



# Revisión de LCAP

May 17, 2018





# Objetivo

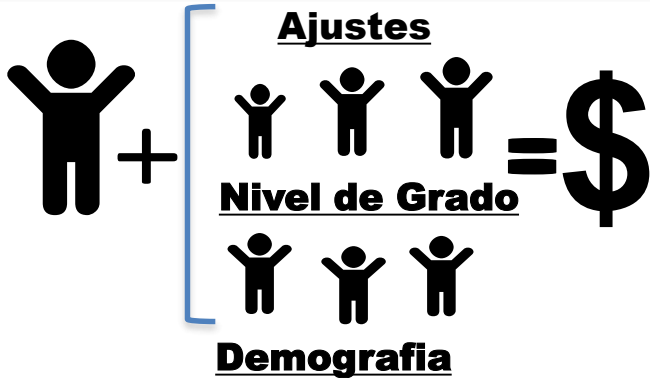
- **Repaso del LCAP**
- **Destacando el Proceso Reflexivo según la Plantilla LCAP**
- **Cambios en el LCAP**



# Visión General del LCAP

## LCFF

*Formula Control Local*



(Bajo-ingreso, Aprendiz de Ingles,  
and/or Hogar de Crianza)



**\$5.2 Bn.**



# Visión General del LCAP





# LCAP

## Comunicándose a La Comunidad

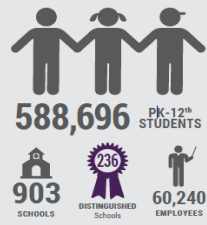
Los Angeles Unified School District

### Local Control and Accountability Plan



#### Plan Summary, 2017-18

#### DISTRICT STORY



STUDENT ETHNICITY	PERCENTAGE
Latino	74%
White	10%
African A.	8%
Asian	6%
Other	2%

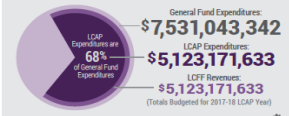
SUBGROUPS	PERCENTAGE
English Learners	76%
Foster Youth	1%
Unduplicated Gifted	84%
Special Education	14%

**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



**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

GOAL #1	GOAL #2	GOAL #3
100% Graduation	Proficiency	100%

#### Plan Summary, 2017-18

Los Angeles Unified School District 2017-18 LCAP Page 2

GREATEST PROGRESS	GREATEST NEEDS	PERFORMANCE GAPS
<p><b>Increase Graduation Rate</b></p> <p>Indicator: California School Dashboard</p> <p>Status: Low Change Increased</p> <p><b>Low Suspension Rate</b></p> <p>Indicator: California School Dashboard</p> <p>Status: Very Low Change Maintained</p> <p><b>Increase EL Progress</b></p> <p>Indicator: California School Dashboard</p> <p>Status: Medium Change Increased</p>	<p><b>Increase ELA &amp; Math Assessment Scores</b></p> <p>Indicator: California School Dashboard</p> <p>Status: Low Change Maintained</p> <p><b>Increase A-G Completion Rate</b></p> <p>Indicator: Local Metric</p> <p><b>Decrease Chronic Absenteeism</b></p> <p>Indicator: Local Metric</p>	<p>Subgroup in Need</p> <p>State Indicators: English Learners, Foster Youth, Students with Disabilities, American Indian</p> <p>Local Indicators: English Learners, Foster Youth, Students with Disabilities, American Indian</p>
<p><b>Planned Actions to Maintain Progress:</b></p> <ol style="list-style-type: none"> <li>1.9 - A-G immediate intervention plan (Summer school, credit recovery options, tutoring, etc.)</li> <li>2.9 - Implement English Learner Master Plan</li> <li>5.1 - Develop &amp; maintain holistic, safe, &amp; healthy school environments, effective positive behavior support &amp; interventions</li> </ol>	<p><b>Planned Actions to Address Needs:</b></p> <ol style="list-style-type: none"> <li>2.2 - Instructional staff professional development for CCSS &amp; ELD standards &amp; priority topics</li> <li>2.5 - Academic assessments to monitor student standards attainment</li> <li>2.11 - Targeted instructional supports for enrichment electives &amp; class size reduction</li> </ol>	<p><b>Planned Actions to Address Performance Gaps:</b></p> <ol style="list-style-type: none"> <li>1.1 - Academic, structural &amp; process interventions (ELA, ELD, Math, AVID, IB, ITEL courses, options programs, etc.)</li> <li>1.8 - Continue Diploma Project (identify at-risk students at MS, increase promotion rates, recover dropout students)</li> </ol>

INCREASED OR IMPROVED SERVICES		
<p><b>Additional Budget Autonomy for</b></p> <p>EL LI FY</p>	<p><b>Expand Transitional Kindergarten for</b></p> <p>EL LI FY</p>	<p><b>Early Literacy &amp; Language Program for</b></p> <p>EL LI FY</p>

### Local Control and Accountability Plan

Los Angeles USD 2017-18 Highlights

**DISTRICT STORY**

**588,696** PK-12<sup>th</sup> STUDENTS

**903** SCHOOLS

**60,240** EMPLOYEES

**236** DISTINGUISHED Schools

**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**

General Fund expenditures are broken down into the following categories:

- Salaries: 51%
- Benefits: 28%
- Services: 11%
- Books: 10%
- Other: 1%

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

Specific LCAP expenditures make up 68% of General Fund expenditures.

**GOAL #1** INVESTING **\$858,821,120**

**100% Graduation**

**HIGHLIGHTED OUTCOMES & METRICS**

- MONITOR & SUPPORT HIGH SCHOOL GRADUATION RATE
- MONITOR & REDUCE DROP-OUT RATES
- INCREASE A-G REQUIREMENT COMPLETION
- INCREASE ELA EAP PROFICIENCY
- INCREASE MATH EAP PROFICIENCY

**HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS**

1.1 - Academic, structural & process interventions	146,134,655	87%
1.2 - General adult & career education opportunities	49,200,000	85%
1.3 - Targeted adult & career education for unduplicated pupils	419,270,309	85%
1.4 - Teacher support for sites with high turnover & unduplicated pupil count	132,136,548	85%
1.5 - Additional budget autonomy for schools to support campus academic plans	778,954,648	85%
1.6 - Support Options educational settings for at-risk youth	448,968,925	85%
1.7 - Realign After-School services to ensure proper academic support & intervention	97,322,309	85%
1.8 - Continue A-G Diploma program	92,106,538	85%
1.9 - A-G Immediate intervention plans	419,270,738	85%

**GOAL #2** INVESTING **\$3,273,638**

**Proficiency for All**

**HIGHLIGHTED OUTCOMES & METRICS**

- INCREASE 3RD-5TH & 11TH ELA STANDARDS PROFICIENCY
- INCREASE 3RD-5TH & 11TH MATH STANDARDS PROFICIENCY

**HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS**

2.1 - Support staff specifically serving FY	418,860,732	85%
2.2 - Instructional staff PD for CCSS & ELD standards & priority topics	41,851,020	85%
2.3 - Curriculums design & implementation	418,765,634	85%

**GOAL #3** INVESTING **\$51,714,000**

**100% Attendance**

**HIGHLIGHTED OUTCOMES & METRICS**

- INCREASE STUDENT ATTENDING 179-189 SCHOOL DAYS
- DECREASE CHRONIC ABSENTEEISM

**HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS**

3.1 - Support student health & human services	45,387,281	85%
3.2 - Targeted student engagement supports	43,247,232	85%
3.3 - Support Homeless Youth Programs	42,326,369	85%
3.4 - District-wide student engagement support	4246,527	85%

**GOAL #4** INVESTING **\$3,396,732**

**Parent, Community & Student Engagement**

**HIGHLIGHTED OUTCOMES & METRICS**

- INCREASE STUDENTS FEELING CONNECTED
- INCREASE PARENTS COMPLETING SES

**HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS**

4.1 - Additional resources for parent engagement at local level	44,554,011	85%
4.2 - Provide parent training & workshops (mail, website, Parent & Family Center resources)	7001,295	85%

**GOAL #5** INVESTING **\$4,795,536**

**Ensure School Safety**

**HIGHLIGHTED OUTCOMES & METRICS**

- DECREASE SINGLE STUDENT SUSPENSION RATE
- DECREASE INSTRUCTIONAL DAYS LOST TO SUSPENSION

**HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS**

5.1 - Develop & maintain holistic, safe & healthy school environments, effective positive behavior support & interventions	411,027,890	85%
5.2 - District safety operations (school police)	477,356,646	85%

**GOAL #6** INVESTING **\$1,042,811,111**

**Provide Basic Services**

**HIGHLIGHTED OUTCOMES & METRICS**

- TEACHERS APPROPRIATELY CREDENTIALLED
- INCREASE ESST PERFORMANCE EVALUATIONS

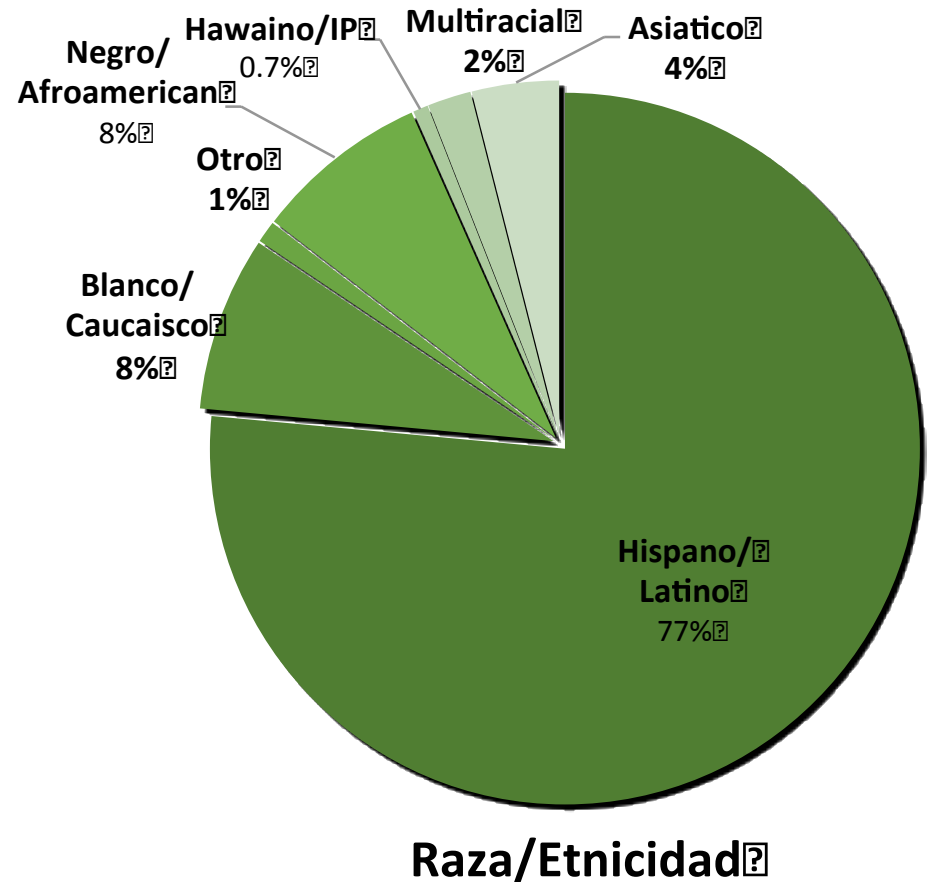
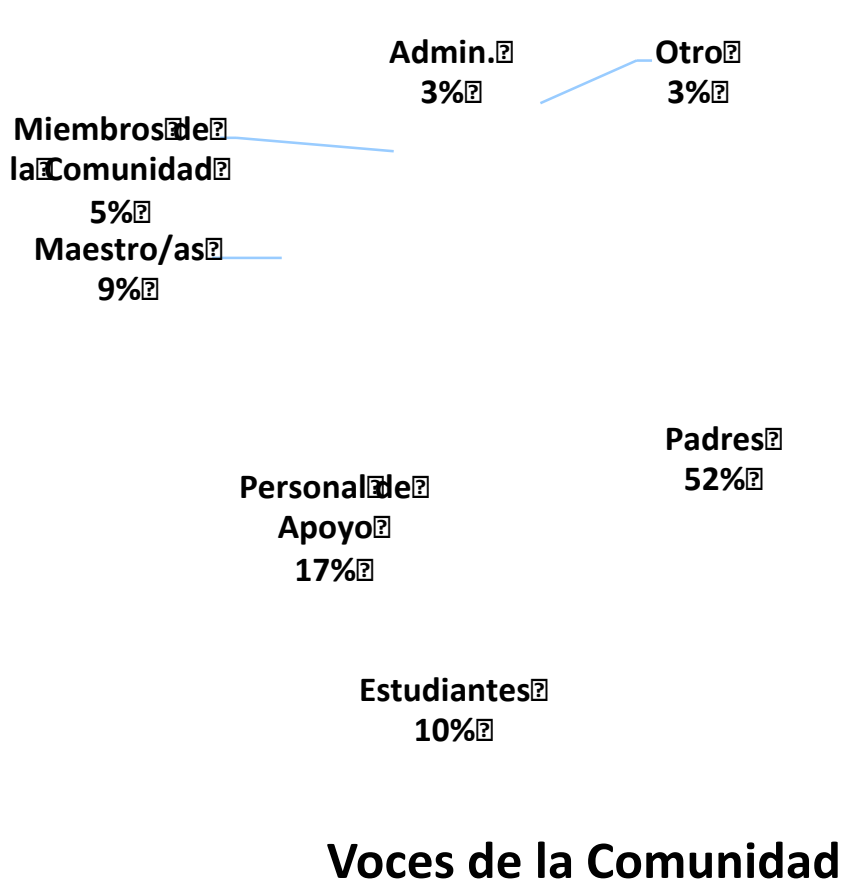
**HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS**

6.1 - Identify, recruit, place & train district employees	461,451,333	85%
6.2 - District-wide operating supports	483,479,397	85%
6.3 - Central office management & oversight of basic operations	424,747,399	85%



# Perpectivas de la Communidad

## Voces Comunes





# Perpectivas de la Comunidad

## *Temas Comunes*

1

### **Intervención y apoyo estudiantil**

Intervención adicional para estudiantes con dificultades. Tutoría Instrucción en grupos pequeños o 1-a-1. Instrucción diferenciada e individualizada. Use como un método para prevenir el bajo rendimiento académico.

2

### **Compromiso de padres / familias**

Los padres participan y son bienvenidos en sus escuelas. Talleres y capacitación para padres sobre el apoyo académico de los estudiantes. Asegúrese de que los materiales estén escritos en el idioma que hablan los padres. Los padres están involucrados con la educación de sus hijos.

3

### **Participación de los estudiantes**

Los estudiantes están involucrados en sus escuelas. Oportunidades de liderazgo estudiantil Cuidar el bienestar de los estudiantes. Motivar a los estudiantes para que tengan éxito académicamente. Escuchando las necesidades de los estudiantes.

4

### **Apoyo de Aprendices de inglés**

Soporte para estudiantes en los que el inglés es su segundo idioma. Mejorando el progreso en el dominio del inglés. Contratación de entrenadores / maestros de aprendices de inglés. Aumentar el personal y maestros bilingües que pueden apoyar a los estudiantes y comunicarse con los padres.

5

### **Enriquecimiento después de la escuela**

Proporcionar tutoría después de la escuela (o antes de la escuela) para los estudiantes que se están retrasando académicamente. Use como un método para prevenir el bajo rendimiento académico.

6

### **Apoyo para los Maestros**

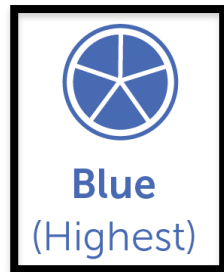
Desarrollo profesional y capacitación para docentes. Contrata más TA para apoyar a los maestros en el aula. Compromiso del maestro.

**Clasificado en orden de mayor interés, siendo 1 el más alto.**



# Areas de Gran Progreso

**20%** Tasa de Reclasificación para 2017-18



Green



Yellow



Orange



Red  
(Lowest)

La más alta designación para tener bajas tasas de suspensión

**80%\*** Tasa de Graduación para 2016-17





# Areas de Gran Necesidad



Brechas de rendimiento en la graduación para estudiantes de inglés, jóvenes en hogares de crianza, estudiantes con discapacidades y estudiantes indios americanos



LAUSD identificado para asistencia diferenciada para apoyar a jóvenes de crianza y estudiantes con discapacidades



# Revisión de Indicadores

Believe. Achieve. L.A. Unified.  
**LCAP SCORECARD**  
SEPTEMBER 2017

100% GRADUATION	Historical		Actual	Annual Targets		
	2015-16		2016-17	2017-18	2018-19	2019-20
Four-Year Cohort Graduation Rate	77%		80*	81%	83%	85%
Cohort Dropout Rate	High School	13.7%	N/A*	6%	5%	4%
	Middle School	TBD	.16%	.1%	.05%	0.01%
Percentage of High School Students On-Track for A-G with a "C"	45%		43%	50%	52%	54%
Percentage of Students who Exceeded College Readiness Standards in ELA as Measured by the 11th Grade Early Assessment Program (EAP)	SBAC					
	19%		21%	23%	25%	27%
Percentage of Students who Exceeded College Readiness Standards in Math as Measured by the 11th Grade Early Assessment Program (EAP)	SBAC					
	7%		7%	11%	13%	15%
Percentage of AP Exam Takers with a Qualifying Score of "3" or Higher	38%		40%	42%	44%	46%
Percentage of Students with an Annual Individual Graduation Plan meeting	High School	59%	99%	100%	100%	100%
	Middle School	50%	99%	100%	100%	100%
Percentage of 12th Grade Students Who Have Completed a Free Application for Federal Student Aid (FAFSA)	TBD		N/A*	72%	76%	80%
PROFICIENCY FOR ALL	Historical		Actual	Annual Targets		
	2015-16		2016-17	2017-18	2018-19	2019-20
Percentage of Students Who Met or Exceeded Standards in 3rd - 8th, 11th Grade ELA	SBAC					
	39%		40%	46%	49%	52%
Percentage of Students Who Met or Exceeded Standards in 3rd - 8th, 11th Grade Math	SBAC					
	29%		30%	36%	39%	42%
Percentage of 2nd Grade Students Meeting Early Literacy Benchmarks	66%		70%	79%	81%	83%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEPI)	11.6%		17%	22%	24%	24%
Percentage of English Learners Who Have Not Reclassified in 5 Years (LTEL)	23%		26%	17%	15%	13%
Percentage of English Learners Making Annual Progress on the CELDT	54%		56%	57%	59%	61%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	65%		66%	69%	71%	73%
Percentage of Students with Disabilities Who Attended Nonpublic Schools	3.4%		3.7%	3.2%	3.1%	3.0%

**Alineación al tablero escolar de California**

**Informar al distrito local y la responsabilidad del sitio escolar (métricas de nivel de grado)**

**Distinga entre las métricas basadas en resultados y las métricas de proceso / monitoreo**

**Oportunidad de resaltar las brechas de desempeño**



# Destacando los cambios en las Acciones

**Alfabetización  
académica acelerada**



**\$4 millon**

**Kínder de Transición  
Ampliado**



**\$6 millon**

**Programa de la escuela  
de innovación**



**\$50 millon**



# Cronología



Mayo 2018

**Completar los  
requisitos de  
comentario de  
LCAP**

Junio 12, 2018

**Audiencia Pública  
del LCAP**

Junio 19, 2018

**Aprobación de  
LCAP y  
presupuesto**

**Para mas información por favor Visita: [lcap.lausd.net](http://lcap.lausd.net)**