



LCAP Review

May 17, 2018





Objective

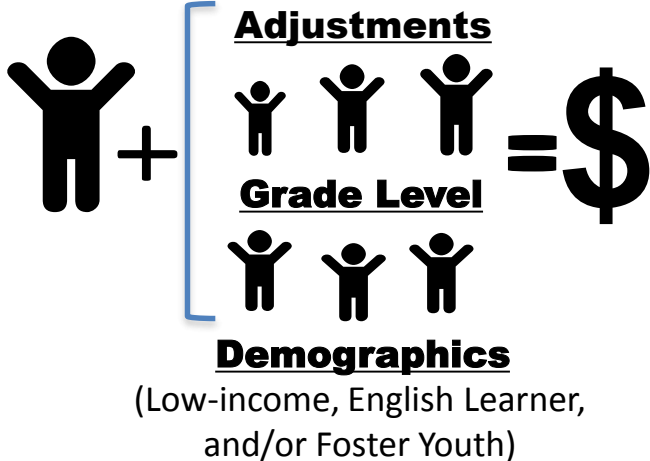
- **LCAP Overview**
- **Highlighting Reflective Process per the LCAP Template**
- **Changes in the LCAP**



LCAP Overview

LCFF

Local Control Funding Formula



\$5.2 Bn.



LCAP Overview





LCAP

Communicating to the Field

Los Angeles Unified School District

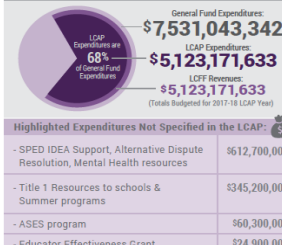
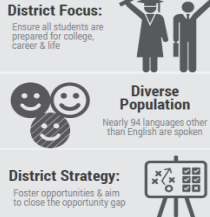
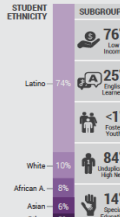
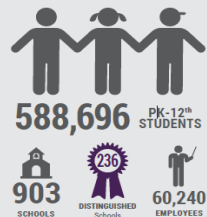
Local Control and Accountability Plan



Plan Summary, 2017-18

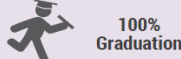
DISTRICT STORY

BUDGET

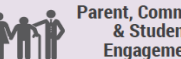


LCAP HIGHLIGHTS

GOAL #1



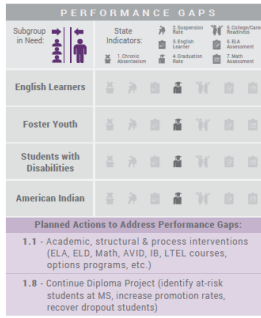
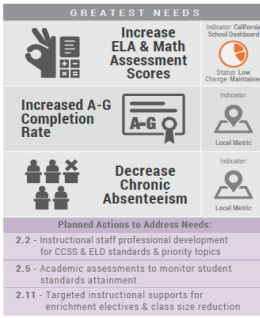
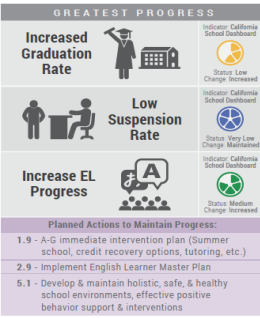
GOAL #4



Plan Summary, 2017-18

Los Angeles Unified School District 2017-18 LCAP

Page 2

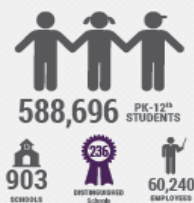


Local Control and Accountability Plan

Los Angeles USD 2017-18 highlights



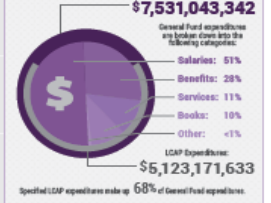
DISTRICT STORY



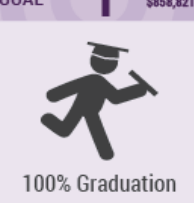
DISTRICT FOCUS



BUDGET



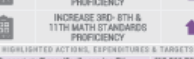
GOAL #1



GOAL #2



GOAL #3



GOAL #5



GOAL #6



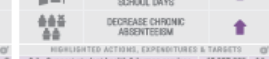
HIGHLIGHTED OUTCOMES & METRICS



HIGHLIGHTED OUTCOMES & METRICS



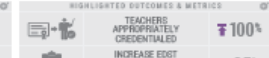
HIGHLIGHTED OUTCOMES & METRICS



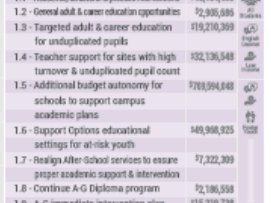
HIGHLIGHTED OUTCOMES & METRICS



HIGHLIGHTED OUTCOMES & METRICS



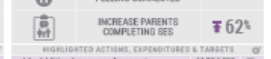
HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



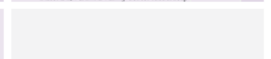
HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS

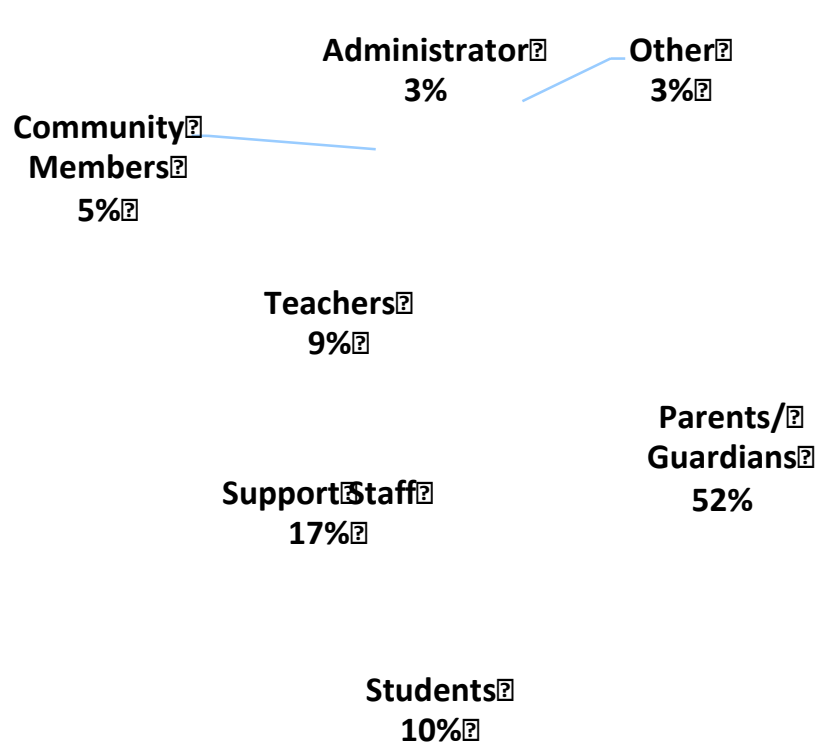


For additional LCAP resources scan or click the QR code or go to www.gobos.com & search for your district.

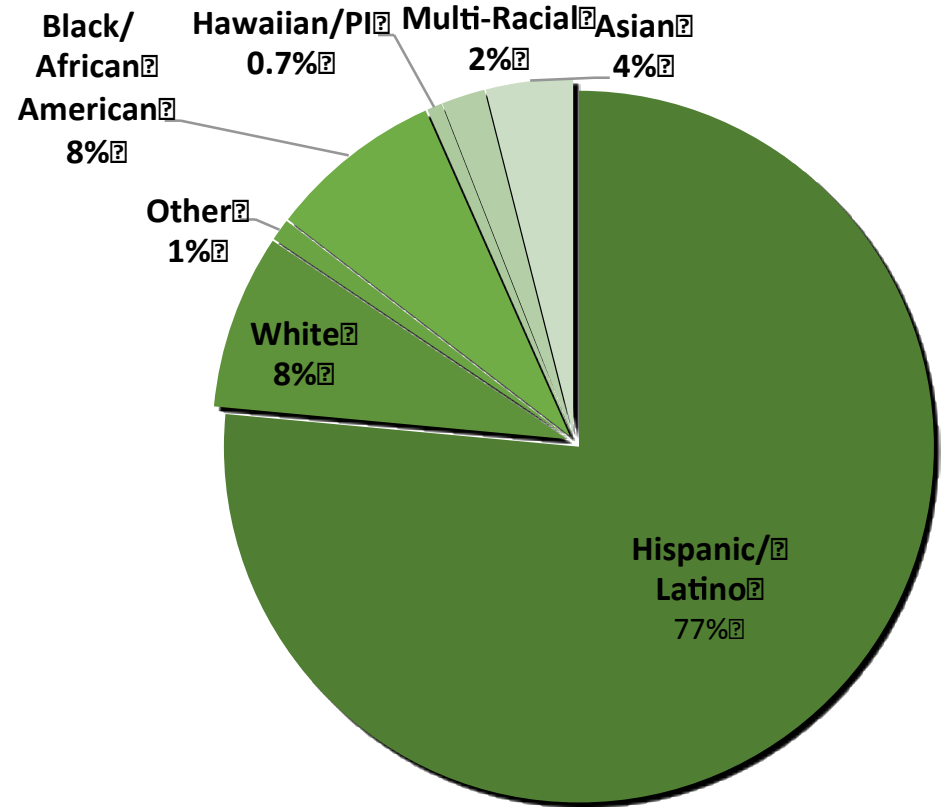


Community Input

Common Voices



Community Voices



Race/Ethnicity



Community Input

Common Themes

1

Intervention & Student Supports

Additional intervention for struggling students. Tutoring. Small group or 1-on-1 instruction. Differentiated and individualized instruction. Use as a method to prevent low academic achievement.

2

Parent/Family Engagement

Parents are engaged and welcome in their schools. Workshops and training for parents on supporting student academically. Ensure materials are written in the language that parents speak. Parents are involved with their child's education.

3

Student Engagement

Students are involved in their schools. Student leadership opportunities. Care for the well-being of students. Motivating students to succeed academically. Listening to students' needs.

4

English Learner Supports

Support for students in which English is their second language. Improving progress in English proficiency. Hiring English Learner Coaches/Teachers. Increasing bilingual teachers and staff who can support students and communicate with parents.

5

Afterschool Enrichment

Provide afterschool (or before school) tutoring for students who are falling behind academically. Use as a method to prevent low academic achievement.

6

Teacher Supports

Professional development and training for teachers. Hire more TA's to support teachers in the classroom. Teacher engagement.

Ranked in order of highest interest, 1 being highest.



Areas of Greatest Progress

20% Reclassification Rate for 2017-18



Green



Yellow



Orange



Red
(Lowest)

Highest Designation for Having Low Suspension Rates

80%* Graduation Rate for 2016-17



Areas of Greatest Need




Performance Gaps in Graduation
for English Learners, Foster
Youth, Students with Disabilities,
and American Indian Students



LAUSD identified for
differentiated assistance to
support Foster Youth and
Students with Disabilities



LCAP Accountability Revision

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

Bring alignment to the California School Dashboard

Inform Local District and School-site accountability (grade-level metrics)

Distinguish between outcome-based metrics and process/monitoring metrics

Opportunity to highlight performance gaps



Highlighting Changes in Actions

Accelerated Academic Literacy



\$4 million

Expanded Transitional Kindergarten



\$6 million

Innovation School Program



\$50 million



Review/Input Timeline



May 2018

**Complete LCAP
Comment
Requirements**

June 12, 2018

**LCAP Public
Hearing**

June 19, 2018

**Approval of LCAP
and Budget**

For More Information Please Visit: lcap.lausd.net