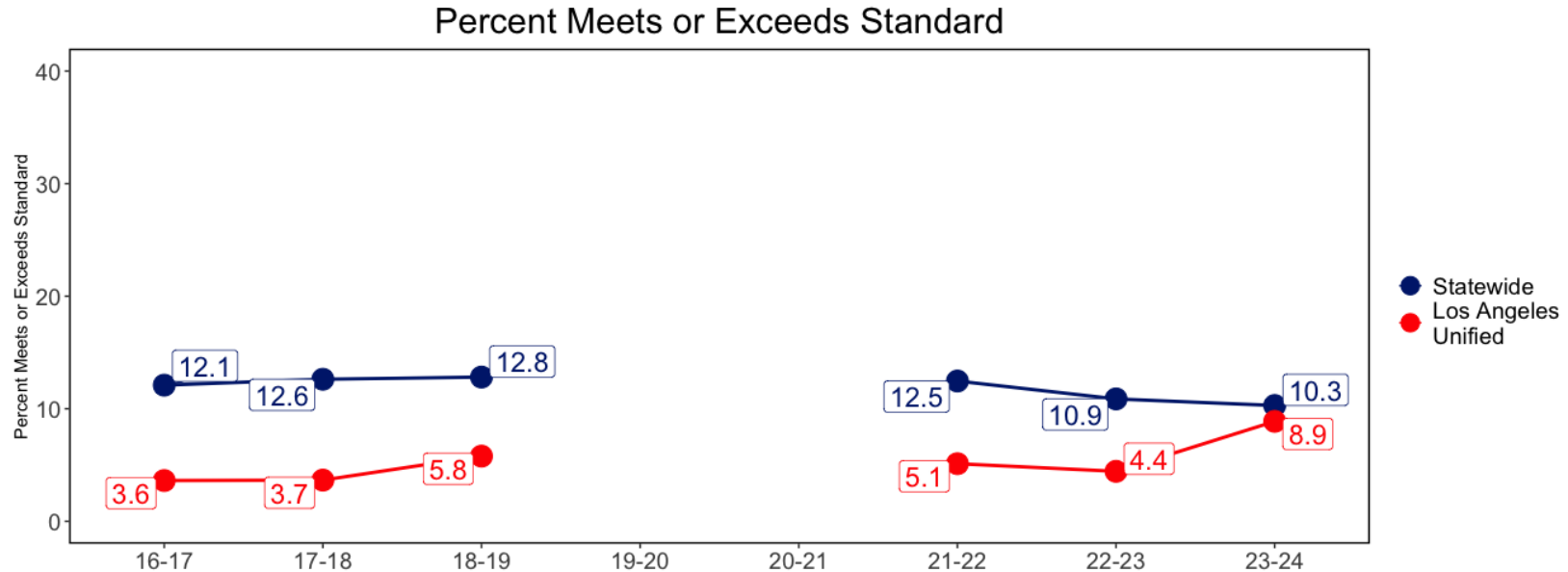


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students with disabilities in California (N = 373712) compared to all tested students with disabilities in LAUSD (N = 29392). LAUSD totals include affiliated charters but not independent charters.

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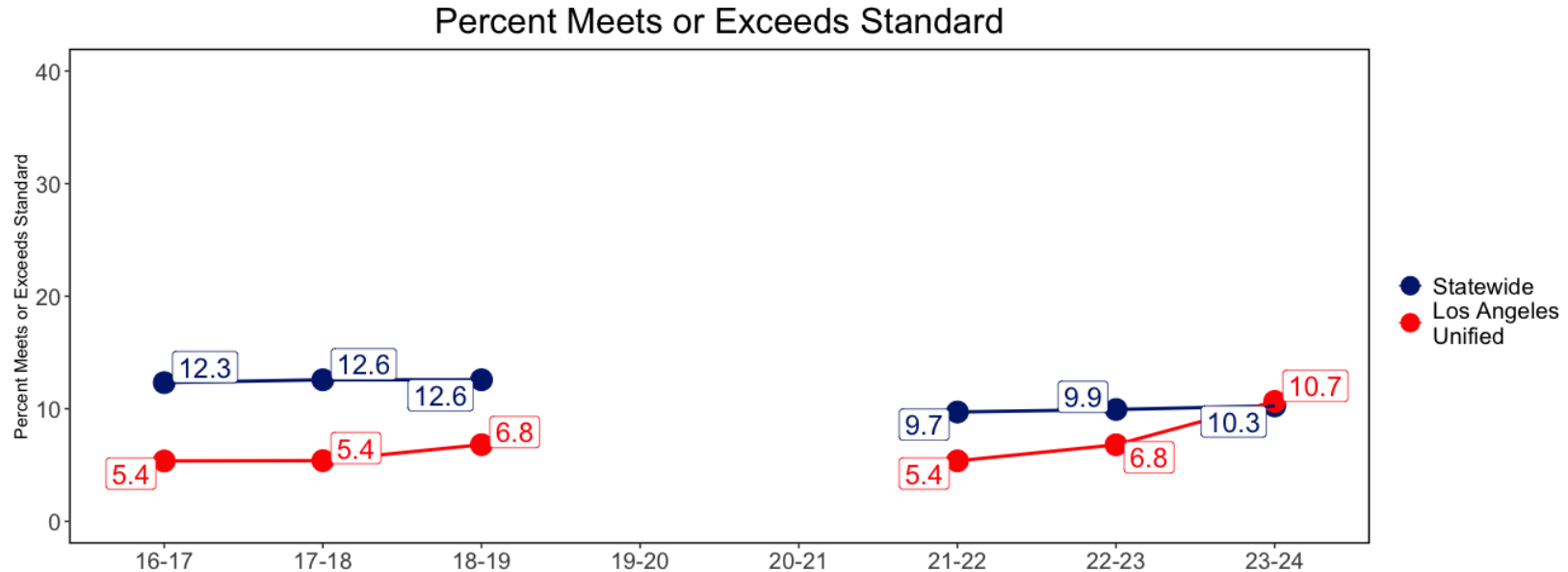
English Learners – ELA



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested English Learners in California (N = 479762) compared to all tested English Learners in LAUSD (N = 33636). LAUSD totals include affiliated charters but not independent charters.

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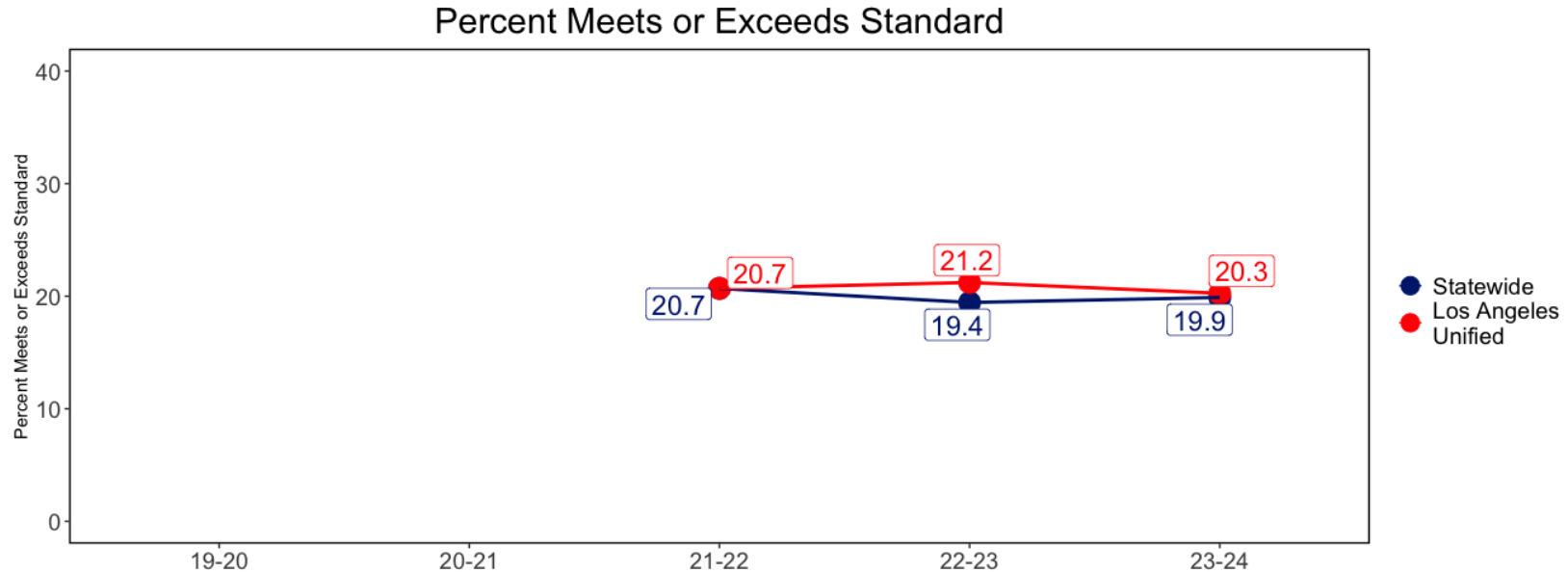
English Learners – Math



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested English Learners in California (N = 505948) compared to all tested English Learners in LAUSD (N = 37001). LAUSD totals include affiliated charters but not independent charters.

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Students in Foster Care – ELA

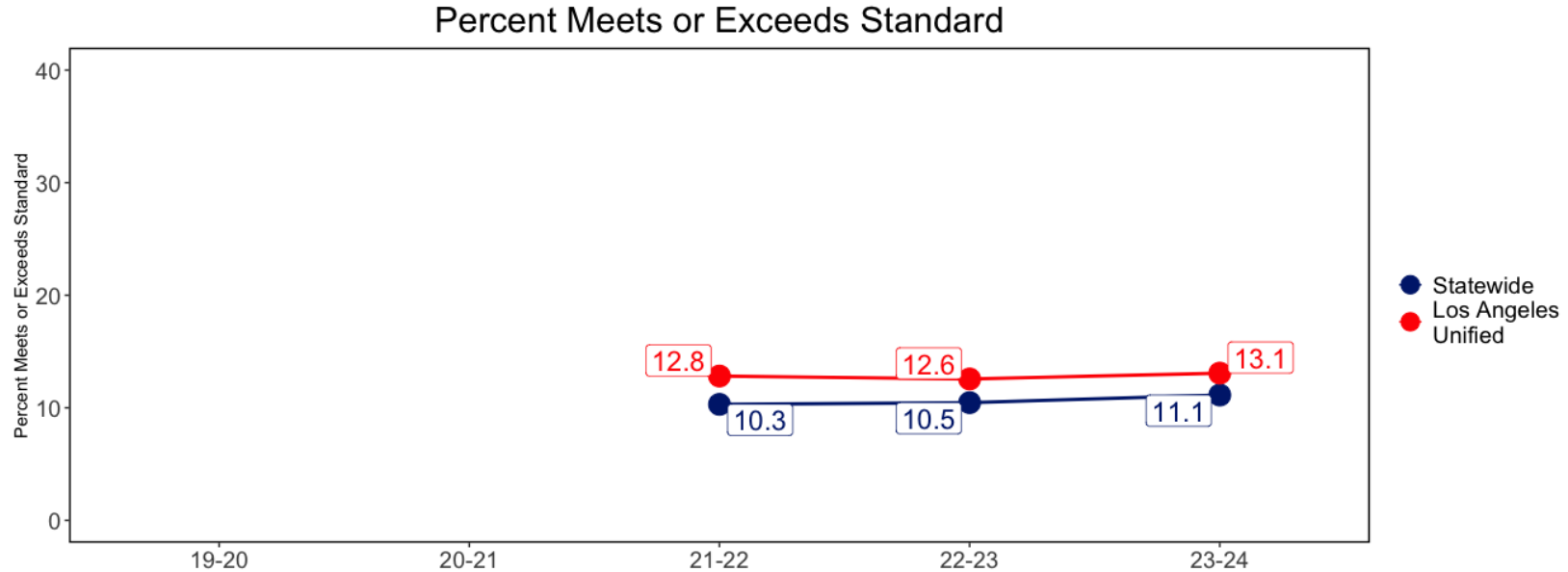


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Students in Foster Care in California (N = 10028) compared to all tested Students in Foster Care in LAUSD (N = 844). LAUSD totals include affiliated charters but not independent charters. Students in foster care is defined by CDE as youth in family maintenance, voluntary placement agreements, out-of-home welfare, or out-of-home probation programs, along with non-minor dependents and tribal foster youth. Students are designated as foster if they meet one of these criteria on the date they were tested.

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Students in Foster Care – Math

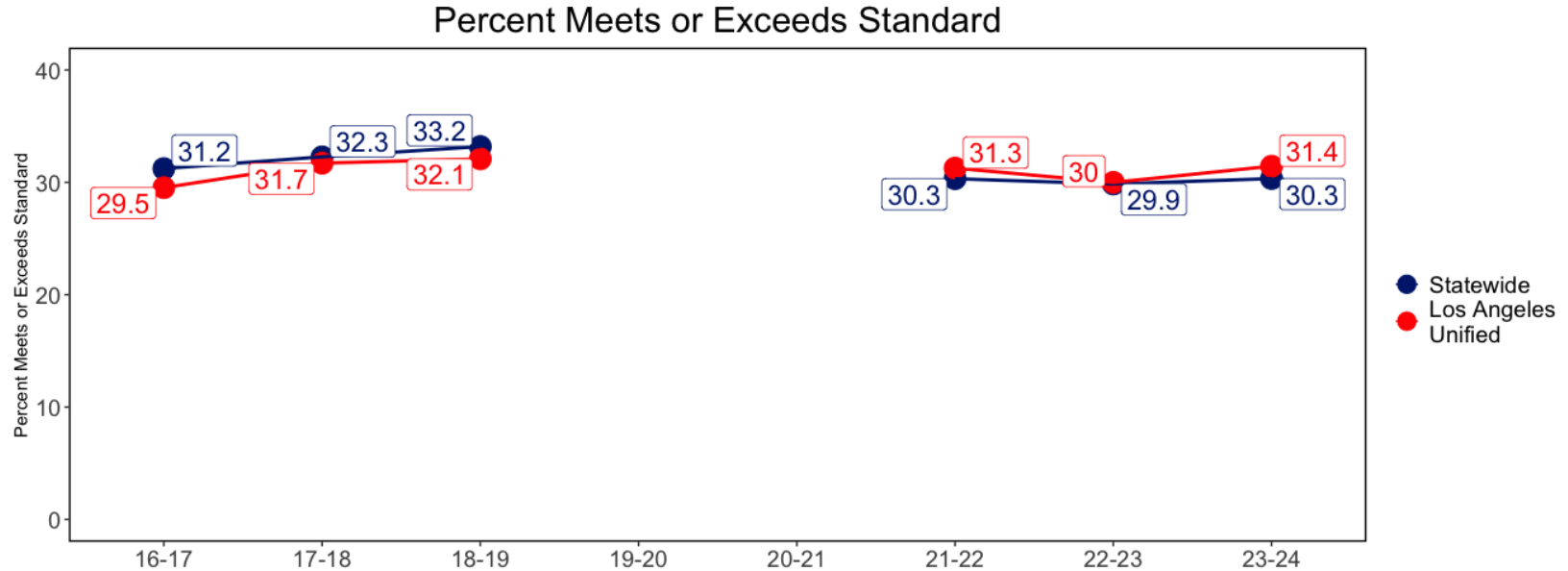


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Students in Foster Care in California (N = 9976) compared to all tested Students in Foster Care in LAUSD (N = 841). LAUSD totals include affiliated charters but not independent charters. Students in foster care is defined by CDE as youth in family maintenance, voluntary placement agreements, out-of-home welfare, or out-of-home probation programs, along with non-minor dependents and tribal foster youth. Students are designated as foster if they meet one of these criteria on the date they were tested.

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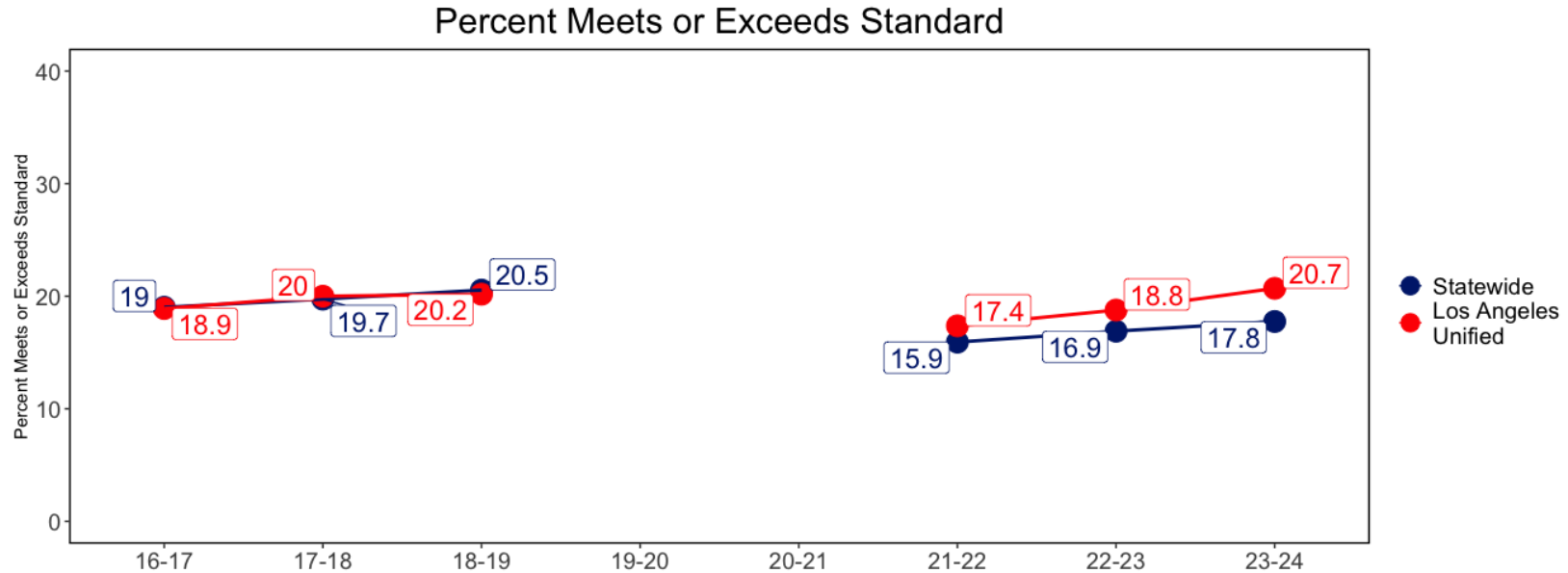
Black Students – ELA



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Black students in California (N = 144399) compared to all tested Black students in LAUSD (N = 15274). LAUSD totals include affiliated charters but not independent charters.

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Black Students – Math



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What We Are Doing About It

Students with Disabilities

ELA

- CKLA training for special education teachers
- ELA Summer PD: Writing Strategies for All Learners and Progress Monitoring
- UFLI Foundations and 95 Percent Group Phonics Lesson Library PD

Numeracy

- Training on Building Fact Fluency for special education teachers
- Promotion of the use of universal tools, designated supports and accommodations for state assessments
- Inclusive practices to bolster access to core curriculum

Actions and Strategies for Acceleration

Students with Disabilities

- Increase inclusive practices & opportunities for Students with Disabilities
- Tiered support for differentiated instruction
- Professional development & Special Education micro-credential

DIVISION OF SPECIAL EDUCATION

INSTRUCTIONAL PRIORITIES

Rightful Presence

Ensure students with disabilities are educated in their least restrictive environment (LRE) to the maximum extent appropriate

High Expectations

Ensure instructional content is grade level or every!

Differentiation

Continuous improvement cycles based on individual needs

Instructional Strategies for Students with Disabilities

- Goal Setting and Monitoring
- Accommodations (and/or) Modifications that are intentional
- Productive Struggle
- Small Group Instruction

DIVISION OF SPECIAL EDUCATION

INSTRUCTIONAL STRATEGIES

Goal Setting and Monitoring

Looks like:

- Teacher and student identifying goals and determining action steps
- Students can articulate what they are working on and why
- Student self-monitoring of progress
- Student participation in the SP

Accommodations (and/or) Modifications that are intentional

Looks like:

- Purposeful planning
- Personalized learning
- Engaged students
- Students self-advocating

Productive Struggle

Looks like:

- Wait time
- Safe learning environment
- Student reflection
- Student voice heard more than teacher voice

Small Group Instruction

Looks like:

- Flexible groups based on data
- Personalized learning
- Instruction in groups
- Structural interactions between learners

Instructional Priorities for Students with Disabilities

- Rightful Presence
- High Expectations
- Differentiation

<https://www.lausd.org/Page/16729>

*This document is a template for use by the Division of Special Education. It is not to be used as a policy document. It is intended to provide a framework for the development of local policies and procedures.

DSE

Classroom Look Fors: Core Curriculum

Classroom Look Fors: Alternate Curriculum

Goal Setting and Monitoring

What you see:

- Current and ongoing (or recent) assessment of student learning
- Students look at the data to monitor their progress
- Students have access to data and goals
- Students can articulate what they are working on and why
- Teacher and student self-monitoring of progress

Accommodations (Modifications) with intention

What you see:

- Teacher and student identifying goals and determining action steps
- Students can articulate what they are working on and why
- Student self-monitoring of progress
- Student participation in the SP

Productive Struggle

What you see:

- Wait time
- Safe learning environment
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Small Group Instruction

What you see:

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- Student participation in the SP

Productive Struggle

What you see:

- Wait time
- Safe learning environment
- Student reflection
- Student voice heard more than teacher voice

Small Group Instruction

What you see:

- Flexible groups based on data
- Personalized learning
- Instruction in groups
- Structural interactions between learners

What We Are Doing About It

English Learners

ELA

- Maximizing academic discourse
- Strengthening receptive and expressive skills
- Targeted language support through MMALC

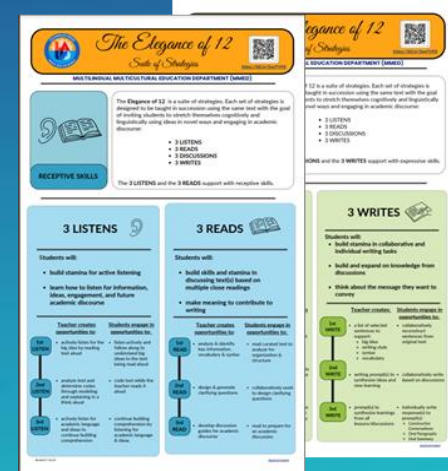
Numeracy

- Maximizing academic discourse in math
- Targeted instruction through i-Ready & Comprehensive ELD
- Professional development & math protocols

Actions and Strategies for Acceleration

English Learners

- Regular monitoring of English Learner progress
- Data-driven instruction through PDSA cycles
- Individual reclassification acceleration plans



What We Are Doing About It

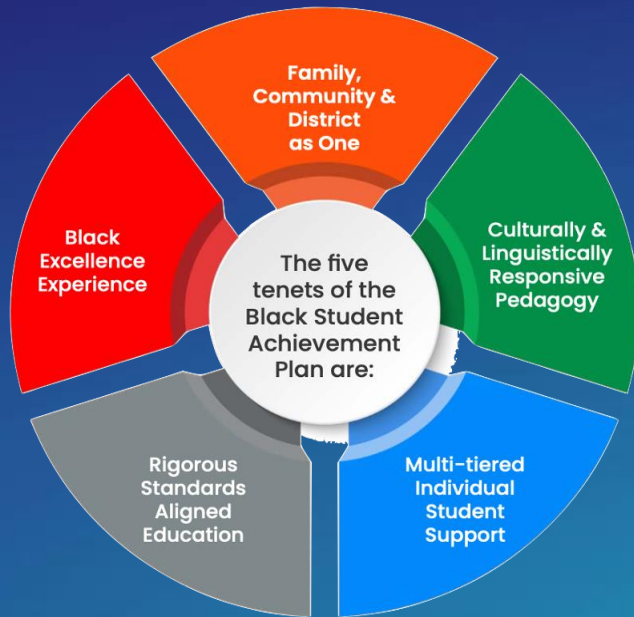
Students in Foster Care

ELA and Numeracy

- Case worker to hold individual progress monitoring meetings:
 - Individual progress monitoring
 - Remove barriers & enhance access
 - Enrichment & extracurricular opportunities
 - Ensure that each student has a device and provide them with digital tools to make up missed lessons and close achievement gaps

What We Are Doing About It

Black Students



Family, Community, & District as One

Black Family Reunions (Every Region)
Black Family Committees (17 BSAP Schools)
Quarterly Black Family Townhall Meetings (Every Region)

CLRP & Rigorous Standards-Aligned Education

Ongoing District-wide Professional Development
Increasing Access to Advanced Placement
AP African American Studies (39 Sections)

Multi-Tiered Student Support

Small-Group Math Intervention
School-based Wraparound Supports (131 Schools)
Community-based Partnerships (Mentorship & Enrichment)

Black Excellence Experience

STEAM Experiences
College Tours (e.g., Local and Historically Black Colleges & Universities)
Gifted and Talented Identification

Actions & Strategies for Acceleration Black Students

BSAP Priority Schools

Impact Reviews (i.e., School Reviews)

- Ensuring teachers' use of District-adopted curriculum & standards-aligned Culturally Responsive Pedagogy

In-School Interventions

- ELA & Math Interventionist small group pull-out
- StudySmart tutors deployment (math) & trained resident substitutes (foundational literacy)

All BSAP Schools

BSAP K-12 Coordinators

- Support to Group 1 & 2 Schools
- Provide professional development at schools
- Data monitoring

BSAP Region Academic Coordinators

- Support all Region schools
- Support Culturally Responsive Pedagogy within Region
- STEAM enrichment opportunities



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Questions



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Appendix

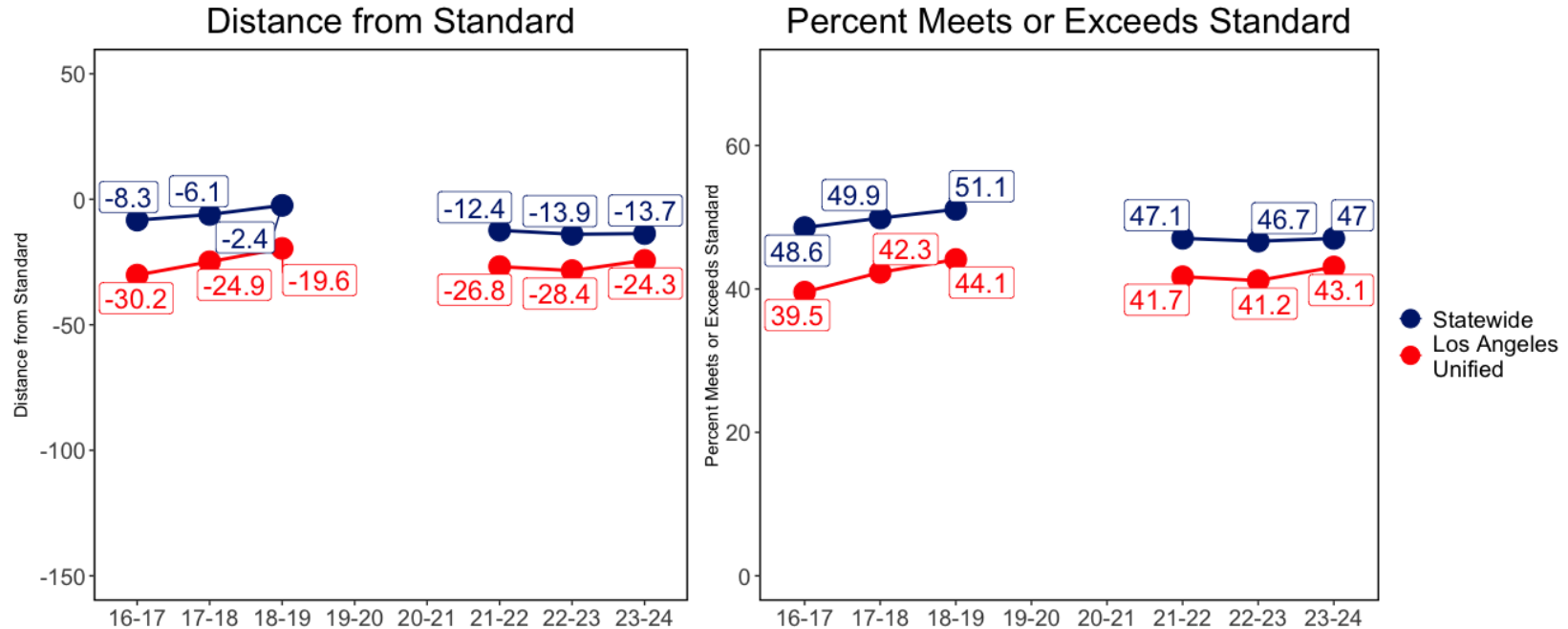


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SBA Results Across Grade Spans

LAUSD vs. Statewide ELA Achievement

All Grades



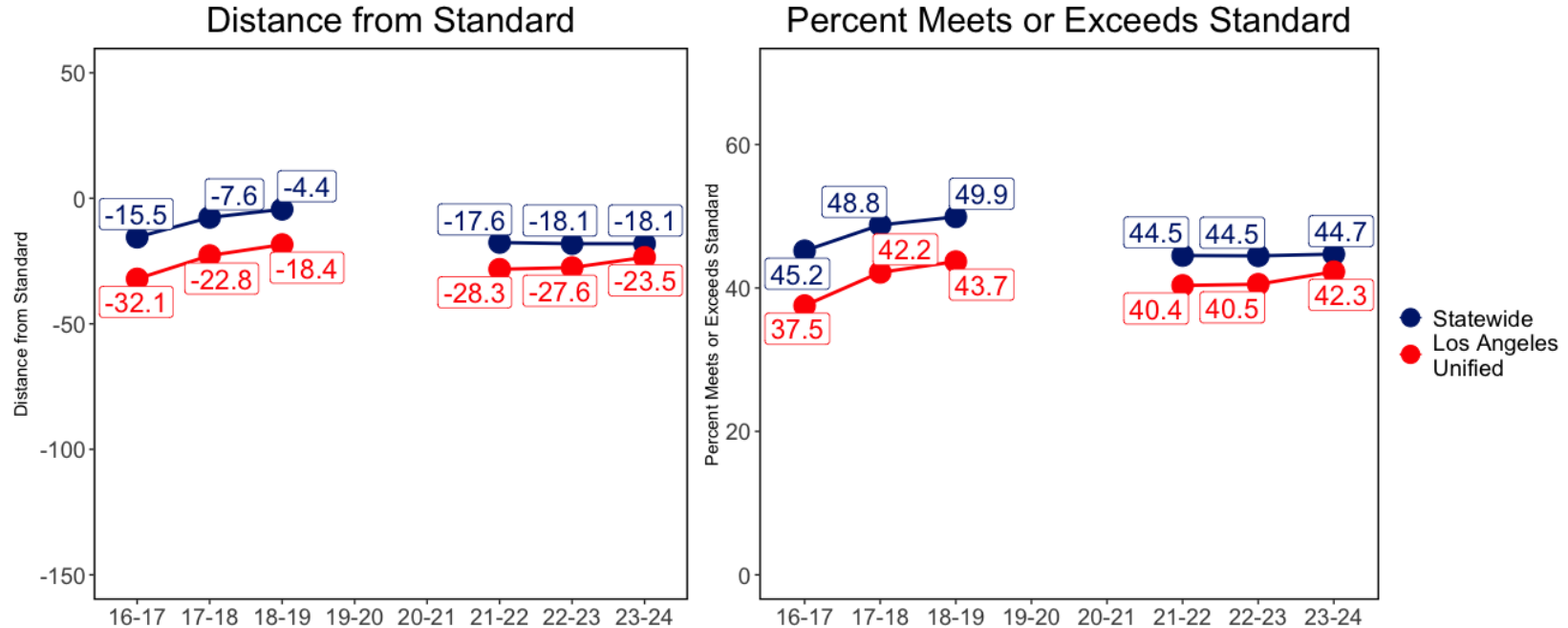
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LAUSD vs. Statewide ELA Achievement

Grades 3-5



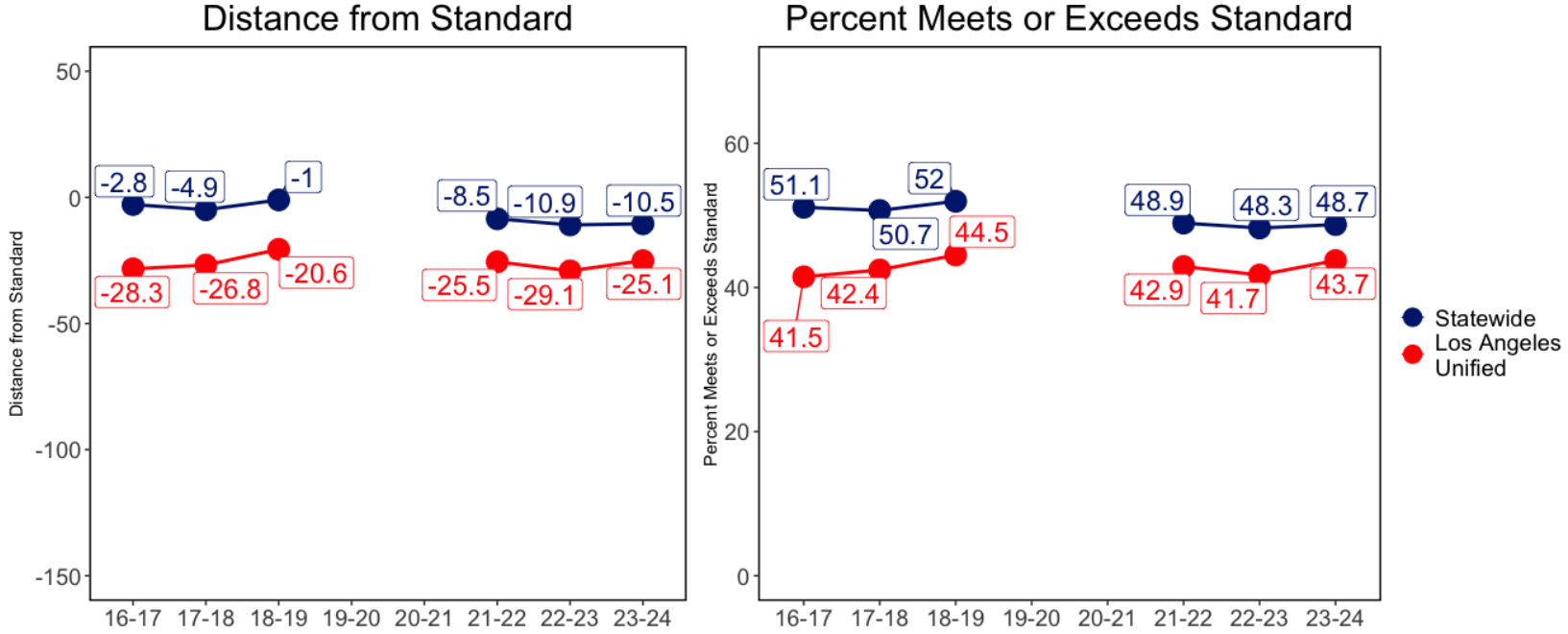
Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 1235509) compared to all tested students in LAUSD (N = 96079). LAUSD totals include affiliated charters but not independent charters.

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LAUSD vs. Statewide ELA Achievement

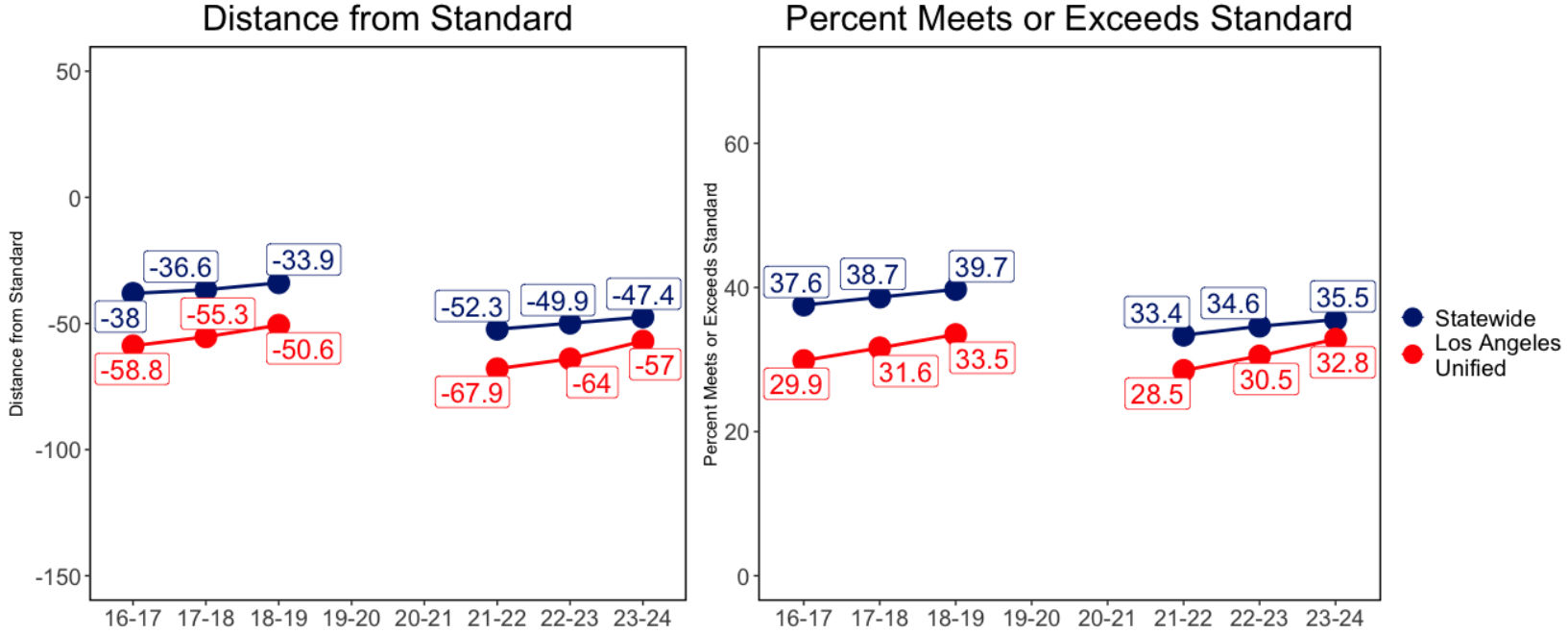
Grades 6-8 & 11



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 1704728) compared to all tested students in LAUSD (N = 112914). LAUSD totals include affiliated charters but not independent charters. Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms. <https://caaspp-elpac.ets.org/>

LAUSD vs. Statewide Math Achievement

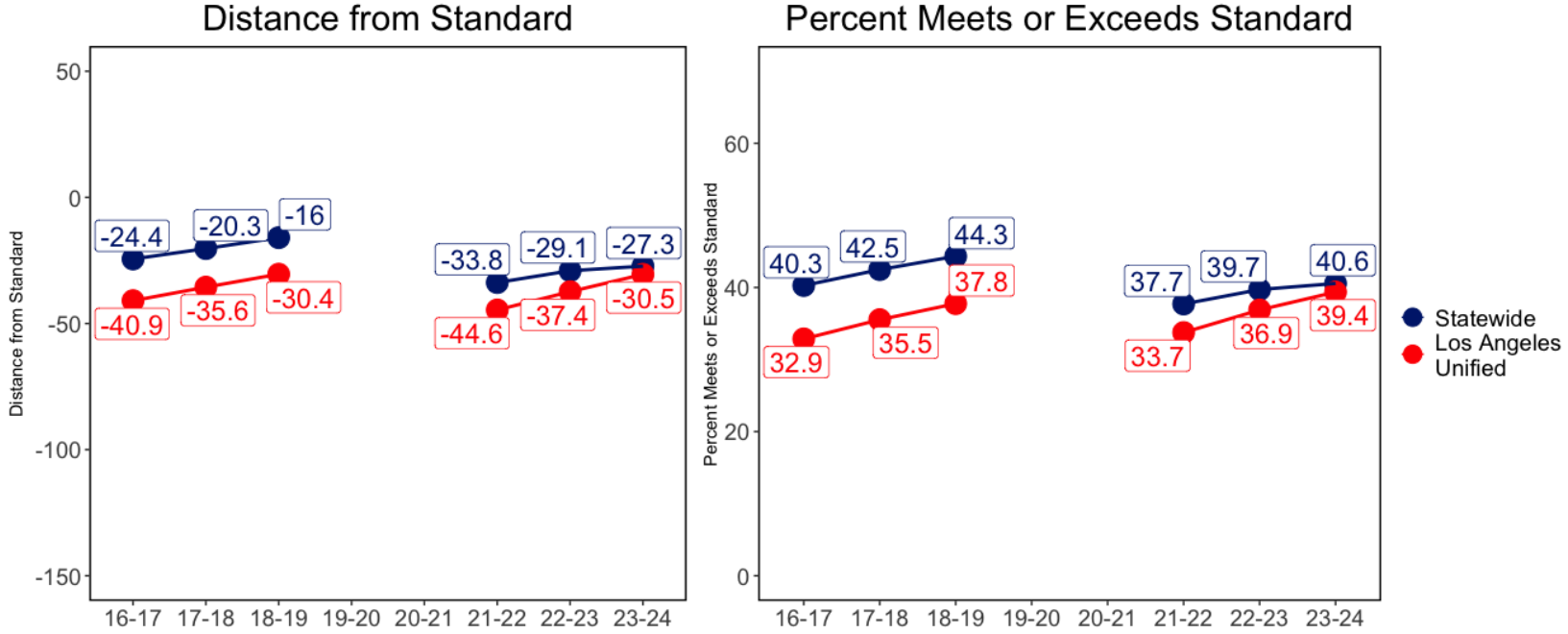
All Grades



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LAUSD vs. Statewide Math Achievement

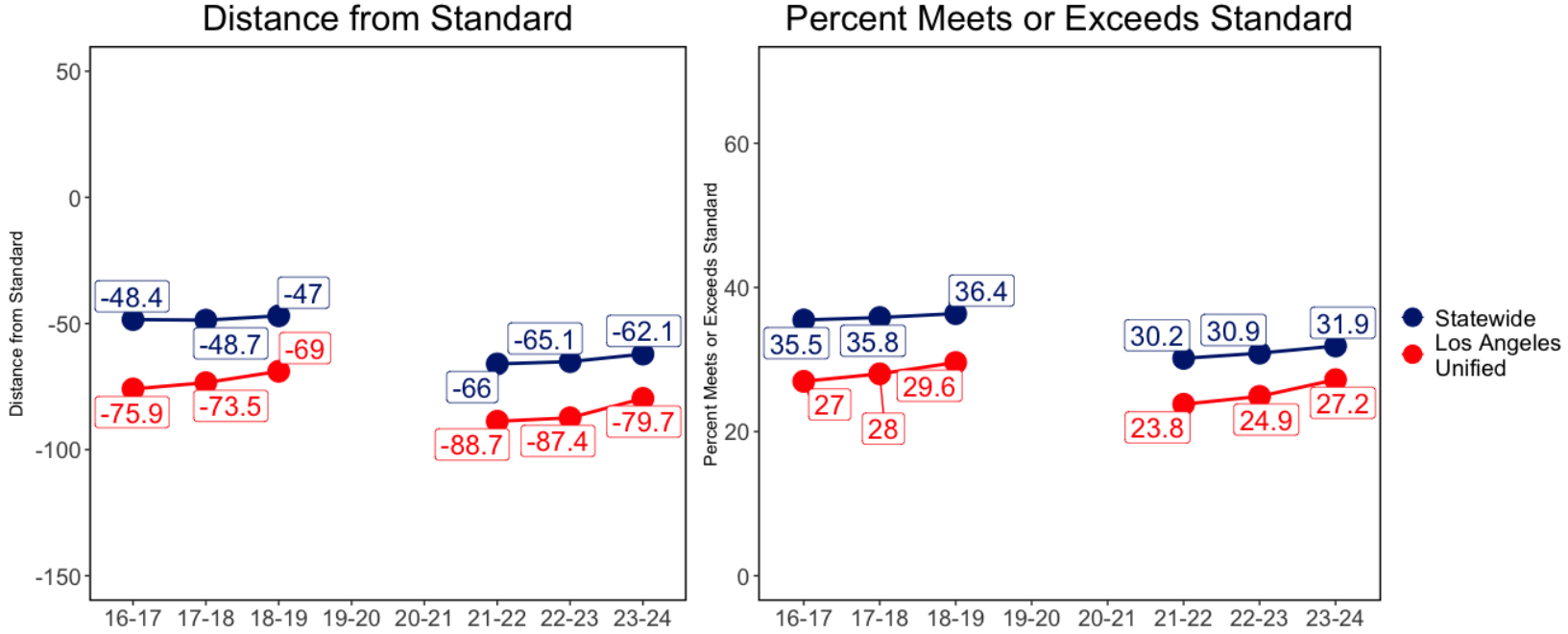
Grades 3-5



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 1249262) compared to all tested students in LAUSD (N = 98072). LAUSD totals include affiliated charters but not independent charters. Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms. <https://caaspp-elpac.ets.org/>

LAUSD vs. Statewide Math Achievement

Grades 6-8 & 11



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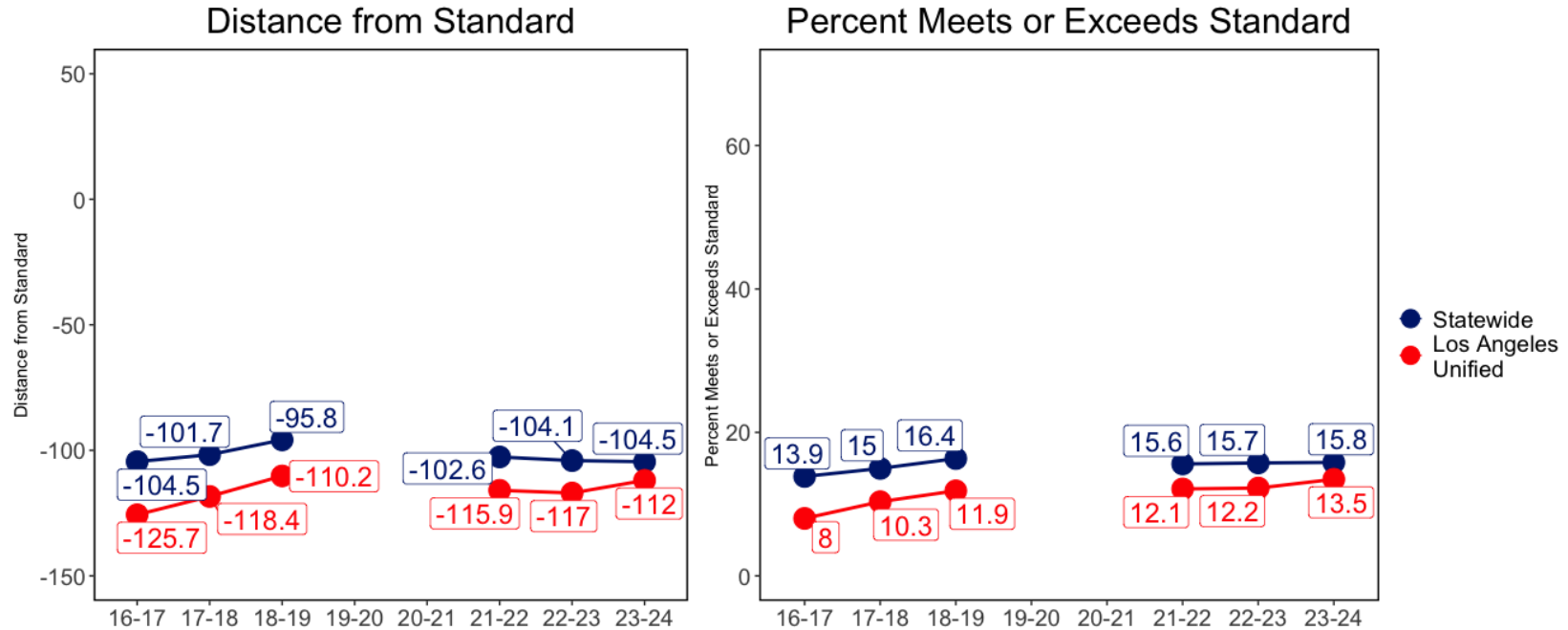


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Results Across Student Populations

*Students with Disabilities, Low Income Students,
English Learners, Students in Foster Care*

Students with Disabilities – ELA

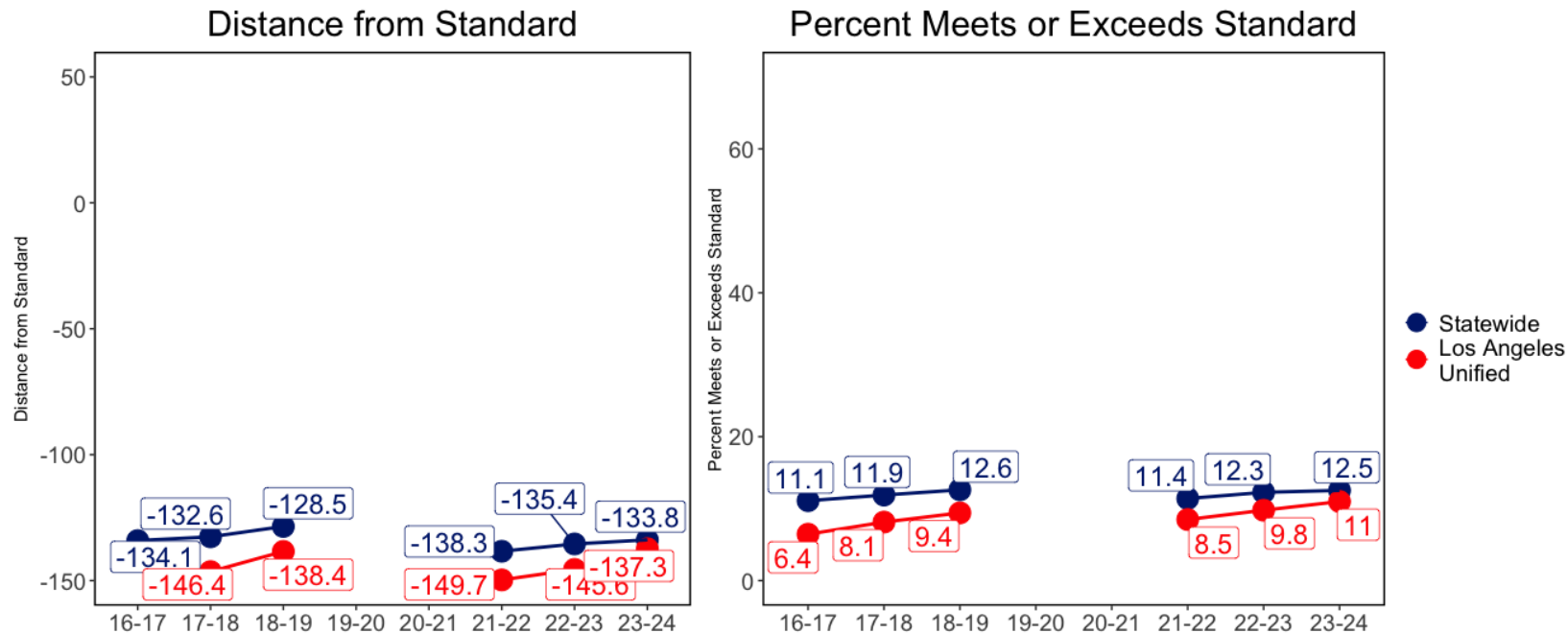


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Students with Disabilities – Math

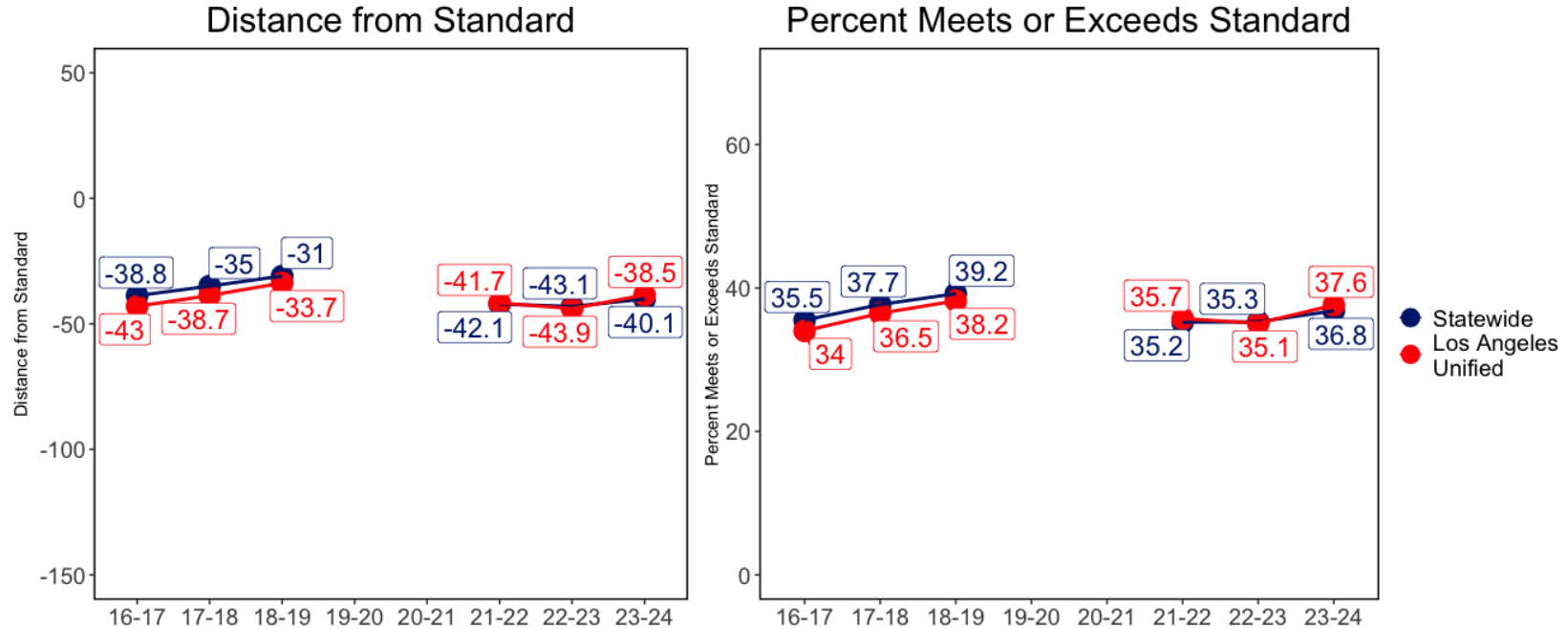


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students with disabilities in California (N = 373712) compared to all tested students with disabilities in LAUSD (N = 29392). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Low Income Students – ELA

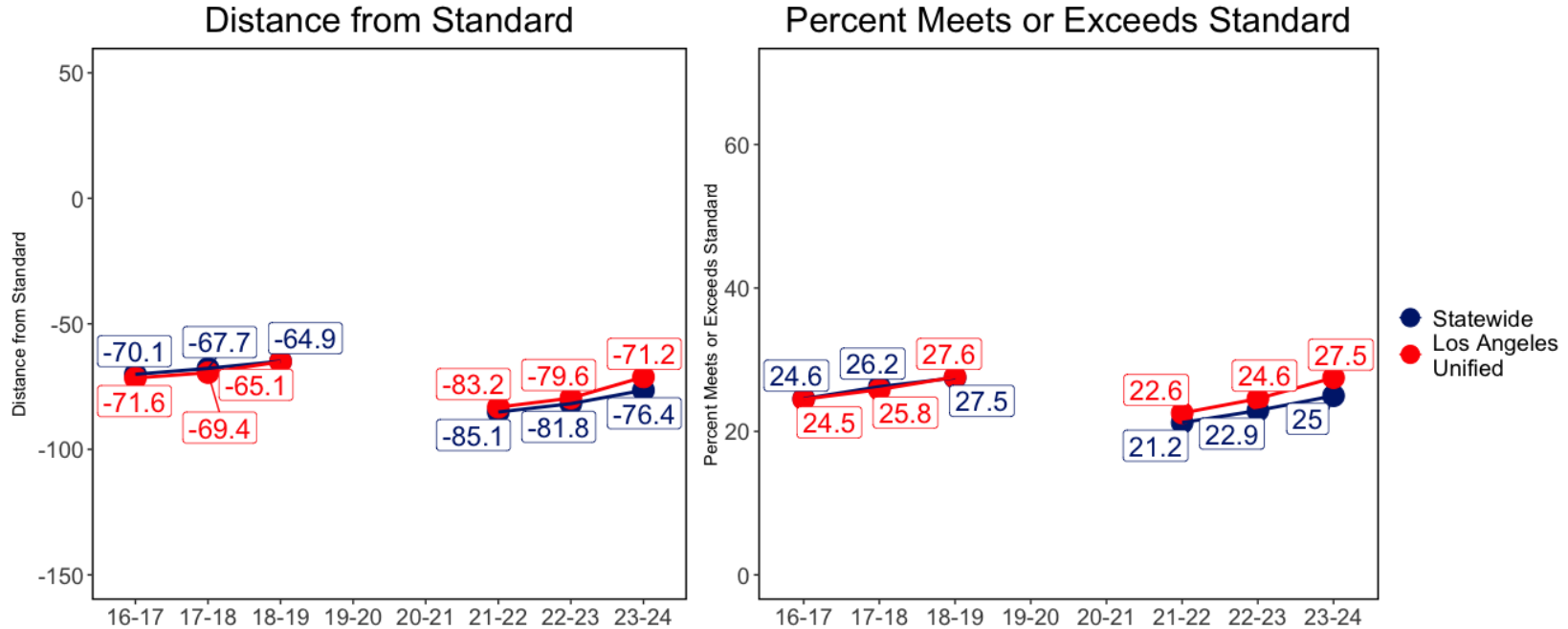


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested low income students in California (N = 1914607) compared to all tested low income students in LAUSD (N = 170494). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Low Income Students – Math

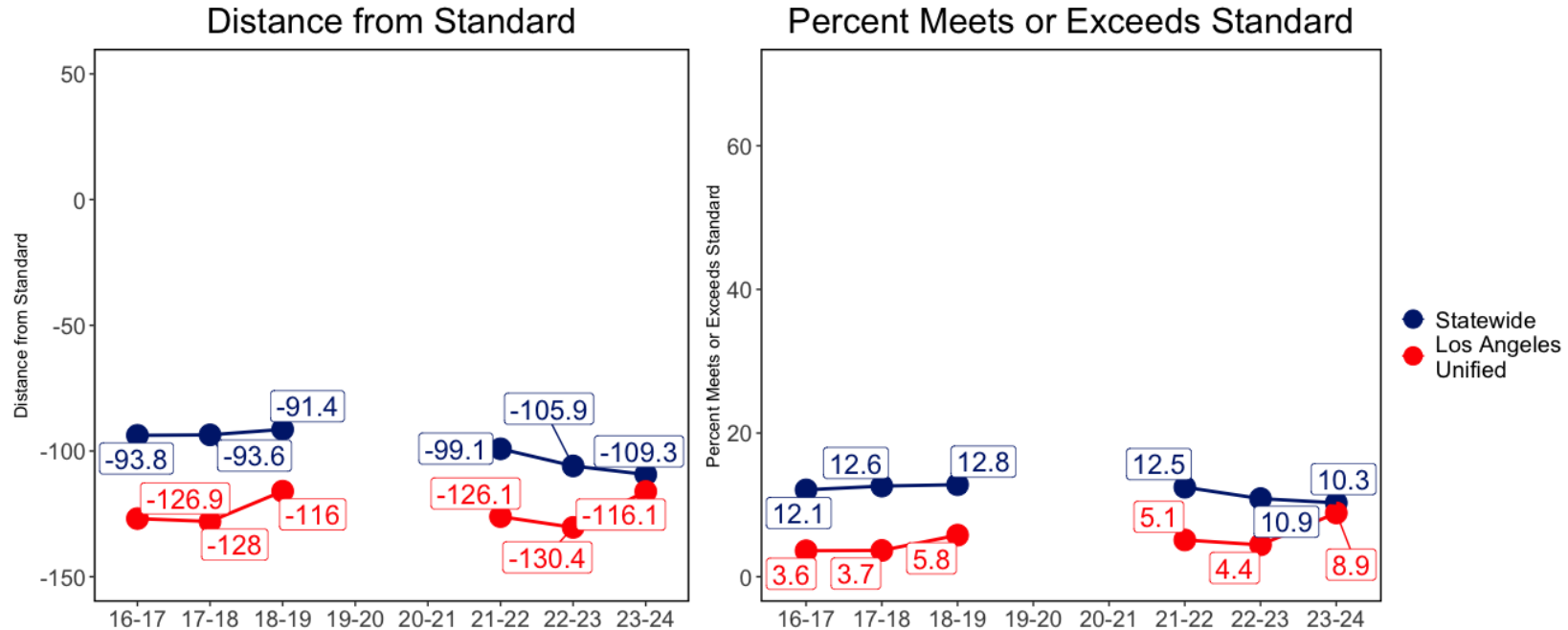


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested low income students in California (N = 1927435) compared to all tested low income students in LAUSD (N = 172378). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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English Learners – ELA

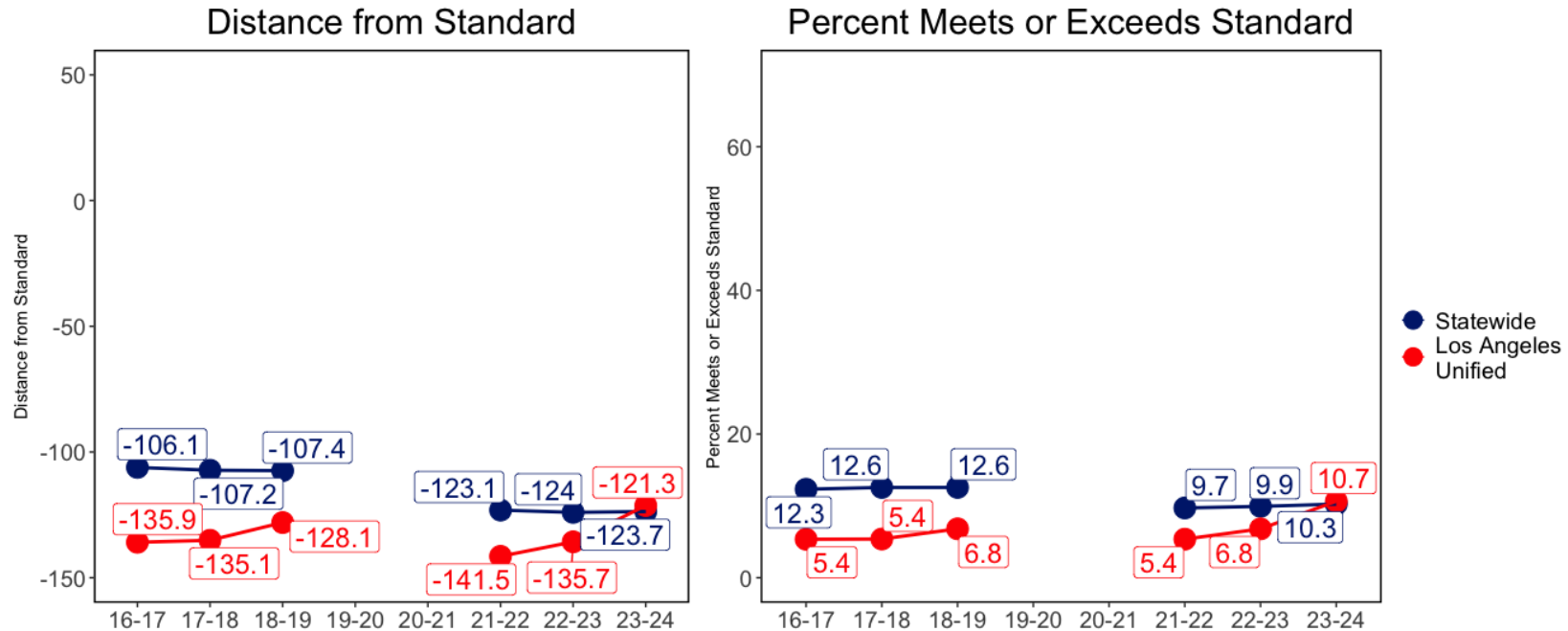


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested English Learners in California (N = 479762) compared to all tested English Learners in LAUSD (N = 33636). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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English Learners – Math

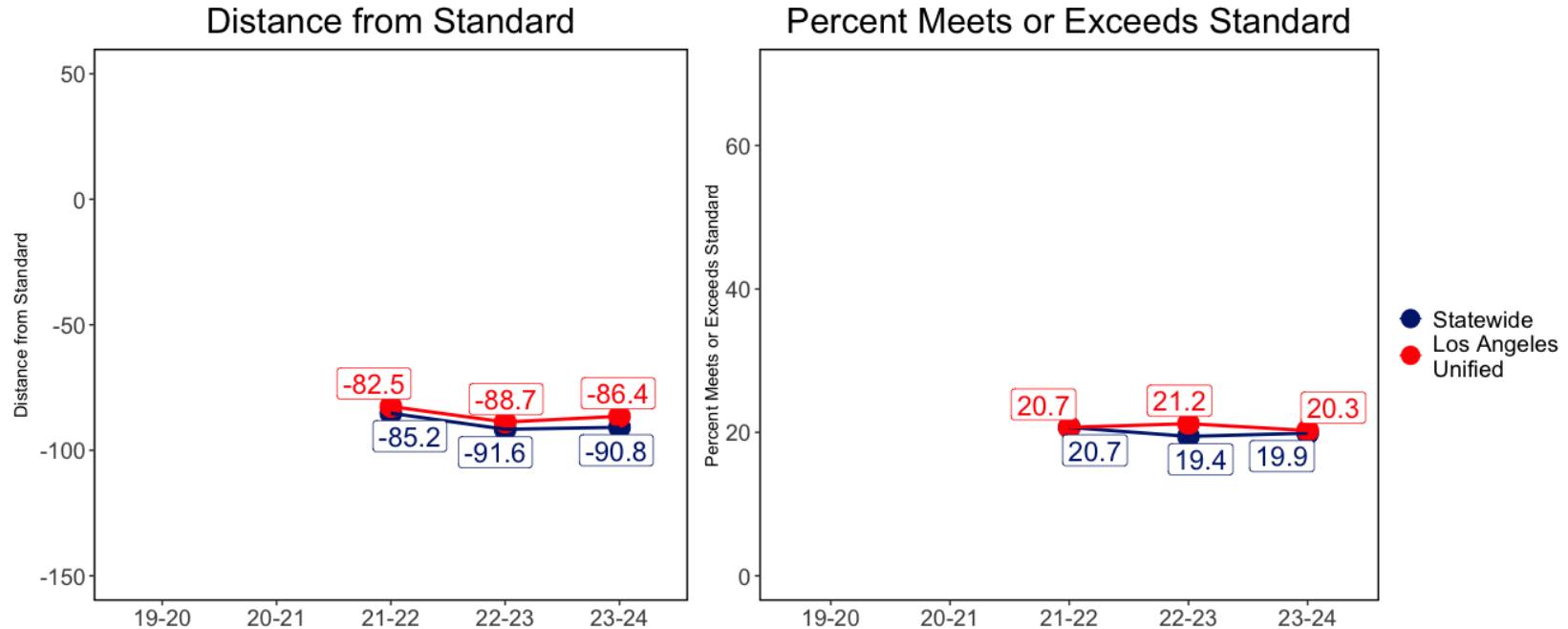


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested English Learners in California (N = 505948) compared to all tested English Learners in LAUSD (N = 37001). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Students in Foster Care – ELA

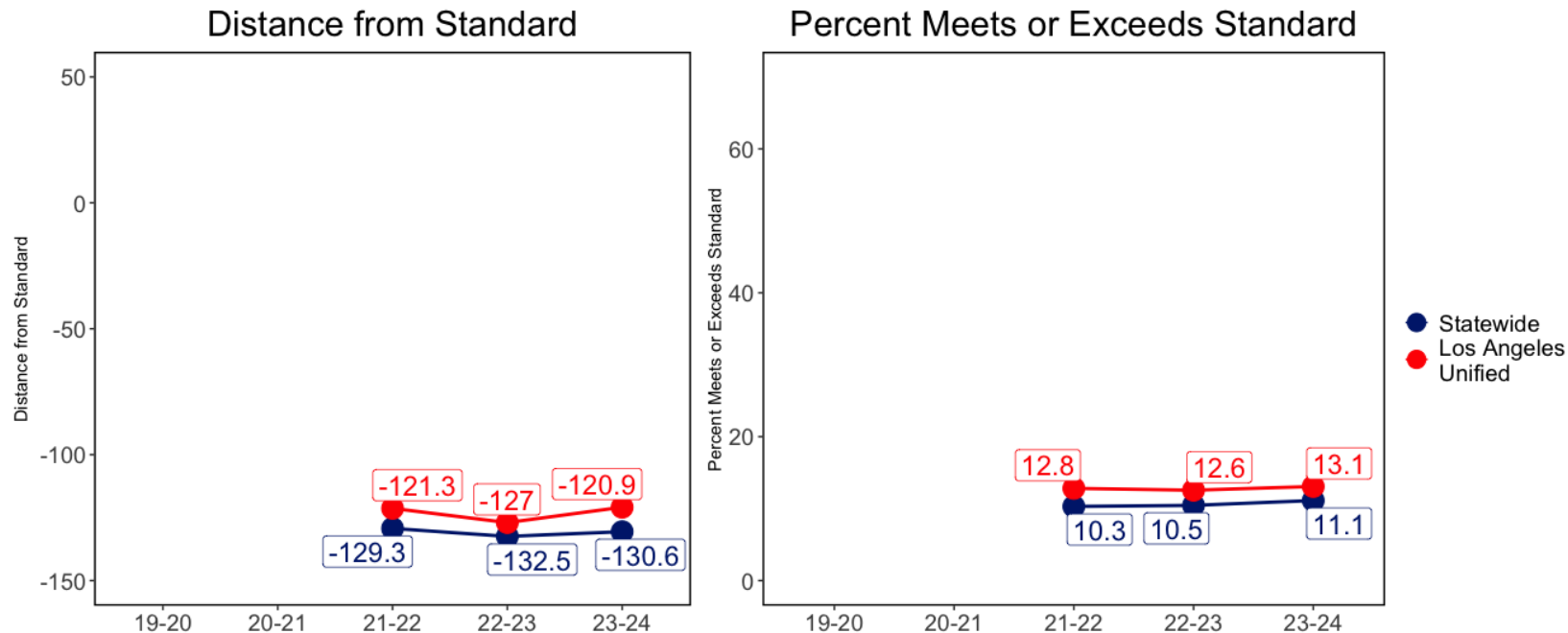


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Students in Foster Care in California (N = 10028) compared to all tested Students in Foster Care in LAUSD (N = 844). LAUSD totals include affiliated charters but not independent charters. Students in foster care is defined by CDE as youth in family maintenance, voluntary placement agreements, out-of-home welfare, or out-of-home probation programs, along with non-minor dependents and tribal foster youth. Students are designated as foster if they meet one of these criteria on the date they were tested.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Students in Foster Care – Math



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Students in Foster Care in California (N = 9976) compared to all tested Students in Foster Care in LAUSD (N = 841). LAUSD totals include affiliated charters but not independent charters. Students in foster care is defined by CDE as youth in family maintenance, voluntary placement agreements, out-of-home welfare, or out-of-home probation programs, along with non-minor dependents and tribal foster youth. Students are designated as foster if they meet one of these criteria on the date they were tested.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

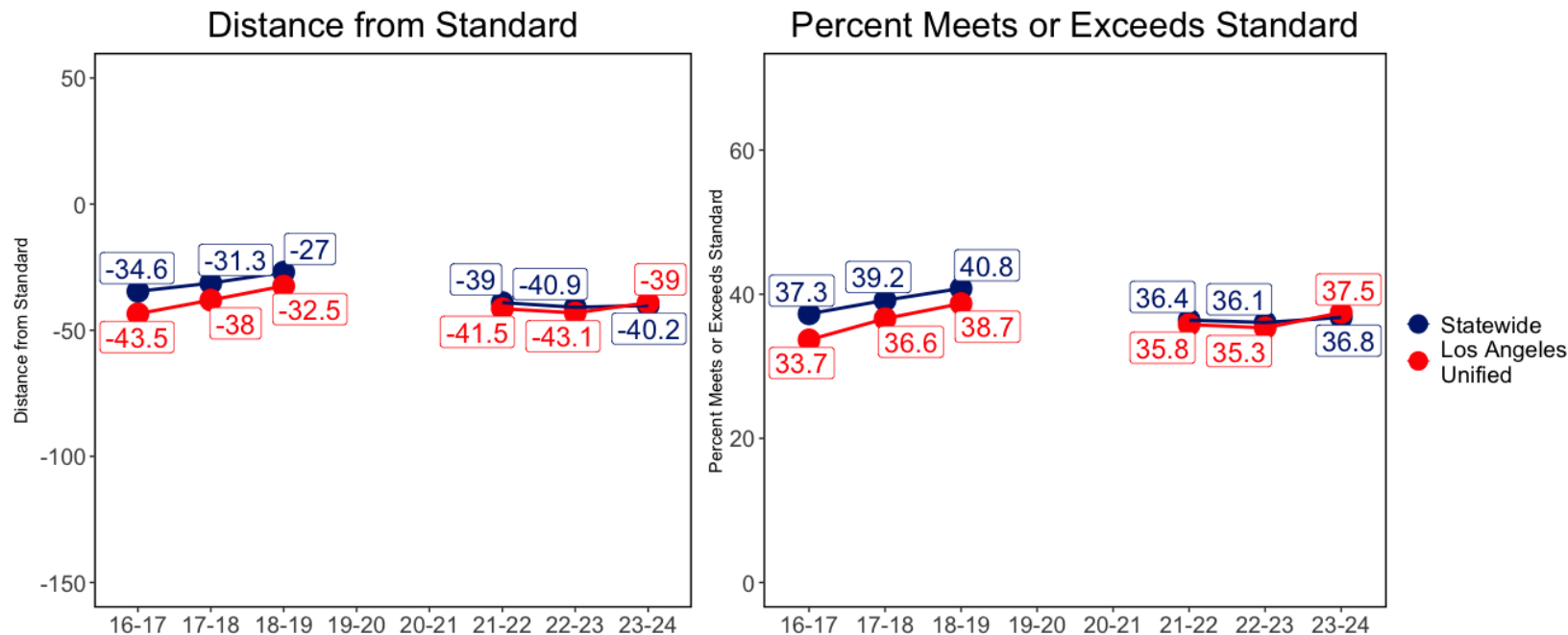
<https://caaspp-elpac.ets.org/>



Results Across Race/Ethnicity Groups

Latino, White, Black, Asian, Two or More, Filipino

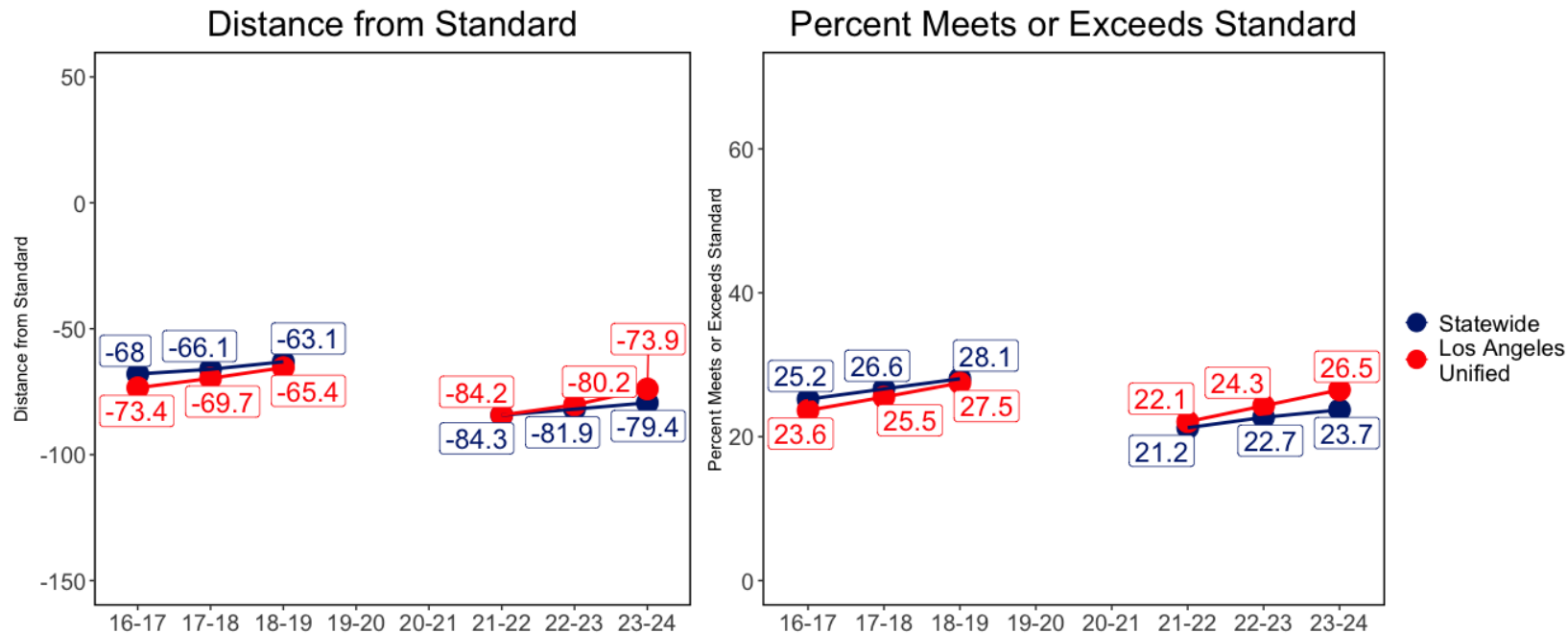
Latino Students – ELA



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Latino students in California (N = 1650830) compared to all tested Latino students in LAUSD (N = 152374). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.
<https://caaspp-elpac.ets.org/>

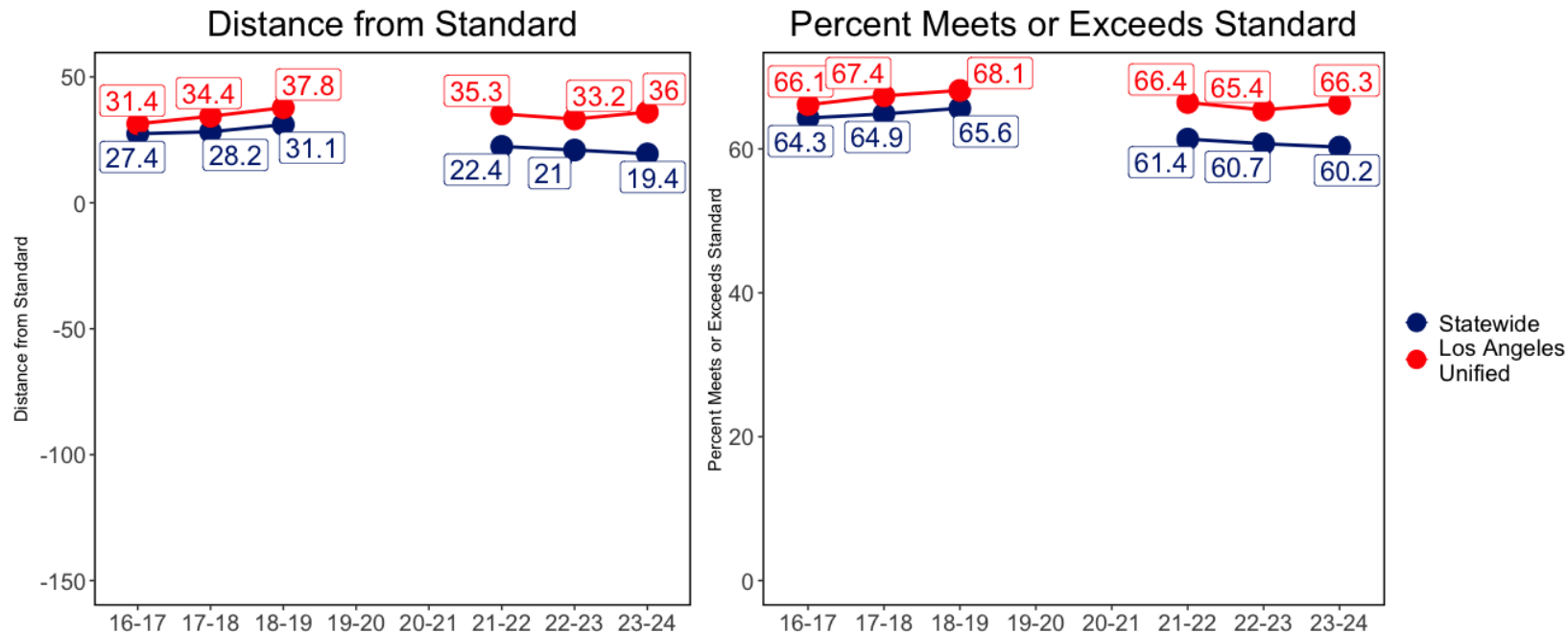
Latino Students – Math



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Latino students in California (N = 1665621) compared to all tested Latino students in LAUSD (N = 154860). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.
<https://caaspp-elpac.ets.org/>

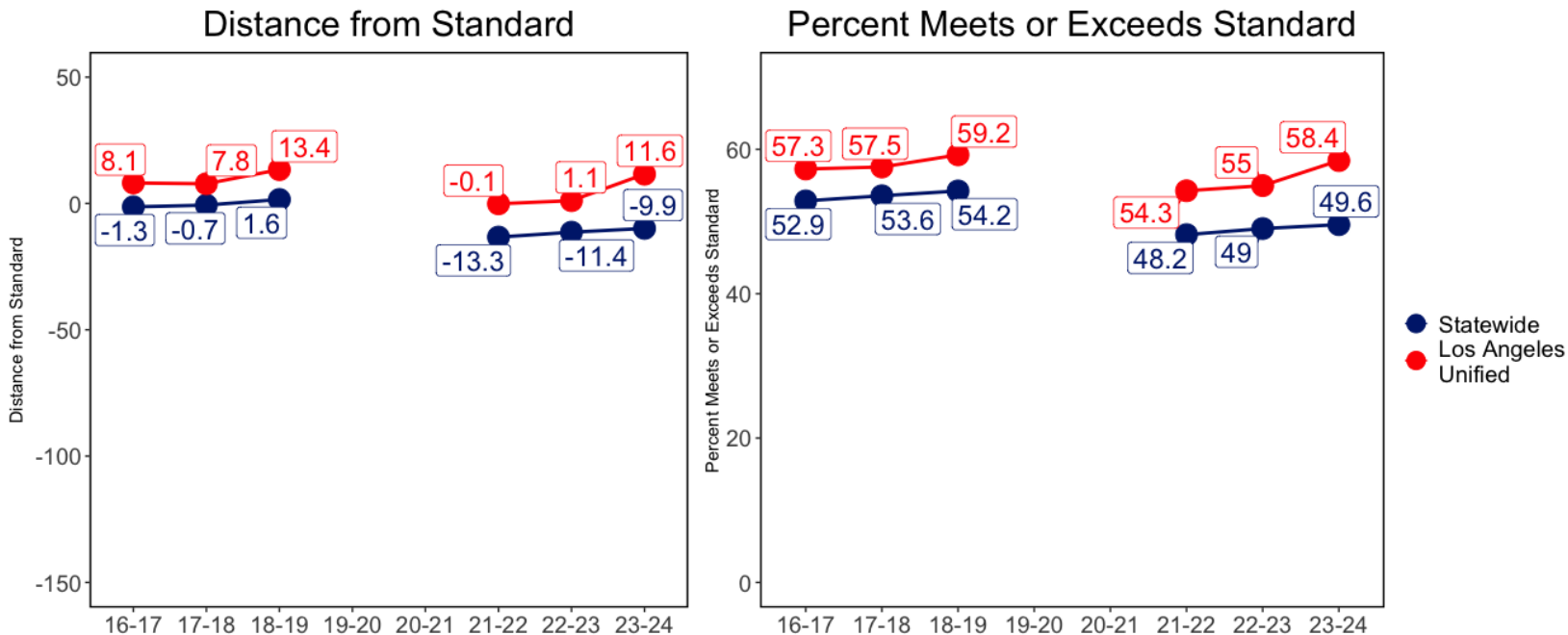
White Students – ELA



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested White students in California (N = 592266) compared to all tested White students in LAUSD (N = 22417). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.
<https://caaspp-elpac.ets.org/>

White Students – Math

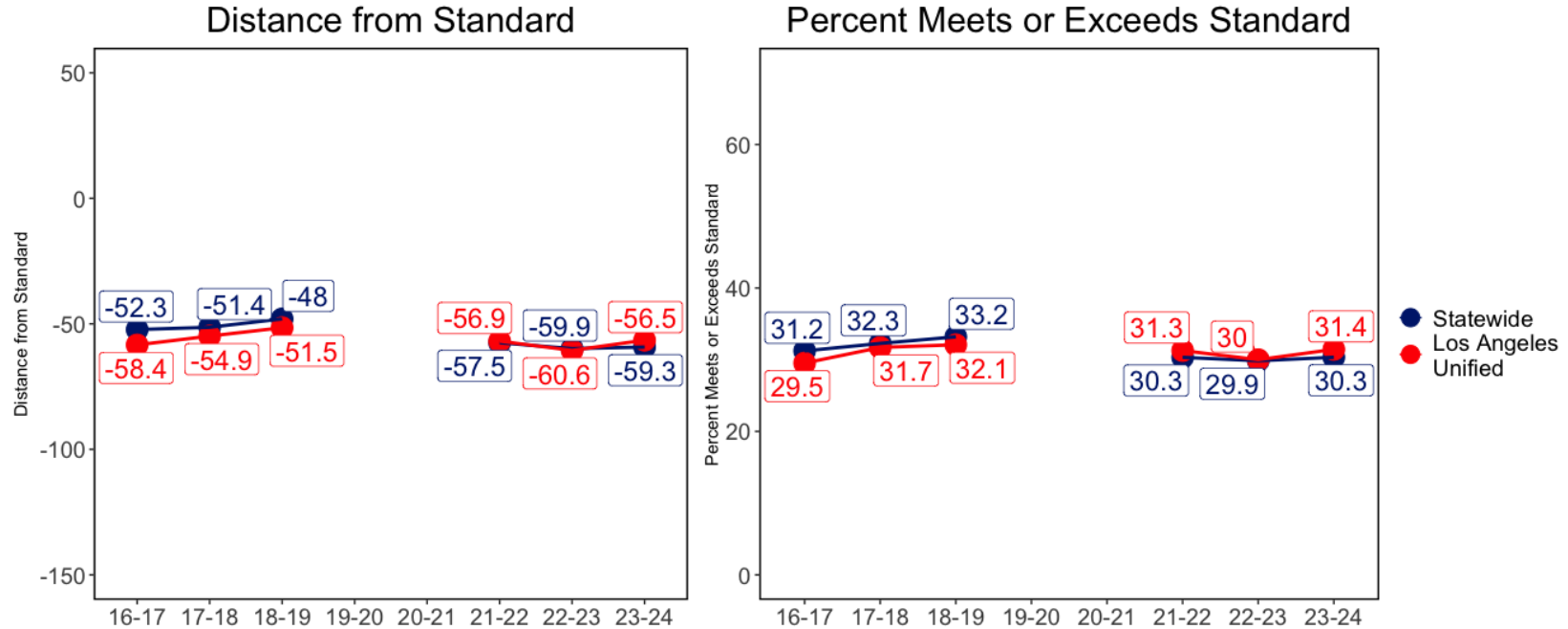


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested White students in California (N = 594214) compared to all tested White students in LAUSD (N = 22897). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Black Students – ELA

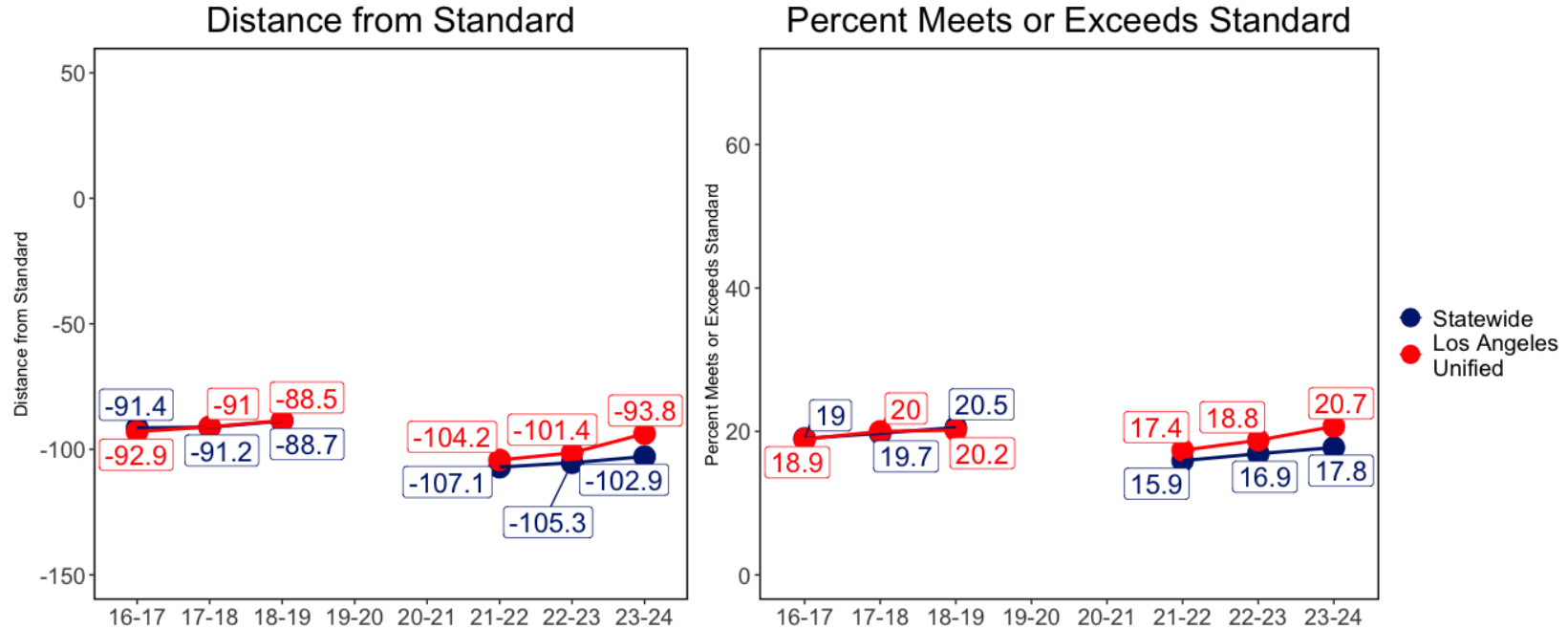


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Black students in California (N = 144399) compared to all tested Black students in LAUSD (N = 15274). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Black Students – Math

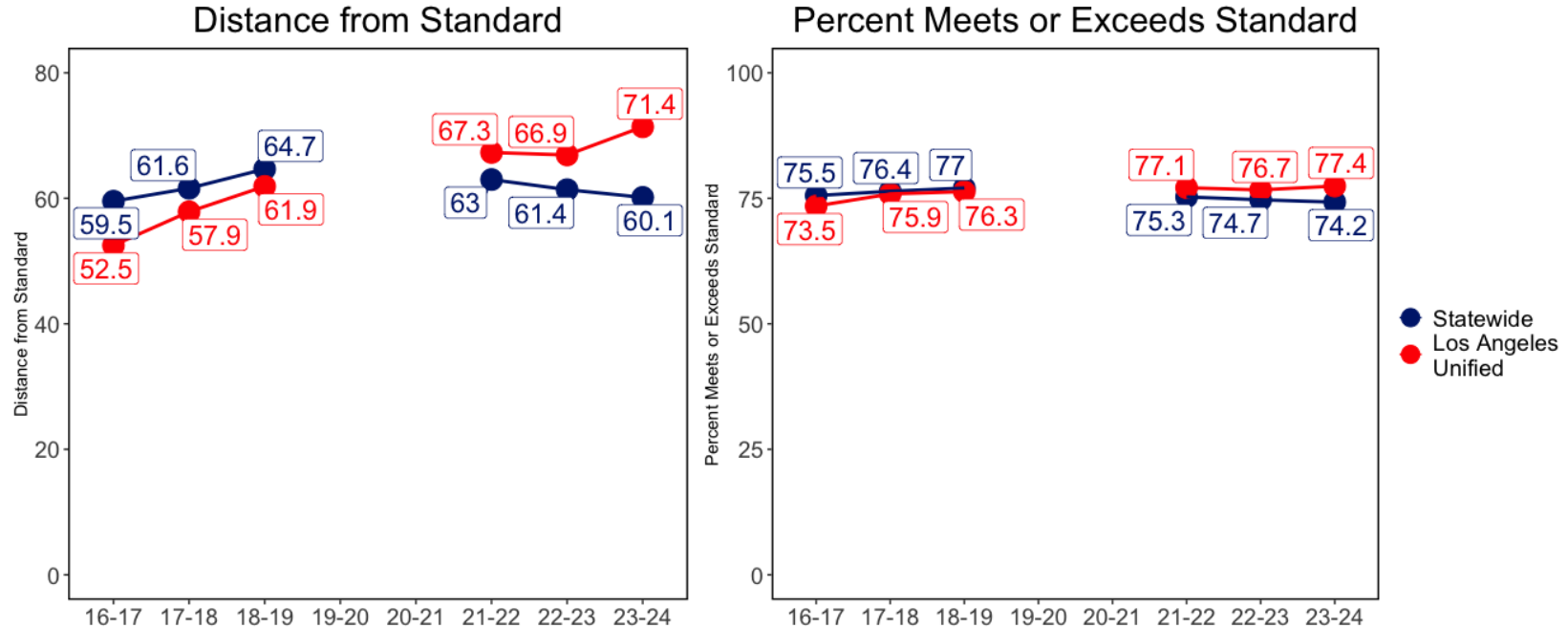


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Black students in California (N = 143995) compared to all tested Black students in LAUSD (N = 15252). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Asian Students – ELA

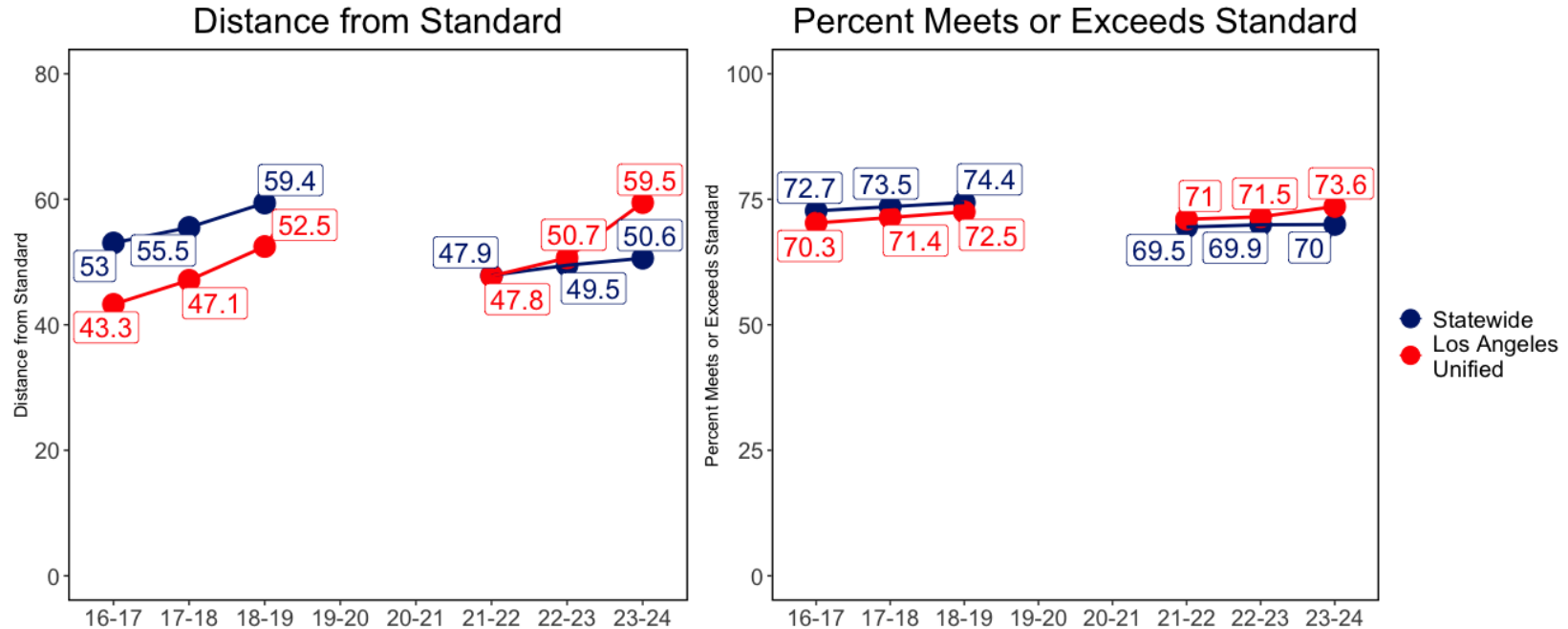


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Asian students in California (N = 298487) compared to all tested Asian students in LAUSD (N = 7754). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Asian Students – Math

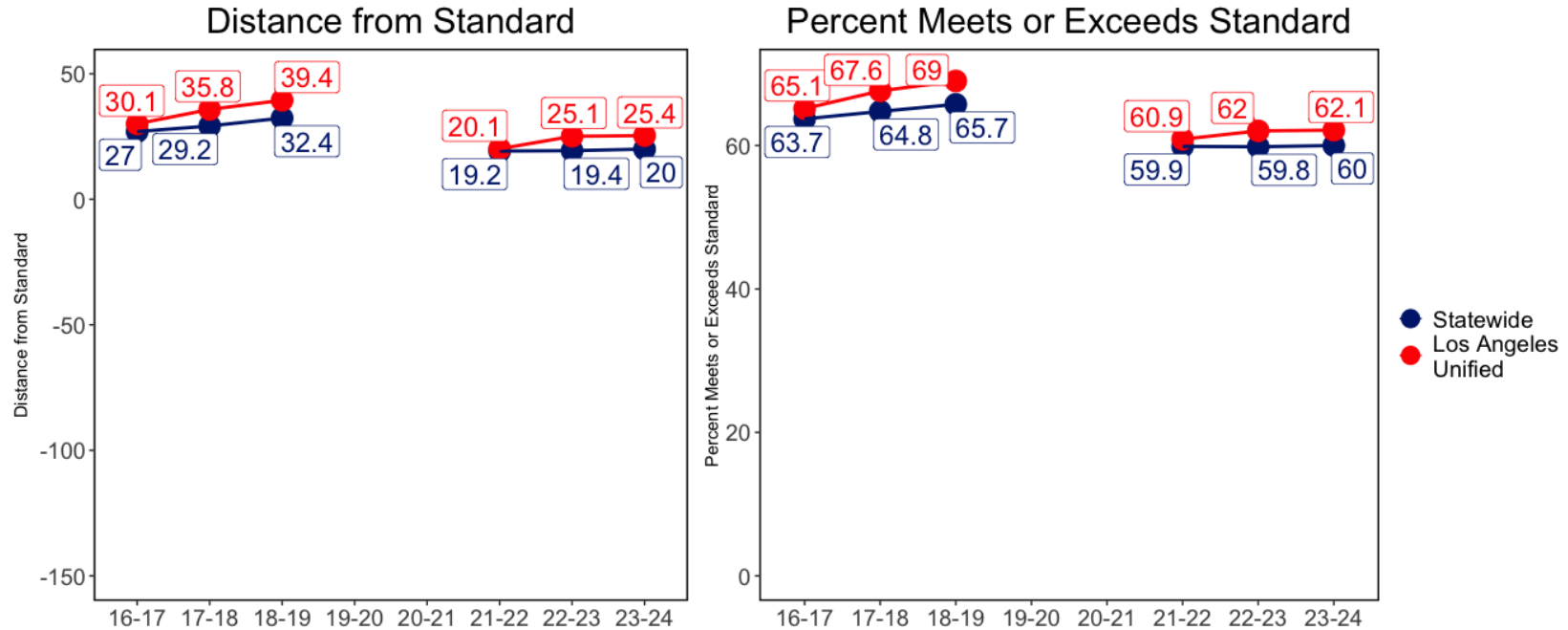


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Asian students in California (N = 302941) compared to all tested Asian students in LAUSD (N = 7834). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Two or More Races – ELA

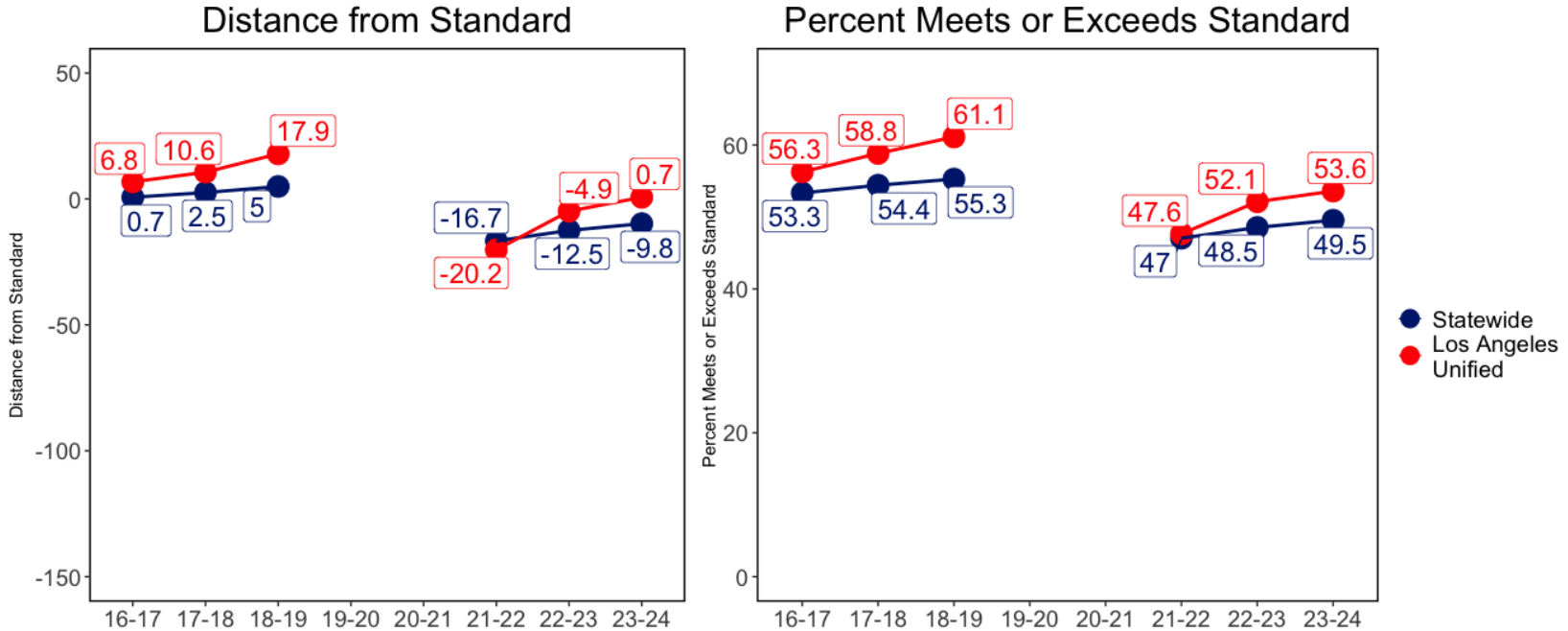


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students identifying as two or more races in California (N = 162425) compared to all tested students identifying as two or more races in LAUSD (N = 6530). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

<https://caaspp-elpac.ets.org/>

Two or More Races – Math

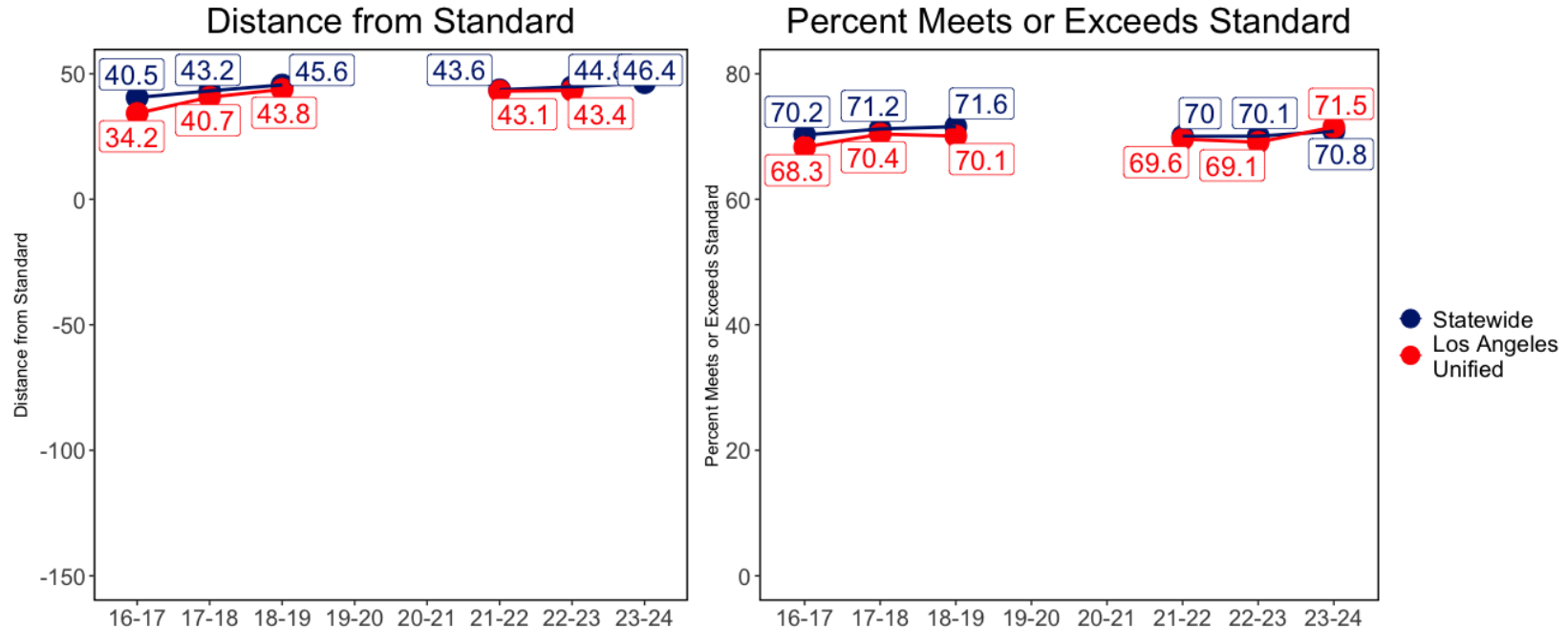


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students identifying as two or more races in California (N = 162805) compared to all tested students identifying as two or more races in LAUSD (N = 6634). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Filipino Students – ELA

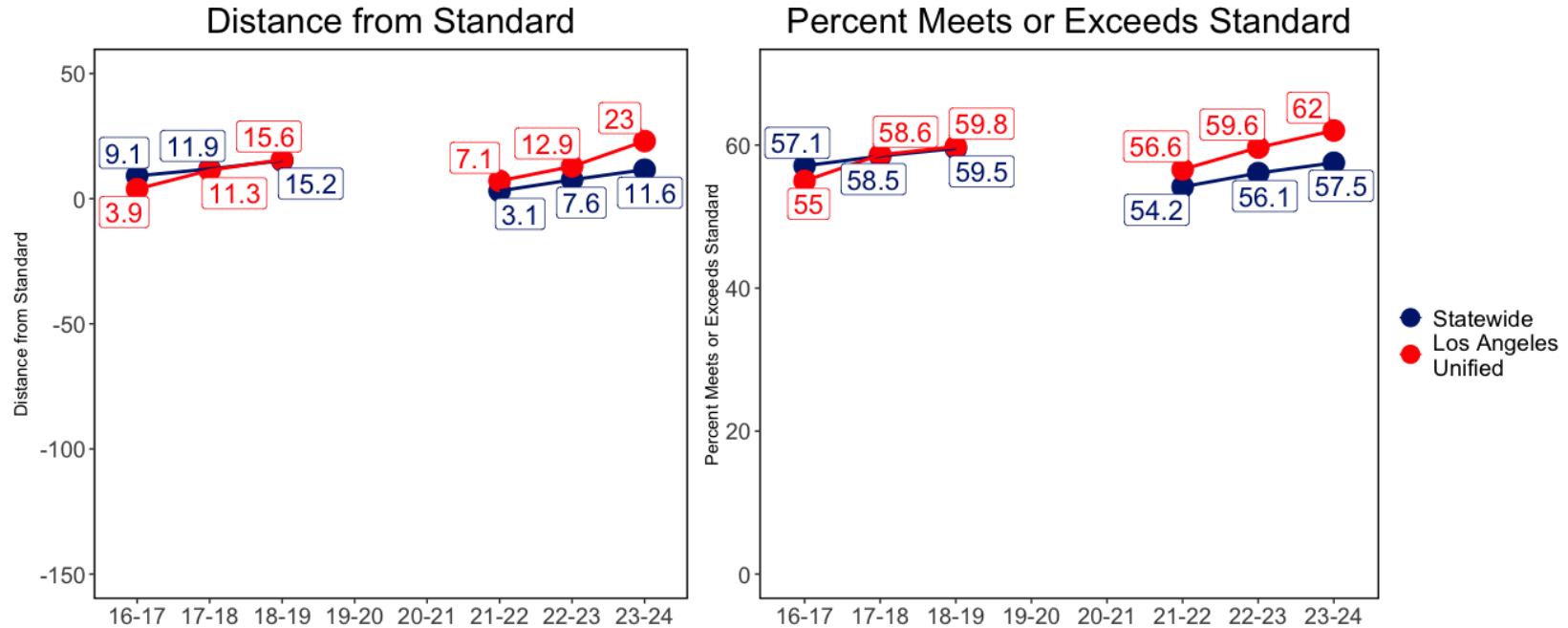


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Filipino students in California (N = 66974) compared to all tested Filipino students in LAUSD (N = 4095). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

<https://caaspp-elpac.ets.org/>

Filipino Students – Math



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Filipino students in California (N = 67126) compared to all tested Filipino students in LAUSD (N = 4103). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.
<https://caaspp-elpac.ets.org/>