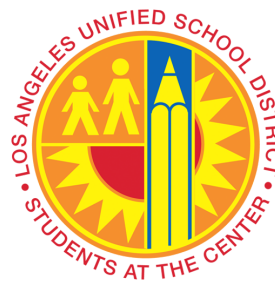


NEW: What's changing in the Revised LCAP?



CHANGES IN THE REVISED 2021 LCAP

Minor changes have been made to the LCAP to reflect the inclusion of additional clarifying information in response to guidance from the Los Angeles County Office of Education, as well as changes to certain metrics to align to the Board Goals:

- Changes to metrics to align to Board goals
- Reframing of base vs. supplemental/TSP investments to reaffirm our commitment to supports for all students
- Separate Standard English Learner and Black Student Achievement Plan actions
- Addition of progress monitoring measures for every action
- Additional information about the effectiveness of our strategies

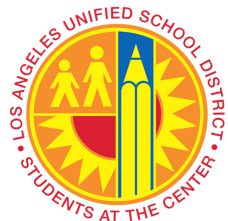
For more information on the revisions made in response to feedback from the Los Angeles County Office of Education, please click [here](#).

*Note that while the dollar figures for many actions have shifted to reflect the revised Budget adopted in August, the revised LCAP continues to only reflect LCFF funds, and not any other sources of funding.

**THE  COMES TO LIFE WITH
COMMUNITY INPUT**

Let us know if you have any feedback on the revised LCAP.
Click [here](#) to access our website.

Local Control and Accountability Plan (LCAP): Executive Summary 2021



The Local Control and Accountability Plan (LCAP) communicates the District's plan for student success in the areas of student outcomes, engagement, and conditions of learning.



WHAT IS THE EXECUTIVE SUMMARY?

This document provides some key information about the District, as well as highlights the District's goals, data and a summary of the actions that will be included in our 2021-24 LCAP.

OUR SIX GOALS DRIVE OUR COLLABORATIVE PLANNING AND BUDGETING PROCESS, THROUGH WHICH WE USED DATA TO DETERMINE OUR NEXT STEPS.



DATA

First, we identified the key metrics that we will use to measure progress towards each of our LCAP goals, and defined the outcomes we plan to reach by 2023-24.



ACTION STEPS

Then, we considered which programs would help us meet our expected outcomes for our LCAP metrics, and determined how we can fund our programs accordingly.

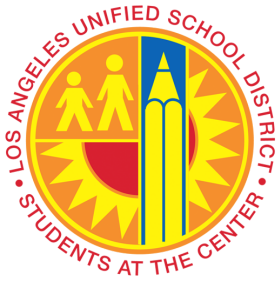
INCREASED OR IMPROVED SERVICES

In addition to describing our planning for all students to succeed, the LCAP also outlines how LAUSD is using our Targeted Student Population (TSP) Funds to **increase or improve services** for our students who are English learners, low income, and/or in foster care in order to close equity gaps for these students.

AT LAUSD, OUR LCAP IS ALIGNED TO SIX GOALS:

- 1 100% Graduation
- 2 Proficiency for All
- 3 Excellent Attendance
- 4 Parent, Student & Community Engagement
- 5 School Safety & Climate
- 6 Basic Services

District Overview & Summary Components



WHO'S IN OUR DISTRICT?



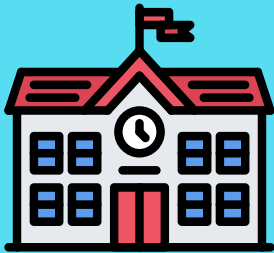
652,648
PreK-12 through
Adult Ed Students

served by



74,690
Employees

at



1,386
Schools

Student Groups

476,628 Low Income
123,579 English Learners
4,058 Foster Youth
487,340 High Need

Student Ethnicity

74.1% Latinx
10.3% White
7.7% African American

3.6% Asian/Pacific Islander
<1% American Indian,
Alaska Native,
Native Hawaiian,
Native Pacific Islander

Source: 2020-21 LAUSD Fingertip Facts



GOALS



DATA



SOME OF OUR KEY ACTIONS

100% Graduation

- Graduation Rate
- A-G Completion Rate
- CTE Completion Rate

- College Readiness Programs
- Career Readiness Programs
- A-G Interventions
- Credit Recovery

Proficiency for All

- Standardized Test Scores in ELA and Math
- EL Reclassification Rate

- Academic Interventions
- English Learner Supports
- GATE
- Early Education

Excellent Attendance

- Student Attendance
- Staff Attendance
- Chronic Absenteeism

- Foster Youth and Homeless Supports
- Attendance Interventions
- Student Engagement

Parent, Student, & Community Engagement

- Parent Participation
- Parent Education
- Parent Voice

- Parent Engagement
- Parent Workshops and Training
- Student Empowerment Unit

School Safety & Climate

- Suspension Rate
- Expulsion Rate
- Student Connectedness

- School Safety
- Restorative Justice Programs

Basic Services

- Facilities Maintenance
- Teacher Credentialing

- Facilities and Operations
- Expanded Nutrition Services

Data informs every step of the



process.

The District shares data with the public on our Open Data Dashboard.
Click [here](#) to access and explore by LCAP goal.



What's changing in the new LCAP?

The 2021-24 LCAP's structure and content reflect the feedback and input we have received from our stakeholders

What we heard from our stakeholders

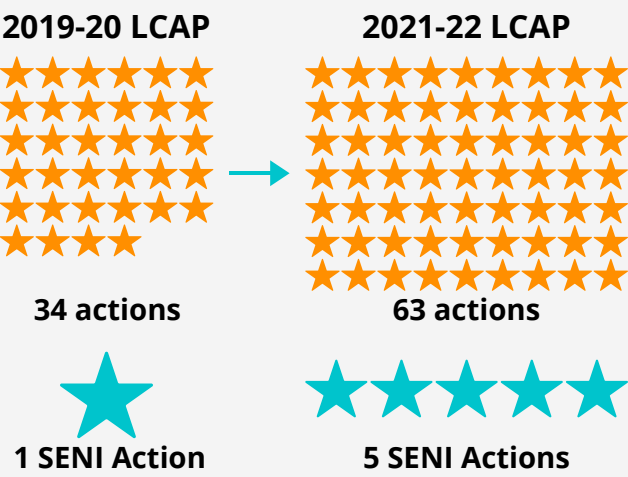


What we changed in the LCAP

- Need for increased focus on transparency, including for investments of funds distributed through Student Equity Needs Index (SENI)
- More insight into District work and programs

- Supports for different student group needs

- Increased focus on mental health and social-emotional learning supports



Focused support for student groups

-   African American Students
-   English Learners
-   Students with Disabilities
-   Students in Foster Care
-   Homeless Students
-   Standard English Learners
-   Students in GATE Programs

- LCAP Goal 5 reframed to reflect School Safety and Climate
- New LCAP Metric (from School Experience Survey) for student connectedness
- Separate LCAP action for Mental Health

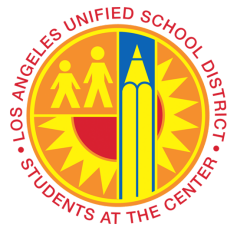
FUNDING AT-A-GLANCE

| Goal | Goal Title | Total Expenditure |
|------|---|-------------------|
| 1 | 100% Graduation | \$203,349,759 |
| 2 | Proficiency for All | \$3,939,224,835 |
| 3 | Excellent Attendance | \$199,922,134 |
| 4 | Parent, Student, and Community Engagement | \$47,024,776 |
| 5 | School Safety and Climate | \$140,125,917 |
| 6 | Basic Services | \$945,437,380 |

THE COMES TO LIFE WITH COMMUNITY INPUT

For the LCAP to be effective, it must be rooted in the needs, voices, and lived experiences of our communities. Click [here](#) to access our website.

Local Control Funding Formula



THE LOCAL CONTROL FUNDING FORMULA (LCFF) WORKS TO ADDRESS FUNDING INEQUITIES ACROSS THE STATE OF CALIFORNIA THROUGH THREE MAIN SOURCES OF FUNDING: BASE, SUPPLEMENTAL, AND CONCENTRATION.



LAUSD serves over 600,000 students!

1) BASE FUNDING

Under the state of California's Local Control Funding Formula, the District receives base funding on a per-student funding level.

2) SUPPLEMENTAL FUNDING

Recognizing that students who are in **foster care, English Learners, and/or low-income** face unique barriers, the State has identified these three target student groups in order to allocate supplemental funding based on enrollment in the District.



In LAUSD, 480,000 students fall into one or more of these categories.

3) ...AND CONCENTRATION FUNDING

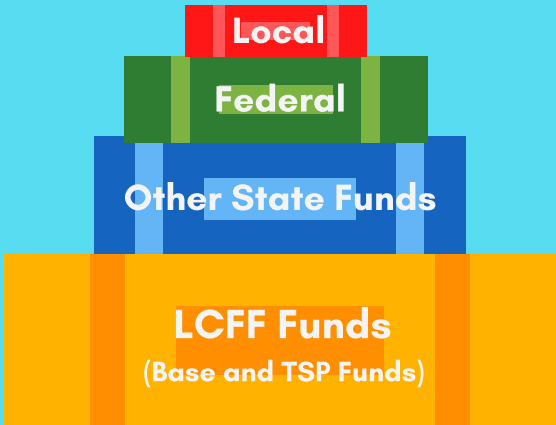
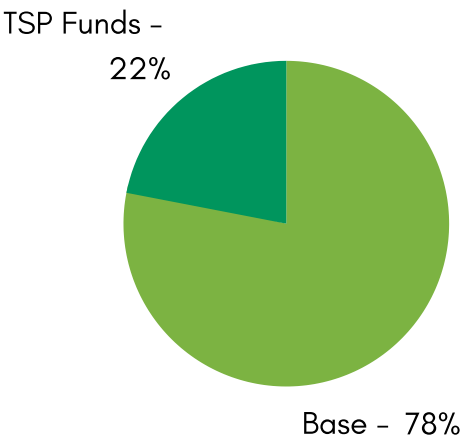


In LAUSD, these make up 81.5% of the total enrollment.

The State also allocates concentration funding to districts with over 55% enrollment of students in one or more of these three student groups.

LAUSD'S LCFF FUNDING

For the 2019-20 school year, LAUSD received roughly \$4 billion dollars in Base funding and \$1.15 billion dollars in Supplemental and Concentration funding, which our District refers to as Targeted Student Population (TSP) Funds.

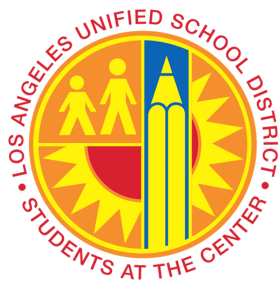


LCFF IS A BIG PART OF (BUT NOT THE WHOLE) DISTRICT BUDGET

LCFF funds account for 76% of the total LAUSD budget.



LCAP Stakeholder Engagement

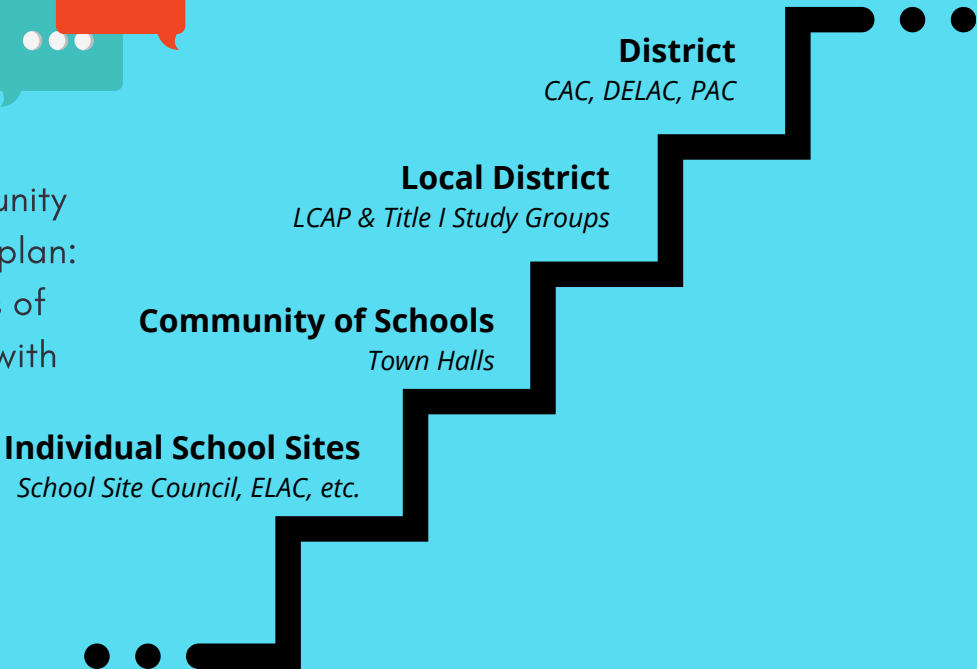


Stakeholder engagement for the 2021-24 LCAP has exponentially expanded and deepened.

ENGAGEMENT OPPORTUNITIES



District staff engaged our community at multiple levels to develop this plan: at school sites, with Communities of Schools and Local Districts, and with district-wide groups.






Student Engagement: 15+ meetings
(October 2020 - May 2021)

Community Engagement: 50+ meetings
(October 2020 - May 2021)

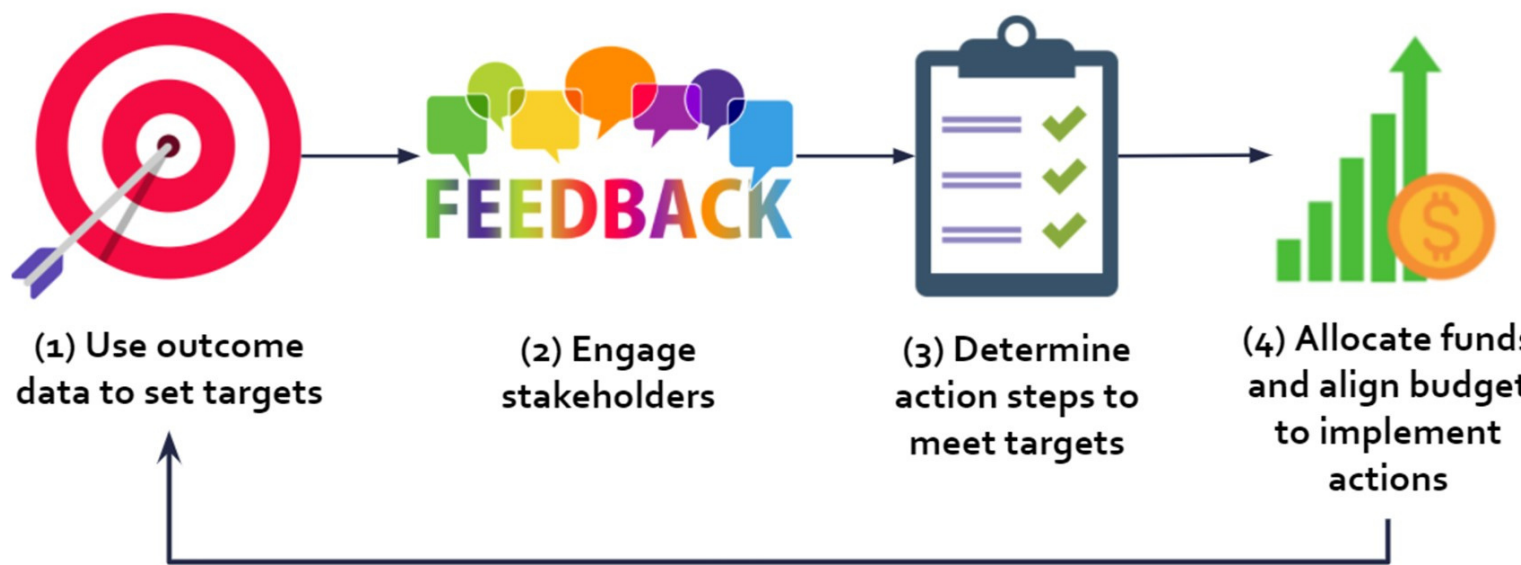
Parent Engagement: 17+ meetings
(January - June 2021)

District Staff and Labor Partner
Engagement: 63+ meetings
(October 2020 - May 2021)

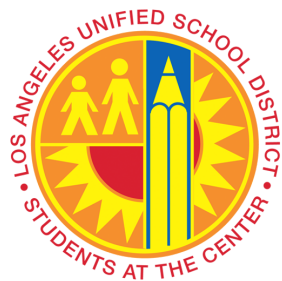
Stakeholder Participation in LCAP ThoughtExchanges

|  Participants |  Thoughts |  Ratings |
|--|--|---|
| 1,780 | 1,708 | 25,078 |

Data and Engagement Drive the LAUSD LCAP



Goal 1: 100% Graduation

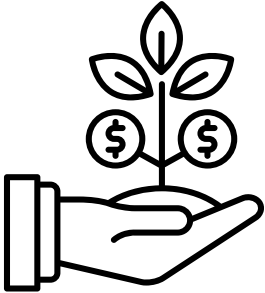
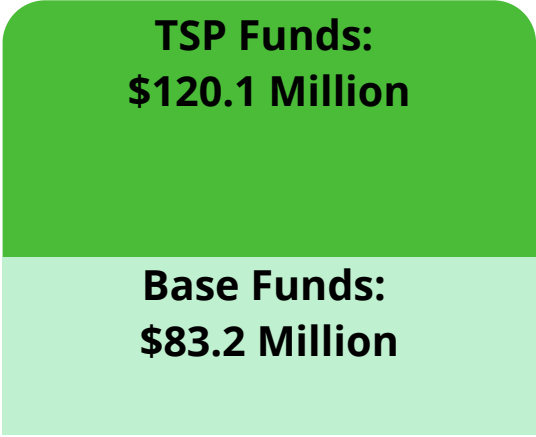


Los Angeles Unified remains committed to ensuring that every student graduates college and career ready. Over the course of the last LCAP cycle (from 2017 to 2020), our students saw the following progress:

- Four-year cohort graduation rates grew from 77.4% in 2017-18 to 80.9% in 2019-20 (with the five-year cohort similarly increasing from 79.4% in 2017-18 to 81.8% in 2019-20).
- Fewer students dropped out of high school within 4 years of enrolling in 9th grade: the four-year cohort dropout rate fell from 12.9% in 2017-18 to 10.0% in 2019-20.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|---|---|
| 1 | Options Program | |
| 2 | Summer School Credit Recovery | |
| 3 | District-level Graduation Readiness Supports (A-G Interventions) | ✓ |
| 4 | Targeted School-Level Graduation Readiness Supports (College Empowerment Program & Middle School Diploma Program) | ✓ |
| 5 | College Access Program | ✓ |
| 6 | Increased Access to Advanced Placement (AP) and International Baccalaureate (IB) Programs | ✓ |
| 7 | Career Technical Education | |
| 8 | Linked Learning | ✓ |
| 9 | Special Education Transition Services | |
| 10 | SENI Investments to Increase Access to Programs and Supports for 100% Graduation | ✓ |

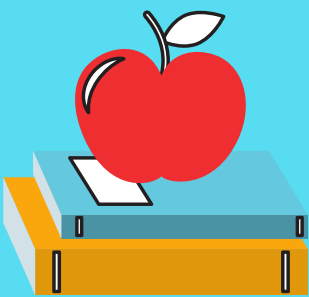
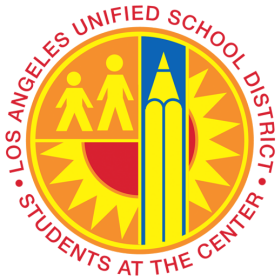
Goal 1 Expenditures



We have many actions for each LCAP Goal.

Click [here](#) to see all of our actions and 3-year targets for Goal 1.

Goal 2: Proficiency for All

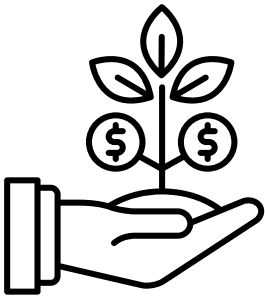
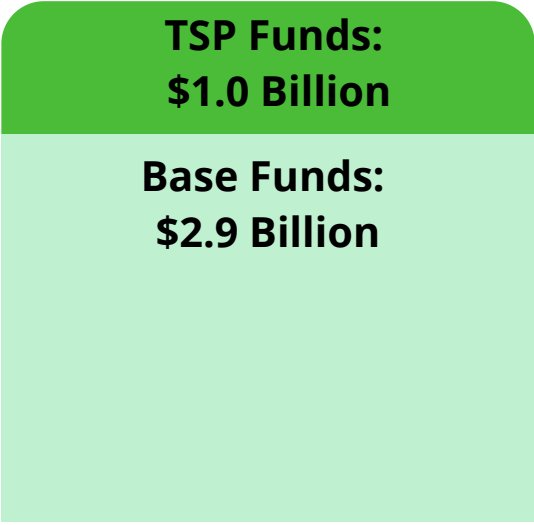


Los Angeles Unified remains committed to ensuring that every student thrives academically. Without this focus on proficiency, Goal 1 (100% Graduation) will not be attainable.

Prior to the suspension of the 2019-20 state assessments, Los Angeles Unified students demonstrated progress in supporting students' academic proficiency in English Language Arts, Math, and English Learner Reclassification.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|---|---|
| 1 | Curriculum | |
| 2 | Instruction | |
| 3 | Teacher Pipeline Support | |
| 4 | Beginning Teacher Support | |
| 5 | Assessments | |
| 6 | Central District Supports for Instruction | |
| 7 | Local District Supports for Instruction | ✓ |
| 8 | Community of Schools Supports for Instruction | ✓ |
| 9 | School-Level Supports for Individualized Learning Interventions | ✓ |
| 10 | Magnet Schools | |
| 11 | Instruction Technology | ✓ |
| 12 | Base-Funded Arts Education | |
| 13 | Supplemental Arts Education | ✓ |

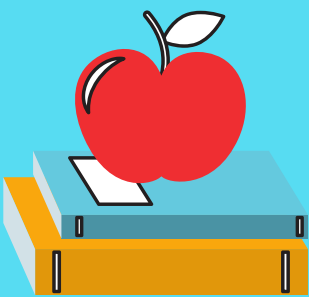
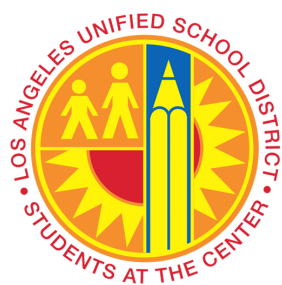
Goal 2 Expenditures



We have many actions for each LCAP Goal.

Click [here](#) to see all of our actions and 3-year targets for Goal 2.

Goal 2: Proficiency for All (Continued)



Los Angeles Unified remains committed to ensuring that every student thrives academically. Without this focus on proficiency, Goal 1 (100% Graduation) will not be attainable.

Prior to the suspension of the 2019-20 state assessments, Los Angeles Unified students demonstrated progress in supporting students' academic proficiency in English Language Arts, Math, and English Learner Reclassification.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|--|---|
| 14 | Early Education and Expanded Transitional Kindergarten | ✓ |
| 15 | Primary Promise (Elementary Literacy and Mathematics Interventions) | ✓ |
| 16 | Secondary Literacy Supports and Interventions | ✓ |
| 17 | Dual Language Education | ✓ |
| 18 | Gifted and Talented Education (GATE) Programs | |
| 19 | Special Education: Base Program | |
| 20 | Special Education: Extended School Year | |
| 21 | Special Education: Intensive Diagnostic Education Centers (IDEC) | |
| 22 | Special Education: Inclusion Services | |
| 23 | Special Education: Special Day Program | |
| 24 | Black Student Achievement Plan | |
| 25 | English Learner Supports | ✓ |
| 26 | Standard English Learner Supports | |
| 27 | SENI Investments to Increase Access to Programs and Supports for Proficiency for All | ✓ |



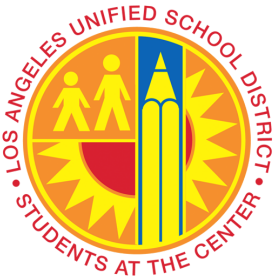
Faces of LCAP: Meet Dominique Keel Pupil Services and Attendance (PSA) Counselor

"After starting my social work career as a therapist at a mental health agency, I transitioned to LAUSD and became a PSA. I realized I love helping students, but in order to do so, the student needs to be at school first - and working as a PSA would allow me the opportunity to get them there."
See more Faces of LCAP [here](#).

We have many actions for each LCAP Goal.

Click [here](#) to see all of our actions and 3-year targets for Goal 2.

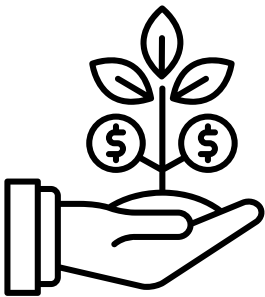
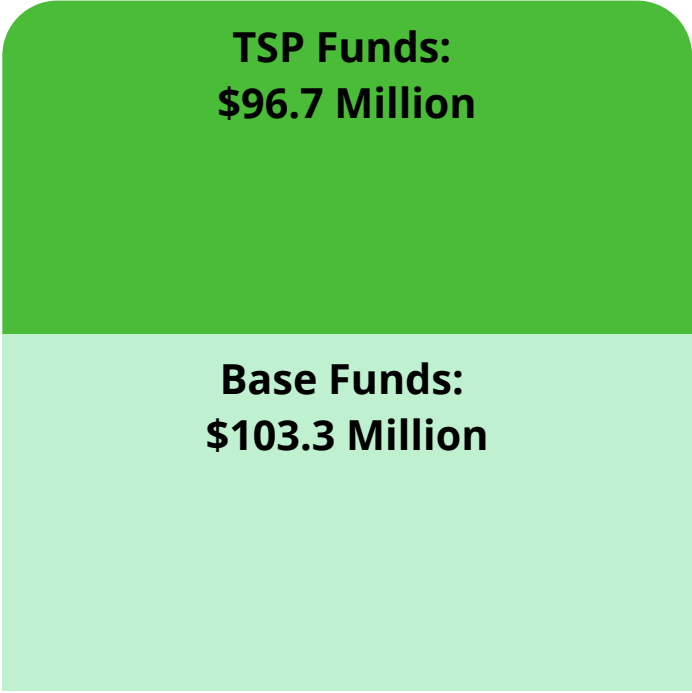
Goal 3: Excellent Attendance



Los Angeles Unified remains committed to ensuring that every student has excellent attendance and is excited to be at school. If students are not regularly attending school and receiving instruction, then Goals 1 (100% Graduation) and 2 (Proficiency for All) are not attainable.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|---|---|
| 1 | Student Health Services | |
| 2 | Health Access and Equity: Supplemental Student Health Services | ✓ |
| 3 | Student Athletics Programs | |
| 4 | Base-funded Afterschool Programs | |
| 5 | Supplemental Afterschool Programs | ✓ |
| 6 | Attendance Interventions | ✓ |
| 7 | School Enrollment Placement and Assessment (S.E.P.A.) Center | ✓ |
| 8 | FamilySource System | ✓ |
| 9 | Specialized Student Services (SSS) Programs for Students in Foster Care and Experiencing Homelessness | ✓ |
| 10 | SENI Investments to Increase Access to Programs and Supports for Excellent Attendance | ✓ |

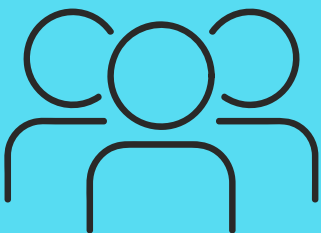
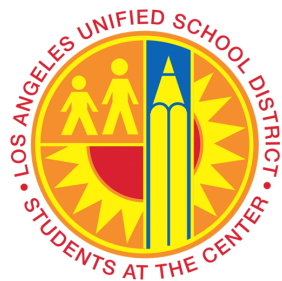
Goal 3 Expenditures



We have many actions for each LCAP Goal.

Click [here](#) to see all of our actions and 3-year targets for Goal 3.

Goal 4: Parent, Student and Community Engagement



Los Angeles Unified continues to engage in transparent and meaningful collaboration with parents and families, students, and communities.

The experience of distance learning in both the 2019-20 and 2020-21 school years consistently reaffirmed the importance of partnering with parents to support students. In reflecting on the feedback of our stakeholders, particularly of our Parent Advisory Committee and District English Learner Advisory Committee, the Los Angeles Unified School District has also chosen to refocus our commitment to parent and family engagement to describe not just opportunities for parent involvement, but whether parents are aware of these opportunities.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|--|---|
| 1 | Parent and Family Engagement | |
| 2 | Translation Services | |
| 3 | Aligned Strategic Planning and Accountability | ✓ |
| 4 | Student Empowerment | ✓ |
| 5 | SENI Investments to Increase Access to Programs and Supports for Parent, Student, and Community Engagement | ✓ |



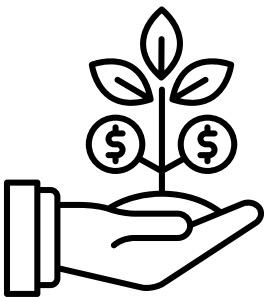
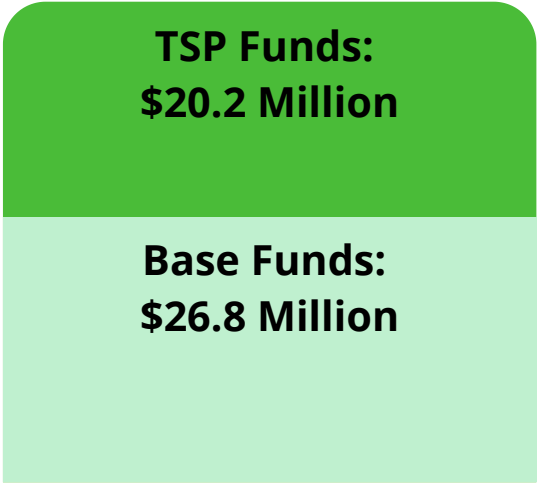
Faces of LCAP: Meet Maria Parra

Parent Center Director & Parent Resource Liaison since 2004
LAUSD Parent and Grandparent

"My journey has been long and is very rewarding. Even though this is my job, I see it more as an opportunity that allows me to share my experiences with families, learn alongside them, and provide resources and tools to their children to support their education."

See more Faces of LCAP [here](#).

Goal 4 Expenditures



We have many actions for each LCAP Goal.

Click [here](#) to see all of our actions and 3-year targets for Goal 4.

Goal 5: School Safety and Climate



In keeping with the Goals for the previous LCAP, Los Angeles Unified remains committed to ensuring that every student feels safe on campus.

The District also remains committed to providing the operational and physical infrastructure to continue to implement the programs in Goals 1-5.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|--|---|
| 1 | School Police | |
| 2 | Base-funded School Climate Support Staff | |
| 3 | Supplemental School Climate Support Staff | ✓ |
| 4 | Mental Health Supports | ✓ |
| 5 | Positive Behavior Interventions and Restorative Practices | ✓ |
| 6 | SENI Investments to Increase Access to Programs and Supports for School Safety and Climate | ✓ |



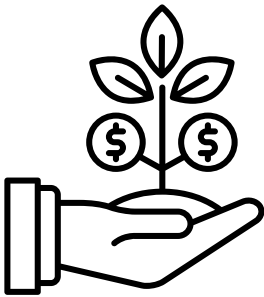
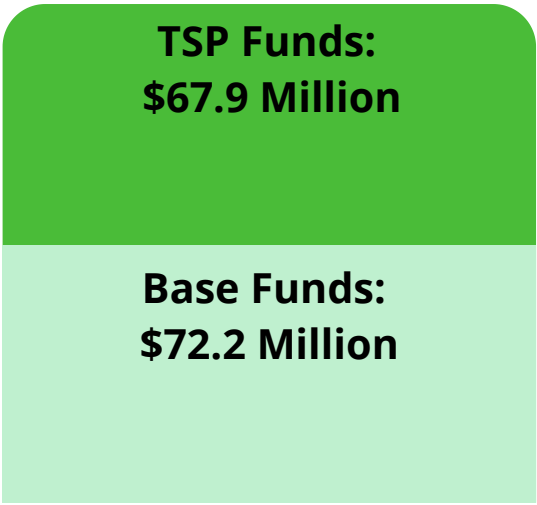
Faces of LCAP: Meet Megan Thomas

Specialized Student Services (SSS) Counselor since 2015

"Engagement in the LCAP and TSP is so necessary at all levels of the District, and continued education and communication around the priorities for all students - but most specifically for our most at-risk children - must continue."

See more Faces of LCAP [here](#).

Goal 5 Expenditures

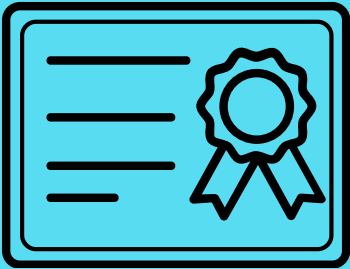


We have many actions for each LCAP Goal.



Click [here](#) to see all of our actions and 3-year targets for Goal 5.

Goal 6: Basic Services

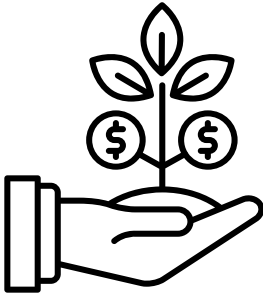


The District remains committed to providing the operational and physical infrastructure to continue to implement the programs in Goals 1-5.

| Action | Action Title | Increasing or Improving Services for Low-Income Students, English Learners, and Foster Youth? |
|--------|--|---|
| 1 | Facilities | |
| 2 | Staffing (Includes staff not otherwise described in Goals 1-5) | |
| 3 | Technology | |
| 4 | Operations | |
| 5 | Special Education: Transportation | |

Goal 6 Expenditures

TSP Funds: \$0



We have many actions for each LCAP Goal.

Click [here](#) to see all of our actions and 3-year targets for Goal 6.

THE IS A LIVING DOCUMENT

We will continue to update and revise the LCAP throughout the 2021-24 LCAP cycle in order to continue to reflect the needs, voices, and perspectives of our communities.

Click [here](#) to access our website and see how you can get involved.