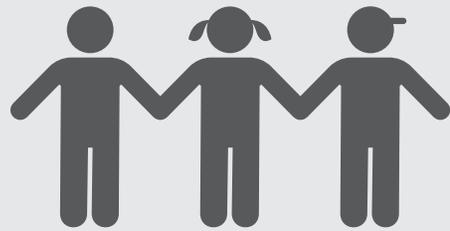


Local Control and Accountability Plan

Plan Summary, 2017-18



588,696 PK-12th STUDENTS



903 SCHOOLS



236 DISTINGUISHED Schools



60,240 EMPLOYEES

STUDENT ETHNICITY



SUBGROUPS



DISTRICT STORY

District Focus:

Ensure all students are prepared for college, career & life



Diverse Population

Nearly 94 languages other than English are spoken



District Strategy:

Foster opportunities & aim to close the opportunity gap



BUDGET



General Fund Expenditures:
\$7,531,043,342

LCAP Expenditures:
\$5,123,171,633

LCFF Revenues:
\$5,123,171,633

(Totals Budgeted for 2017-18 LCAP Year)

Highlighted Expenditures Not Specified in the LCAP:

- SPED IDEA Support, Alternative Dispute Resolution, Mental Health resources	\$612,700,000
- Title 1 Resources to schools & Summer programs	\$345,200,000
- ASES program	\$60,300,000
- Educator Effectiveness Grant	\$24,900,000

LCAP HIGHLIGHTS

GOAL #1



100% Graduation

GOAL #2



Proficiency for All

GOAL #3



100% Attendance

GOAL #4



Parent, Community & Student Engagement

GOAL #5



Ensure School Safety

GOAL #6



Provide Basic Services

GREATEST PROGRESS

 <p>Increased Graduation Rate</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Low Change: Increased</p>
 <p>Low Suspension Rate</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Very Low Change: Maintained</p>
 <p>Increase EL Progress</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Medium Change: Increased</p>

- Planned Actions to Maintain Progress:**
- 1.9 - A-G immediate intervention plan (Summer school, credit recovery options, tutoring, etc.)
 - 2.9 - Implement English Learner Master Plan
 - 5.1 - Develop & maintain holistic, safe, & healthy school environments, effective positive behavior support & interventions

GREATEST NEEDS

 <p>Increase ELA & Math Assessment Scores</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Low Change: Maintained</p>
 <p>Increased A-G Completion Rate</p>	<p>Indicator:</p>  <p>Local Metric</p>
 <p>Decrease Chronic Absenteeism</p>	<p>Indicator:</p>  <p>Local Metric</p>

- Planned Actions to Address Needs:**
- 2.2 - Instructional staff professional development for CCSS & ELD standards & priority topics
 - 2.5 - Academic assessments to monitor student standards attainment
 - 2.11 - Targeted instructional supports for enrichment electives & class size reduction

PERFORMANCE GAPS

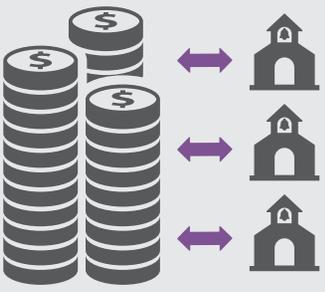
<p>Subgroup in Need:</p> 	<p>State Indicators:</p> 
<p>English Learners</p>	
<p>Foster Youth</p>	
<p>Students with Disabilities</p>	
<p>American Indian</p>	

- Planned Actions to Address Performance Gaps:**
- 1.1 - Academic, structural & process interventions (ELA, ELD, Math, AVID, IB, LTEL courses, options programs, etc.)
 - 1.8 - Continue Diploma Project (identify at-risk students at MS, increase promotion rates, recover dropout students)

INCREASED OR IMPROVED SERVICES

Additional Budget Autonomy

for EL, LI, FY



Expand Transitional Kindergarten

for EL, LI, FY



Early Literacy & Language Program

for EL, LI, FY





GOAL #1



100% GRADUATION

Actual 2016-17 Expenditures
\$723,800,000

Overall Status:

In Progress

↕ Outcomes - Highlighted Achievements	Baseline	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
1.1 - Increased graduation rate	77%	77%	pending		9	4	44%
1.4 - Decrease Middle School dropout rate	2%	2%	0.16%				
1.7 - Increase MS & HS individual graduation plan meetings	50%/59%	100%	99%				
↪ Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress	
1.2 - Adult & youth career education opportunities	\$2,800,000	\$2,800,000		9	9	100%	
1.5 - Additional school budget autonomy	\$500,800,000	\$594,900,000					
1.7 - Realign after-school services for proper support & intervention	\$7,300,000	\$7,000,000					



GOAL #2



PROFICIENCY FOR ALL

Actual 2016-17 Expenditures
\$3,470,280,000

Overall Status:

In Progress

↕ Outcomes - Highlighted Achievements	Baseline	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
2.3 - Increase 2nd grade early literacy rates	66%	77%	70%		8	4	50%
2.4 - Increase EL reclassification rate	11.6%	20%	17%				
2.5 - Increase EL progress on CELDT	54%	55%	56%				
↪ Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress	
2.4 - Leverage new instructional models, technology & resources	\$2,300,000,000	\$2,300,000,000		13	13	100%	
2.7 - Expand TK to provide quality preschool for low income children	\$44,400,000	\$44,200,000					
2.9 - Special Education Services address grade span adjustments	\$22,400,000	\$21,100,000					





GOAL
#3



100% ATTENDANCE

Actual 2016-17 Expenditures

\$32,000,000

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Baseline	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
	3.1 - Increase students attending 173-180 school days	70%	73%	68%		2	0
3.2 - Decrease chronic absenteeism	14%	11%	14.6%		Outcomes	Outcomes	
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures		Progress	Total Planned	Progress Made	% of Progress
	3.2 - Targeted student engagement supports	\$26,000,000	\$23,500,000			4	4
3.3 - Support Homeless Youth Program	\$2,300,000	\$1,600,000			Actions	Actions	
3.4 - District-wide student engagement support	\$1,300,000	\$1,300,000					



GOAL
#4



PARENT, COMMUNITY & STUDENT ENGAGEMENT

Actual 2016-17 Expenditures

\$5,750,000

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Baseline	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
	4.2 - Increase parents completing School Experience Survey	53%	60%	58%		4	2
4.3 - Increase parent academic initiative training	86%	90%	92%		Outcomes	Outcomes	
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures		Progress	Total Planned	Progress Made	% of Progress
	4.1 - Additional resources for parent engagement at local level	\$4,600,000	\$5,400,000			2	2
4.2 - Provide centralized parent training & workshops	\$350,000	\$350,000			Actions	Actions	





GOAL
#5



ENSURE SCHOOL SAFETY

Actual 2016-17 Expenditures
\$81,800,000

Overall Status:

In Progress

Outcomes - Highlighted Achievements	Baseline	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress																		
5.1 - Decrease single student suspension rate	0.6%	0.4%	0.5%		5	4	80%																		
5.2 - Decrease instructional days lost to suspension	6,574	6,097	5,160																						
5.5 - Increase students who feel safe at school	72%	76%	85%																						
<table border="1"> <thead> <tr> <th>Actions - Highlighted Achievements</th> <th>Budgeted Expenditures</th> <th>Actual Expenditures</th> <th>Progress</th> <th>Total Planned</th> <th>Progress Made</th> <th>% of Progress</th> </tr> </thead> <tbody> <tr> <td>5.1 - Maintain holistic, safe, & healthy school environments</td> <td>\$10,800,000</td> <td>\$10,100,000</td> <td></td> <td rowspan="2">2</td> <td rowspan="2">2</td> <td rowspan="2">100%</td> </tr> <tr> <td>5.2 - School police resources for safe school planning and safe passages to schools</td> <td>\$61,700,000</td> <td>\$71,700,000</td> <td></td> </tr> </tbody> </table>								Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress	5.1 - Maintain holistic, safe, & healthy school environments	\$10,800,000	\$10,100,000		2	2	100%	5.2 - School police resources for safe school planning and safe passages to schools	\$61,700,000	\$71,700,000	
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GOAL
#6



PROVIDE BASIC SERVICES

Actual 2016-17 Expenditures
\$935,000,000

Overall Status:

Goal Met

Outcomes - Highlighted Achievements	Baseline	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress																						
6.2 - Increase EDST teacher performance evaluations	27%	25%	27%		5	5	100%																						
6.3 - Increase school-based staff attending 96%+	74%	76%	75%																										
6.4 - Williams Act instructional materials compliance	100%	100%	100%																										
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TOTAL
LCAP
SPENDING

Total **Planned** 2016-17 LCAP Expenditures
\$5,370,650,000

vs.

Total **Actual** 2016-17 LCAP Expenditures
\$5,248,630,000

=

Towards Full Support of Targeted Students
96%

Almost Met Full Spending
★★★★★

Stakeholder Engagement



1

SURVEY
Conducted



33

MEETINGS
Held



19,953

COMMENTS
Received



1,991

STAKEHOLDERS
Engaged



13

GROUPS
Involved

Groups include:
Parents, Students,
Teachers, Staff,
Administrators, LCAP
PAC, DELAC, Board
member offices, SAC,
CAC (SPED), LCAP
Advisory Group,
Foster Youth
Collaborative, Labor
Partners



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- 34 District Metrics



LAUSD has informed, consulted, and involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, meetings.

Service Improvement & Fiscal Transparency



California law mandates Local Control Funding Formula consisting of 3 tiers, with 2 tiers...



Concentration Grant \$1,134,420,996

Supplemental Grant

Base Grant \$3,988,000,000

Other Resources \$2,400,000,000
(federal, state, & local)

Total Budgeted Resources: **\$7,522,420,996**

...targeting disadvantaged students...



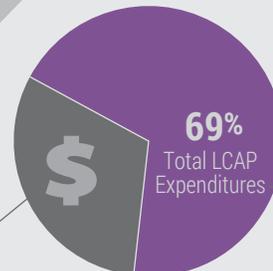
...resulting in increased service of...

33%

2017-18
Expected Service
Improvement Using

\$1,134,420,996

In Total Concentration
& Supplemental Grants
vs.



Total Specified
2017-18 LCAP
Expenditures:

\$5,219,118,597



GOAL

#1



100% Graduation

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

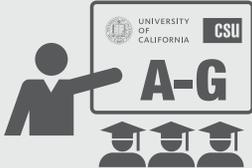
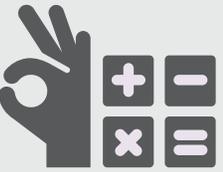
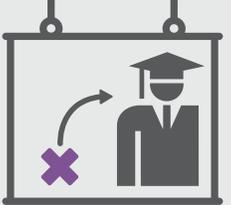
STATUS

New

Modified

Unchanged

EXPECTED 2017-18 MEASURABLE **OUTCOMES**

<p>1.1</p>  <p style="text-align: center; margin-top: 10px;">MONITOR & SUPPORT HIGH SCHOOL GRADUATION RATE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 0.8em;">2017-18 Metric</th> <th style="font-size: 0.8em;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 81%</td> <td style="text-align: center;">77%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: 0.8em;">All Students</td> </tr> <tr> <td style="text-align: center;">Low Income 81%</td> <td style="text-align: center;">77%</td> </tr> <tr> <td style="text-align: center;">English Learner 58%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td style="text-align: center;">African American 77%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td style="text-align: center;">SWD 58%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↑ 81%	77%	All Students		Low Income 81%	77%	English Learner 58%	57%	African American 77%	73%	SWD 58%	55%	<p>1.2</p>  <p style="text-align: center; margin-top: 10px;">MONITOR & REDUCE DROP-OUT RATES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 0.8em;">2017-18 Metric</th> <th style="font-size: 0.8em;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↓ 6%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: 0.8em;">High School</td> </tr> <tr> <td style="text-align: center;">↓ 0.1%</td> <td style="text-align: center;">0.16%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: 0.8em;">Middle School</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↓ 6%	14%	High School		↓ 0.1%	0.16%	Middle School		<p>1.3</p>  <p style="text-align: center; margin-top: 10px;">INCREASE A-G REQUIREMENT COMPLETION</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 0.8em;">2017-18 Metric</th> <th style="font-size: 0.8em;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 50%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: 0.8em;">All Students</td> </tr> <tr> <td style="text-align: center;">Low Income 50%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">English Learner 23%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td style="text-align: center;">African American 44%</td> <td style="text-align: center;">34%</td> </tr> <tr> <td style="text-align: center;">SWD 27%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">Foster Youth 31%</td> <td style="text-align: center;">26%</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↑ 50%	43%	All Students		Low Income 50%	40%	English Learner 23%	13%	African American 44%	34%	SWD 27%	20%	Foster Youth 31%	26%	<p>1.4</p>  <p style="text-align: center; margin-top: 10px;">INCREASE ELA EAP PROFICIENCY</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 0.8em;">2017-18 Metric</th> <th style="font-size: 0.8em;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 23%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: 0.8em;">All Students</td> </tr> <tr> <td style="text-align: center;">Low Income 19%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td style="text-align: center;">English Learner 2%</td> <td style="text-align: center;">0.3%</td> </tr> <tr> <td style="text-align: center;">African American 15%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">SWD 3%</td> <td style="text-align: center;">2%</td> </tr> <tr> <td style="text-align: center;">Foster Youth 15%</td> <td style="text-align: center;">12%</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↑ 23%	19%	All Students		Low Income 19%	17%	English Learner 2%	0.3%	African American 15%	12%	SWD 3%	2%	Foster Youth 15%	12%
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↑ 72%																																																															
Baseline																																																															
↔ 66%																																																															

EXPECTED 2017-18 ACTIONS & EXPENDITURES

 Goal #1	 Action / Service	 Amount	 Target	 Status
1.1 - Academic, structural & process interventions (ELA, ELD, Math, AVID, IB, LTEL courses, Options programs, social-emotional & Linked Learning)		\$46,134,455	 All Students	 Modified
1.2 - General adult & career education opportunities (English as a second language, adult basic & secondary education, AEWCs)		\$2,905,686		
1.3 - Targeted adult & career education for unduplicated pupils (CTE, ROP, credit recovery)		\$19,210,369	 English Learner	
1.4 - Teacher support for sites with high turnover & unduplicated pupil count (staffing, PD, recruitment & retention enhancements, BTSA)		\$32,136,548	 Low Income	 Unchanged
1.5 - Additional budget autonomy for schools to support campus academic plans		\$709,594,048		
1.6 - Support Options educational settings for at-risk youth		\$49,968,925		
1.7 - Realign After-School services to ensure proper academic support & intervention		\$7,322,309	 Foster Youth	
1.8 - Continue A-G Diploma program (identify at-risk students at MS, increase promotion rates, recover dropout students)		\$2,186,558		
1.9 - A-G immediate intervention plan (provide support via Summer school, credit recovery options, tutoring, A-G teacher training, parent engagement)		\$15,219,738		



GOAL #2



Proficiency For All

GOAL DETAILS

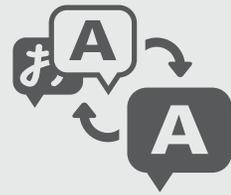
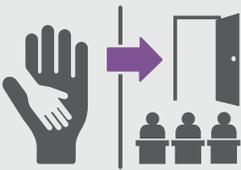
STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

STATUS

- New
- Modified
- Unchanged

EXPECTED 2017-18 MEASURABLE OUTCOMES

<p>2.1</p>  <p style="text-align: center;">INCREASE 3RD- 8TH & 11TH ELA STANDARDS PROFICIENCY</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2017-18 Metric</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 46%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td colspan="2" style="text-align: center;">All Students</td> </tr> <tr> <td>Low Income</td> <td>35% 33%</td> </tr> <tr> <td>English Learner</td> <td>9% 4%</td> </tr> <tr> <td>RFEP</td> <td>45% 43%</td> </tr> <tr> <td>African American</td> <td>30% 28%</td> </tr> <tr> <td>Latino</td> <td>35% 33%</td> </tr> <tr> <td>SWD</td> <td>11% 8%</td> </tr> <tr> <td>Foster Youth</td> <td>23% 21%</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↑ 46%	39%	All Students		Low Income	35% 33%	English Learner	9% 4%	RFEP	45% 43%	African American	30% 28%	Latino	35% 33%	SWD	11% 8%	Foster Youth	23% 21%	<p>2.2</p>  <p style="text-align: center;">INCREASE 3RD- 8TH & 11TH MATH STANDARDS PROFICIENCY</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2017-18 Metric</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 36%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td colspan="2" style="text-align: center;">All Students</td> </tr> <tr> <td>Low Income</td> <td>25% 23%</td> </tr> <tr> <td>English Learner</td> <td>9% 5%</td> </tr> <tr> <td>RFEP</td> <td>31% 29%</td> </tr> <tr> <td>African American</td> <td>21% 18%</td> </tr> <tr> <td>Latino</td> <td>24% 23%</td> </tr> <tr> <td>SWD</td> <td>9% 6%</td> </tr> <tr> <td>Foster Youth</td> <td>15% 13%</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↑ 36%	29%	All Students		Low Income	25% 23%	English Learner	9% 5%	RFEP	31% 29%	African American	21% 18%	Latino	24% 23%	SWD	9% 6%	Foster Youth	15% 13%
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<p>2.3</p>  <p style="text-align: center;">INCREASE 2ND GRADE EARLY LITERACY RATES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2017-18 Metric</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 79%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td colspan="2" style="text-align: center;">All Students</td> </tr> <tr> <td>Low Income</td> <td>67% 66%</td> </tr> <tr> <td>African American</td> <td>67% 65%</td> </tr> <tr> <td>Latino</td> <td>68% 67%</td> </tr> <tr> <td>SWD</td> <td>33% 37%</td> </tr> <tr> <td>Foster Youth</td> <td>58% 49%</td> </tr> <tr> <td>Fluent English</td> <td>84% 82%</td> </tr> <tr> <td>EL ELD 1-3</td> <td>39% 30%</td> </tr> <tr> <td>EL ELD 4-5</td> <td>75% 65%</td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↑ 79%	70%	All Students		Low Income	67% 66%	African American	67% 65%	Latino	68% 67%	SWD	33% 37%	Foster Youth	58% 49%	Fluent English	84% 82%	EL ELD 1-3	39% 30%	EL ELD 4-5	75% 65%	<p>2.4</p>  <p style="text-align: center;">INCREASE EL RECLASSIFICATION RATE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2017-18</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 22%</td> <td style="text-align: center;">↔ 17%</td> </tr> </tbody> </table>	2017-18	Baseline	↑ 22%	↔ 17%														
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<p>2.7</p>  <p style="text-align: center;">INCREASE SWD IN GENERAL EDUCATION >80% OF THE DAY</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2017-18</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 69%</td> <td style="text-align: center;">↔ 65.5%</td> </tr> </tbody> </table>	2017-18	Baseline	↑ 69%	↔ 65.5%	<p>2.8</p>  <p style="text-align: center;">DECREASE SWD ATTENDING NONPUBLIC SCHOOL</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2017-18</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 3.2%</td> <td style="text-align: center;">↔ 3.4%</td> </tr> </tbody> </table>	2017-18	Baseline	↑ 3.2%	↔ 3.4%																																
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EXPECTED 2017-18 ACTIONS & EXPENDITURES

 Goal #2	 Action / Service	 Amount	 Target	 Status
2.1 -	Support staff specifically serving foster youth (counselors, PSWs, behavior specialists, PSA counselors, ILPs, DCFS coordination, etc.)	\$15,569,732	 Low Income  English Learners	 Modified
2.2 -	Instructional staff professional development for CCSS & ELD standards & priority topics	\$1,851,620	 All Students 	 Unchanged
2.3 -	Curriculum design & implementation to align content & instruction to CCSS (supplemental curriculum & materials, content design lessons, Summer school, etc)	\$180,755,624		
2.4 -	Leverage teachers & instructional staff (Staff salaries, interdisciplinary instructions, digital curriculum, arts integration, etc.)	\$1,886,043,471		
2.5 -	Academic assessments to monitor student standards attainment (CAHSEE assessments, Algebra EOC, assessments, CELDT, technology, etc.)	\$1,347,621		
2.6 -	Early Childhood Development Program & TK Expansion (CAL-Safe)	\$85,144,339		
2.7 -	Support Special Education (adapted PE, infant & preschool program, special day program, resource specialist, extended year, etc.)	\$916,593,461	 Students with Disabilities	
2.8 -	Special Education Services address grade span adjustments (additional teacher & assistant resources)	\$22,363,459	  	
2.9 -	Implement English Learner Master Plan (multi-tiered system of supports, instructional coaches, Accelerated Academic Literacy Program, & LCAP support)	\$40,714,177		
2.10 -	Instructional technology support (enhance technology availability, teacher professional development on utilizing tools)	\$14,829,833		
2.11 -	Targeted instructional supports for enrichment electives & class size reduction (1 FTE teacher for each Middle School, High School, 4-6 grade)	\$21,285,554	   Foster Youth	
2.12 -	Establish targeted Arts program (utilizing Arts Equity Index)	\$33,887,449		



GOAL #3



100% Attendance

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2017-18 MEASURABLE OUTCOMES

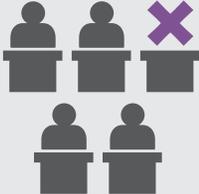
3.1



INCREASE STUDENTS ATTENDING
173-180 SCHOOL DAYS

	2017-18 Metric	Baseline
All Students	↑ 75%	68%
Low Income	74%	65%
English Learner	71%	65%
African American	61%	55%
SWD	63%	57%
Foster Youth	63%	55%

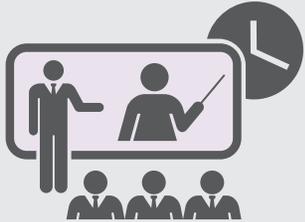
3.2



DECREASE CHRONIC ABSENTEEISM

	2017-18 Metric	Baseline
All Students	↓ 9%	14.6%
Low Income	10%	17%
English Learner	12%	17%
African American	20%	25%
SWD	17%	22%
Foster Youth	15%	22%

3.3



INCREASE ALL STAFF ATTENDING 96%+

	2017-18	Baseline
All Staff	↑ 78%	↓ 75%

EXPECTED 2017-18 ACTIONS & EXPENDITURES

Goal #3	Action / Service	Amount	Target	Status
3.1 - Support student health & human services		\$5,357,281	All Students	 Unchanged
3.2 - Targeted student engagement supports		\$23,247,232		
3.3 - Support Homeless Youth Program (1 PSW, 10 PSA counselors, 6 PSA aides)		\$2,325,360	 Low Income	
3.4 - District-wide student engagement support		\$249,527		



GOAL
#4



Parent, Community & Student Engagement

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2017-18 MEASURABLE OUTCOMES

<p>4.1</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE STUDENTS FEELING CONNECTED</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18 ↑ 87%</td> <td>Baseline ↓ 67%</td> </tr> </table>	2017-18 ↑ 87%	Baseline ↓ 67%	<p>4.2</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PARENTS COMPLETING SES</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18 ↑ 62%</td> <td>Baseline ↓ 58%</td> </tr> </table>	2017-18 ↑ 62%	Baseline ↓ 58%	<p>4.3</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PARENT ACADEMIC INITIATIVE TRAINING</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18 ↑ 94%</td> <td>Baseline ↓ 92%</td> </tr> </table>	2017-18 ↑ 94%	Baseline ↓ 92%	<p>4.4</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PARENTS REPORTING RESOURCE ACCESS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18 ↑ 93%</td> <td>Baseline ↓ 83%</td> </tr> </table>	2017-18 ↑ 93%	Baseline ↓ 83%
2017-18 ↑ 87%	Baseline ↓ 67%										
2017-18 ↑ 62%	Baseline ↓ 58%										
2017-18 ↑ 94%	Baseline ↓ 92%										
2017-18 ↑ 93%	Baseline ↓ 83%										

EXPECTED 2017-18 ACTIONS & EXPENDITURES

Goal #4	Action / Service	Amount	Target	Status
	4.1 - Additional resources for parent engagement at local level	\$4,594,011		Unchanged
	4.2 - Provide parent training & workshops (staff, materials, helpful resources for Parent & Family Center)	\$201,295	All Students	Modified



GOAL #5



Ensure School Safety

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2017-18 MEASURABLE OUTCOMES

<p>5.1</p>  <p style="text-align: center;">DECREASE SINGLE STUDENT SUSPENSION RATE</p> <table border="1" style="width: 100%; font-size: 0.8em;"> <tr> <td style="font-size: 0.7em;">2017-18</td> <td style="text-align: center;">↓ 0.35%</td> <td style="text-align: center;">0.45%</td> <td style="text-align: center;">0.45%</td> <td style="text-align: center;">1.9%</td> <td style="text-align: center;">1.6%</td> <td style="text-align: center;">1.4%</td> </tr> <tr> <td style="font-size: 0.7em;">All Students</td> <td style="font-size: 0.7em;">LI</td> <td style="font-size: 0.7em;">EL</td> <td style="font-size: 0.7em;">A.A.</td> <td style="font-size: 0.7em;">SWD</td> <td style="font-size: 0.7em;">FY</td> <td></td> </tr> <tr> <td style="font-size: 0.7em;">Baseline</td> <td style="text-align: center;">↓ 0.5%</td> <td style="text-align: center;">0.6%</td> <td style="text-align: center;">0.4%</td> <td style="text-align: center;">1.8%</td> <td style="text-align: center;">1.1%</td> <td style="text-align: center;">1.5%</td> </tr> </table>	2017-18	↓ 0.35%	0.45%	0.45%	1.9%	1.6%	1.4%	All Students	LI	EL	A.A.	SWD	FY		Baseline	↓ 0.5%	0.6%	0.4%	1.8%	1.1%	1.5%	<p>5.2</p>  <p style="text-align: center;">DECREASE INSTRUCTIONAL DAYS LOST TO SUSPENSION</p> <table border="1" style="width: 100%; font-size: 0.8em;"> <tr> <td style="font-size: 0.7em;">2017-18</td> <td style="text-align: center;">↓ 5,667</td> <td style="text-align: center;">4,927</td> <td style="text-align: center;">1,307</td> <td style="text-align: center;">2,244</td> <td style="text-align: center;">1,500</td> <td style="text-align: center;">179</td> </tr> <tr> <td style="font-size: 0.7em;">All Students</td> <td style="font-size: 0.7em;">LI</td> <td style="font-size: 0.7em;">EL</td> <td style="font-size: 0.7em;">A.A.</td> <td style="font-size: 0.7em;">SWD</td> <td style="font-size: 0.7em;">FY</td> <td></td> </tr> <tr> <td style="font-size: 0.7em;">Baseline</td> <td style="text-align: center;">↓ 5,160</td> <td style="text-align: center;">4,120</td> <td style="text-align: center;">1,079</td> <td style="text-align: center;">1,695</td> <td style="text-align: center;">1,679</td> <td style="text-align: center;">113</td> </tr> </table>	2017-18	↓ 5,667	4,927	1,307	2,244	1,500	179	All Students	LI	EL	A.A.	SWD	FY		Baseline	↓ 5,160	4,120	1,079	1,695	1,679	113	<p>5.3</p>  <p style="text-align: center;">MAINTAIN OR REDUCE LOW EXPULSION RATE</p> <table border="1" style="width: 100%; font-size: 0.8em;"> <tr> <td style="font-size: 0.7em;">2017-18</td> <td style="text-align: center;">↑ 0.01%</td> </tr> <tr> <td style="font-size: 0.7em;">Baseline</td> <td style="text-align: center;">↓ 0.02%</td> </tr> </table>	2017-18	↑ 0.01%	Baseline	↓ 0.02%	<p>5.4</p>  <p style="text-align: center;">INCREASE SCHOOLS WITH DISCIPLINE FOUNDATION POLICY IMPLEMENTED</p> <table border="1" style="width: 100%; font-size: 0.8em;"> <tr> <td style="font-size: 0.7em;">2017-18</td> <td style="text-align: center;">↑ 88%</td> </tr> <tr> <td style="font-size: 0.7em;">Baseline</td> <td style="text-align: center;">↓ 77%</td> </tr> </table>	2017-18	↑ 88%	Baseline	↓ 77%	<p>5.5</p>  <p style="text-align: center;">INCREASE STUDENTS WHO FEEL SAFE AT SCHOOL</p> <table border="1" style="width: 100%; font-size: 0.8em;"> <tr> <td style="font-size: 0.7em;">2017-18</td> <td style="text-align: center;">↑ 80%</td> </tr> <tr> <td style="font-size: 0.7em;">Baseline</td> <td style="text-align: center;">↓ 85%</td> </tr> </table>	2017-18	↑ 80%	Baseline	↓ 85%
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EXPECTED 2017-18 ACTIONS & EXPENDITURES

Goal #5	Action / Service	Amount	Target	Status
	5.1 - Develop & maintain holistic, safe & healthy school environments, effective positive behavior support & interventions (Restorative Justice counselors & teacher advisors)	\$11,027,099	Low Income	
	5.2 - District safety operations (school police)	\$57,356,546	All Students	Modified



GOAL #6



Provide Basic Services

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

STATUS

New

Modified

Unchanged

EXPECTED 2017-18 MEASURABLE **OUTCOMES**

<p>6.1</p> <div style="text-align: center;"></div> <p style="text-align: center;">TEACHERS APPROPRIATELY CREDENTIALLED</p> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td>2017-18</td> <td>↑ 100%</td> <td>Baseline</td> <td>↓ 99%</td> </tr> </table>	2017-18	↑ 100%	Baseline	↓ 99%	<p>6.2</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE EDST PERFORMANCE EVALUATIONS</p> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td>2017-18</td> <td>↑ 25%</td> <td>Baseline</td> <td>↓ 27%</td> </tr> </table>	2017-18	↑ 25%	Baseline	↓ 27%	<p>6.3</p> <div style="text-align: center;"></div> <p style="text-align: center;">WILLIAMS ACT INSTRUCTIONAL MATERIALS COMPLIANCE</p> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td>2017-18</td> <td>= 100%</td> <td>Baseline</td> <td>↓ 100%</td> </tr> </table>	2017-18	= 100%	Baseline	↓ 100%	<p>6.4</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN FACILITIES IN GOOD REPAIR</p> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td>2017-18</td> <td>↑ 100%</td> <td>Baseline</td> <td>↓ 99%</td> </tr> </table>	2017-18	↑ 100%	Baseline	↓ 99%
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EXPECTED 2017-18 **ACTIONS & EXPENDITURES**

Goal #6	Action / Service	Amount	Target	Status
	6.1 - Identify, recruit, place & train district employees (Rtl, arts, pupil services, program specialists, professional development, etc.)	\$59,451,133		
	6.2 - District-wide operating supports (utilities, rentals, insurance, certificates of participation, trash, telephone, fleet maintenance, food services, etc.)	\$630,976,297	All Students	
	6.3 - Central office management & oversight of basic operations	\$284,707,286		
	6.4 - Greatest need schools receive targeted maintenance (create 7 maintenance Tiger teams)	\$32,960,554		
	6.5 - Expand access to meals (breakfast & dinner offerings)	\$1,600,000	Low Income	

Abbreviations: *AA* (African American), *AEWC* (Alternative Education and Work Centers), *AP* (Advanced Placement), *AVID* (Advancement Via Individual Determination), *BTSA* (Beginning Teacher Support & Assessment), *CAHSEE* (California High School Exit Examination), *CCSS* (Common Core State Standards), *CELDT* (California English Language Development Test), *CTE* (Career Technical Education), *DCFS* (Department of Children & Family Services), *DELAC* (District English Learner Advisory Committee), *EAP* (Early Assessment Program), *EDST* (Educator Development & Support Teacher), *EL* (English Learner), *ELA* (English-Language Arts), *ELD* (English Language Development), *Elem* (Elementary), *ELPAC* (English Learner Parent Advisory Committee), *EOC* (End of course assessment), *FAFSA* (Federal Application for Free Student Aid), *FTE* (Full-time equivalent), *FY* (Foster Youth), *HS* (High School), *IB* (International Baccalaureate), *IGP* (Individual Graduation Plan), *ILP* (Individual Learning Plan), *L* (Latino), *LAUSD* (Los Angeles Unified School District), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *LI* (Low Income), *LTEL* (Long Term English Learners), *MS* (Middle School), *N/A* (Not Available), *PAC* (Parent Advisory Committee), *PD* (Professional Development), *PSA* (Pupil Services & Attendance), *PSW* (Psychiatric Social Worker), *RFEP* (Reclassified Fluent English Proficient), *ROP* (Regional Occupational Program), *RTI* (Response to Intervention), *SAC* (Student Advisory Committee), *SBAC* (Smarter Balanced Assessment Consortium), *SEL* (Standard English Learners), *SES* (School Experience Survey), *SPED* (Special Education), *SWD* (Students With Disabilities), *TK* (Transitional Kindergarten).

Legend	
- Increase TO	- Decrease BY
- Decrease TO	- Maintain / Increase
- Maintain	- Baseline
- Increase BY	- Completed
	- In progress



For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.



This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 187 page LCAP narrative plan.



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