

2025-2026 Targeted Student Population (TSP) Plan Digital Notebook

**Equitable School Performance
Office**

**Karen G. Long
Executive Director**

District
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Actions

TSP Plan
Rubric &
Checklist

SENI
Menu

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Resources

Contact



Los Angeles Unified School District

333 South Beaudry Avenue
Los Angeles, California 90017

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*Chief Strategy Officer
Office of the Chief Strategy Officer*

Karen G. Long

*Executive Director
Equitable School Performance Office*

Introduction

The Targeted Student Population (TSP) Plan is a fundamental part of the school budgeting process in Los Angeles Unified. This document helps tell the story about our students' needs, our communities' perspectives, and our schools' programs and investments. In particular, the TSP Plan is vital to communicating how we will close equity gaps for students identified as English Learners, Low-Income and/or Foster Youth.

This Digital Notebook is intended to be a reference guide to the resources and supports school leaders need to develop high quality TSP Plans that will ensure alignment between student needs and assets, school strategies, school actions and investments. In the next section, you will find the [TSP Plan Budget Development Training Video](#) and the [TSP Plan Checklist](#) (also included in the "TSP Plan Rubric and Checklist" section of this Notebook) - this is the core set of requirements that must be met for a TSP Plan to be considered for approval. Note that the TSP Plan process ends at the close of budget development, and that **individual school plans are due at their budget appointment.**

Thank you to our counterparts and collaborators in School Fiscal Services and Federal and State Education Programs - as we partner to better align the TSP Plan and the School Plan for Student Achievement (SPSA), several of the resources included here mirror the SPSA Digital Notebook.

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Budget Development Training Video



To see this video in a separate window, please refer here:

[2025-2026 TSP Plan Budget Development Video](#)

Budget Development Training PowerPoint

[2025-2026 TSP Plan Budget Development Training PPT](#)

TSP Plan Checklist

This Checklist is intended as a final check before the submission of a school's Targeted Student Population (TSP) Plan and Budget. **Note that a school's Regional Director must sign and approve the TSP plan at the school's budget appointment; in addition, the Educational Transformation Officer must sign and approve the TSP Plan for Priority Schools.**

Instruction / Program Requirements

- Comprehensive Needs Assessment** includes narrative for each student population or cites the SPSA Needs Assessment page numbers
- School Targets** are set for all District Goals and student groups that apply to this school. Targets have been established based on review of school data and indicate a reasonable path to reach 2026 District Goal targets. Schools enter year-end data target rather expected amount of growth.
- Educational Partner Engagement** includes narrative of at least 3-5 sentences for each prompt
- District Priorities and District Strategies** are consistently selected in all parts of the TSP plan
- Applicable **Targeted Student Populations** are indicated
- New or Continuing **Status** of all strategies/programs is indicated
- School Strategy** describes a research-based approach that will result in improved student outcome(s). The strategy answers "what, why, and who"
 - A position should not drive the strategy; a position is not a strategy in and of itself
 - School Strategies are aligned to the District Strategic Plan and Priorities
 - At least one school strategy is aligned to the SENI Menu of Investments
 - At least one school strategy is identified for a specific student subgroup (not all students)
 - School strategy designed as serving "*all students, but primarily benefiting English Learners, Low Income Students, and/or Student in Foster Care*" must articulate how this strategy increases/improves services for targeted student needs
- School Actions** describe what specifically will be done to implement the school strategy. They answer "how and how much" and are aligned to the District Strategic Plan and Priorities
- Justification of Effectiveness** includes narrative that:
 - Cites current and relevant research supporting the strategy/program
 - Clearly states outcome data and/or practice experience as evidence of effectiveness for "continuing" strategies/programs
- Progress Monitoring** includes relevant metrics that are aligned to both the school strategy and the specific student groups. Relevant metrics, such as LCAP, Strategic Plan, Board Goals, CA Dashboard, and others, are used to monitor the effectiveness of the strategy.

Fiscal Requirements

- Total Funds Budgeted plus Potential Funding Variance should equal Total Funds Allocated.
- Carryover Funds are not included in the TSP Plan (contact Fiscal Specialist for guidance).
- Budget Item includes both description/name of the budget item and dollar amount.
- Instructional and non-instructional contract services in the TSP plan are verified by Procurement and Contract Administration.
- Benefits are reflected in all TSP position costs as certified by the Fiscal Specialist.
- All signatures (Principal, Regional Director, Educational Transformation Officer for Priority Schools) are present.

For questions or concerns, you may contact:

Georgina Gravino, Coordinator, Instructional School Plans gxx4631@lausd.net

Elyse Pyun, Coordinator, Instructional School Plans ehp9385@lausd.net

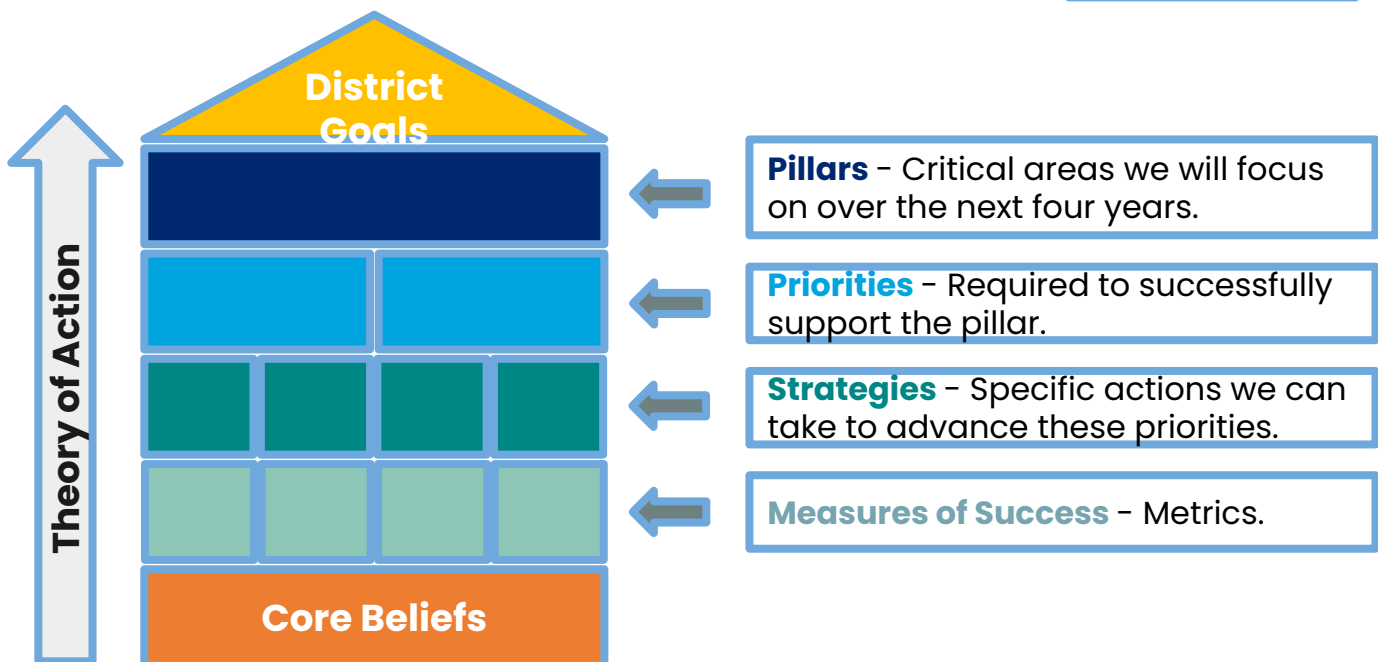
Helen Yu, Administrator of Instruction - Elementary helen.yu@lausd.net

Alejandra Sanchez, Administrator of Instruction - Secondary alejandra.sanchez@lausd.net

District Strategic Plan

District Strategic Plan
TSP Plan Overview
TSP Plan Platform
School Strategies and Actions
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Click on the image to access the Strategic Plan

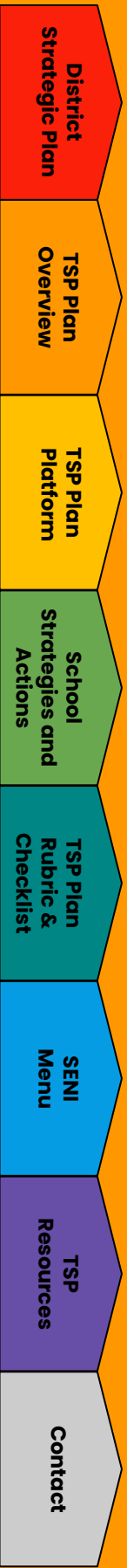


District Pillars



TSP funds will support school strategies and school actions in 3 District Pillars: Academic Excellence, Joy & Wellness and Engagement & Collaboration.

TSP Plan Overview



- District Strategic Plan
- TSP Plan Overview
- TSP Plan Platform
- School Strategies and Actions
- TSP Plan Rubric & Checklist
- SENI Menu
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SENI Background

SENI Background

2013

Local Control Funding Formula passed in CA

This statewide funding formula established three student focus groups: English learners, low-income students, and students in foster care.

2014

LAUSD Board of Education passes Equity is Justice 1.0

As part of this Board Resolution, the Student Equity Needs Index was developed to allocate discretionary TSP funds to schools

2018

LAUSD Board of Education passes Equity is Justice 2.0

Additional Community Indicators were added to the SENI formula, including asthma rates and non-fatal gunshot injuries

2021

LAUSD Board of Education passes Equity is Justice 2021

COVID case rates and death rates were incorporated into the SENI formula, and the SENI allocation to schools increased to \$700 million

SENI Indicators

LAUSD allocates approximately **\$700 million** directly to schools as Targeted Student Population (TSP) funds through the Student Equity Needs Index (SENI), a set of academic and community indicators.

TSP funds are intended to close equity gaps for our students who are English Learners, in foster care, and/or designated as low-income.

School Demographics	Academic Indicators
<ul style="list-style-type: none"> ● Percent Foster Youth ● Percent Homeless Youth ● Percent English Learners ● Percent of Standards English Learners ● Percent of Low-Income Students with Disabilities ● Percent of unduplicated Students 	<ul style="list-style-type: none"> ● Incoming 6th/9th Grade Math State Test ● Incoming 6th/9th Grade ELA State Test ● 1st Grade Primary Literacy Test ● A-G Completion Rate (High School Only)
School Climate Indicators	Community Indicators
<ul style="list-style-type: none"> ● Chronic Absenteeism ● Suspension Rates ● I-STAR Reports 	<ul style="list-style-type: none"> ● Asthma Severity Rate in School Neighborhood ● Non-Fatal Gunshot Injuries in School Neighborhood

SENI and TSP Plan Overview

The theory of action for the Student Equity Needs Index funds holds that:

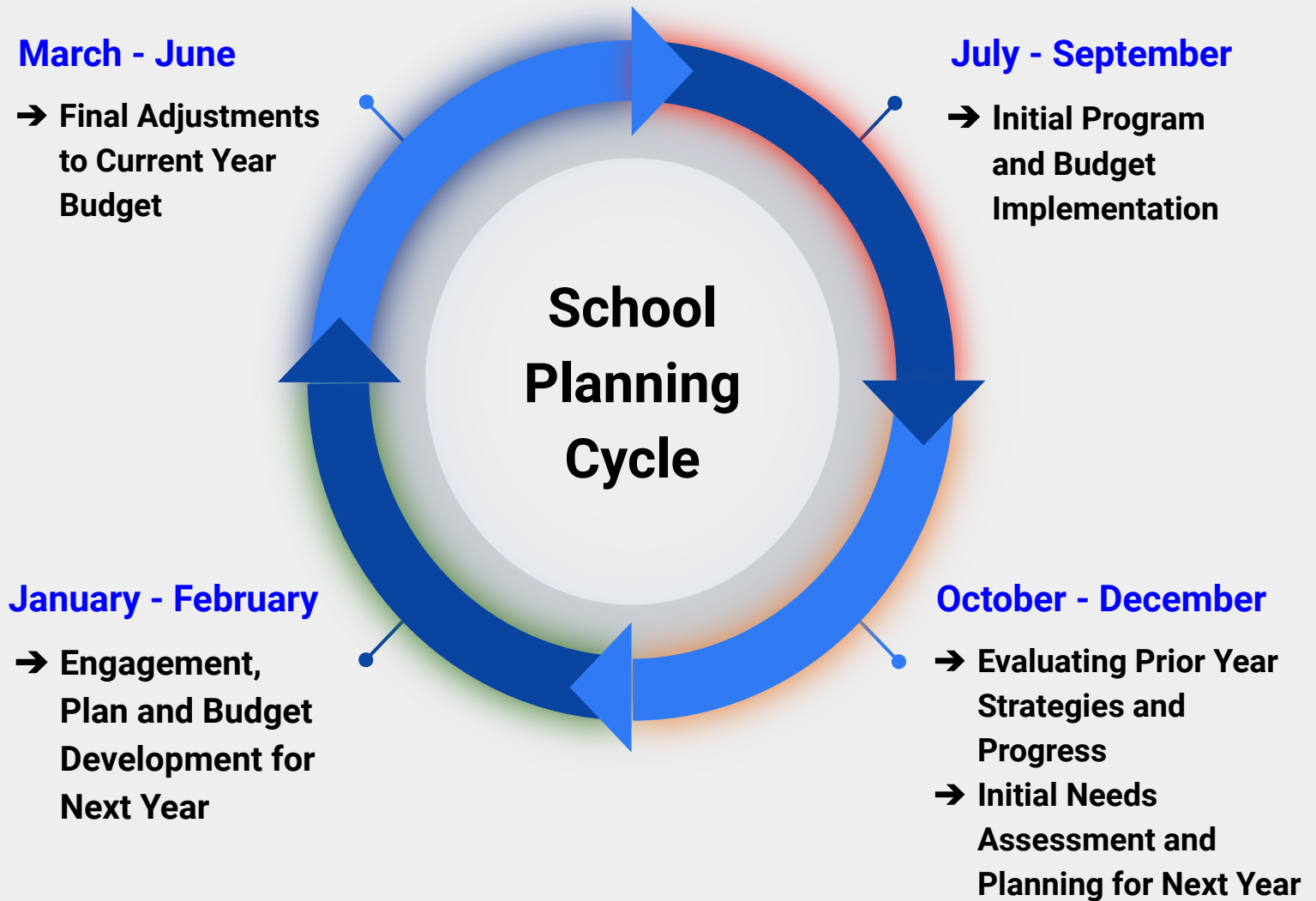


In order to capture and document that local innovation and flexibility, schools are required to engage their communities in the development of **Targeted Student Population (TSP) Plans** for the use of these funds.

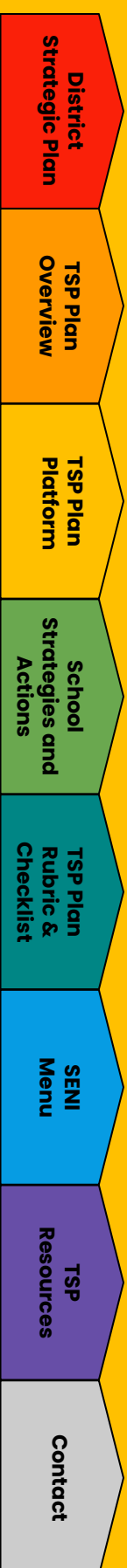
TSP Plans communicate how these funds will be used to close equity gaps for students identified as English Learners, Low-Income, and/or Foster Youth (the state-identified targeted student populations).

TSP plans and budgets help **tell the story** of how our schools are supporting students identified as English Learners, Low-Income and/or Foster Youth.

TSP Flow Chart



TSP Plan Platform



TSP Plan Template Updates: Navigation

To assist you in navigating the TSP Plan Platform, please use the [TSP Plan Platform Job Aid Video](#).

School teams may use the [2025–2026 TSP Plan WORD Template](#) to draft their TSP plans.

Left-navigation menu for TSP Plan Sections:

TSP Plan	
Needs Assessment	Narrative includes key findings in the data analysis related to the targeted student populations
School Targets	Section to capture 2025–26 school targets towards Board / District Goals
Educational Partner Engagement	Section to report school engagement efforts and feedback gathered
Academic Excellence	Tabs to reflect alignment to first 3 Strategic Plan Pillars
Joy and Wellness	
Engagement and Collaboration	
TSP Approval	Principal signs and submits. Regional Director signs and approves. For priority schools only, the Educational Transformation Officer must sign and approve the TSP Plans.
Print TSP Report	Print the TSP Plan as a PDF document (exception: School Targets section)

TSP Plan Template Updates: Comprehensive Needs Assessment

2025-2026 School-level Plan for Use of TSP Funds

Program Budget Code

10552 (SENI)

TSP Funds Allocation (\$)

106,428

Total Student Enrollment

Potential Funding Variance (\$)

3192.84

Total Funds Available (\$)

103235.16

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. For more information, see the [Needs Assessment Criteria](#).

Note: Decisions on funding allocations using TSP funds should also be informed by the School Plan for Student Achievement needs assessment.

Please note this page must be fully completed before the TSP plan can be submitted

Student Group

Needs Assessment

- List key findings in the data analysis related to this student group. CA Dashboard data must be included when available
- For areas in need of improvement, identify the root causes/underlying issues related to key findings
- Explain whether the school is meeting its measurable objectives for these student groups and what strategies contributed or will be implemented to improve the performance of these student groups

% of Low-income Students

If the School Plan for Student Achievement already describes this needs assessment, please cite the applicable Goals & Objectives section(s). You do not need to insert text if this is already included in your SPSA.

% of English Learner Students

If the School Plan for Student Achievement already describes this needs assessment, please cite the applicable Goals & Objectives section(s). You do not need to insert text if this is already included in your SPSA.

% of Foster Youth Students

Identify the root causes / underlying issues related to key data analysis findings for students in Foster Care. Use the [Data Platforms resource](#) for support.

Save

No major changes to the Needs and Assets Assessment section:

- Note that Enrollment, Allocation, and Student Group Percentage information will pre-populate for all schools
- Schools may access the [Needs Assessment Criteria](#) to complete this process
- **Schools must include a narrative for Foster Youth students.**

TSP Plan Template Updates: School Targets

2025-2026 School Targets

Note that this section will not export / print with the rest of the document, and will therefore not be public-facing. While only English Learner Students, Low-Income Students, and Students in Foster Care are considered Target Student Populations for the TSP Plan, schools should set targets for all applicable student groups.

While these targets will not be public-facing within the scope of the TSP Plan, schools are encouraged to share targets with their communities as part of ongoing engagement work.

Current targets, available SBA data, and recommended trajectories for your school for each year can be found on the [School Targets Dashboard](#) to assist with your goal setting. For additional resources and guidance, you may also refer to the School-Based Target-Setting Principal's Toolkit [here](#).

This section captures relevant school targets towards the Board / District Goals:

1. Postsecondary Outcomes
2. Literacy
3. Numeracy
4. Social-Emotional / Wellness

Use the [FAQ](#) for additional information.

Important considerations:

- Schools should enter a number that represents their final performance target, not the incremental growth (i.e., if you plan to increase from 70% to 72%, enter "72" instead of "2").
- While only students identified as English Learners, Low-Income, and/or Foster Youth are considered as Target Student Populations for the TSP Plan, schools should set targets for all applicable student groups.
- This section will not export / print with the rest of the document, and will therefore not be public-facing. Schools are nonetheless encouraged to share targets with their communities as part of ongoing engagement work.

TSP Plan Template Updates: School Targets – Postsecondary Outcomes

District Goal 1: Postsecondary Outcomes

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.

Identify your school's 2025–2026 target for the percentage of **students in the graduating 9th–12th grade cohort (Class of 2026)** with a “C” or better on UC/CSU A–G courses. Please enter a **number only** – do not include text or other characters. Please also enter the final target for this year, not your incremental growth (i.e., if you plan to increase from 70% to 72%, enter “72” instead of “2”).

If your school does not serve 9th–12th grade students, or you have less than 11 students for a particular student group, please **leave this section blank**.

All Students (Class of 2026)

Low-Income Students

English Learner Students

Students in Foster Care

Students with Disabilities

African American / Black

Hispanic / Latino

- Only applicable to schools serving **9th–12th grade** students
- Reminders:
 - Schools should enter a final number for each target, not their incremental growth
 - The number entered will represent the proposed A–G “C” or better completion percentage for the class of 2026
 - Schools should set targets for **all** student groups they serve

TSP Plan Template Updates: School Targets – Literacy

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.

Identify your school's 2024-2025 target for the average number of points away from standard your **3rd-grade students** will be on SBA ELA, as measured by Distance from Standard. Please enter **a number only**– do not include text or other characters. Please also enter the final target for this year, not your incremental growth (i.e., if you plan to increase from -30 to -10, enter "-10" instead of "20").

If your school does not serve 3rd grade students, or you have less than 11 students for a particular student group, please **leave this section blank**.

All Students (Grade 3)

Low-Income Students

English Learner Students

Students in Foster Care

Students with Disabilities

African American / Black

Hispanic / Latino

- Only applicable to schools serving **3rd grade** students
- Reminders:
 - o Schools should enter a final number for each target, not their incremental growth
 - o The number entered will represent the proposed Distance from Standard for 3rd grade students in ELA
 - o Schools should set targets for **all** student groups they serve

TSP Plan Template Updates: School Targets – Numeracy

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.

Identify your school's 2025-2026 target for the average number of points away from standard your students will be in **grades 3-5** on SBA Mathematics, as measured by Distance from Standard. Please enter **a number only** – do not include text or other characters. Please also enter the final target for this year, not your incremental growth (i.e., if you plan to increase from -30 to -10, enter "-10" instead of "20").

If your school does not serve 3-5 grade students, or you have less than 11 students for a particular student group, please **leave this section blank**.

All Students (Grades 3-5)

Low-Income Students

English Learner Students

Stu

Identify your school's 2025-2026 target for the average number of points away from standard your students will be in **grades 6-8** on SBA Mathematics, as measured by Distance from Standard. Please enter **a number only** – do not include text or other characters. Please also enter the final target for this year, not your incremental growth (i.e., if you plan to increase from -30 to -10, enter "-10" instead of "20").

If your school does not serve 6-8 grade students, or you have less than 11 students for a particular student group, please **leave this section blank**.

All Students (Grades 6-8)

Low-Income Students

English Learner Students

Students in Foster Care

Students with Disabilities

African American / Black

Hispanic / Latino

Students with Disabilities

African American / Black

Hispanic / Latino

- Only applicable to schools serving **3rd-8th** grade students
- Separate entry sections for grades 3-5 and 6-8: eligible schools should complete one or both as appropriate
- Reminders:
 - o Schools should enter a final number for each target, not their incremental growth
 - o The number entered will represent the proposed Distance from Standard in Mathematics for the relevant grade levels
 - o Schools should set targets for **all** student groups they serve

TSP Plan Template Updates: School Targets – Other Targets (Optional)

Other Targets (Optional)
Please share your school targets for any other metrics for .

Metric	Student Group	Target	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

[Add New Other Targets](#)

- There is also an optional section for setting additional targets – if a school does not serve students in the relevant grade bands for Literacy and Numeracy, please consider sharing the school’s relevant targets in these metric areas here.
- Schools can add lines using the “Add New Other Targets” button.

TSP Plan Template Updates: Educational Partner Engagement

Educational Partner Engagement

1. Summarize engagement of students, staff, parents and families, and community members for the development of the 2025–2026 Targeted Student Population (TSP) Plan. For more information, see the [Educational Partner Engagement and Communication Criteria](#).

When and how did you engage your communities (surveys, Coffee with the Principal, Back to School Night, etc.)?

* Required

2. Summarize the feedback shared by students, staff, parents and families, and community members, and how it impacted the strategies and expenditures in the 2025–2026 TSP Plan.

What did you hear in your engagement sessions? How did that feedback impact your strategies and investments?

* Required

Save

- This section of the TSP Plan was developed in response to parent and community feedback about the need for additional information and reporting on school engagement processes.
- Each response should include a minimum of 3–5 sentences.
- Schools may access the [Educational Partner Engagement & Communication Criteria](#) to assist with this process.

TSP Plan Template Updates: Strategic Plan Pillar Pages

The TSP Plan and budget reflect the first 3 Strategic Plan Pillars:

1. Academic Excellence
2. Joy and Wellness
3. Engagement and Collaboration

The TSP Plan Template aligns closely with the SPSA format:

- Each Pillar page focuses on school strategies and actions in order to communicate how investments and resources support school programming, specifically to close the achievement gap for the 3 targeted student population.
- Budget items are divided by position and non-position items to help organize and communicate investments toward the strategy.

TSP Plan Template Updates: Strategic Plan Pillar Pages

Academic Excellence (Program Code 10947)

Describe the School Strategies and Actions aligned to the District Strategic Plan Priorities, Strategies, and Measures of Success.

Total Expenditures
(\$)

Joy and Wellness (Program Code 10948)

Describe the School Strategies and Actions aligned to the District Strategic Plan Priorities, Strategies, and Measures of Success.

Total Expenditures
(\$)

Engagement and Collaboration (Program Code 10949)

Describe the School Strategies and Actions aligned to the District Strategic Plan Priorities, Strategies, and Measures of Success.

Total Expenditures
(\$)

Each Pillar Page includes an automatically calculated total for that Pillar at the top of the page.

TSP Plan Template Updates: Strategic Plan Pillar Pages: Strategies

District Priority

District Strategies

Add/Remove District Priority and Strategies

To align this school-level strategy to the Strategic Plan, start by clicking the “Add/Remove District Priority and Strategies” button.

District Priority and Strategies

District Priority

Select all that apply:

Select

1A. High-Quality Instruction

1B. Enriching Experiences

1C. Eliminating Opportunity Gaps

1D. College and Career Readiness

Apply

Using the dropdown, select the relevant Strategic Plan Priority, then click “Apply”.

District Priority and Strategies

1A. High-Quality Instruction

[Apply](#)

District Strategies


Select all that apply:

- 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

[Save](#)


Based on the Priority selected, choose from a list of associated Strategic Plan Strategies.

TSP Plan Template Updates: Strategic Plan Pillar Pages: Strategies

School Strategy with Actions 1 

SENI Menu Item Number

If implementing a recommended strategy from the SENI Menu of Investments, please note the item number.

Select 

Add/Remove SENI Menu Items

If schools implement a strategy from the SENI Menu, please identify the SENI Menu Item Number in this field above.

The SENI Menu Item includes information to complete the majority of the prompts for the strategy.

Schools may select multiple SENI Menu items as applicable.

The [SENI Menu](#) Items are on page 48.

TSP Plan Template Updates: Strategic Plan Pillar Pages: Targeted Student Groups

Select all applicable student groups OR select "Resource is provided to all students".

<input type="checkbox"/> Students identified as English Learner
<input type="checkbox"/> Students identified as Low-Income
<input type="checkbox"/> Students identified as Foster Care Youth
<input type="checkbox"/> Students identified as English Learner, Low-Income, and/or Foster Youth who are also African American / Black
<input type="checkbox"/> Students identified as English Learner, Low-Income, and/or Foster Youth who are also International Newcomers
<input type="checkbox"/> Students identified as English Learner, Low-Income, and/or Foster Youth who are also Homeless
<input type="checkbox"/> Students identified as English Learner, Low-Income, and/or Foster Youth who are also Students with Disabilities
<input type="checkbox"/> Students identified as English Learner, Low-Income, and/or Foster Youth who are also American Indian and Indigenous students
<input type="checkbox"/> Students identified as English Learner, Low-Income, and/or Foster Youth who are also Standard English Learners
<input type="checkbox"/> Resource is provided to all students, but primarily benefits Students identified as English Learners, Low-Income, and/or Foster Youth

Indicate the target student group for your school strategy.

Note that all applicable student groups may be selected **OR** "Resource is provided to all students" may be selected.

TSP Plan Template Updates: Strategic Plan Pillar Pages: Strategy Status

Status

Select one.

Select

New

Continuing

Use the dropdown to indicate whether this is a new or continuing strategy.

Note that if this is a **continuing** strategy, schools are to share outcome data to show this strategy effectiveness in the [Justification prompt](#).

TSP Plan Template Updates: Strategic Plan Pillar Pages: School Strategy and Action

School Strategy

* Required field if Pillar is selected.

Describe a research or evidence-based approach that will be used to support student achievement. Click [HERE](#) for more information on the differences on school strategies and school actions.

For more information on the difference between school strategies and actions, please refer to the [TSP Digital Notebook](#).

School Actions

* Required field if Pillar is selected.

Describe what specifically will be done to implement the school strategy (activities, tasks, positions, goods, etc.). Click [HERE](#) for more information on the differences on school strategies and school actions.

For more information on the difference between school strategies and actions, please refer to the [TSP Digital Notebook](#).

Use the following narrative prompts to describe the school's **strategy** or program, as well as the **action steps** that the school will take to implement this strategy:

- For more information on the difference between a school strategy versus a school action, see [School Strategies vs School Actions](#)
- Samples of [SCHOOL STRATEGIES](#) and [SCHOOL ACTIONS](#) are available.
- A single strategy should include more than one budget item or action - for example, a PSA Counselor is not a strategy.

TSP Plan Template Updates: Strategic Plan Pillar Pages: Justification of Effectiveness of Strategy & Progress Monitoring

Justification of Effectiveness of Strategy

* Required field if Pillar is selected.

Describe how this strategy is an effective use of funds to meet the school's goals for students identified as English Learners, Low-Income and/or Foster Youth. Make sure to include current and relevant research that show positive student outcomes.

Cite relevant research. For "continuing" strategy, include practice experience and school data to reflect the effectiveness.

Progress Monitoring

* Required field if Pillar is selected.

Describe how you will monitor the progress of this strategy at your school. Include relevant metrics from the LCAP, the Strategic Plan, and California School Dashboard.

Use the narrative prompts to describe why this strategy is an **effective** use of funds to meet the school's goals for students identified as English Learners, Low-Income, and/or Foster Youth and to share which data will be used to **monitor progress** for this strategy.

- Note that if a strategy has been indicated as "**continuing,**" the Justification response should cite specific outcomes as evidence of this program's effectiveness at the school.
- Progress Monitoring Data can include relevant metrics from the LCAP, the Strategic Plan, and California School Dashboard. ([Resources](#))

TSP Plan Template Updates: Strategic Plan Pillar Pages: Budget / Resource Items

Position Items

Add Position Items

Budget Item	Item Cost (\$)
<input type="text" value="Select"/>	<input type="text"/>

Total Position Items Cost

0

Non Position Items

Add Non Position Items

Budget Item	Item Cost (\$)
<input type="text" value="Select"/>	<input type="text"/>

Total Non Position Items Cost

0

Using the dropdown menus under “Position Items” and “Non Position Items,” select the relevant budget items and enter the cost of the budget item.

- **Please reflect the final cost of any position item**, including necessary benefits adjustments.
- Note that the “Total Position Items Cost” and “Total Non Position Items Cost” will automatically calculate.

TSP Plan Template Updates: Approval Page

TSP Approval

School Name

Principal Principal E-mail

School Address Telephone Number

Pillar	Funds Budgeted (\$)
Academic Excellence	<input style="width: 150px; height: 20px;" type="text"/>
Joy and Wellness	<input style="width: 150px; height: 20px;" type="text"/>
Engagement and Collaboration	<input style="width: 150px; height: 20px;" type="text"/>
Total Funds Budgeted	<input style="width: 150px; height: 20px;" type="text"/>
Total Funds Available (\$)	<input style="width: 150px; height: 20px;" type="text"/>
Potential Funding Variance (\$)	<input style="width: 150px; height: 20px;" type="text"/>
Total Funds Allocated	<input style="width: 150px; height: 20px;" type="text"/>
Difference	<input style="width: 150px; height: 20px;" type="text"/>

Please ensure that the total amount budgeted in your TSP plan reflects your allocation. Note that this **should not** include carryover funds.

I have shared the Targeted Student Population (TSP) school allocation resources with councils, advisory committees, and other community members as appropriate, and have sought and considered input regarding the use of these funds.

Principal: E-Signature: Date:

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

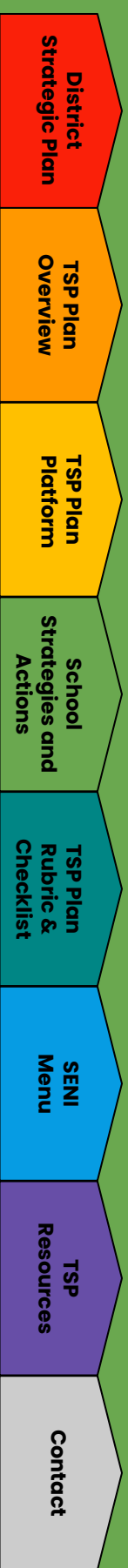
Regional Director: E-Signature: Date:

Please refer to [TSP Plan Rubric](#) before reviewing and/or approving the plan.

Note changes in the TSP Approval Page:

- *The Funds budgeted under each Pillar will automatically calculate based on the information included in the Pillar pages.*
- *The Potential Funding Variance amount will be auto-populated.*
- *Ensure that the total amount budgeted in your TSP plan reflects your 2025–2026 allocation. **Note this should not include carryover funds.***
- *Regional Directors will approve, sign and date all TSP plans after the principal signs, dates and submits the plan.*
- ***For priority schools only**, Educational Transformation Office, will be the final TSP Plan approver.*

School Strategies and Actions



School Strategies and Actions

STRATEGIES describe a research- or evidence-based approach that will be used to support students to attain improved student outcome.

- Could be implemented in a variety of ways depending on the school site
- Involves multiple action steps and resources to implement effectively
- Answers “what” (states the approach), “why” (what need is being addressed) and “who” (which students will be impacted)

ACTIONS describe what specifically will be done to implement the school strategy.

- *Activities* for teachers or students, *goods* to be purchased and distributed, *tasks/responsibilities* of a position.
- May or may not include a cost and/or budget item(s)
- Together, the actions paint a full picture of the program (e.g., planning/preparing, monitoring, implementing, and evaluating)
- Answers “how” (how the strategy will be implemented given needs and current capacity) and “how much” (cost and budget items related to tasks or activities).

[School Strategy vs School Actions Criteria](#)

Strategies and Actions Criteria

Strategy Criteria:

A strategy describes a research- or evidence-based approach that will be used to support students to attain improved student outcome.

Strategy is evidence- or research-based, would require multiple steps to implement effectively.

The strategy includes:

- A description of how the approach would be implemented (What)
- What needs are being addressed (Why)
- Which students will directly benefit (Who)

Action Criteria:

Actions describe what specifically will be done to implement the school strategy

School actions outline the needed steps to:

- Plan or build capacity to implement the strategy effectively
- Purchase items or complete activities needed to prepare for implementation
- Implement the strategy with students
- Monitor/Adjust and evaluate the strategy

When read together, the actions demonstrate a comprehensive approach to implementing the strategy that is likely to lead to impact on student achievement.

School Strategies and Actions

Samples from 2025–26 SENI Menu Items

Pillar 1 Academic Excellence	<u>DOI Elementary Literacy – Science of Reading Pedagogy</u> <u>DOI Secondary History SS – Ethnic Studies</u>
Pillar 2 Joy and Wellness	<u>SSAS – School-Based Attendance Interventions</u> <u>SPED – Specialized Programs (SPED)/Behavior Support</u>
Pillar 3 Engagement and Collaboration	<u>ESPO DCI: Data Driven Stakeholder Engagement</u> <u>DOI SPAN STEAM: School STEAM Night Family & Community Event</u>

School Strategies and Actions

2025–26 SENI Menu Item Sample

Strategic Plan Pillar	<input checked="" type="checkbox"/> Pillar 1: Academic Excellence <input type="checkbox"/> Pillar 2: Joy and Wellness <input type="checkbox"/> Pillar 3: Engagement and Collaboration
Strategic Plan Priority	1A High Quality Instruction 1C Eliminating Opportunity Gaps
Strategic Plan Strategy	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.S7- Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
School Strategy	<p>Schools will engage in an online course of the book “Shifting the Balance” by Jan Burkins and Kari Yates in a professional learning community model. Through the online course, teachers will increase their understanding of the science of reading, and how to shift their current practices in a balanced literacy to more closely align to evidence based and research aligned teaching strategies.</p> <p>Schools will include time to analyze and engage in a lesson planning cycle to incorporate key tenets from the book. The planning cycle will include a reflection and revision cycle based on classroom observations of planned lessons and assessment analysis.</p>
School Actions	<p>Schools will need to:</p> <ul style="list-style-type: none"> ● Identify participants in the online course, ● Professional Learning Community (PLC) participants ● schedule time for online study, either during bank time tuesdays or after school or on the weekends ● schedule time for collaboration, either during bank time tuesdays or after school or on the weekends ● explore resources available for your book <ul style="list-style-type: none"> ○ UFT Professional Book Study Guide ○ Download supplemental resources from The Six Shifts ○ LAUSD Shifting the Balance BookStudy ● budget for teachers to complete asynchronous course if planning for after school or on weekends. ● purchase book ● schedule time for engaging in a PDSA Cycle of analyzing assessment data and create action plans based on the data. Schools should plan for at least 2 sessions of data analysis ● schedule time for a lesson planning cycle to include planning, teaching, debrief, reflection and revision based on learnings from the book. It is recommended to schedule one planning cycle for each of the six shifts. ● school administrators will monitor implementation of strategies learned from the book and/or online course, observe planned lessons and provide teachers actionable feedback based on the observations. Observations should occur during or after each planning cycle.

School Strategies and Actions

2025–26 SENI Menu Item Sample

Strategic Plan Pillar	<input checked="" type="checkbox"/> Pillar 1: Academic Excellence <input type="checkbox"/> Pillar 2: Joy and Wellness <input type="checkbox"/> Pillar 3: Engagement and Collaboration
Strategic Plan Priority	1B Enriching Experiences 1C Eliminating Opportunity Gaps
Strategic Plan Strategy	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
School Strategy	<p>Schools will use HSS/ELA department meetings to familiarize teachers with grade level District approved curricular maps and other instructional resources to coordinate and synchronize pacing and instruction. Additional actions to be taken include: teachers will utilize instructional resources such as inquiry based lessons based on big ideas, essential questions, as well as Ethnic Studies pedagogies and concepts.</p> <p>Additionally, teachers will plan to incorporate lessons and concepts from the Ethnic Studies Schoology Group (Access code: CKX5-ZC7X-HHCG4), into their instruction. These lessons and curricular resources reinforce key Ethnic Studies concepts and enduring understandings. Student actions include participating and engaging in lesson activities that utilize Ethnic Studies concepts, essential questions, and big ideas that will support their learning experience and identity development.</p>
School Actions	<p>Site administrator(s) overseeing Ethnic Studies will work with the HSS/ELA department to coordinate grade level-alike teachers to address common pacing with a focus on inquiry, big ideas, essential questions and Ethnic Studies pedagogies. The school should coordinate coverage to allow for peer observation and schedule for administrator evaluation. Curricular maps are available in the Ethnic Studies Schoology Group. Schools should also strongly encourage teachers to attend District sponsored Ethnic Studies professional development. Ethnic Studies instructional materials are available here: https://www.lausd.org/Page/18486</p> <p>School leaders may also access additional guidance and information on Ethnic Studies course offerings via the LAUSD Ethnic Studies website: https://www.lausd.org/EthnicStudies</p>

School Strategies and Actions

2025–26 SENI Menu Item Sample

Strategic Plan Pillar	<input type="checkbox"/> Pillar 1: Academic Excellence <input checked="" type="checkbox"/> Pillar 2: Joy and Wellness <input type="checkbox"/> Pillar 3: Engagement and Collaboration
Strategic Plan Priority	2D Outstanding Attendance
Strategic Plan Strategy	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
School Strategy	Improve attendance and learning outcomes through integrated tiered child welfare and attendance services/supports. These include monitoring attendance data and practices, engaging students and parents, recognizing good and improved attendance, providing personalized early outreach, and developing programmatic responses to barriers.
School Actions	<ul style="list-style-type: none"> • Schools regularly monitor attendance data and coordinate with the PSA counselors to support these efforts. Possible data sources can include: <ul style="list-style-type: none"> ○ MiSiS - Attendance Summary Report ○ MiSiS Referral ○ MyData Cumulative Attendance Report ○ Focus - Attendance Bands ○ Elevate (formerly known as Certify) • Implement appropriate tiered interventions/solutions such as: <ul style="list-style-type: none"> ○ Tier 1 (Prevention) <ul style="list-style-type: none"> ■ improve/engage school climate ■ develop and maintain positive relationships with students and families ■ raise awareness on the impact of absences on achievement widely understood ■ monitor chronic absence data ■ recognize good and improved attendance ■ identify and address barriers (e.g., using the Social Influencers of Health Survey, academic conditions, school culture) ○ Tier 2 (Early Intervention) <ul style="list-style-type: none"> ■ provide personalized early outreach ■ create action plan to address barriers and increase engagement ■ assign mentors ○ Tier 3 (Intensive Intervention) <ul style="list-style-type: none"> ■ coordinate school and interagency response ■ case management ■ home visits ■ conduct SART/SARB ■ legal interventions • Coordinate with PSAs to promote the iAttend campaign, with the purpose of promoting attendance, engagement, and recovery to students who are not enrolled in school. <ul style="list-style-type: none"> ○ To build faculty and staff capacity in providing preventative student outreach, refer to the iAttend 2.0 Plan Monthly Tiered Strategies and Activities ○ To build ongoing faculty and staff capacity throughout the academic year, refer to the iAttend 2.0 Plan Monthly Tiered Strategies and Activities • Professional Development <ul style="list-style-type: none"> ○ Faculty and Staff: Access LAUSD's eLibrary to refer to related policies: <ul style="list-style-type: none"> ■ REF-043782.0 Implementing a Multi-Tiered System of Supports Framework ■ BUL-6730.1 A Multi-Tiered System of Support Framework for the Student Support and Progress Team ○ School Staff: Ensure they are knowledgeable and follow the most current Attendance Policy and Procedures Manual and iAttend 2.0 Plan Monthly Tiered Strategies and Activities ○ Parents/Guardians of Elementary Students: Provide information to parents/guardians of students in elementary school about California Compulsory Attendance Laws, LAUSD Attendance Policies and attendance habits, utilize this presentation: Parent Meetings and communications ○ Parents/Guardians of Secondary Students: Provide information to parents/guardians of students in secondary school about California Compulsory Attendance Laws, LAUSD Attendance Policies and attendance habits, utilize this presentation: Parent Meetings and communications

School Strategies and Actions

2025–26 SENI Menu Item Sample

Strategic Plan Pillar	<input type="checkbox"/> Pillar 1: Academic Excellence <input checked="" type="checkbox"/> Pillar 2: Joy and Wellness <input type="checkbox"/> Pillar 3: Engagement and Collaboration
Strategic Plan Priority	2C Strong Social-Emotional Skills
Strategic Plan Strategy	<p>2C.S1 Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students’ social and emotional needs</p> <p>2C.S5 Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions</p> <p>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</p>
School Strategy	<p>Support and build capacity of all campus staff to implement positive behavior support practices as described in the “Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)” and “Multi-Tiered Systems (MTSS) of Behavior Support for Students with Disabilities” bulletins.</p> <ul style="list-style-type: none"> • Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), Link: https://bit.ly/BUL133307 • Multi-Tiered Systems (MTSS) of Behavior Support for Students with Disabilities, Link: https://bit.ly/BUL6269_1
School Actions	<ol style="list-style-type: none"> 1. Administration provides opportunity for school staff to participate in online and in-person PDs as well as drop-in clinics. 2. Administration provides time and opportunity for staff to engage in collaborative practices such as coaching and consultation around positive behavior support. 3. Administration ensures that staff has information and accessibility to the district's resources. 4. Administration ensures that staff has information and accessibility to out-of-district resources.

School Strategies and Actions

2025–26 SENI Menu Item Sample

Strategic Plan Pillar	<input type="checkbox"/> Pillar 1: Academic Excellence <input type="checkbox"/> Pillar 2: Joy and Wellness <input checked="" type="checkbox"/> Pillar 3: Engagement and Collaboration
Strategic Plan Priority	3A Strong relationships 3B Accessible Information
Strategic Plan Strategy	<p>Establish a school system [Family Academy] to equip families with skills, information, and networking opportunities to support students' academic and social-emotional success.</p> <p>Provide opportunities for robust stakeholder engagement in the school budget development process.</p> <p>Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information.</p>
School Strategy	<p>To promote collaboration and inclusion of all school stakeholders, schools will create and/or improve decision-making. Schools will provide opportunities to share different data sets to develop systems, routines and procedures that promote a shared data culture.</p>
School Actions	<p>Schools will select a Data Champion and/or create a data team (if funding is available, the school can hire a Problem Solving Data Coordinator) who will use data to inform the school community.</p> <p>The Data Champion, data team, or Problem Solving Data Coordinator will support school(s) to create a single, well-integrated system to inform the community.</p> <p>The Data Champion, data team, or Problem Solving Data Coordinator will meet with school leadership, grade level teams/departments to analyze assessment data (iReady, DIBELS, SBA, ELPAC, Interim Assessments, attendance, A-G and Graduation status) to identify target students in order to inform parents/guardians on how to best support students' academic and social-emotional success.</p> <p>The Data Champion, data team, or Problem Solving Data Coordinator will lead parent and community meetings to share data in order to promote active involvement.</p>

School Strategies and Actions

2025–26 SENI Menu Item Sample

Strategic Plan Pillar	<input type="checkbox"/> Pillar 1: Academic Excellence <input type="checkbox"/> Pillar 2: Joy and Wellness <input checked="" type="checkbox"/> Pillar 3: Engagement and Collaboration
Strategic Plan Priority	3A Strong Relationships
Strategic Plan Strategy	Develop resources and activities to promote regular school community events that engage family and staff
School Strategy	<p>Schools will engage students, families, and the community in hands-on learning through a STEAM Night. The event will feature interactive stations focused on Science, Technology, Engineering, Arts, and Mathematics, with activities that promote creativity, problem-solving, and critical thinking. Families can explore STEAM concepts through fun challenges and projects, enhancing student learning and preparing them for real-world challenges.</p> <ul style="list-style-type: none"> • Offer hands-on STEAM activities through interactive stations providing access accessible to grade level content for all students--English Learners (ELs), Standard English Learners (SELs), and Students with Disabilities (SWDs). • Involve families to strengthen home-school connections and offer these activities in multiple languages as needed. • Show real-world applications with problem-solving challenges. • Promote creativity, teamwork, and critical thinking through collaborative projects/displays and performances. • Engage all grade levels to inspire ongoing STEAM learning at home.
School Actions	<ol style="list-style-type: none"> 1. Develop a STEAM Night stakeholder committee. Schedule planning meetings, event checklist and communication plan 2. Set Clear objectives and goals: <ul style="list-style-type: none"> ❖ Purpose: Raising awareness of STEAM, Showcasing student projects, or Providing hands-on experiences. ❖ Audience: Tailor the event to the needs of students, parents, and the broader community. • Plan for Engaging Activities: Hands on interactive stations that where participants can engage in: <ul style="list-style-type: none"> ❖ Science Activity Station/area ❖ Technology Activity Station/area ❖ Engineering Activity Station/area ❖ Arts Activity Station/Area ❖ Math Activity Station/Area ❖ Showcase Student work displaying projects or performances by students to highlight their achievements in STEAM subjects. ❖ Demonstrations and workshops offering short workshops or live demonstrations led by teachers, students, or guest speakers. <ul style="list-style-type: none"> ★ Classroom rotations ★ Outside Booths ★ Multipurpose Room Gallery/Displays • Community Partnerships <ul style="list-style-type: none"> ❖ Involve Local Organizations to collaborate such as local businesses, museums, universities, and STEAM organizations to bring in expertise and resources. ❖ Guest Speakers can be professionals from STEAM fields to share their experiences and inspire students. • Teacher Created or grade level team themed workshops/stations anchored in NGSS concepts. • Volunteer Resources refer to LAUSD Volunteers Website • Promoting the event (flyers, social media, school newsletter) Communicating through (Blackboard Connect, Schoology, School Website, Email) • Provide resources: offer take-home materials or online resources for families to continue exploring STEAM topics after the event. • Create a Google form for all stakeholders to give feedback and impact of the event.

TSP Plan Rubric & Checklist

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2025–2026 TSP Plan Rubric

School Leadership Framework Standard Elements:

2B2 - Communicates shared vision to stakeholders
2C2 - Implements plans to accomplish school-wide goals

2C1 - Uses data to determine school-wide priorities and goals
6A1 - Aligns budget and staffing priorities with needs, goals, vision, and data

TSP Plans should receive a score of **Effective (2)** or **Exemplary (3)** in all sections.

Sections	Developing (Score: 1)	Effective (Score: 2)	Exemplary (Score: 3)
School Targets School-based Target Setting Principals Toolkit	School Targets for District Goals and student groups show limited feasibility of the school achieving these targets based on the school's data.	School Targets for District Goals and student groups are reasonably achievable based on the school's prior year data.	School Targets for District Goals and student groups are ambitious and achievable while setting high expectations for acceleration of student achievement.
Needs Assessment	Needs Assessment provides limited analysis of all student performance and possible root causes, program implementation, schoolwide feedback (all stakeholders) and resource allocations and budgets.	Needs Assessment provides analysis of performance of students designated as English Learners, Low-Income and Foster Youth , and identifies possible root causes, program implementation, schoolwide feedback (all stakeholders) and resource allocations and budgets.	Needs Assessment provides collaborative and comprehensive analysis of performance of students designated as English Learners, Low-Income and Foster Youth , and identifies possible root causes, program implementation, schoolwide feedback (all stakeholders) and resource allocation and budgets.
Educational Partner Engagement	Description of engagement communicates limited engagement opportunities (1-2 per year) for educational partners.	Description of engagement communicates multiple engagement opportunities (3-5 per year) for educational partners and a list of desired resources to be purchased.	Description of engagement effectively communicates multiple and differentiated engagement opportunities (6+ per year) for educational partners and the specific impact of all stakeholders' feedback in the school's planning and budgeting process.
School Strategy School Strategy vs Actions Criteria Samples	School strategy minimally describes an approach to support student achievement. The strategy is not evidence-based .	School strategy effectively describes a research or evidence-based approach that is differentiated for students identified as English Learners, Low-Income and/or Foster Youth to accelerate student outcomes.	School strategy describes an innovative research- or evidence-based approach to accelerate student achievement. The strategy addresses the specific needs of students identified as English Learners, Low-Income and/or Foster Youth.

2025–2026 TSP Plan Rubric

Sections	Developing (Score: 1)	Effective (Score: 2)	Exemplary (Score: 3)
School Actions School Strategy vs Actions Criteria Samples	School actions do not list/describe how the school strategy will be implemented by staff and students utilizing the resources to be purchased.	School actions lists the necessary steps staff will take to implement the school strategy. The steps include activities, tasks, positions, and/or other budget items.	School actions describe a comprehensive approach to successfully implement the school strategy. The steps include activities, tasks, positions, and/or other budget items.
Justification of Effectiveness of Strategy - Research and Practice Experience	Justification of Effectiveness of Strategy does not cite research or the research cited shows evidence of negative results .	Justification of Effectiveness of Strategy cites relevant research . The research states evidence that is mixed and/or non-significant to the identified student group(s).	Justification of Effectiveness of Strategy cites current and relevant research that is ESSA-EBI tiered . The research clearly states how the strategy is effective in closing the achievement and equity gap of students identified as English Learners, Low-Income, and/or Foster Youth.
Justification of Effectiveness of Strategy - “Continuing” School Strategy	For “continuing” strategy, no practice experiences nor data are provided .	For “continuing” strategy, practice experiences including data are provided.	For “continuing” strategy, specific practice experiences including data are provided for students identified as English Learners, Low-Income, and/or Foster Youth.
Progress Monitoring	Description of Progress Monitoring does not include relevant metrics .	Description of Progress Monitoring includes relevant metrics , such as LCAP, Strategic Plan, Board Goals, CA Dashboard, and other, that will be used to monitor the effectiveness of the strategy.	Description of Progress Monitoring includes relevant metrics , such as LCAP, Strategic Plan, Board Goals, CA Dashboard, and other, that will be used to monitor the effectiveness of the strategy. In addition, formative measures are included to inform progress.
Budget Items	Budget Items do not directly support the implementation of the school strategy.	Budget Items directly support the implementation of the school strategy.	Budget Items directly support the implementation of the school strategy and are explicitly described in the school actions.

TSP Plan Checklist

This Checklist is intended as a final check before the submission of a school's Targeted Student Population (TSP) Plan and Budget. **Note that a school's Regional Director must sign and approve the TSP plan at the school's budget appointment; in addition, the Educational Transformation Officer must sign and approve the TSP Plan for Priority Schools.**

Instruction / Program Requirements

- Comprehensive Needs Assessment** includes narrative for each student population or cites the SPSA Needs Assessment page numbers
- School Targets** are set for all District Goals and student groups that apply to this school. Targets have been established based on review of school data and indicate a reasonable path to reach 2026 District Goal targets. Schools enter year-end data target rather expected amount of growth.
- Educational Partner Engagement** includes narrative of at least 3-5 sentences for each prompt
- District Priorities and District Strategies** are consistently selected in all parts of the TSP plan
- Applicable **Targeted Student Populations** are indicated
- New or Continuing **Status** of all strategies/programs is indicated
- School Strategy** describes a research-based approach that will result in improved student outcome(s). The strategy answers "what, why, and who"
 - A position should not drive the strategy; a position is not a strategy in and of itself
 - School Strategies are aligned to the District Strategic Plan and Priorities
 - At least one school strategy is aligned to the SENI Menu of Investments
 - At least one school strategy is identified for a specific student subgroup (not all students)
 - School strategy designed as serving "*all students, but primarily benefiting English Learners, Low Income Students, and/or Student in Foster Care*" must articulate how this strategy increases/improves services for targeted student needs
- School Actions** describe what specifically will be done to implement the school strategy. They answer "how and how much" and are aligned to the District Strategic Plan and Priorities
- Justification of Effectiveness** includes narrative that:
 - Cites current and relevant research supporting the strategy/program
 - Clearly states outcome data and/or practice experience as evidence of effectiveness for "continuing" strategies/programs
- Progress Monitoring** includes relevant metrics that are aligned to both the school strategy and the specific student groups. Relevant metrics, such as LCAP, Strategic Plan, Board Goals, CA Dashboard, and others, are used to monitor the effectiveness of the strategy.

Fiscal Requirements

- Total Funds Budgeted plus Potential Funding Variance should equal Total Funds Allocated.
- Carryover Funds are not included in the TSP Plan (contact Fiscal Specialist for guidance).
- Budget Item includes both description/name of the budget item and dollar amount.
- Instructional and non-instructional contract services in the TSP plan are verified by Procurement and Contract Administration.
- Benefits are reflected in all TSP position costs as certified by the Fiscal Specialist.
- All signatures (Principal, Regional Director, Educational Transformation Officer for Priority Schools) are present.

For questions or concerns, you may contact:

Georgina Gravino, Coordinator, Instructional School Plans gxc4631@lausd.net

Elyse Pyun, Coordinator, Instructional School Plans ehp9385@lausd.net

Helen Yu, Administrator of Instruction - Elementary helen.yu@lausd.net

Alejandra Sanchez, Administrator of Instruction - Secondary alejandra.sanchez@lausd.net

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SENI Menu

SENI Menu

The updated 2025 SENI Menu is the result of a collaborative effort to create alignment between school level planning, research-based instructional strategies and investments that will close the equity gaps for English Learners, students in foster care and students designated as low-income. These menu items have been developed by Central Office teams and are aligned to the three Strategic Plan Pillars, Priorities, and Strategies. The intent is to support schools in implementing strategies that go hand in hand with current District initiatives and the Strategic Plan.

After engaging in data analysis and conducting the needs assessment of the above-mentioned student populations, principals may use this catalog as a resource to determine effective school strategies, actions and investments of SENI-TSP funds.

With the support and guidance from the Strategic Data and Evaluation Branch, all research-based strategies included in the SENI Menu catalog have been evaluated using the Every Student Succeeds Act Evidence-Based Intervention (ESSA EBI) [Tier Criteria](#). SENI Menu Items that meet the ESSA EBI standards have the rating on the top of the page.

Use the links below to explore, or you can refer to the following pages to see the current SENI Menu Items. Note that this is a living resource and will be regularly updated, so schools should feel free to check back throughout the year as they consider potential budget adjustments.

The Educational Transformation Office (ETO) has developed SENI Menu Items for priority schools found on [page 58](#).

Schools and Regions are also invited to contribute to the SENI Menu. Please reach out to Georgina Gravino, gxg4631@lausd.net, or Elyse Pyun, ehp9385@lausd.net, if you would like to make a recommendation for an innovative strategy that can be included in the SENI Menu.

We would like to thank the following Divisions/Offices for their assistance in developing the SENI Menu items:

DOI	Division of Instruction
ECED	Early Childhood Education Division
ESPO	Equitable School Performance Office
ETO	Educational Transformation Office
ETO BSAP	Black Student Achievement Plan
MMED	Multilingual & Multicultural Education Department
MMED AEMP	Academic English Mastery Program
SFACE	Student, Family and Community Engagement
SMHWP	Student Mental Health and Wellness Programs
SPEC PGMS ALO	Advanced Learning Options
SPEC PGMS SPED	Special Education
SPEC PGMS GATE	Gifted and Talented Education
SSAS	Student Support and Attendance Services

[**2025-2026 SENI Menu Job Aid Video**](#)

[**2025-2026 SENI Menu**](#)

SENI Menu Items

Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1001	1A	DOI ES Literacy: Acceleration of Foundational Literacy Skills 4th Grade & Up	4
1002	1A; 1C	DOI ES Literacy: Core Curriculum Lesson Study	
1003	1A; 1C	DOI ES Literacy: Phonemic Awareness Instruction in Grades 3-6	2
1004	1A; 1C	DOI ES Literacy: Phonemic Awareness/Phonics Instruction	
1005	1A	DOI ES Literacy: Phonological Awareness Instruction	3
1006	1A; 1C	DOI ES Literacy: Science of Reading 1	4
1007	1A	DOI ES Literacy: Science of Reading 2	2
1008	1A; 1C	DOI ES Literacy: Science of Reading Pedagogy	4
1009	1A; 1C	DOI ES Literacy: Science of Writing	4
1010	1A; 1C	DOI ES Literacy: Small Group Phonics Instruction 1	1
1011	1A; 1C	DOI ES Literacy: Small Group Phonics Instruction 2	1
1012	1A; 1C	DOI ES Literacy: Small Group Phonics Instruction 3	3
1020	1A; 1C	DOI ES Math: Building Early Numeracy, Conceptual Fluency & Skills	
1021	1A; 1C	DOI ES Math: Building Early Numeracy and Fluency Games	
1022	1A; 1C	DOI ES Math: Eureka Coaching Cycle	4

SENI Menu Items

Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1023	1A; 1C	DOI ES Math: Foundational Numeracy Professional Development	3
1024	1A; 1C	DOI ES Math: Problem-Based Lesson Study (IM)	
1040	1A	DOI ES Science: Engineering Design Process	1
1041	1A	DOI ES Science: Science and Engineering Practices PD	
1042	1A	DOI ES Science: Virtual Laboratory Techniques	
1050	1B; 1C	DOI ES STEAM: Robotics	
1051	1B; 1C	DOI ES STEAM: Elementary Engineering	
1070	1A; 1B; 1C	DOI ES ITI: Amazon Future Engineer + BootUp Elementary Computer Science Program	
1101	1A	DOI Sec Literacy: Foundational Literacy for Middle School	4
1102	1A	DOI Sec Literacy: PD for Literacy Intervention	2
1103	1A; 1C	DOI Sec Literacy: Standards-Based Lesson Planning/Curriculum Mapping	4
1104	1A	DOI Sec Literacy: Tier 2 and Tier 3 Intervention	3
1105	1A	DOI Sec Literacy: Writing Cadre	
1120	1A	DOI Sec Math: Building the Mathematical Pedagogy of Math Teachers	4
1121	1A	DOI Sec Math: CSTEM Math Programs for Middle and High School	

SENI Menu Items

Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1122	1A	DOI Sec Math: Fourth Year Math Program in High School	
1123	1A	DOI Sec Math: Implement High Leverage Math Activities with UCLA Math Identity Project	
1124	1A	DOI Sec Math: Multi-Tiered System of Support for Math	
1125	1A	DOI Sec Math: PDSA Cycle and Instructional Walks	
1126	1A	DOI Sec Math: Progress Monitoring in Math Instructional Coaching	
1140	1A	DOI Sec Science: New Science Teacher Institute	
1141	1A	DOI Sec Science: Virtual Laboratory Techniques	4
1142	1A	DOI Sec Science: Phenomena-Based Instruction	
1150	1B; 1C	DOI Sec History SS: Curriculum Mapping	2
1151	1B; 1C	DOI Sec History SS: Ethnic Studies	2
1165	1D	DOI Sec SCS: College Counseling	1
1166	1B; 1D	DOI Sec SCS: Dual Enrollment Program Expansion and Coordination	2
1167	1D	DOI Sec SCS: Individual Graduation Plans/ Equity-Based Master Scheduling	4
1168	1C; 1D	DOI Sec SCS: School Counseling Multi-Tiered System of Support (ACSA)	2
1171	1A; 1B; 1C	DOI Sec ITI: Computer Science Cohort	

SENI Menu Items

Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1175	1B; 1C	DOI Sec STEAM: Robotics FIRST Tech Challenge	
1176	1AB; 1C	DOI SEC STEAM: Math, Engineering, Science Achievement	4
1180	1C	DOI Sec A-G: Academic Interventions & Credit Recovery	4
1181	1D	DOI Sec A-G: Accessing College Level Courses	1
1182	1D	DOI Sec A-G: College Advisement	1
1183	1C	DOI Sec A-G: Preparation for MS and HS Transitions	3
1185	1D	DOI Sec CTE/Linked Learning: Linked Learning Certification	1
1186	1D	DOI Sec CTE/Linked Learning: Student Paid Internships	4
1190	1D	DOI Sec AP: Advanced Placement Program	
1191	1D	DOI Sec IB: International Baccalaureate Programs	4
1195	1A; 1D	DOI Sec EGI: Equitable Grading and Instruction	4
1201	1A	DOI SPAN Literacy: Increase Student Background Knowledge	4
1240	1B; 1C	DOI SPAN STEAM: STEAM Labs/Makerspace: Professional Development	
1241	1B	DOI SPAN STEAM: Climate Action Kits	
1242	1A	DOI SPAN STEAM: Kagan	

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Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1243	1B; 1C	DOI SPAN STEAM: Project Based Learning	
1262	1A	DOI SPAN ITI: Promoting a Student Centered Learning Environment	
1270	1B	DOI SPAN Arts: Enriching Experiences	1
1280	1A; 1C	DOI SPAN Tutoring: High Dose Tutoring in the Context of Multi-Tiered Systems of Support (MTSS)	4
1290	1A	DOI SPAN Library: Library Books	
1302	1B	MMED DLC and WLC: SPANISH Language Enrichment Program	
1303	1B	MMED: After School Enrichment Program in World Languages Other than Spanish	
1305	1C	MMED: UTK-12 Newcomer Enrichment Program	
1306	1C	MMED: Essential Instructional Approaches and Elegance of 12 Suite of Strategies for Multilingual Learners	4
1307	1D	MMED: 3-12 RFEP Acceleration Program	4
1350	1A; 1C	AEMP: Culturally & Linguistically Responsive Pedagogy	
1401	1A	SPED: Alternate Curriculum Program Supplements	
1402	1C	SPED: Inclusive Practices	4
1403	1D	SPED: Transition Services for Students with Disabilities Ages 14+	4
1450	1C; 1D	Specialized Programs ALO AVID - College Readiness System	2

SENI Menu Items

Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1451	1C; 1D	Specialized Programs ALO AVID: Excel	4
1501	1A	ESPO DCI: Data Driven Distributive Leadership	4
1601	1A; 1C	BSAP: Culturally Responsive Instruction	4
1801	1A	ECED: Universal Transitional Kindergarten PD	
1901	1D	SSAS: A-G Diploma Program	2
1902	1C	SSAS: Specialized Student Services	

SENI Menu Items

Pillar 2: Joy and Wellness

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
2001	2D	<u>SSAS: Attendance Intervention - LAUSD and Community Based Services</u>	
2002	2B	<u>SMHWP: Mental Health Support Using the MTSS Framework</u>	
2003	2A; 2C	<u>SSAS: Positive Behavior Interventions/Restorative Practices</u>	
2004	2D	<u>SSAS: School-Based Attendance Interventions</u>	4
2101	2C	<u>SPED: Specialized Programs (SPED)/Behavior Supports</u>	4
2201	2C	<u>DOI ES SEL: A Comprehensive Approach to Social Emotional Learning</u>	
2250	2C	<u>DOI Sec SEL: A Comprehensive Approach to Social Emotional Learning</u>	

SENI Menu Items

Pillar 3: Engagement & Collaboration

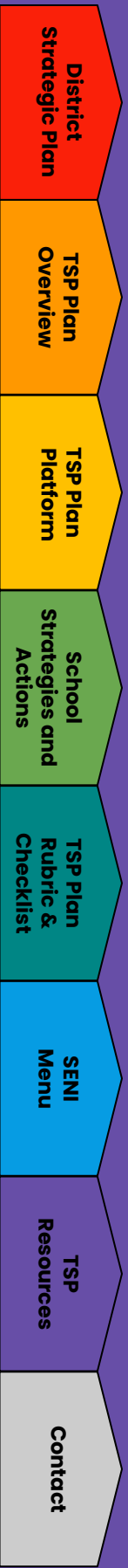
Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
3001	3A	<u>SFACE: Engagement of Families in Educational and Cultural Experiences</u>	
3002	3A	<u>SFACE: Establish a Family Academy</u>	
3003	3A	<u>SFACE: Family Engagement Planning and Coordination</u>	
3004	3A	<u>SFACE: Parent and Family Center Supports</u>	
3005	3A	<u>SFACE: Professional Learning to Support Family Engagement</u>	
3101	3A; 3B	<u>ESPO DCI: Data Driven Stakeholder Engagement</u>	4
3501	3A; 3B; 3D	<u>DOI SPAN STEAM: School STEAM Night Family & Community Event</u>	4

SENI Menu Items

Educational Transformation Office (ETO)

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
Elementary			
1701	1A; 1C	Core Knowledge Language Arts (CKLA) Lesson Study	4
1703	1A; 1C	Math Lesson Study	2
1704	1A; 1C	Science Lesson Study	4
Secondary			
1730	1A; 1C	ELA Unit Launch & Lesson Study	4
1731	1A; 1C	Illustrative Math Lesson Study	4
1732	1A; 1C	Science Curriculum Unit Launch & Lesson Study	4
SPAN			
1750	1A; 1C	Reclassification Support and Coaching	4
1751	1A; 1B; 1C	STEAM Implementation Planning and Coaching Support	
1753	1A; 1C	Transformational Coaching PD Series	

TSP Resources



TSP Resources: TSP Designee Meetings

The ESPO Team supports the strategic school planning to ensure the alignment between School Strategies, School Actions and Investments in the TSP Plan.




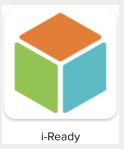
During the 2024-25 school, the Instructional School Plans has developed a series of meetings to support the schools' TSP Designees.

Below are the links to slide deck presentations and meeting videos to the September, October, and November meetings.

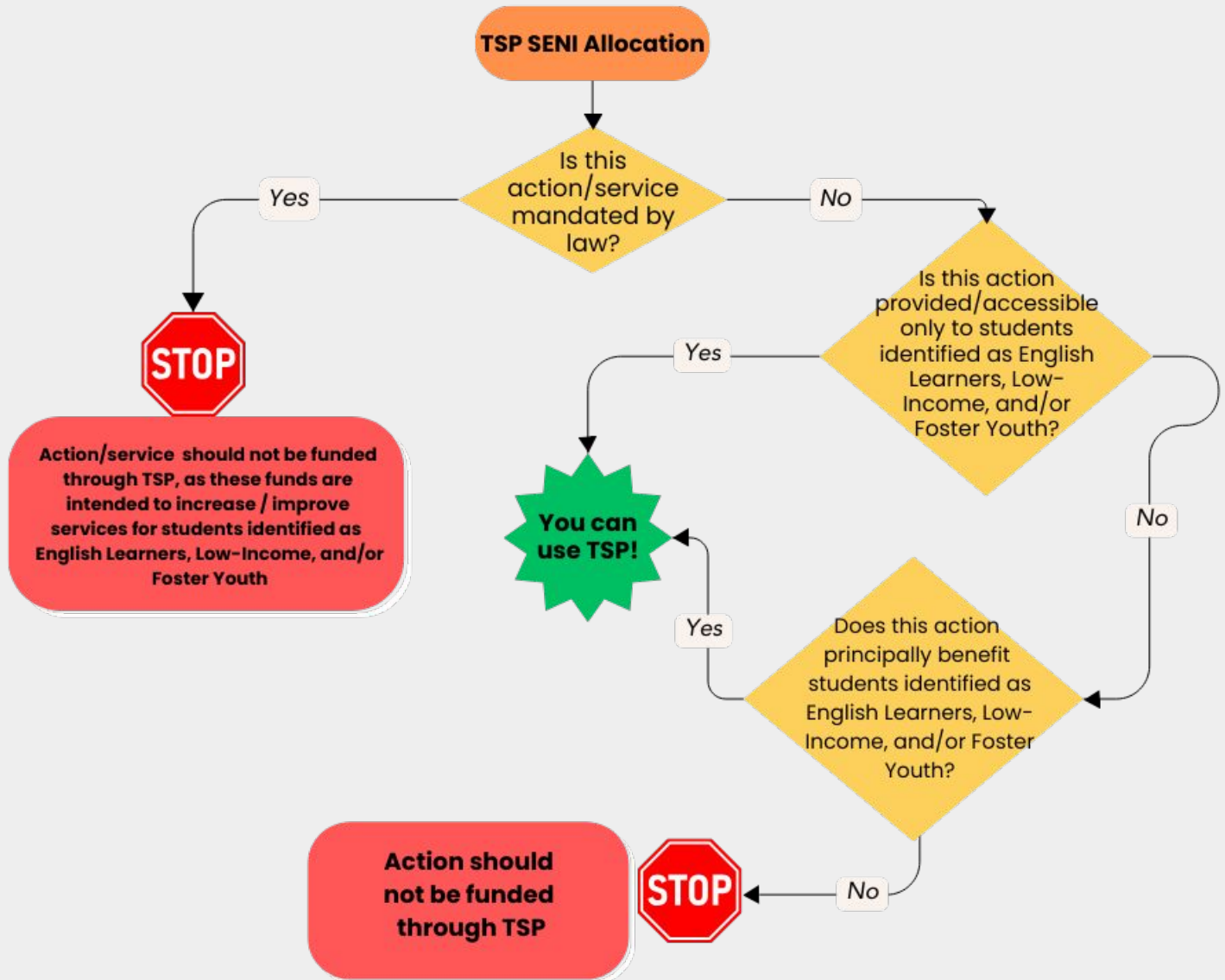
	Slide Deck	Video
Meeting 1	<u>TSP Designee Meeting 1 Slide Deck</u>	<u>Meeting 1 Video</u>
Meeting 2	<u>TSP Designee Meeting 2 Slide Deck</u>	<u>Meeting 2 Video</u>
Meeting 3	<u>TSP Designee Meeting 3 Slide Deck</u>	<u>Meeting 3 Video</u>

TSP Resources: Data Platforms

School teams may use the following data platforms to develop the Comprehensive Needs and Assets Assessment narrative.

Platforms		Description
	LAUSD School Target Dashboard	Provides trajectory data for all four District goals and is especially helpful for Targeted School Plan (TSP) development.
	Whole Child 2.0 Integrated Data Platform	Displays current and longitudinal data designed for school leaders and teachers.
	FOCUS Reporting & Dashboards	Displays current student data designed primarily for Central Office and Local District users, as well as School Administrators.
	CA Dashboard	Displays how school and student groups are performing across state and local measures. State measures include chronic absenteeism, graduation rate, suspension rate, English Learner progress, and academic performance (which includes English Language Arts/literacy and mathematics).
	School Experience Survey	Displays School Experience Survey results, providing schools with important feedback from teachers, staff, students and parents.
	LAUSD MyData	Displays Longitudinal Student Data with reports designed for schools, Central Office, and Local District.
	LAUSD Open Data	This website represents Los Angeles Unified School District's commitment to transparency. Displays a wide array of information regarding the work of the school district and its impact on students, teachers, principals, and parents.
	i-Ready Dashboard	Displays Diagnostic Results report for Mathematics and Reading. This report helps track progress toward annual Typical Growth and Stretch Growth goals.

TSP Resources: Allowable Uses of TSP SENI Funds



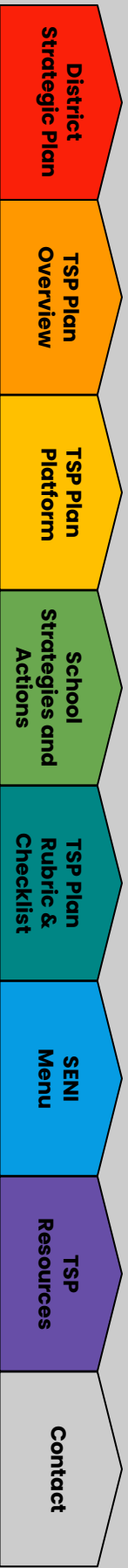
TSP Resources: Best Practices for TSP Plan Budgets and Budget Adjustments

When making requests for budget adjustments or for allowable uses of TSP funds, make sure to include:

1. What **resource or expenditure** are you looking to purchase?
2. How does this resource or expenditure support a TSP Plan **strategy** at your school?
3. Why is this an effective program or strategy to close equity gaps for **students identified as English Learners, Low-Income, and/or Foster Youth?**

For questions or concerns, contact the [ESPO Office](#).

Instead of this:	Describe this:
We plan to purchase outdoor furniture for our school.	We will purchase outdoor furniture in order to support the implementation of our outdoor science curriculum. As many of our low-income students have limited access to outdoor spaces and are currently underperforming in science coursework, this program will provide additional benefit to those students.
We will pay for M&O overtime.	To close the achievement gap for our English Learner students, we will implement Saturday intervention groups to focus on early literacy skills, such as phonemic awareness. We will budget overtime for the M&O staff to ensure our campus is clean and welcoming as our students and their families attend the Saturday intervention class.
We will budget a PSW to work with students.	To promote whole-child well-being through integrated health and wellness services, a Psychiatric Social Worker (PSW) will be budgeted and will provide prevention, early intervention, and intervention for suicide, self-injury, threat of violence. The PSW will also provide student mental health supports, staff professional development, and parent workshops.



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