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	LCAP Goal Actions	Budgeted Allocated 2022-23	Estimated Actual Expenditures 2022-23	Material Difference	Progress Monitoring Measures	Growth / Decrease in Performance	
1	Goal 1, Action 1: Curriculum	\$185,422,562	\$128,220,731	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action reflect the successful efforts of the District to negotiate a lower cost for these books and materials.	Increased number of teachers who complete required series of implementation trainings	<ul style="list-style-type: none"> ○ Increased: 5,141 teachers and administrators completed Elementary English Language Arts (ELA) professional development training, compared to approximately 4,000 participants in 2021-2022. ○ 617 new teachers attended ELA and English Language Development (ELD) professional development training 	
2					DIBELS (Grade K-5/6)	<ul style="list-style-type: none"> ■ Overall: 58.3% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 7.1% increase from Beginning of Year (BOY) data. 	
3					○ Edulastics (Grade K-5)	<ul style="list-style-type: none"> ■ Overall Grade K-5: 6.70% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 24.5% on CFA #2. There was a 17.80% increase between CFA 1 and CFA 2. 	
4					○ Renaissance Reading	<ul style="list-style-type: none"> ■ Overall: 32% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. This is a 2% decrease from the Beginning of Year (BOY) data. 	
5					○ Renaissance Math	<ul style="list-style-type: none"> ■ Overall: 14% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of the Year (BOY). 	
6					Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for Mathematics	<ul style="list-style-type: none"> ○ Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for Math ■ All Students: <ul style="list-style-type: none"> ● 3rd Grade: 40.2% ● 4th Grade: 33.6% ● 5th Grade: 27.8% ● 6th Grade: 26.9% ● 7th Grade: 25.6% ● 8th Grade: 23.5% ● 11th Grade: 18.9% 	
7					Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for English Language Arts (ELA)	<ul style="list-style-type: none"> Smarter Balanced Assessment (SBA)- Met or Exceeded Standard for English Language Arts (ELA) ■ All Students: <ul style="list-style-type: none"> ● 3rd Grade: 38.4% ● 4th Grade: 39.5% ● 5th Grade: 43.1% ● 6th Grade: 40.0% ● 7th Grade: 43.3% ● 8th Grade: 41.7% ● 11th Grade: 47.1% 	
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9	Goal 1, Action 2: School Staffing and Operations	\$1,648,200,628	\$1,620,167,267	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action reflect ongoing school-site vacancies, as well as the District's work to leverage one-time funding to meet the needs of our schools and communities.	Improved outcomes on ongoing formative assessments, including Renaissance/DIBELS/Edulastics and SBA Growth Data	<ul style="list-style-type: none"> ○ DIBELS (Grade K-5/6) Overall: 58.3% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 7.1% increase from Beginning of Year (BOY) data. ○ Edulastics (Grade K-5) <ul style="list-style-type: none"> ■ Overall Grade K-5: 6.70% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 24.5% on CFA #2. There was a 17.80% increase between CFA 1 and CFA 2. ○ Renaissance Star Reading (Grades 6-12): <ul style="list-style-type: none"> ■ Overall: 32% of 6-12 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. This is a 2% decrease from the Beginning of Year (BOY) data. ○ Renaissance Star Math (Grades 6-8): <ul style="list-style-type: none"> ■ Overall: 14% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of the Year (BOY). 	
10					Increased teacher participation in the formal evaluation cycle	<ul style="list-style-type: none"> ○ 2022-2023: 31% (7,527 of 24,359 eligible)- preliminary data as of May 2023 ○ 2021-2022: 13.5% (3,319 of 24,499 eligible) 	
11					Improved final evaluation ratings for teachers who participated in the formal evaluation cycle	<ul style="list-style-type: none"> ○ 2022-2023: 15% Exceeds Standard; 83% Meets Standard; 2% Below Standard- preliminary data as of May 2023 ○ 2021-2022: 12% Exceeds Standard; 87% Meets Standard; 0.5% Below Standard 	
12					Identification of teachers who received Below Standard Evaluations to determine required supports, resources, and/or interventions to support the growth and development of these teachers.	<ul style="list-style-type: none"> ○ 2022-2023: Data is planned to be released by mid-June. ○ 2021-2022: Lists of the teachers who received Below Standard evaluations were distributed to support personnel in Human Resources. 	
13					Observation ratings in the teacher evaluation cycle to determine professional development needs, opportunities for growth, and areas of strength	<ul style="list-style-type: none"> ○ Evidence collected through classroom observations and aligned with three elements from Standard 3: Delivery of Instruction outlined in the District's Teaching and Learning Framework. <ul style="list-style-type: none"> ■ Discussion Techniques and Student Participation (3b2): <ul style="list-style-type: none"> ● 2022-2023: 64.3% Effective; 34.3% Developing; 1.4% Ineffective ● 2021-2022: 55.3% Effective; 42.9% Developing; 1.8% Ineffective ■ Standards-Based Projects, Activities and Assignments (3c1): <ul style="list-style-type: none"> ● 2022-2023: 79.0% Effective; 19.9% Developing; 0.8% Ineffective ● 2021-2022: 74.0% Effective; 24.0% Developing; 1.5% Ineffective ■ Feedback to Students (3d3): <ul style="list-style-type: none"> ● 2022-2023: 67.3% Effective; 31.4% Developing; 1.3% Ineffective ● 2021-2022: 61.2% Effective; 37.3% Developing; 1.5% Ineffective 	
14					Reduced number of unfilled teaching positions	<ul style="list-style-type: none"> ○ As of March 2023, there are a total of 273 classroom teacher vacancies. ○ As of March 2022, there were a total of 461 classroom teacher vacancies. 	
15	Goal 1, Action 3: Central District Supports for Instruction	\$27,802,025	\$24,820,577	No material differences were observed for this action.	Improved Outcomes on Renaissance Star Reading (Grades 6-12):	<ul style="list-style-type: none"> ○ Renaissance Star Reading (Grades 6-12): <ul style="list-style-type: none"> ■ Overall: 32% of 6-12 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. This is a 2% decrease from the Beginning of Year (BOY) data. ■ EL: 1% of EL students scored At or Above Benchmark on the Middle of Year (MOY). No change from Beginning of Year (BOY) data. ■ Low Income: 28% of 6-8 students score At or Above Benchmark on the Middle of Year (MOY). No change from Beginning of Year (BOY) data. ■ Foster: 17.7% of students scored At or Above Benchmark on the Middle of Year (MOY). This is a 1% decrease from the Beginning of Year (BOY). 	

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16					Improved Outcomes on Renaissance Star Math (Grades 6-8):	<ul style="list-style-type: none"> ■ Overall: 14% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of Year (BOY). ■ EL: 1% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of Year (BOY) data. ■ Low Income: 10% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of Year (BOY) data. ■ Foster: 3.8% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. .4% increase from Beginning of Year (BOY) data. 	
17					Improved outcomes on DIBELS	<ul style="list-style-type: none"> ○ Overall: 58.3% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 7.1% increase from Beginning of Year (BOY) data. ○ EL: 36.2% of K-5/6 EL students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 10% increase from Beginning of Year (BOY) data. ○ Low Income: 57.9% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is an 8.6% increase from Beginning of Year (BOY) data. ○ Foster: 43.4% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 7.5% increase from Beginning of Year (BOY) data. 	
18					Improved outcomes on Edulastics (Math Assessments)	<ul style="list-style-type: none"> ○ Overall Grade K-5: 6.70% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 24.5% on CFA #2. There was a 17.80% increase between CFA 1 and CFA 2. ○ EL: 3.2% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 17.4% on CFA #2. There was a 14.2% increase between CFA 1 and CFA 2. ○ Low Income: 3% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 17.5% on CFA #2. There was a 14.2% increase between CFA 1 and CFA 2. ○ Foster: 3% of students in foster care met or exceeded the Common Formative Assessment (CFA) standard in the beginning-of-year administration in 2022-2023, and 16.3% met or exceeded the standard at CFA#2, a 13.3% increase. 	
19	Goal 1, Action 4: Options Program	\$66,748,116	\$51,861,695	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) for this action reflect the funds that have yet to be spent on summer school in 2023, in addition to ongoing staffing challenges. The Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	Number of students graduating	○ Increased: 2,154 graduated through the Options Program in 2021-2022, compared to 1,189 in 2020-2021.	
20					Number of students who return to their home high school and successfully graduate	○ Decreased: 494 students enrolled in Options schools during 2021-2022 and graduated from comprehensive home schools, compared to 631 students in 2020-2021.	
21	Goal 1, Action 5: Instructional Technology Initiative	\$16,170,994	\$12,640,775	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are	Number of schools that attain Digital Citizenship Certified School	○ Increased number of schools to 51 from 39 in 2021-2022.	

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22				largely driven by staffing vacancies in the Information Technology services division. In addition, as part of the District's prioritization of fully staffing school sites, several ITI Coordinator positions were not able to be filled as planned.	Number of educators that attain Digital Citizenship Certified Educator	o Increased number of educators to 934 from 571 in 2021-2022.	
23					Number of elementary schools that provide 20 hours of computer science instruction in Pre-Kindergarten to grade 5	o Increased number of elementary schools to 60 from 40 in 2021-2022.	
24					Number of middle schools that provide at least one rigorous and relevant computer science course in grades 6-8	o 120 middle schools in 2022-2023.	
25					Number of high schools that provide a computer science pathway in grades 9-12	o 152 high schools in 2022-2023.	
26					Number of educators that participate in the Computer Science Cohort	Decreased number of participating educators to 30 from 69 in 2021-2022.	
27					Continued access to targeted schools serving high percentages of low-income students	o There were 16 District schools directly supported with staff allocated through the use of TSP-funds in 2022-2023. The Instructional Technology Facilitators, at each of the 16 targeted schools, served 13,141 low-income students (90% of the total enrollment of the targeted schools).	
28	Goal 1, Action 6: Base-Funded Arts Education	\$1,015,197	\$875,623		No material differences were observed for this action.	Professional development offerings	o 326 generalist teachers participated in Arts Integration professional development; 126 teachers in fall 2021 and approximately 200 additional teachers in spring 2023, increasing the number of trained generalist teachers to over 3,800.
29					Engagement with arts partners	o The AEB increased the number of participating Arts Community Network (ACN) arts partners to 39, up from 34 arts partners in 2021-2022.	
30	Goal 1, Action 7: Supplemental Arts Education	\$35,084,546	\$29,330,945	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely driven by the nationwide teacher shortage's impacts on hiring of itinerant Arts teachers. In addition, many schools leveraged other one-time discretionary funds to purchase materials, equipment, professional development and/or field trips in place of their site allocation provided through this program.	Number of elementary schools not offering arts education	None	
31					Number of elementary schools offering one arts discipline	64 elementary schools	
32					Number of elementary schools offering two arts disciplines	o 192 elementary schools	
33					Number of elementary schools offering three arts disciplines	o 133 elementary schools	
34					Number of elementary schools offering four arts disciplines	o 127 elementary schools	
35					Number of full-time credentialed arts teachers	o Hired 24 new elementary arts itinerant teachers	
36					Expanded access and additional programming (based on the Student Equity Needs Index (SENI))	o Expanded the Creative Network program to 21 new elementary schools demonstrating high need as identified by SENI score. The Creative Network program provides nine-week rotations of dance, general/vocal music, theater, and visual arts. o Formed 18 new orchestra programs at elementary schools demonstrating high need as identified by SENI score. o 102 elementary schools identified as "highest" need based on Student Equity Needs Index (SENI), therefore deemed the highest need for additional arts resources serve 98% unduplicated students, including: ■ 44,515 low-income students (97.2% of the total enrollment of these schools) ■ 18,524 English learner students (40.5% of the total enrollment of these schools) ■ 658 students in foster care (1.4% of the total enrollment of these schools)	
37	Goal 1, Action 8: Base-Funded Afterschool Programs	\$963,633	\$600,013		The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely driven by staffing vacancies. The Beyond the Bell team anticipates expending additional funds in end of year supplies.	Academic Decathlon: Number of schools and students participating in Pentathlon and Decathlon	o Number of participating schools: ■ 50 Decathlon schools, increased from 43 schools in 2021-2022. ■ 17 Pentathlon schools, increased from 12 schools in 2021-2022. o Number of participating students: ■ 619 students in Decathlon, increased from 469 students in 2021-2022. ■ 300 students in Pentathlon, increased from 248 students in 2021-2022.
38					All-District Honor Marching Band: Number of schools and students participating	o 44 schools participated, increased from 42 schools in 2021-2022. o 290 students participated, increased from 229 students in 2021-2022.	

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39					High School Liaison Program: Improved student attendance rates and partner surveys	<ul style="list-style-type: none"> Decreased student attendance: 1,006 students participated in the program, as of March 2023, compared to 1,427 students participating in 2021-2022. District high school students receive academic support and college and career counseling services in the afterschool program. 		
40	Goal 1, Action 9: Supplemental Afterschool Programs	\$8,106,616	\$6,718,569	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) are largely driven by staffing vacancies. The Beyond the Bell team anticipates expending additional funds in end of year supplies.	Student attendance/participation	<ul style="list-style-type: none"> 7,535 students participated in the Youth Services program, as of March 2023. Approximately 81.2% of program participants are Low-income students (6,120 students). 		
41			Staffing for Youth Services program		<ul style="list-style-type: none"> Total of 201 Youth Services staff members; Youth Services programs have at least one staff member at each site. Currently 19 sites have one staff vacancy; Staffing level is 86% in 2022-2023. 			
42	Goal 1, Action 10: Gifted and Talented Education (GATE) Programs	\$3,313,104	\$3,314,491		No material differences were observed for this action.	Increase Districtwide percentage of students identified for gifted/talented programs	<ul style="list-style-type: none"> Increase the districtwide percentage of students identified for gifted/talented education programs to 13.0% (from 12.5% in 2018-19). This is in accordance with Strategic Plan Strategy 1B,S5. Target Met: Districtwide percentage of students identified for gifted/talented education programs is 13.4%, as of May 2023. 	
43					Improve Districtwide Schools for Advanced Studies (SAS) participation	<ul style="list-style-type: none"> Improve data-informed decisions to expand Schools for Advanced Studies (SAS) to increase districtwide SAS participation by 5% to 17,500 students by June 2023. This is in accordance with Strategic Plan Strategy 4D, S3. Target Met: Districtwide SAS participation is 18,695, as of May 2023. 		
44	Goal 1, Action 11: Differentiated Local Supports for Students	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>		
45								
46								
47								
48	Goal 1, Action 12: School-Level Supports for Individualized Learning	\$548,526,352	\$448,915,993	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) for this action reflect ongoing school-site vacancies. In addition, based on ongoing negotiations and continuously updated guidance on the use of alternate funding sources, the District anticipates a significantly smaller level of underspend, if any. Note that the Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	Increased number of secondary students receiving C or better grades on report card	<ul style="list-style-type: none"> Overall: 48.9%, as of March 2023, compared to 49.5% in 2021-2022. English Learners: 20.0%, as of March 2023, compared to 22.3% in 2021-2022. Low-Income: 47.3%, as of March 2023, compared to 49.5% in 2021-2022. Students in Foster Care: 27.0%, as of March 2023, compared to 27.9% in 2021-2022. 		
49					School Experience Survey: Students agreeing that "In my classes, my teachers tell me how I can make work better" (2022-23) - Elementary	<ul style="list-style-type: none"> Elementary (Overall): 87% English learners: 85% Students in foster care: 86% Low-income students: 87% 		
50					School Experience Survey: Students agreeing that "In my classes, my teachers tell me how I can make work better" (2022-23) - Middle School	<ul style="list-style-type: none"> Middle School (Overall): 75% English learners: 75% Students in foster care: 70% Low-income students: 75% 		
51					School Experience Survey: Students agreeing that "In my classes, my teachers tell me how I can make work better" (2022-23) - High School	<ul style="list-style-type: none"> High School (Overall): 72% English learners: 76% Students in foster care: 70% Low-income students: 73% 		
52					School Experience Survey: Students agreeing that "Teachers go out of their way to help students" (2022-23) - Elementary	<ul style="list-style-type: none"> Elementary (Overall): 82% English learners: 84% Students in foster care: 81% Low-income students: 82% 		

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53					School Experience Survey: Students agreeing that "Teachers go out of their way to help students" (2022-23) - Middle School	<ul style="list-style-type: none"> ■ Middle School (Overall): 65% ● English learners: 72% ● Students in foster care: 61% ● Low-income students: 66% 	
54					School Experience Survey: Students agreeing that "Teachers go out of their way to help students" (2022-23) - High School	<ul style="list-style-type: none"> ■ High School (Overall): 64% ● English learners: 72%; Students in foster care: 62%; Low-income students: 64% 	
55					School Experience Survey: Students agreeing that "My teachers make learning fun" (2022-23) - Elementary	<ul style="list-style-type: none"> ■ Elementary (Overall): 71% ● English learners: 73% ● Students in foster care: 70% ● Low-income students: 71% 	
56					School Experience Survey: Students agreeing that "My teachers make learning fun" (2022-23) - Middle School	<ul style="list-style-type: none"> ■ Middle School (Overall): 43% ● English learners: 49% ● Students in foster care: 40% ● Low-income students: 42% 	
57					School Experience Survey: Students agreeing that "My teachers make learning fun" (2022-23) - High School	<ul style="list-style-type: none"> ■ High School (Overall): 41% ● English learners: 51% ● Students in foster care: 40% ● Low-income students: 41% 	
58					Improved outcomes on Renaissance Star Reading and Star Math	<ul style="list-style-type: none"> ○ Renaissance Star Reading (Grades 6-12): <ul style="list-style-type: none"> ■ Overall: 32% of 6-12 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. This is a 2% decrease from the Beginning of Year (BOY) data ■ EL: 1% of EL students scored At or Above Benchmark on the Middle of Year (MOY). No change from Beginning of Year (BOY) data ■ Low Income: 28% of 6-8 students score At or Above Benchmark on the Middle of Year (MOY). No change from Beginning of Year (BOY) data ■ Foster: 17.7% of students scored At or Above Benchmark on the Middle of Year (MOY). This is a 1% decrease from the Beginning of Year (BOY) ○ Renaissance Star Math (Grades 6-8): <ul style="list-style-type: none"> ■ Overall: 14% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of the Year (BOY) ■ EL: 1% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of Year (BOY) data ■ Low Income: 10% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. No change from Beginning of Year (BOY) data ■ Foster: 3.8% of 6-8 students scored At or Above Benchmark on the Middle of Year (MOY) Star assessment. .4% increase from Beginning of Year (BOY) data 	
59					Improved outcomes on DIBELS	<ul style="list-style-type: none"> ○ Overall: 58.3% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 7.1% increase from Beginning of Year (BOY) Data. ○ EL: 36.2% of K-5/6 EL students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 10% increase from Beginning of Year (BOY) data. ○ Low Income: 57.9% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is an 8.6% increase from Beginning of Year (BOY) data. ○ Foster: 43.4% of K-5/6 students scored At or Above Benchmark on the Middle of Year (MOY) DIBELS assessment. This is a 7.5% increase from Beginning of Year (BOY) data. 	

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60					Improved outcomes on Edulastics (math assessments)	<ul style="list-style-type: none"> Overall Grade K-5: 6.70% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 24.5% on CFA 2. There was a 17.80% increase between CFA 1 and CFA 2. EL: 3.2% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 17.4% on CFA 2. There was a 14.2% increase between CFA 1 and CFA 2. Low Income: 3% of students met or exceeded the Common Formative Assessment (CFA 1) standard in the beginning-of-year administration in 2022-2023, and 17.5% on CFA 2. There was a 14.2% increase between CFA 1 and CFA 2. Foster: 3% of students in foster care met or exceeded the Common Formative Assessment (CFA) standard in the beginning-of-year administration in 2022-23, and 16.3% met or exceeded the standard at CFA 2, a 13.3% increase. 	
61	Goal 1, Action 13: Early Education and Universal Transitional Kindergarten	\$184,540,012	\$149,650,420	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action reflect a reimbursement from the California Department of Education, as well as the leveraging of other funding sources. In addition, staffing vacancies for Transitional Kindergarten Instructional Aide (TKIA) positions also contributed to the underspend.	Universal Transitional Kindergarten (UTK) access	<ul style="list-style-type: none"> In 2022-2023, added an additional school offering UTK to 317 schools; up from 290 schools offering UTK in 2020-2021. For 2023-2024, preparing to offer UTK in all 457 elementary schools providing kindergarten. 	
62					Outcomes for UTK classrooms on the Desired Results Developmental Profile (DRDP) which is administered within a child's first 60 days of enrollment and again at 6 months following enrollment	<ul style="list-style-type: none"> 86% of the students met kindergarten readiness standards in Language and Literacy, an increase of 1% from 2021-2022. 85% of the students met kindergarten readiness standards in Math, an increase of 2% from 2021-2022. 86% of the students met kindergarten readiness standards in Social Emotional Development, an increase of 3% from 2021-2022. 	
63	Goal 1, Action 14: Literacy and Numeracy Interventionist Program	\$1,500,000	\$1,333,226	No material differences were observed for this action.	Literacy: Improved outcomes on DIBELS benchmark growth and progress monitoring data	<ul style="list-style-type: none"> Overall: 58.3% of K-5/6 students scored At or Above Benchmark on the Middle-of-Year (MOY) DIBELS assessment. This is a 7.1% increase from Beginning-of-Year (BOY) data. 49% of Literacy and Numeracy Interventionist Program students are making above and well above average growth in reading passages correctly (oral reading fluency), compared to national growth norms for students who started the year reading at the same level. 50% of Literacy and Numeracy Interventionist Program students are making above and well above average growth in reading words correctly (nonsense word fluency), compared to national growth norms for students who started the year reading at the same level. English Learner (EL): 36.2% of K-5/6 students scored At or Above Benchmark on the MOY DIBELS assessment. This is a 10% increase from BOY data. Low Income: 57.9% of K-5/6 students scored At or Above Benchmark on the MOY DIBELS assessment. This is an 8.6% increase from BOY data. Foster Youth: 43.4% of K-5/6 students scored At or Above Benchmark on the MOY DIBELS assessment. This is a 7.5% increase from BOY data. 	
64					Literacy: Increased usage of Amplify Reading	<ul style="list-style-type: none"> Increased Districtwide: 71% of students are using Amplify Reading, as of March 2023, compared to 25% of students, as of September 2022. 	

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65					Math: Improved outcomes on Edulastic Common Formative Assessment (CFA) growth and progress monitoring data within the platform	<ul style="list-style-type: none"> ○ Overall Grade K-5: 6.7% of students met or exceeded the CFA 1 standard in the BOY administration in 2022-2023, and 24.5% on CFA 2. There was a 17.8% increase between CFA 1 and CFA 2. Additionally, 32.0% of Literacy and Numeracy Interventionist Program Math students improved at least one performance level from CFA 1 to CFA 2. 49.0% of Literacy and Numeracy Interventionist Program Math students increased their overall score by at least 15 points from CFA 1 to CFA 2. ○ English Learner (EL): 3.2% of students met or exceeded the CFA 1 standard in the BOY administration in 2022-2023, and 17.4% on CFA 2. This is a 14.2% increase between CFA 1 and CFA 2. ○ Low Income: 3% of students met or exceeded the CFA 1 standard in the BOY administration in 2022-2023, and 17.5% on CFA 2. This is a 14.2% increase between CFA 1 and CFA 2. ○ Foster Youth: 3% of students met or exceeded the CFA 1 standard in the BOY administration in 2022-23, and 16.3% met or exceeded the standard at CFA 2, a 13.3% increase. 	
66	Goal 1, Action 15: Secondary Literacy Support and Interventions	\$4,425,346	\$1,802,292	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) for this action reflect that schools did not request centrally-allocated teacher auxiliaries earmarked for Tier 3 English Language Arts programs through this action, possibly as a result of schools' prioritization of other site discretionary funds, as well as ongoing staffing challenges at the school site level.	Improved outcomes on Reading Inventory: Student reading skills growth in Tier 3 English Language Arts (ELA) intervention program	<ul style="list-style-type: none"> ○ Overall: 47% of students are approaching and/or meeting grade level (523 students who completed at minimum two Ready Inventory assessments), compared to 61% of students in 2021-2022. ○ English Learners: 6% of students (146 LTELs enrolled) exceeded average growth, compared to 34% of students (106 LTELs enrolled) exceeding average growth in 2021-2022. 	
67					Improved outcomes on teacher implementation survey and observation data on implementation of station rotation model for differentiated instruction	<ul style="list-style-type: none"> ○ Data is unavailable as the survey will be completed later in the school year. 	
68	Goal 1, Action 16: Summer School Credit Recovery	\$1,857,312	\$1,034,758	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) for this action are primarily driven by the timing of expenditures for summer school. Based on internal projections, the Beyond the Bell Branch anticipates that the majority of funds will be spent by the end of June, with some potential unspent funding depending on variations in employee hourly rates and staff vacancies.	Number of students who successfully pass their summer term course with a final grade of C or better	<ul style="list-style-type: none"> ○ In the 2022 Summer Term, 82% of enrolled students passed blended Periods 1 and 2 courses with a final grade of C or better compared to 77.3% of students in the 2021 Summer Term. ○ In the 2022 Summer Term, 94% of enrolled students passed virtual Periods 3 and 4 courses with a final grade of C or better compared to the same passage percentage in the 2021 Summer Term. 	
69					Participation rates	<ul style="list-style-type: none"> ○ Student participation in the 2022 Summer School program decreased 4.2% compared to 2021; from 34,406 students in summer 2021 to 32,962 in summer 2022. 	
70	Goal 1, Action 17: Standard English Learner Supports	\$1,893,881	\$1,410,908	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) for this action are primarily driven by staffing vacancies, both in terms of filling leadership roles at the District team and as a result of the District's prioritization of keeping schools fully staffed, which limited the team's plan to hire additional Standard English Learner Coaches. In addition, the team projects that additional funds will be expended for the end-of-year Spoken Word showcase.	Improved LAS Links beginning-of-year (BOY) and middle-of-year (MOY) assessment data for English language proficiency at Academic English Mastery Program (AEMP) Schools	<ul style="list-style-type: none"> ■ As a result of the ransomware cyberattack in fall 2022, a LAS Links MOY language proficiency assessment was unable to be conducted at AEMP schools. Therefore, measuring student language proficiency growth from a LAS Links BOY assessment to a LAS Links MOY assessment is unavailable. A LAS Links BOY language proficiency assessment was administered at 70 of the 94 participating AEMP schools prior to the cyber event. 	
71					Increased DIBELS scores	<ul style="list-style-type: none"> ■ The percentage of students scoring at benchmark and above on DIBELS increased from 40% BOY to 49% MOY in 2022-2023 at AEMP schools. ■ The percentage of students scoring well below benchmark decreased from 44% BOY to 37% MOY in 2022-2023 at AEMP schools. 	
72					Number of qualifying scores for Standard English Learners on Advanced Placement (AP) exams	<ul style="list-style-type: none"> ■ 2020-2021: 18.4% (250 of 1,356) ■ 2021-2022: 27% (338 of 1,254) ■ 2022-2023: report will be provided in July 2023 	

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73					Number of Standard English Learners on track for A-G completion with a "C" or better	<ul style="list-style-type: none"> ■ 2020-2021: 45.6% (716 of 1,570 students) ■ 2021-2022: 50.4% (774 of 1,535 students) ■ 2022-2023: report will be provided in July 2023 	
74	Goal 1, Action 18: Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness	\$39,083,149	\$35,711,380	No material differences were observed for this action.	Increased number of best interest determination (BIDs) meetings provided to support school stability for students in foster care	<ul style="list-style-type: none"> ■ 370 BIDs meetings, compared to 314 in 2021-2022 (increased 17.5%) 	
75					Attendance Rates for Students in Foster care	<ul style="list-style-type: none"> ■ 88.4% attendance rate (increased from 86% in 2021-2022) 	
76					On-track for graduation rates for Students in Foster care	<ul style="list-style-type: none"> ■ 20 students in foster care are on-track for graduation that were previously in Tier 2 or Tier 3 	
77					number of District students properly identified as homeless under the McKinney-Vento Homeless Assistance Act definition	<ul style="list-style-type: none"> ■ 10,923 students identified as homeless, compared to 9,628 in 2021-2022 (increased 13.4%) 	
78					Attendance Rates for Students experiencing homelessness	<ul style="list-style-type: none"> ■ 88.5% attendance rate (increased from 82.4% in 2021-2022) 	
79				On-track for graduation rates for Students experiencing homelessness	<ul style="list-style-type: none"> ■ 35 homeless students on-track for graduation that were previously in Tier 2 or Tier 3 		
80	Goal 1, Action 19: Special Education: Base Program	\$808,765,350	\$871,428,369	No material differences were observed for this action.	Percentage of students receiving the services designated on their Individualized Education Plan (IEP)	<ul style="list-style-type: none"> ○ Serving tracking in Welligent highlighted 87.1% of all services have, at minimum, 70% service delivery. 	
81					Percentage of IEPs completed within the 60-day timeline	<ul style="list-style-type: none"> ○ Increased: 85% of assigned IEPs were completed (72,775) as of March 2023, compared to 74.2% of assigned IEPs completed as of March 2022. Note: An additional 2% (1,395 IEPs) were not completed due to parent refusal of service/did not consent or the student was absent as of March 2023. 	
82					Percentage of assessments completed	<ul style="list-style-type: none"> ○ 75% of IEPs were completed on time (41,290). Note: An additional 12% (6,391) were overdue due to parent request. 	
83	Goal 1, Action 20: Special Education: Extended School Year	\$8,836,673	\$2,033,879	The material differences between planned and projected actual 2022-2023 expenditures (as of the Second Interim Budget Report) for this action reflect the one-time use of other funding sources for the Extended School Year program. Moving forward, this program will continue to be funded with LCFF funds.	Improved Pre/Post test scores on core curriculum publisher assessments	<ul style="list-style-type: none"> ○ Elementary students in core ESY math programs showed average score growth across grade levels from pretest to posttest. ○ Elementary students in core ESY English Language Arts (ELA) programs showed average score growth across grade levels on publisher provided Reading Connected Text (RCT) assessment. ○ Middle and high school students in core ESY math programs showed growth in quantile scores in TransMath. 	
84					Pre/Post test in Unique Learning Systems to determine efficacy of instruction in classes on alternative curriculum	<ul style="list-style-type: none"> ○ Students in alternate curriculum ESY programs showed an average growth between 1.2 and 2.2 out of 10 points (12%-22%) during the 19 days of instruction. 	
85					Improved attendance for Extended School Year	<ul style="list-style-type: none"> ○ An additional 2,771 students signed up for ESY and an additional 357 students attended ESY at peak attendance time. 	
86	Goal 1, Action 21: Special Education: Intensive Diagnostic Education Centers (IDEC)	\$2,058,826	\$2,298,764	No material differences were observed for this action.	Improved Smarter Balanced Assessment (SBA) ELA Scores	On the 2021-2022 state assessment, students with dyslexia who attended IDEC Tier 3 intervention for one year outperformed students who received Tier 2 intervention (Distance from Standard (DFS) in ELA- IDEC student: -122; Tier 2 student: -146)	
87	Goal 1, Action 22: Special Education: Inclusion Services	\$23,626,268	\$21,598,993	No material differences were observed for this action.	Percent of students with disabilities who are in the general education program at least 80% of the school day	Increased: In 2021-2022, 61% of students with disabilities were served in the general program for at least 80% or more of the school day, compared to 57% in 2020-2021.	
88					ELA and Math Smarter Balanced Assessment (SBA) scores for students with disabilities included in general education for 80% or more of the day	In spring 2022, 11.4% of students included in general education for 80% or more of the school day scored proficient or above on the state's Math assessment, compared to 2.3% of students served in special education settings 50% or more of the day. On the state's ELA assessment, 16.3% of students included in general education for 80% or more of the day scored proficient or above, compared to 2.7% of students served in special education settings 50% or more of the day.	
89	Goal 1, Action 23: Special Education: Special Day Program	\$177,172,407	\$171,937,555	No material differences were observed for this action.	Improved DIBELS scores for students with disabilities served in the Special Day Program (SDP)	Increased: 31.2% of students with disabilities were at or above benchmark at the end of 2022, compared to 25% at the end of 2021.	

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90	Goal 1, Action 24: Special Education: Transition Services	\$4,390,592	\$7,268,525	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are primarily reflective of an updated accounting structure to better the cost of Transition Services. Accordingly, the true planned 2022-23 expenditure for this action was close to \$8 million, instead of the planned \$4.4 million. The small remaining underspend between the estimated actual expenditure (\$7.3 million) and this updated planned 2022-23 expenditure of \$8 million was due to several remaining staff vacancies.	Staff completing FAFSA/CADAA/Chafee Grant training	Increased- In 2022-2023, participant feedback reflected an 80% rate of familiarity of supports for Foster Youth, compared to 76% in 2021-2022.		
91					Percentage of Foster Youth with disabilities in grades 9-12 served by Transition teachers, including number of students assessed, and provided Schoology lessons			85% of Foster Youth with disabilities in grades 9-12 receive additional/targeted transition supports in 2022-2023. 2021-2022 comparison data is unavailable as data points were collected with different metrics.
92					Percentage of IEP meetings which transition teachers are invited to and attend for Foster Youth with disabilities in grades 9-12	44% of Foster Youth with disabilities in grades 9-12 had a Transition teacher attend their IEP meeting in 2022-2023. 2021-2022 comparison data is unavailable as data points were collected with different metrics.		
93	Goal 1, Action 25: Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs	\$5,594,264	\$4,601,647	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely driven by the as-yet unspent AP exam fees. These expenditures are implemented at the end of the fiscal year, and the Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior District practice.	AP student enrollment	<ul style="list-style-type: none"> o All Students: 24.2% (as of 4/20/23) were enrolled in at least one AP course, compared to 25% in 2021-2022. o English Learners: 37.5% (as of 4/20/23) were enrolled in at least one AP course, compared to 33% in 2021-2022. o Low income students: 77.7% (as of 4/20/23) were enrolled in at least one AP course, compared to 24% in 2021-2022. o Students in foster care: 11.6% (as of 4/20/23) were enrolled in at least one AP course, compared to 0.004% in 2021-2022. 		
94					Use of "MyAP" classroom and increased access to College Board tools and resources by leveraging usage data from the College Board			<ul style="list-style-type: none"> o All Students: 84% (as of 4/20/23) of students Districtwide are using the MyAP classroom, compared to 74% in 2021-2022. o English Learners: 22% (as of 4/20/23) are using the MyAP classroom, compared to 24% in 2021-2022. o Low income students: 77.7% (as of 4/20/23) are using the MyAP classroom, compared to 18% in 2021-2022. o Students in foster care: 7.2% (as of 4/20/23) are using the MyAP classroom, compared to 0.002% in 2021-2022.
95					AP Readiness student participation			All Students: 13,100 students participated (reduced from 14,500 in 2021-2022)
96					Percentage of Diploma Programme students receiving an IB Diploma			An outcome of the pandemic has been decreased enrollment of Diploma Program candidates as evidence in 2021-2022.
97	Goal 1, Action 26: Districtwide A-G Interventions	\$12,807,041	\$8,027,113	The material differences observed for this action reflect unfilled vacancies and the closure of unfilled positions as part of the work to reorganize the six Local Districts into four Regions. In addition, these material differences also reflect the impact of competing grant funds due to the implementation of the A-G Completion Improvement Program.	Percentage of students on track for passing A-G courses with a "C" grade or better - All Students	All Students: Increased- 43.1% end of fall 2022, compared to 42.9% end of fall 2021		
98					Percentage of students on track for passing A-G courses with a "C" grade or better - English Learners	English Learners: Decreased- 17.0% end of fall 2022, compared to 18.6% end of fall 2021		
99					Percentage of students on track for passing A-G courses with a "C" grade or better - Low Income	Low-Income Students: Decreased- 40.8% end of fall 2022, compared to 42.1% end of fall 2021		
100					Percentage of students on track for passing A-G courses with a "C" grade or better - Foster Youth	Foster Youth: Decreased- 22.6% end of fall 2022, compared to 23.0% end of fall 2021		
101					D's and F's for middle school students in ELA	All Students: <ul style="list-style-type: none"> • Fall 2022: 14,455 grades of D or F (15.1%) • Fall 2021: 14,436 (13.6%) 		
102					D's and F's for middle school students in Math	All Students: <ul style="list-style-type: none"> • Fall 2022: 20,282 grades of D or F (19.4%) • Fall 2021: 19,252 (17.7%) 		
103	Goal 1, Acton 27: Diploma Program	\$2,446,546	\$2,061,125	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are driven by staffing vacancies. While the team leveraged staff overtime to provide services as planned, as noted in the section above, these vacancies resulted in a reduced scope of implementation for this program.	Middle School: Decreased percentage of fails (fail marks in two or more courses) for identified students when comparing prior year semester to current year semester	<ul style="list-style-type: none"> ■ 42% of students overall did not have fail marks in two or more courses ■ English Learners: 38% did not have fail marks in two or more courses ■ Low Income: 42% did not have fail marks in two or more courses ■ Foster Youth: 37% did not have fail marks in two or more courses ■ Homeless: 34% did not have fail marks in two or more courses 		
104					High School: Increased percentage of identified students who do not fall further behind (maintain or decrease number of courses off track)	<ul style="list-style-type: none"> ■ 37.7% of identified students did not fall further behind (increased from 33% in 2021-2022) ■ English Learners: 30% did not fall further behind (increased from 29% in 2021-2022) ■ Low Income: 37.4% of students did not fall further behind (increased from 33% in 2021-2022) ■ Foster Youth: 36.1% of students did not fall further behind (increased from 5% in 2021-2022) ■ Homeless: 39.1% of students did not fall further behind (not reported in 2021-2022) 		
105					Increased percentage of students whose course passage moves them from Tier 3 (5+ classes behind) to Tier 2 (3-4 classes behind) or on-track	<ul style="list-style-type: none"> ■ 13.6% of students overall in Tier 3 improved to Tier 2 or on-track (decreased from 19.5% in 2021-2022) ■ English Learners: 12.2% in Tier 3 improved to Tier 2 or on-track (decreased from 15.5% in 2021-2022) ■ Low Income: 13.5% in Tier 3 improved to Tier 2 or on-track (decreased from 19.6% in 2021-2022) ■ Foster Youth: 8% in Tier 3 improved to Tier 2 or on-track (decreased from 15.3% in 2021-2022) ■ Homeless: 12.1% in Tier 3 improved to Tier 2 or on-track (not reported in 2021-2022) 		

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106	Goal 1, Action 28: College Access Program	\$534,658	\$392,229	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are driven by staffing vacancies. Note that these cost savings are planned to be used for professional development prior to June 30th. However, the Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior District practice	Percentage of students passing A-G courses with a "C" grade or better- All Students	All Students: Increased- 43.1% end of fall 2022, compared to 42.9% end of fall 2021	
107					Percentage of students passing A-G courses with a "C" grade or better- English learners	English Learners: Decreased- 17.0% end of fall 2022, compared to 18.6% end of fall 2021	
108					Percentage of students passing A-G courses with a "C" grade or better- Low Income	Low-Income Students: Decreased- 40.8% end of fall 2022, compared to 42.1% end of fall 2021	
109					Percentage of students passing A-G courses with a "C" grade or better- Foster Youth	Foster Youth: Decreased- 22.6% end of fall 2022, compared to 23.0% end of fall 2021	
110					Percentage of senior students completing the FAFSA or CADAA	Increased: As of March 5, 2023, 71.0% of senior students (21,075) completed the FAFSA or CADAA, compared to 60.8% of senior students (17,681) in 2021-2022.	
111	Goal 1, Action 29: Career Technical Education	\$18,614,282	\$11,743,397	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely reflective of vacant Career Technical Education positions. Recruitment remains a challenge for these positions due to the competitive salaries available in other Districts and in their respective industries.	Number of students earning a Work Ready Badge	In 2022-2023, 117 students have earned the Work Ready Badge compared to 103 in 2021-2022. In addition, another 200 students are expected to earn the Work Ready Badge by the end of the school year.	
112					Number of Pathway Completers	Increased Pathway Completion rate to 17.8% in 2021-2022, increased from 15.7% in 2020-2021.	
113					Number of Pathway Completers' graduation rate compared to non-Pathway completers	In 2021-2022, A-G graduation rate was 67.1% for Pathway Completers compared to 50.5% for non-Pathway Completers in the District.	
114	Goal 1, Action 30: Linked Learning	\$2,826,625	\$2,343,798	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely reflective of vacant Linked Learning Coach positions, in part as a result of reassignment of staff to ensure that schools were fully staffed. Finally, given the other one-time funds available to schools, many have strategically leveraged alternate funding sources rather than the funds distributed from the Linked Learning program.	Number of Linked Learning silver and gold certified pathways in Los Angeles Unified	In 2022-2023, three additional Linked Learning pathways were in the process of receiving gold certification from the Linked Learning Alliance, while seven pathways were in the process of receiving silver certification.	
115					Percentage of Linked Learning students graduating A-G ready compared to non-Linked Learning students	In 2021-2022, A-G graduation rate for Linked Learning students was 57.1% compared to 53.1% for non-Linked Learning students in the District.	
116	Goal 1, Action 31: School Staffing Equity Grant Investments to Increase Staffing for Academic Excellence	\$281,310,634	\$143,980,491	As noted above, due to nationwide labor shortages and the limited list of available positions for the first implementation of the School Staffing Equity Grant, many schools were unable to fully expend their Grant allocations. Looking ahead to the 2023-24 year, the District is working to address this challenge by expanding the list of available positions in alignment with the results of the 2022 School Staffing Equity Grant survey. Note that unspent School Staffing Equity Grant funds do not carry over at the school site level, but are centralized and re-allocated to eligible schools in the subsequent year's administration.	Early Literacy Benchmarks (DIBELS) - Kindergarten	- 2021-22: 57.3%	
117					Early Literacy Benchmarks (DIBELS) - Grade 1	- 2021-22: 61.7% - 2020-21: 59.5%	
118					Early Literacy Benchmarks (DIBELS) - Grade 2	- 2021-22: 57.7% - 2020-21: 56.9%	
119					SBA ELA - Distance from Standard Met (Grades 3-5)	- 2021-22: -44.1 - 2020-21: -	
120					SBA Math - Distance from Standard Met (Grades 3-5)	- 2021-22: -59.3 - 2020-21: -	
121					SBA ELA - Distance from Standard Met (Grades 6-8)	- 2021-22: -39.5 - 2020-21: -	
122					SBA Math - Distance from Standard Met (Grades 6-8)	- 2021-22: -93.9 - 2020-21: -	
123					SBA ELA - Distance from Standard Met (Grade 11)	- 2021-22: -20.6 - 2020-21: -2.1	
124					SBA Math - Distance from Standard Met (Grade 11)	- 2021-22: -117.8 - 2020-21: -71.3	
125					English Learner Reclassification Rate (Grades K-12)	- 2021-22: 14.9% - 2020-21: 9.7%	
126	School Climate (SSchool Experience Survey): Perc	- 2021-22: 64.3% - 2021-22: 69.7%					
127	Goal 1, Action 32:	New action for	New action for	New action for 2023-24			

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128	SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Elementary Schools	2023-24	2023-24				
129	Goal 1, Action 33: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: Middle Schools	New action for 2023-24	New action for 2023-24	New action for 2023-24			
130							
131	Goal 1, Action 34: SENI Investments to Increase Access to Programs and Supports for Academic Excellence: High Schools	New action for 2023-24	New action for 2023-24	New action for 2023-24			
132							
133	Goal 2, Action 1: Safe School Facilities	New action for 2023-24	New action for 2023-24	New action for 2023-24	New action for 2023-24- will be reported started in the 2024 LCAP.		
134		\$48,998,848	\$52,022,393	No material difference was observed for this action.	<ul style="list-style-type: none"> Supervisory oversight of daily deployments to assign LASPD personnel in alignment with the Community of Schools deployment model Calls for service in response to a criminal investigation or safety issue in support of the newly created School Climate Advocates 	<ul style="list-style-type: none"> Analysis highlighted an increase in safe passage services Districtwide. 	
135	Goal 2, Action 2: School Police					<ul style="list-style-type: none"> Decrease in calls for service in 2022-2023 compared to 2019-2020, the last year of non-COVID data. Number of crimes against persons and crimes involving the presence of a weapon decreased in 2022-2023 compared to the number of same crimes in 2019-2020. 	
136	Goal 2, Action 3: Base-Funded School Climate Support Staff	\$28,037,311	\$25,152,480	No material difference was observed for this action.	<ul style="list-style-type: none"> Overall 2022-23 School Experience Survey results for "Adults at this school treat all students with respect" Overall 2022-23 School Experience Survey results for "There is an adult at my school whom I trust and can talk to no matter what is bothering me" Overall 2022-23 School Experience Survey results for "There is at least one adult at my school who supports me" 	<ul style="list-style-type: none"> Elementary: 78% (decrease from 81% in 2021-22) Middle School: 60% (decrease from 65% in 2021-22) High School: 59% (decrease from 62% in 2021-22) 	
137						<ul style="list-style-type: none"> Elementary: 71% (maintained from 71% in 2021-22) Middle School: 54% (slight decrease from 56% in 2021-22) High School: 55% (slight decrease from 55% in 2021-22) 	
138						<ul style="list-style-type: none"> Elementary: 77% (slight increase from 76% in 2021-22) Middle School: 63% (slight decrease from 65% in 2021-22) High School: 64% (maintained from 64% in 2021-22) 	
139	Goal 2, Action 4: Supplemental School Climate Support Staff	\$9,819,789	\$8,818,829	No material difference was observed for this action.	<ul style="list-style-type: none"> 2022-23 School Experience Survey results for "Adults at this school treat all students with respect"- English Learners, Low Income, and Foster Youth 	<ul style="list-style-type: none"> English Learner: <ul style="list-style-type: none"> Elementary: 81% (decrease from 83% in 2021-22) Middle School: 68% (decrease from 71% in 2021-22) High School: 71% (decrease from 75% in 2021-22) Low Income Students: <ul style="list-style-type: none"> Elementary: 78% (decrease from 81% in 2021-22) Middle School: 61% (decrease from 65% in 2021-22) High School: 60% (decrease from 63% in 2021-22) Students in Foster Care: <ul style="list-style-type: none"> Elementary: 77% (decrease from 81% in 2021-22) Middle School: 57% (decrease from 63% in 2021-22) High School: 58% (decrease from 67% in 2021-22) 	
140							
141							

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142					<ul style="list-style-type: none"> ● 2022-23 School Experience Survey results for "There is an adult at my school whom I trust and can talk to no matter what is bothering me"- English Learners, Low Income, and Foster Youth 	<ul style="list-style-type: none"> ○ English Learner: <ul style="list-style-type: none"> ■ Elementary: 72% (slight decrease from 73% in 2021-22) ■ Middle School: 57% (decrease from 60% in 2021-22) ■ High School: 55% (maintained from 55% in 2021-22) ○ Low Income Students: <ul style="list-style-type: none"> ■ Elementary: 72% (maintained from 72% in 2021-22) ■ Middle School: 54% (slight decrease from 56% in 2021-22) ■ High School: 55% (slight increase from 54% in 2021-22) ○ Students in Foster Care: <ul style="list-style-type: none"> ■ Elementary: 71% (slight decrease from 72% in 2021-22) ■ Middle School: 54% (maintained from 54% in 2021-22) ■ High School: 56% (decrease from 60% in 2021-22) 	
143							
144							
145					<ul style="list-style-type: none"> ● 2022-23 School Experience Survey results for "There is at least one adult at my school who supports me"- English Learners, Low Income, and Foster Youth 	<ul style="list-style-type: none"> ○ English Learner: <ul style="list-style-type: none"> ■ Elementary: 74% (maintained from 74% in 2021-22) ■ Middle School: 62% (slight decrease from 64% in 2021-22) ■ High School: 62% (slight decrease from 63% in 2021-22) ○ Low Income Students: <ul style="list-style-type: none"> ■ Elementary: 76% (slight increase from 75% in 2021-22) ■ Middle School: 62% (slight decrease from 64% in 2021-22) ■ High School: 63% (slight decrease from 63% in 2021-22) ○ Students in Foster Care: <ul style="list-style-type: none"> ■ Elementary: 75% (slight decrease from 76% in 2021-22) ■ Middle School: 63% (slight increase from 62% in 2021-22) ■ High School: 64% (decrease from 69% in 2021-22) 	
146							
147							
148	Goal 2, Action 5: Student Health Services	\$104,264,890	\$14,586,876	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action were due to the District's decision to shift certain nursing expenditures into ESSER. Note that the decision to fund these positions from ESSER reflects the District's efforts to maximize one-time ESSER funds and safeguard ongoing LCFF funds for long-term sustainability of programs like Student Health Services. When ESSER funds expire, it is the District's intention to revert Student Health Services funding back to LCFF.	<ul style="list-style-type: none"> ● Increased percentage of students compliant for all childhood vaccinations required for school admission (Los Angeles Unified students in grades TK-12, including our Affiliated Charter schools, as of March 2023) 	<ul style="list-style-type: none"> ○ Overall: 96.4% (increased from 96.1% in 2021-2022) 	
149	Goal 2, Action 6: Supplemental Student Health Services	\$12,601,561	\$11,730,759	No material difference was observed for this action.	<ul style="list-style-type: none"> ● Improved ratio of health care professionals to enrolled students at campuses and in communities with greatest need 	<ul style="list-style-type: none"> ○ 31% increase in school nurses hired (from 70 school nurses hired in 2021-2022 to 92 school nurses hired in 2022-2023) ○ 25% decrease in LVNs hired (from 53 LVNs hired in 2021-2022 to 40 LVNs hired in 2022-2023) 	
150	Goal 2, Action 7: Student Athletics Programs	\$2,821,572	\$2,692,013	No material differences were observed for this action.	<ul style="list-style-type: none"> ● Increased number of students participating athletically 	<ul style="list-style-type: none"> ○ Increase in student participation as more schools returned to offering increased competition levels in addition to varsity level. 	
151					<ul style="list-style-type: none"> ● Improvements on progress reports monitoring grades for eligibility 	<ul style="list-style-type: none"> ○ The IAD continued to consistently communicate with school sites to require all student athletic rosters are updated at each grading period. 	
152					<ul style="list-style-type: none"> ● Increased academic certificates to students receiving 3.0 and 3.5 GPA 	<ul style="list-style-type: none"> ○ Increase in the number of academic certificates honoring students receiving above 3.0 grade point averages (GPAs) and 3.5 GPAs increased as schools have resumed tutoring services and in-person instruction. 	
153					<ul style="list-style-type: none"> ● Increased partnerships with third parties to provide additional academic and attendance recognitions 	<ul style="list-style-type: none"> ○ The academic partnership resumed with the Los Angeles Rams professional football team recognizing students with high GPAs or most improved GPAs. 	
154	Goal 2, Action 8: Community Schools	\$9,704,257	\$5,826,115	The material differences between planned and projected actual 2022-23 expenditures (as of the	<ul style="list-style-type: none"> ● Attendance rates at participating Community Schools 	<ul style="list-style-type: none"> ○ 2022-2023 Average Daily Attendance is 90.0% through March 2023, compared to 88.6% Average Daily Attendance in 2021-2022 through March 2022. 	

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155	Initiative			Second Interim Budget Report) for this action are largely attributable to expenditures that occur later in the school year. In addition, due to hiring challenges, several positions were not filled until later in the school year, resulting in lower actual expenditures. The Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	<ul style="list-style-type: none"> Chronic absenteeism rates at participating Community Schools 	<ul style="list-style-type: none"> 2022-2023 chronic absenteeism rate is 40.5% through March 2023, compared to 47.5% in 2021-2022. 	
156					<ul style="list-style-type: none"> School Experience Survey results at participating Community Schools 	<ul style="list-style-type: none"> 84.4% of parent respondents at participating Community Schools agreed or strongly agreed on the 2022-23 School Experience Survey that "This school offers extra activities for my child's personal growth" 87.1% of parent respondents at participating Community Schools agreed or strongly agreed on the 2022-23 School Experience Survey that "This school provides high quality instruction to my child" 75.5% of student respondents at participating Community Schools agreed or strongly agreed on the 2022-23 School Experience Survey that "There are lots of chances for students at my school to get involved in sports, clubs or other school activities outside of class" 	
157	Goal 2, Action 9: Mental Health Supports	\$2,263,715	\$1,226,923	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are due to the use of non-LCFF funds, which do not appear in the LCAP. Note that the planned LCFF expenditure for 2023-24 is also lower as a result of the continued leveraging of other funding sources, not as a reflection of reduced services.	<ul style="list-style-type: none"> Increased the number of students receiving intensive mental health support 	<ul style="list-style-type: none"> Overall: 1,243 encounters, a decrease of 5.1% from 1,307 encounters in 2021-2022. 	
158					<ul style="list-style-type: none"> Increased number of interventions (including individual, group, classroom and schoolwide interventions) 	<ul style="list-style-type: none"> Overall: 69,714 interventions, an increase of 5.7% from 65,685 in 2021-2022. 	
159					<ul style="list-style-type: none"> Increased number of mental health trainings for staff, parents, and school community 	<ul style="list-style-type: none"> Overall: 2,493 trainings, a decrease of 18.6% from 2,957 in 2021-2022. 	
160					<ul style="list-style-type: none"> Increased number of mental health consultations for staff and parents 	<ul style="list-style-type: none"> Overall: 9,553 consultations, a 14.4% increase from 8,171 in 2021-2022. 	
161	Goal 2, Action 10: Positive Behavior Interventions	\$2,122,606	\$1,959,812	No material differences were observed for this action	<ul style="list-style-type: none"> Decreased Out of School Single Student Suspensions 	<ul style="list-style-type: none"> 994 suspensions, a decrease of 31.1% from 1,442 in 2021-2022. 	
162					<ul style="list-style-type: none"> Decreased Instructional Days Lost to Out of School Suspensions 	<ul style="list-style-type: none"> 2,171 instructional days, a decrease of 25.1% from 2,900 in 2021-2022. 	
163					<ul style="list-style-type: none"> Decreased number of discipline referrals 	<ul style="list-style-type: none"> 20,641 discipline referrals, a decrease of 47.4% from 39,236 in 2021-2022. 	
164					<ul style="list-style-type: none"> Increased number of trainings and consultations related to PBIS/RP 	<ul style="list-style-type: none"> Completed 452 trainings with 12,461 participants (2021-2022 comparison data is not available). 	
165	Goal 2, Action 11: Attendance Interventions	\$4,433,194	\$2,917,808	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are driven by staffing vacancies for district-provided Pupil Services and Attendance Counselors. While these vacancies impacted the scope of implementation for these Districtwide supports, many schools leveraged school-level discretionary funds to purchase site-based Pupil Services and Attendance Counselors, as reflected in the SENI Investments to Increase Access to Programs and Supports for Excellent Attendance below.	<ul style="list-style-type: none"> Increase the percentage of students that achieve 96% or greater attendance 	<ul style="list-style-type: none"> All Students: 40.5% of students achieved 96% or greater attendance (through March 2023), increased from 31.7% in 2021-2022. English Learner: 37.6% (through March 2023), increased from 25.8% in 2021-2022. Low Income: 38.7% (through March 2023), increased from 28.9% in 2021-2022. Foster Youth: 33.7% (through March 2023), increased from 22.0% in 2021-2022. 	
166					<ul style="list-style-type: none"> Decrease percentage of students who are chronically absent 	<ul style="list-style-type: none"> All students: 38.1% of students were chronically absent (through March 2023), decreased from 44.0% in 2021-2022. 	

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167	Goal 2, Action 12: School Enrollment Placement and Assessment	\$1,235,938	\$980,677	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are due to several vacancies, including for several interpreter aides. These vacancies are being temporarily filled by Student Medical Services staff, a part-time temporary worker, and Wellness Programs staff. Overtime has also been offered to staff and a new list for the interpreter aide position is being created by HR (currently, there is no list).	<ul style="list-style-type: none"> Increased number of newcomer students and families served by the centers 	<ul style="list-style-type: none"> Overall: 3,009 students/families, as of March 2023, compared to 1,717 students/families during the same timeframe in 2021-2022 English Learners: 2,934 (98%), compared to 1,664 (97%) in 2021-2022 Low Income: 98%, compared to 98% in 2021-2022 	
168					<ul style="list-style-type: none"> Increased number of students and families served by the centers who successfully enroll in school 	<ul style="list-style-type: none"> Overall: 967 students, as of March 2023, compared to 863 students during the same timeframe in 2021-2022 English Learners: 935 (97%), compared to 799 (93%) in 2021-2022 Low Income: 98%, compared to 98% in 2021-2022 	
169					<ul style="list-style-type: none"> Increased percentage of students compliant with all vaccinations served by the center 	<ul style="list-style-type: none"> Overall: 2,700 students as of March 2023, compared to 2,047 students during the same timeframe in 2021-2022 English Learners: 2,934, compared to 1,956 in 2021-2022 Low Income: 98%, compared to 98% in 2021-2022 	
170	Goal 2, Action 13: FamilySource System	\$1,630,731	\$3,051,143	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely due to the temporary leveraging of LCFF funds to expand this program until anticipated Family Source Grant funds become available. Looking ahead, the planned LCFF expenditure for this program will remain stable as other expenditures shift into this alternate Grant source.	<ul style="list-style-type: none"> Number of Pupil Services and Attendance (PSA) assessments and students served by the PSA counselors through the FamilySource centers 	<ul style="list-style-type: none"> 1,851 (1,963 in 2021-2022, a decrease of 5.7%) 	
171	Goal 2, Action 14: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness - Elementary Schools	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP			
172	Goal 2, Action 15: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness - Middle Schools	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP			
173	Goal 2, Action 16: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness - High Schools	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP			

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174	Goal 3, Action 1: Parent and Family Engagement	\$426,804	\$627,681	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action were based on the allocation of additional LCAP funding to support the expansion of the Volunteer Program and the new Family Academy, in alignment with the Strategic Plan's vision of expanded and empowered community and family engagement.	<ul style="list-style-type: none"> ● Family Voice Leadership and Advocacy: 	<ul style="list-style-type: none"> ○ Number of parent members of School Site Councils and English Learner Advisory Committees who attend two or more sessions of the SSC and ELAC Ambassadors Course <ul style="list-style-type: none"> ■ Increased: 86 parents attended two or more sessions out of 515 unique users in 2022-2023, compared to 85 parents attending two or more sessions out of 320 unique users in 2021-2022. ○ Number of parent members of School Site Councils (SSCs) by Local District (now Region) who attend Fall training and learn about school plans to serve student needs <ul style="list-style-type: none"> ■ Increased: 1,251 parents attended the fall 2022 SSC training in 2022-2023, compared to 704 parents attending the fall 2021 SSC training. ○ Number of parents participating in Local District (now Region) LCAP and EL study groups <ul style="list-style-type: none"> ■ LCAP Study Groups: <ul style="list-style-type: none"> ● Decreased: 3,660 parents attended the LCAP Study Groups (as of April 2023), compared to 5,454 parents in 2021-2022. ■ EL Study Groups: <ul style="list-style-type: none"> ● Decreased: 1,174 parents attended the EL Study Groups (as of April 2023), compared to 2,904 in 2021-2022. ○ Number of participants in Title I Conferences held during the fall and spring semesters <ul style="list-style-type: none"> ■ Expected Increase: 994 participants attended the fall and spring Title I Conferences (reported in two of the four Regions as of March 25, 2023), compared to 1,719 participants attending the fall and spring Title I Conferences in 2021-2022. ○ Number of District-level committee parents trained on Parliamentary Procedures, Understanding Data, Developing SMART Comments, and other topics <ul style="list-style-type: none"> ■ Increased: 307 parents attended the District-level committee trainings in 2022-2023, compared to 371 parents attending the District-level committee trainings in 2021- 	
175					<ul style="list-style-type: none"> ● Professional Development: 	<ul style="list-style-type: none"> ○ Number of Communities of Schools offering annual professional development segments for school leaders on topics such as welcoming environment, Parent Portal, strategic budgeting and engagement of school communities in shared decision-making, as well as evolving school practices from lower to higher impact engagement practices. <ul style="list-style-type: none"> ■ Baseline: Each Region offered Family Engagement Professional Development Summits for teams of principals, coordinators, classified staff, and Parent and Family Center Staff with follow up sessions provided by the network of Community of Schools. ○ Number of school sites per Region (represented by the principal, a coordinator, parent and family center staff, and parent leader) that complete the Family Empowerment Micro-credential <ul style="list-style-type: none"> ■ Baseline: The Family Engagement Micro-credential will be open and available for enrollment in 2023-2024. 	

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176					<ul style="list-style-type: none"> Parent Participation and Communication: 	<ul style="list-style-type: none"> Number of participants in the Los Angeles Unified School Volunteer Program <ul style="list-style-type: none"> Expected Increase: 11,738 participants approved in the District's Volunteer Program (as of April 4, 2023), compared to 5,512 participants approved in the District's Volunteer Program in 2021-2022. Number of module courses developed for parent and family engagement <ul style="list-style-type: none"> Increased: Seven module courses were developed for families in 2022-2023, compared to six module courses developed for families in 2021-2022. Number of graduates from the Empowered Families Academy <ul style="list-style-type: none"> Baseline: 18 graduates from the first cohort culminating in February 2023 from the Equity Course Pathways/Empowered Family Academy. Percent of students who have at least one parent enrolled in the Los Angeles Unified Parent Portal <ul style="list-style-type: none"> Expected Increase: 79% of students with at least one parent enrolled in Parent Portal (as of April 4, 2023), with the measure expected to increase to 85% by the end of the school year, compared to 81% of students with at least one parent enrolled in Parent Portal in 2021-2022 	
177	Goal 3, Action 2: Translation Services	\$2,119,814	\$2,000,967	No material differences were observed for this action.	<ul style="list-style-type: none"> Increased number of written translation requests submitted and accommodated 	<ul style="list-style-type: none"> Translation service requests and service accommodations have increased, however, due to limited resources, translation services other than Spanish were not provided. 	
178					<ul style="list-style-type: none"> Increased number of requests for oral interpretation submitted and accommodated 	<ul style="list-style-type: none"> Interpretation service requests and service accommodations have increased, however, due to limited resources, interpretation services other than Spanish were not provided. 	
179					<ul style="list-style-type: none"> Expenditures from individual schools that receive funding to ensure interpretation and translation services are being offered and provide to those in need 	<ul style="list-style-type: none"> Translation and interpretation funding allocations for individual schools are not currently available. 	
180	Goal 3, Action 3: Technology for Communications and Accessibility	New action for 2023-24	New action for 2023-24	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
181	Goal 3, Action 4: Student Empowerment	\$257,561	\$185,273	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely driven by the fact that certain Student Empowerment events such as the Mental Health and Wellness Symposium are held later in the school year and are not reflected in the projected expenditures for the year. Moving forward, the District will work to better reflect these projected expenditures.	<ul style="list-style-type: none"> Increased percent of students who feel they are a part of their school per the 2022-2023 School Experience Survey 	<ul style="list-style-type: none"> All Students: 61.6% English Learner: 66.4% Foster Youth: 59.6% 	
182					<ul style="list-style-type: none"> Increased number of leadership opportunities at the school and district levels 	<ul style="list-style-type: none"> Added two District-level student advisory councils; increased from one District-level student advisory council in 2021-2022. Additional student leadership opportunities were created, including opportunities for student participation in school and District town hall events, podcast recordings, conference planning meetings, and classroom presentations. 	
183					<ul style="list-style-type: none"> Increased number of students who participate in leadership trainings 	<ul style="list-style-type: none"> Participation of English Learners, low-income students, and Foster Youth in leadership trainings increased 50%. 	
184					<ul style="list-style-type: none"> Increased number of students who participate in Districtwide leadership conferences 	<ul style="list-style-type: none"> Participation of English Learners and low-income students increased. For the Districtwide Mental Health and Wellness Symposium in April 2023, student participation maintained at 489 total participants, compared to 2022. However, of the 489 participants, 480 were English Learners and Low Income students. An increase of over 200%, compared to 2022. 	
185					<ul style="list-style-type: none"> Increased partnerships with community organizations to support student leadership and empowerment 	<ul style="list-style-type: none"> Five new community partnerships were created and are providing paid internships for low-income students as well as grants to support student-led projects. 	
186	Goal 3, Action 5: Aligned Strategic	\$722,431	\$663,688	No material differences were observed for this action.	<ul style="list-style-type: none"> Increased number of LCAP meetings with the Los Angeles County Office of Education 	<ul style="list-style-type: none"> 17 meetings projected for 2022-2023 (compared to 12 meetings in 2021-2022) 	

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187	Planning and Accountability				<ul style="list-style-type: none"> Increased number of internal planning and accountability alignment meetings 	<ul style="list-style-type: none"> 260 meetings projected for 2022-2023 	
188					<ul style="list-style-type: none"> Increased number of educational partner engagement opportunities 	<ul style="list-style-type: none"> 8 community partner meetings planned for 2022-2023 (compared to 7 in 2021-2022) 	
189					<ul style="list-style-type: none"> Increased number of participants in ThoughtExchange engagement forums and other feedback / input surveys 	<ul style="list-style-type: none"> 124,528 ratings on 6,895 comments from 11,709 participants in 2022-2023 	
190					<ul style="list-style-type: none"> Improved feedback on the effectiveness of engagement strategies 	<ul style="list-style-type: none"> 73% of educational partner survey respondents found LCAP engagement meetings informative in 2021-2022 (compared to 62% who found these meetings informative in 2020-2021) 76% of educational partner survey respondents found LCAP engagement meetings to be an effective way to provide feedback and input on the LCAP in 2021-2022 (compared to 34.6% who found these meetings an effective way to provide feedback and input in 2020-2021) The LCAP team will re-implement this survey in July 2023 to gather feedback on engagement in 2022-2023. 	
191	Goal 3, Action 6: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - Elementary Schools	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
192	Goal 3, Action 7: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - Middle Schools	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
193	Goal 3, Action 8: SENI Investments to Increase Access to Programs and Supports for Engagement and Collaboration - High Schools	<i>New action for 2023-24</i>	<i>New action for 2023-24</i>	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
194	Goal 4, Action 1: Assessments and Evaluations	\$19,982,830	\$19,327,528	No material differences were observed for this action.	<ul style="list-style-type: none"> Increased student participation in state mandated assessments 	<ul style="list-style-type: none"> English Language Proficiency Assessments for California (ELPAC): <ul style="list-style-type: none"> 97.5% of eligible students (20,785) have completed the Initial ELPAC in 2022-2023. 22.6% of eligible students (88,578) have completed the Summative ELPAC. By the end of March 2022, 33% of students had completed the assessment. California Assessment of Student Performance and Progress (CAASPP): <ul style="list-style-type: none"> The District met the required 95% participation rates on the Smarter Balanced Assessments in English Language Arts (ELA) and Math in 2021-2022; 95.3% for ELA and 95.8% for Math. 	
195					<ul style="list-style-type: none"> Number of unfilled testing coordinator positions 	<ul style="list-style-type: none"> 100% of schools with eligible students have a fully trained ELPAC coordinator, as of April 2023 99.6% of schools with eligible students have a fully trained CAASPP coordinator, as of April 2023 	
196	Goal 4, Action 2: Facilities and Physical Infrastructure	\$552,493,393	\$550,975,916	No material differences were observed for this action.	<ul style="list-style-type: none"> Maintain 100% of service calls completed within 90 days 	<ul style="list-style-type: none"> At the end of February 2023, approximately 2245 open service calls were over 90 days old. 	
197					<ul style="list-style-type: none"> Maintain 100% of regulatory preventative maintenance work orders completed on time 	<ul style="list-style-type: none"> As of February 2023, 95% of regulatory preventative maintenance work orders were completed on time. 	

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198					<ul style="list-style-type: none"> ● Maintain 100% of schools in "good repair" based on School Accountability Report Card (SARC) inspections 	<ul style="list-style-type: none"> ○ Annual SARC inspections began in January 2023 with 11 inspections completed within the month. The remaining SARC inspections will be completed by the end of August 2023. 	
199					<ul style="list-style-type: none"> ● Maintain or improve 85% of all service calls are responded to in the policy-dictated timeframe 	<ul style="list-style-type: none"> ○ At the end of February 2023, 72% of service calls were responded to within the policy-dictated timeframe. In addition, more than 92% of emergency calls were responded to within the policy-dictated timeframe. 	
200	Goal 4, Action 3: Technology Infrastructure	\$55,072,568	\$69,812,222	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are based on additional funds allocated to the Information Technology Services team over the course of 2022-23 to implement cybersecurity measures, purchase needed hardware equipment for the District's Data Center, renew software licenses, and to pay for the MISIS Managed Services contract.	<ul style="list-style-type: none"> ● Response time for ITS Service 	<ul style="list-style-type: none"> ○ As of March 2023, ITS responded to 158,000 requests for IT support with a mean time to resolve of less than one day (down from 1.1 days in March 2022) 	
201	Goal 4, Action 4: Budgeting and Operations	\$166,450,442	\$231,502,589	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action reflect the use of LCFF funds to support connectivity resources to close the digital divide. Based on continuously updated guidance on the use of alternate funding sources, the District anticipates a significantly smaller level of overspend, if any, as other sources may be leveraged. Note that the Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	<ul style="list-style-type: none"> ● Maintain positive certification of the District's multi-year budget 	<ul style="list-style-type: none"> ○ 2022-2023 budget was positively certified by the Los Angeles County Office of Education (LACOE) 	
202	Goal 4, Action 5: Magnet Schools	\$36,413,139	\$29,785,783	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action were largely due to continuing Magnet Coordinator vacancies due to the District's prioritization of maintaining teachers in classrooms. In addition, Magnet programs were often able to leverage one-time discretionary funds for instructional materials and general supplies this year that would ordinarily be provided through this action.	<ul style="list-style-type: none"> ● Improved magnet schools attendance rates ● Improved average DIBELS score (elementary) 	<ul style="list-style-type: none"> ○ Increased: 93.5% attendance rate, compared to a 92.1% attendance rate in 2021-2022. ○ Increased- Met or Above on Beginning-of-Year (BOY) Benchmark: 68.6%, compared to 66.0% in 2021-2022. ○ Increased- Met or Above on Middle-of-Year (MOY) Benchmark: 74.6%, compared to 71.3% in 2021-2022. 	
203					<ul style="list-style-type: none"> ● Increased percent of students in one honors course or percent of students in one Advanced Placement (AP) course 	<ul style="list-style-type: none"> ○ Enrolled in Honors Courses: <ul style="list-style-type: none"> ■ Increased: 38,321, compared to 36,230 in 2021-2022. ○ Enrolled in AP Courses: <ul style="list-style-type: none"> ■ Increased: 12,881, compared to 12,048 in 2021-2022. 	
204					<ul style="list-style-type: none"> ● Increased percent of students that met or exceeded ELA standards (SBA) 	<ul style="list-style-type: none"> ○ Comparison data with 2021-2022 is unavailable as 2022-2023 SBA ELA student performance data will be released in fall 2023. 	
205					<ul style="list-style-type: none"> ● Increased percent of students that met or exceeded Math standards (SBA) 	<ul style="list-style-type: none"> ○ Comparison data with 2021-2022 is unavailable as 2022-2023 SBA Math student performance data will be released in fall 2023. 	
206					<ul style="list-style-type: none"> ● Increased percent of Magnet students in 50% or more Magnet classes (secondary only) 	<ul style="list-style-type: none"> ○ Data will be available in June 2023. 	
207					<ul style="list-style-type: none"> ● Increased percent of Magnet teachers teaching in 50% or more magnet tagged classes (secondary only) 	<ul style="list-style-type: none"> ○ Data will be available in June 2023. 	
208							

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209					<ul style="list-style-type: none"> ● Magnet program's magnet theme is integrated into all subjects (evidenced by professional development schedule, room environment, interdisciplinary lessons, etc.) 	<ul style="list-style-type: none"> ○ Baseline by Subject: <ul style="list-style-type: none"> ■27.7% Prevalent ■60.5% Present ○ Baseline by Classroom: <ul style="list-style-type: none"> ■33.3% Prevalent ■58% Present 	
210	Goal 4, Action 6: Transportation	New action for 2023-24	New action for 2023-24	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
211	Goal 5, Action 1: Recruitment and Staffing	New action for 2023-24	New action for 2023-24	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
212	Goal 5, Action 2: Teacher Pipeline Support	\$4,074,817	\$2,672,512	The material differences between Planned and Projected Actual 2022-2023 expenditures for this action were primarily due to ongoing staff vacancies. In addition, the Career Ladder program within this action provides financial support in the form of testing vouchers and tuition reimbursement to participants - due to lower participation this year, fewer vouchers and reimbursements were distributed.	<ul style="list-style-type: none"> ● Increased number of students in an Education career pathway who become teaching assistants after graduation 	○ Increased: 354 participants enrolled in the Educators of Tomorrow Program in 2022-2023, compared to 141 participants enrolled in the program in 2021-2022.	
213					<ul style="list-style-type: none"> ● Increased enrollment numbers for all teacher pipeline programs 	○ Decreased: 291 participants enrolled in teacher pipeline programs, compared to 332 enrolled participants in 2021-2022	
214					<ul style="list-style-type: none"> ● Completion progress for Career Ladder and District Intern program participants 	○ Increased: 70% of participants in the Career Ladder Program are on track to complete the program, compared to 73% of program participants in 2021-2022. ○ Maintained: 91% of participants are graduating from the District Intern Program, which is the same participant graduation rate in 2021-2022.	
215					<ul style="list-style-type: none"> ● Increased number of Career Ladder graduates 	○ Decreased: 64 Career Ladder graduates, compared to 78 Career Ladder graduates in 2021-2022.	
216	Goal 5, Action 3: Beginning Teacher Support	\$8,407,109	\$6,800,734	The material differences between Planned and Projected Actual 2022-2023 expenditures for this action were primarily due to staffing changes, as well as the use of other funding sources to offset Teacher Growth and Induction expenditures.	<ul style="list-style-type: none"> ● Increased percentage of candidate teachers who complete the full two-year program 	○ Maintained: 100% of TGI candidate teachers are expected to complete the full two-year induction program in June 2023, compared to a 100% completion of TGI candidate teachers in 2021-2022.	
217					<ul style="list-style-type: none"> ● Improved results from surveys of candidate teachers, mentors, and administrators 	○ Increased: 53% response rate of the Mid-Year Program Quality Survey for candidate teachers (825 candidates), compared to a 30% response rate for candidate teachers (423 candidates) in 2021-2022. ○ Increased: 47% response rate of the Mid-Year Program Quality Survey for part-time TGI mentors (358 mentors), compared to a 45% response rate for part-time TGI mentors (277 mentors) in 2021-2022.	
218					<ul style="list-style-type: none"> ● Improved results from Individual Learning Plan (ILP) reviews throughout the two-year period 	○ Increased: The frequency of review cycles and calibration with candidate ILPs increased to four per year in 2022-2023, compared to two per year in 2021-2022. ○ Maintained: Even with the increased number of review cycles, the first two ILP review cycles demonstrated 99% of induction candidates were able to meet key performance indicators within their ILPs in 2022-2023, compared to 99% of induction candidates in 2021-2022 completing one ILP review.	
219	Goal 5, Action 4: Professional Development	New action for 2023-24	New action for 2023-24	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
220	Goal 5, Action 5: Staff Wellness	New action for 2023-24	New action for 2023-24	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
221	Goal 5, Action 6: High Performance Standards	New action for 2023-24	New action for 2023-24	Note that this is a new action to the LCAP for 2023-24 - as a result, annual updates will be provided starting in the 2024 LCAP.			
222	Goal 6, Action 1: UTK-12 English Learner Services	\$5,746,868	\$4,782,290	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely attributable to expenditures that occur later in the school year for the June Master Plan Instructional Institute and instructional / professional	<ul style="list-style-type: none"> ● Increased percentage of International Newcomer students who complete the A-G courses with a grade of C or better 	○ 2022-2023: 37.9%, as of May 2023, an increase from 32.5% in 2021-2022. ○ 2021-2022: 10%, a decrease of -2% from 2020-2021	
223					<ul style="list-style-type: none"> ● Increased percentage of International Newcomer students who graduate as part of the 4-year graduation cohort 	○ 2021-2022: 69.0%, an increase from 61.2% in 2020-2021.	

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224				development materials. The Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	<ul style="list-style-type: none"> Increased percentage of Reclassified Fluent English Proficient (RFEP) students passing their A-G courses with a grade of C or better 	<ul style="list-style-type: none"> 2021-2022: 26.9% 	
225			<ul style="list-style-type: none"> Increased percentage of Potential Long Term English Learners (PTELEs) who reclassify 		<ul style="list-style-type: none"> 2022-2023: 6% reclassified (as of March 2023), compared to 16% in 2021-2022 		
226			<ul style="list-style-type: none"> Increased percentage of English Learner students with disabilities who reclassify 		<ul style="list-style-type: none"> 2022-2023: 10% reclassified (as of March 2023), compared to 18% in 2021-2022 		
227			<ul style="list-style-type: none"> Increased percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in English Language Arts (ELA) 		<ul style="list-style-type: none"> 2022-2023: Data is pending 2021-2022: 47.3% of RFEPs met or exceeded standard 		
228			<ul style="list-style-type: none"> Increased percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in Math 		<ul style="list-style-type: none"> 2022-2023: Data is pending 2021-2022: 28.3% of RFEPs met or exceeded standard 		
229	Goal 6, Action 2: International Newcomer Supports	\$2,873,434	\$2,391,145	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely attributable to expenditures that occur later in the school year for the June Master Plan Instructional Institute and instructional / professional development materials. The Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	<ul style="list-style-type: none"> Increase percentage of International Newcomer students who complete the A-G courses with a grade of C or better 	<ul style="list-style-type: none"> 2021-2022: 10%, a decrease of -2% from 2020-2021. 	
230					<ul style="list-style-type: none"> Increase the percentage of International Newcomer students who graduate as part of the 4-year graduation cohort 	<ul style="list-style-type: none"> 2022-2023: Data is pending 	
231	Goal 6, Action 3: Probable Long-Term English Learner (PLTEL) Interventions	\$2,873,434	\$2,391,145	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely attributable to expenditures that occur later in the school year for the June Master Plan Instructional Institute and instructional / professional development materials. The Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	<ul style="list-style-type: none"> Increased percentage of Potential Long-Term English Learners (LTELs) who reclassify 	<ul style="list-style-type: none"> 2022-2023: 6% of Potential Long-Term English Learners (PLTELEs) reclassified (as of March 2023), compared to 16% in 2021-2022. 	
232	Goal 6, Action 4: Long-Term English Learner (LTEL) Interventions	\$2,873,434	\$2,391,145	The material differences between planned and projected actual 2022-23 expenditures (as of the Second Interim Budget Report) for this action are largely attributable to expenditures that occur later in the school year for the June Master Plan Instructional Institute and instructional / professional development materials. The Projected Actual Expenditures for the LCAP are a point-in-time calculation that reflect the Second Interim, in alignment with prior practice.	<ul style="list-style-type: none"> Increased percentage of Long-Term English Learners (LTELs) who reclassify 	<ul style="list-style-type: none"> 2022-2023: 12% of LTELs reclassified (as of March 2023), compared to 28% in 2021-2022. 	
233	Goal 6, Action 5: Multilingual Programs	\$114,516,657	\$104,081,209	No material differences were observed for this action.	<ul style="list-style-type: none"> Increased number of Dual Language Education (DLE) programs 	<ul style="list-style-type: none"> Increased to 214 programs in 2022-2023 from 211 programs in 2021-2022. 	

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234	and Pathways and Dual Language Education				<ul style="list-style-type: none"> Increased number of English Learners and Reclassified Fluent English Proficient (RFEP) students participating in Dual Language Education (DLE) programs in UTK/TK/K through 5th/6th grade 	<ul style="list-style-type: none"> English Learners: Decreased to 7,226 students in 2022-2023 from 7,658 students in 2021-2022. RFEP: Increased to 3,725 students in 2022-2023 from 2,572 students in 2021-2022 	
235					<ul style="list-style-type: none"> Increased number of 5th, 6th, and 8th grade students who receive the Los Angeles Unified Pathway to Biliteracy Award 	<ul style="list-style-type: none"> Overall: Increased to 6,480 students in 2021-2022 from 1,804 students in 2020-2021. 2022-2023 results are pending. 	
236					<ul style="list-style-type: none"> Increased number of 12th grade students who graduate receiving the State Seal of Biliteracy 	<ul style="list-style-type: none"> Overall: Decreased to 6,845 students in 2021-2022 from 7,140 students in 2020-2021. 2022-2023 results are pending. 	
237	Goal 7, Action 1: BSAP Academics Supports	\$14,546,402	\$0	<p>BSAP expenditures in 2022-2023 were funded out of ESSER (as part of the District's strategy to "provide principals and other school leaders with the resources necessary to address the unique needs of their individual schools," as allowed under ESSER guidelines) instead of LCFF, and therefore do not appear in the LCAP Action Tables, which only include LCFF funding.</p> <p>Note that the decision to fund BSAP from ESSER reflects the District's efforts to maximize one-time ESSER funds and safeguard ongoing LCFF funds for long-term sustainability of programs like BSAP. When ESSER funds expire, it is the District's intention to revert BSAP funding back to LCFF. The BSAP goal will remain in the LCAP to continue to provide our communities with additional transparency and progress monitoring for this program.</p>	<ul style="list-style-type: none"> Percent of teachers at each site that have completed culturally responsive unit design professional development 	<ul style="list-style-type: none"> 100% of teachers 	
238					<ul style="list-style-type: none"> Percent of teachers that are incorporating culturally responsive units in their classrooms for both semesters 	<ul style="list-style-type: none"> 70% of teachers. 	
239					<ul style="list-style-type: none"> Percent of schools that participated in the individual student support structure professional development 	<ul style="list-style-type: none"> 70% of teachers. 	
240					<ul style="list-style-type: none"> Percent of schools that are implementing individual student support structures within the school day 	<ul style="list-style-type: none"> 65% of schools. 	
241					<ul style="list-style-type: none"> Percent of schools that will complete the culturally responsive PD series 	<ul style="list-style-type: none"> 90% of schools. 	
242					<ul style="list-style-type: none"> Percent of BSAP Survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy 	<ul style="list-style-type: none"> Increased: 74% of survey respondents in 2022-2023, compared to 59% in 2021-2022. 	
243	Goal 7, Action 2: BSAP Community Partnerships	\$15,655,015	\$0	<p>BSAP expenditures in 2022-2023 were funded out of ESSER (as part of the District's strategy to "provide principals and other school leaders with the resources necessary to address the unique needs of their individual schools," as allowed under ESSER guidelines) instead of LCFF, and therefore do not appear in the LCAP Action Tables, which only include LCFF funding.</p> <p>Note that the decision to fund BSAP from ESSER reflects the District's efforts to maximize one-time ESSER funds and safeguard ongoing LCFF funds for long-term sustainability of programs like BSAP. When ESSER funds expire, it is the District's intention to revert BSAP funding back to LCFF. The BSAP goal will remain in the LCAP to continue to provide our communities with additional transparency and progress monitoring for this</p>	<ul style="list-style-type: none"> Percent of schools with new community partnerships 	<ul style="list-style-type: none"> 100% of Group 1 (53 of 53 schools). 95% of Group 2 (54 of 57 schools). 42% of Group 3 (37 of 89 schools). 	
244					<ul style="list-style-type: none"> Collect student outcome data aligned to the BSAP success metrics that each community partnership targets 	<ul style="list-style-type: none"> Data is pending. 	
245					<ul style="list-style-type: none"> Mid-year evaluation reports collected for community partnerships 	<ul style="list-style-type: none"> Completed. 	
246					<ul style="list-style-type: none"> Percent of BSAP Survey respondents agreeing that community organization presence has increased 	<ul style="list-style-type: none"> 53% of survey respondents. 	
247	Goal 7, Action 3: Development of African American Studies Course	\$941,514	\$0	<p>BSAP expenditures in 2022-2023 were funded out of ESSER (as part of the District's strategy to "provide principals and other school leaders with the resources necessary to address the unique needs of their individual schools," as allowed under ESSER guidelines) instead of LCFF, and therefore do not appear in the LCAP Action Tables, which only include LCFF funding.</p>	<ul style="list-style-type: none"> Percent of schools that included African-American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings. 	<ul style="list-style-type: none"> 18% of eligible middle and high schools (21 of 116 schools) included an African-American Studies course or Ethnic Studies course in their master schedule of course offerings. 	
248					<ul style="list-style-type: none"> Numbers of students enrolled in African-American Studies (high school) and Ethnic studies (middle school) 	<ul style="list-style-type: none"> In total, 223 students were enrolled in the African-American Studies course for high school students and 196 students were enrolled in the Ethnic Studies course for middle school students. 	

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249				Note that the decision to fund BSAP from ESSER reflects the District's efforts to maximize one-time ESSER funds and safeguard ongoing LCFF funds for long-term sustainability of programs like BSAP. When ESSER funds expire, it is the District's intention to revert BSAP funding back to LCFF. The BSAP goal will remain in the LCAP to continue to provide our communities with additional transparency and progress monitoring for this program.	<ul style="list-style-type: none"> Observational feedback to ensure alignment with the intended scope and sequence of the courses. 	<ul style="list-style-type: none"> Weekly classroom observations were completed with Administrative Coordinators of Instruction to view implementation of African-American course curriculum. 	
250	Goal 7, Action 4: School Climate and Wellness Supports	\$49,092,550	\$0	<p>BSAP expenditures in 2022-2023 were funded out of ESSER (as part of the District's strategy to "provide principals and other school leaders with the resources necessary to address the unique needs of their individual schools," as allowed under ESSER guidelines) instead of LCFF, and therefore do not appear in the LCAP Action Tables, which only include LCFF funding.</p> <p>Note that the decision to fund BSAP from ESSER reflects the District's efforts to maximize one-time ESSER funds and safeguard ongoing LCFF funds for long-term sustainability of programs like BSAP. When ESSER funds expire, it is the District's intention to revert BSAP funding back to LCFF. The BSAP goal will remain in the LCAP to continue to provide our communities with additional transparency and progress monitoring for this program.</p>	<ul style="list-style-type: none"> Percent of schools with full School Climate & Wellness teams 	<ul style="list-style-type: none"> 2022-2023: Pupil Services & Attendance (PSA) Counselor in 10 of 19 elementary schools; Secondary counselors in 23 of 36 schools; Restorative Justice Teachers in 35 of 53 schools; Psychiatric Social Workers (PSWs) in 43 of 63 schools; School Climate Advocates in 71 of 77 schools. 	
251					<ul style="list-style-type: none"> Participation of teams in BSAP professional development 	<ul style="list-style-type: none"> 100% participation of teams in both 2022-2023 and 2021-2022. 	
252					<ul style="list-style-type: none"> Percent of BSAP Survey respondents agreeing that every student has an advocate 	<ul style="list-style-type: none"> Increased: 77% of survey respondents in 2022-2023, compared to 67% in 2021-2022. 	
253					<ul style="list-style-type: none"> Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources 	<ul style="list-style-type: none"> Increased: 81% of survey respondents in 2022-2023, compared to 49% in 2021-2022. 	
254					<ul style="list-style-type: none"> Percent of BSAP Survey respondents agreeing that levels of parent and family engagement have increased 	<ul style="list-style-type: none"> Decreased: 37% of survey respondents in 2022-2023, compared to 45% in 2021-2022. 	
255					<ul style="list-style-type: none"> Percent of BSAP Survey respondents agreeing that students have increased participation in extracurricular activities at school 	<ul style="list-style-type: none"> Increased: 68% of survey respondents in 2022-2023, compared to 61% in 2021-2022. 	
256					<ul style="list-style-type: none"> Completion data for the individual Black Student Success Plans 	<ul style="list-style-type: none"> 100% of schools have completion data with 95% student participation. 	
257	Goal 7, Action 5: Community-Based Safety Pilots	\$23,980,000	\$0	<p>BSAP expenditures in 2022-2023 were funded out of ESSER (as part of the District's strategy to "provide principals and other school leaders with the resources necessary to address the unique needs of their individual schools," as allowed under ESSER guidelines) instead of LCFF, and therefore do not appear in the LCAP Action Tables, which only include LCFF funding.</p> <p>Note that the decision to fund BSAP from ESSER reflects the District's efforts to maximize one-time ESSER funds and safeguard ongoing LCFF funds for long-term sustainability of programs like BSAP. When ESSER funds expire, it is the District's intention to revert BSAP funding back to LCFF. The BSAP goal will remain in the LCAP to continue to provide our communities with additional transparency and progress monitoring for this program.</p>	<ul style="list-style-type: none"> School Experience Survey data 	<ul style="list-style-type: none"> 71% of survey respondents stated schools were safe. 	
258					<ul style="list-style-type: none"> Office discipline referrals and student suspension rates 	<ul style="list-style-type: none"> Discipline Referrals: 2,642 Student Suspension Events: 10 	
259					<ul style="list-style-type: none"> Chronic absenteeism data 	<ul style="list-style-type: none"> Decreased: 46%, as of March 2023, compared to 56% in 2021-2022. 	
260				<ul style="list-style-type: none"> Crime statistics data 	<ul style="list-style-type: none"> Not available 		

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261	Goal 8, Action 1: District-Level Supports for Identified Schools	\$10,000	\$10,000	No material differences were observed for any of the actions under this Goal.	Academic Indicator - English Language Arts	Alonzo Community Day School: <i>(No data)</i> Contreras Learning Center- School of Social Justice: <i>Very Low</i> Crenshaw Science, Technology, Engineering, Math and Medicine Magnet: <i>Very Low</i> Susan Miller Dorsey Senior High: <i>Very Low</i>	
262					Academic Indicator - Math	Alonzo Community Day School: <i>(No data)</i> Contreras Learning Center- School of Social Justice: <i>Very Low</i> Crenshaw Science, Technology, Engineering, Math and Medicine Magnet: <i>Very Low</i> Susan Miller Dorsey Senior High: <i>Very Low</i>	
263					Graduation Rate	Alonzo Community Day School: <i>Very Low</i> Contreras Learning Center- School of Social Justice: <i>Low</i> Crenshaw Science, Technology, Engineering, Math and Medicine Magnet: <i>Low</i> Susan Miller Dorsey Senior High: <i>Low</i>	
264					Suspension Rate	Alonzo Community Day School: <i>Low</i> Contreras Learning Center- School of Social Justice: <i>Low</i> Crenshaw Science, Technology, Engineering, Math and Medicine Magnet: <i>Medium</i> Susan Miller Dorsey Senior High: <i>Very Low</i>	
265					As a result of these outcomes, Richard A. Alonzo Community Day School, Contreras Learning Center - School of Social Justice, and Crenshaw Science, Technology, Engineering, Math and Medicine Magnet are still eligible for this mandated accountability structure. Dorsey, however, based on improved suspension rates, is no longer eligible and no longer appears in this Goal. To see further information on student outcomes at these schools, including student group breakdowns, please see each school's Open Data Dashboards: <ul style="list-style-type: none"> Richard A. Alonzo Community Day School Contreras Learning Center-School of Social Justice Crenshaw Science, Technology, Engineering, Math and Medicine Magnet Susan Miller Dorsey Senior High 		
266	Goal 8, Action 2: Region-Level Supports for Identified Schools	\$50,000	\$50,000	No material differences were observed for any of the actions under this Goal.	As a result of the above outcomes, Richard A. Alonzo Community Day School, Contreras Learning Center - School of Social Justice, and Crenshaw Science, Technology, Engineering, Math and Medicine Magnet are still eligible for this mandated accountability structure. Dorsey, however, based on improved suspension rates, is no longer eligible and no longer appears in this Goal. To see further information on student outcomes at these schools, including student group breakdowns, please see each school's Open Data Dashboards: <ul style="list-style-type: none"> Richard A. Alonzo Community Day School Contreras Learning Center-School of Social Justice Crenshaw Science, Technology, Engineering, Math and Medicine Magnet Susan Miller Dorsey Senior High 		
267	Goal 8, Action 3: Community of Schools Supports for Identified Schools	\$150,000	\$150,000	No material differences were observed for any of the actions under this Goal.	As a result of the above outcomes, Richard A. Alonzo Community Day School, Contreras Learning Center - School of Social Justice, and Crenshaw Science, Technology, Engineering, Math and Medicine Magnet are still eligible for this mandated accountability structure. Dorsey, however, based on improved suspension rates, is no longer eligible and no longer appears in this Goal. To see further information on student outcomes at these schools, including student group breakdowns, please see each school's Open Data Dashboards: <ul style="list-style-type: none"> Richard A. Alonzo Community Day School Contreras Learning Center-School of Social Justice Crenshaw Science, Technology, Engineering, Math and Medicine Magnet Susan Miller Dorsey Senior High 		

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268	Goal 8, Action 4: School-Level Strategies to Address Identified Indicators	\$400,000	\$400,000	No material differences were observed for any of the actions under this Goal.	As a result of the above outcomes, Richard A. Alonzo Community Day School, Contreras Learning Center - School of Social Justice, and Crenshaw Science, Technology, Engineering, Math and Medicine Magnet are still eligible for this mandated accountability structure. Dorsey, however, based on improved suspension rates, is no longer eligible and no longer appears in this Goal. To see further information on student outcomes at these schools, including student group breakdowns, please see each school's Open Data Dashboards:	<ul style="list-style-type: none"> • Richard A. Alonzo Community Day School • Contreras Learning Center-School of Social Justice • Crenshaw Science, Technology, Engineering, Math and Medicine Magnet • Susan Miller Dorsey Senior High 	