100% GRADUATION	Historical			Actual	Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Four-Year Cohort Graduation Rate	68%	70%	72%	**75%**	**77%**	**79%**	**81%**
Cohort Dropout Rate — *High School*		17%	16.7%	**TBD**	8%	6%	5%
Cohort Dropout Rate — *Middle School*			TBD	**TBD**	B - 2%	B - 3%	B - 4%
Percentage of High School Students On-Track for A-G with a "C"	35%	35%	44%	**42%**	48%	50%	52%
Percentage of Students who Exceeded College Readiness Standards in ELA as Measured by the 11th Grade Early Assessment Program (EAP)	*CST*	*SBAC*					
	14%	16%	14%	**19%**	**21%**	**23%**	**25%**
Percentage of Students who Exceeded College Readiness Standards in Math as Measured by the 11th Grade Early Assessment Program (EAP)	*CST*	*SBAC*					
	7%	8%	5%	**7%**	**9%**	**11%**	**13%**
Percentage of AP Exam Takers with a Qualifying Score of "3" or Higher	39%	39%	38%	**38%**	40%	**42%**	**44%**
Percentage of Students with an Annual Individual Graduation Plan meeting — *High School*			47%	**59%**	100%	100%	100%
Percentage of Students with an Annual Individual Graduation Plan meeting — *Middle School*			35%	**50%**	100%	100%	100%
Percentage of 12th Grade Students Who Have Completed a Free Application for Federal Student Aid (FAFSA)		57%	66%	**TBD**	68%	72%	76%

PROFICIENCY FOR ALL	Historical			Actual	Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage of Students Who Met or Exceeded Standards in 3rd - 8th, 11th Grade ELA	*CST*	*SBA*					
	48%		33%	**39%**	**43%**	**45%**	**47%**
Percentage of Students Who Met or Exceeded Standards in 3rd - 8th, 11th Grade Math	*CST*	*SBA*					
	45%		25%	**29%**	**33%**	**35%**	**37%**
Percentage of 2nd Grade Students Meeting Early Literacy Benchmarks	64%	66%	65%	**66%**	**77%**	**79%**	**81%**
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	13%	14%	17%	**11.6%**	**20%**	**22%**	**24%**
Percentage of English Learners Who Have Not Reclassified in 5 Years (LTEL)	27%	24%	24%	**23%**	**19%**	**17%**	**15%**
Percentage of English Learners Making Annual Progress on the CELDT	53%	56%	53%	**51%**	55%	**57%**	**59%**
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	56%	57%	65%	**65%**	67%	**69%**	**71%**
Percentage of Students with Disabilities Who Attended Nonpublic Schools	4.5%	4.1%	3.5%	**3.4%**	3.3%	3.2%	3.1%

100% ATTENDANCE	Historical			Actual	Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	68%	71%	71%	**69%**	73%	**75%**	**77%**
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	12%	12%	13%	**14%**	11%	**9%**	**7%**
Percentage of All Staff Attending 96% or Above	*School Staff only*	*All Staff*					
	66%	73%	74%	**74%**	76%	78%	80%

PARENT, COMMUNITY AND STUDENT ENGAGEMENT	Historical			Actual	Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage of Students Who Feel a Part of Their School (Question on School Experience Survey)			81%	**83%**	85%	87%	89%
Parent/Caregiver Participation on School Experience Survey[1]	33%	31%	40%	**53%**	60%	Benchmark (online)	B + 2%
Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually			67%	**86%**	90%	94%	98%
Percentage of Parents Who State "My school provides resources to help me support my child's education."[2]	52%	54%	60%	**89%* Not Comparable**	91%	93%	95%

SCHOOL SAFETY	Historical			Actual	Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Single Student Suspension Rate	1.2%	0.8%	0.6%	**0.6%**	0.4%	0.35%	0.3%
Instructional Days Lost to Suspension	12,660	8,841	6,221	**6,574**	6,097	5,667	5,036
Expulsion Rate	0.05%	0.05%	0.01%	**TBD**	0.01%	0.01%	0.01%
Percentage of Schools Ensuring Effective and Fair Handling of Student Behavior by Promoting Positive Solutions Through the Reform of Student Discipline Policies (Measured by Implementation of the Discipline Foundation Policy)	22%	44%	69%	**76%**	83%	88%	92%
Percentage of Students Who Feel Safe at School	76%	78%	70%	**72%**	76%	80%	84%

BASIC SERVICES	Historical			Actual	Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach	99%	99%	99%	**TBD**	100%	100%	100%
Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year.[3]		23%	25%	**27%**	25%	25%	25%
Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	100%	100%	100%	**TBD**	100%	100%	100%
Percentage of Facilities that are in Good Repair	97%	99%	100%	**TBD**	100%	100%	100%

[1]*Parent survey will be moving to an online administration in 2017-18. Preparations are beginning now for that huge shift, but much like the switch from paper pencil student testing to online administration, the outcome is dependent on multiple factors including the rollout of the Parent Portal on MISIS and community support for the effort. Thus we will not know the impact of this change on our participation rates until that time.*

[2]*Question will be modified in 2016-17 survey to ensure that all schools can answer the question, even those that don't have a parent center.*

[3]*State Preschool program teachers are included in the 2016-17 school year. Excludes Special Education teachers in Pre-K and Early Education Centers.*

LCAP Scorecard -- Metric Definitions

Unless explicitly stated, metrics exclude independent charter schools, early education centers, adult schools, and nonpublic schools.

100% GRADUATION

Four-Year Cohort Graduation Rate for All Schools (Students in Grades 9-12)	The District's four-year cohort graduation rate is based on identification of first-time 9th graders, then tracking students to determine which ones graduate four years later. For 2013-14 and prior years, the data represent the official California Department of Education's (CDE) four-year cohort graduation rate. The rate for 2014-15 is preliminary until final results are released by the CDE during Spring Semester. Students that are included in the four-year graduation cohort: • Were first-time 9th graders 4 years prior, and • Were last enrolled in LAUSD. • May have transferred into LAUSD in 10th, 11th, or 12th grade, or • May have dropped out in 9th, 10th, 11th, or 12th grade. Students are excluded from the four-year graduation cohort if they transferred to other school districts or out of the state or country and did not re-enroll in LAUSD. 4-Year Cohort Graduates: • DO receive a diploma within four years of being enrolled in high school. • DO NOT receive a GED or Certificate of Completion within 4 years in high school. • DO NOT receive a diploma after being enrolled 5 or 6 years in high school.
High School Cohort Dropout Rate	This is the percentage of students that leave grades 9-12 from a District school without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of their 4th year. Students who transferred to other districts or out of the state or country and did not re-enroll in an LAUSD school are excluded.
Middle School Dropout Rate	This metric is not yet available from the California Department of Education.
Percentage of High School Students On-Track for A-G with a "C"	A-G courses refer to the 15 courses required for admission to universities in the University of California (UC) and California State University (CSU) systems. This metric refers to the percentage of high school students who are on track to complete all A-G requirements for the CSU system with a "C" or better letter grade within four years. At the end of each school year, the number of high school students that are on track is divided by the total number of enrolled 9th, 10th, 11th, and 12th graders.
Percentage of AP Exam Takers with A Qualifying Score of "3" or Higher	This is the percentage of Advanced Placement (AP) tests that are taken during the school year and result in a qualifying score of "3" or higher.
Percentage of Students who Exceeded College Readiness Standards in ELA as Measured by the 11th Grade Early Assessment Program (EAP)	Percentage of 11th grade students who exceed college readiness standards in ELA as measured by the Early Assessment Program (EAP). Students meeting college readiness standards on this assessment are exempt from taking ELA placement exams at the CSUs. Beginning in SY 2014-15, 11th graders were assessed for college readiness in ELA through the Smarter Balanced English Language Arts Test. The targets for this measure were set at a rate of 1% annual growth from the baseline, which will be established in SY 2014-15.
Percentage of Students who Exceeded College Readiness Standards in Math as Measured by the 11th Grade Early Assessment Program (EAP)	Percentage of 11th grade students who exceed college readiness standards in Mathematics as measured by the Early Assessment Program (EAP). Students meeting college readiness standards on this assessment are exempt from taking Mathematics placement exams at the CSUs. Beginning in SY 2014-15, 11th graders were assessed for college readiness in Math through the Smarter Balanced Mathematics Test. The targets for this measure were set at a rate of 1% annual growth from the baseline, which will be established in SY 2014-15.
Percentage of 12th Grade Students Who Have Completed a Free Application for Federal Students Aid (FAFSA)	This is the percentage of 12th grade students who completed the Free Application for Federal Student Aid (FAFSA). This information comes from the California Student Aid Commission. The denominator is all 12th graders and only fully completed FAFSAs count in the numerator.
Percentage of High School Students with an Annual Individual Graduation Plan (IGP) meeting	The percentage of students in grades 9-12 who had an IGP meeting with a counselor or other school staff member.
Percentage of Middle School Students with an Annual Individual Graduation Plan (IGP) meeting	The percentage of students in grades 6-8 who had an IGP meeting with a counselor or other school staff member.

PROFICIENCY FOR ALL

Percentage of Students Who Met or Exceeded Standards in 3rd – 8th and 11th Grade ELA	Percentage of students in grades 3-8 and 11 who Met or Exceeded standards on the Smarter Balanced English Language Arts Test (SBAC) throughout the district.
Percentage of Students Who Met or Exceeded Standards in 3rd – 8th and 11th Grade Math	Percentage of students in grades 3-8 and 11 who Met or Exceeded standards on the Smarter Balanced Math Test (SBAC) throughout the district.
Percentage of 2nd Grade Students Meeting Early Literacy Benchmarks	Percentage of 2nd grade students in LAUSD that were assessed with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) who scored at Benchmark across all subtests at the end of the year.

LCAP Scorecard -- Metric Definitions

Unless explicitly stated, metrics exclude independent charter schools, early education centers, adult schools, and nonpublic schools.

PROFICIENCY FOR ALL (CONTINUED)	
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	Reclassification is the process by which the district (and schools) determine if English learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without English Language Development (ELD) support. When ELs have demonstrated they are able to participate effectively with English-speaking peers in a Mainstream English program and have met the criteria for reclassification, they are reclassified as fluent English proficient (RFEP). The three primary reclassification criteria in the LAUSD are: 1) Demonstrating English proficiency on the California English Language Development Test (CELDT) 2) Teacher evaluation based on student grades/marks, and 3) Basic skills assessment in English Language Arts.
Percentage of English Learners Who Have Not Reclassified in 5 Years (LTEL)	The percentage of English learners who completed at least five full years in U.S. schools without being reclassified as fluent English proficient (RFEP), also known as long-term English learners (LTELs). English learners are considered to be LTELs starting their sixth year in U.S. schools.
Percentage of English Learners Making Annual Progress on the CELDT	This is the percentage of English learners who improve at least one performance level on the CELDT or maintain English proficiency on the CELDT from one year to the next. It is equivalent to the Annual Measurable Achievement Objective 1 (AMAO 1).
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	This metric measures the percentage of students with disabilities who spent at least 80% of their instructional minutes in a general education setting. This includes students ages 6 through 22. The included disabilities are: Other Health Impairment (OHI), Specific Learning Disability (SLD), and Speech or Language Impairment (SLI).
Percentage of Students with Disabilities Who Attend Nonpublic Schools	This is the percentage of students with disabilities across the District who are enrolled in nonpublic schools.
100% ATTENDANCE	
Percentage of Students Attending 172-180 Days (96% or Higher Attendance Rate)	Percentage of students in grades TK – 12 with at least a 96% attendance rate at the end of the school year. Student attendance rates are calculated by taking the number of days that a student attends school (at least one period of the day) and dividing that by the total number of days the student is enrolled in the district.
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	Percentage of students in grades TK – 12 with chronic absence at the end of the school year. Chronic absenteeism has been defined in the District's Local Control and Accountability Plan (LCAP) as missing 16 or more instructional days out of a 180 day school year. For students not enrolled for 180 school days, chronic absenteeism is set as 91% or lower attendance.
Percentage of Staff Attending 96% or Above	The percentage of ALL staff (certificated or classified) with at least 96% attendance. The attendance rate for each staff member is equal to total worked hours divided by total workable hours less protected absence hours.
PARENT, COMMUNITY, AND STUDENT ENGAGEMENT	
Percentage of Students Who Feel that They Are Part of Their School	Percentage of students who answered "Yes, Most of the Time" or "Yes, All of the time" to the question "Do you feel like you are part of this school?" on the School Experience Survey. The annual School Experience Survey is administered to all students in grades 3-12, parents of students in grades TK-12, and all school staff.
Parent Participation on School Experience Survey	Percentage of parents who participated in the School Experience Survey, which is offered to all parents of students in grades TK-12. The parent survey will be moving to an online administration in 2017-18.
Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually	The percentage of schools that certified that four or more academic workshops were provided to parents during the school year. Credit was given if there was a certified event date or the number of participants was greater than zero for each of four parent workshop entries. This information was provided by the Parent, Community, and Student Services Branch.
Percentage of Parents Who State "My School Provides Resources to Help Me Support My Child's Education."	The percentage of parents who responded "Agree" or "Strongly Agree" to this statement on the annual School Experience Survey, which is administered to all students in grades 3-12, parents of students in grades K-12, and all school staff. This question has been modified for the 2016-17 survey, substituting "my school" for "my school's parent center" to ensure that parents at all schools can answer the question, even those that do not have a parent center.

LCAP Scorecard -- Metric Definitions

Unless explicitly stated, metrics exclude independent charter schools, early education centers, adult schools, and nonpublic schools.

SCHOOL SAFETY	
Single Student Suspension Rate	Percentage of students in grades TK-12 enrolled in LAUSD who received one or more suspensions (day or out-of-school suspensions) during the school year. A student with multiple suspensions is counted only once.
Instructional Days Lost to Suspension	Total number of out-of-school suspension days given to students in grades TK-12 enrolled in LAUSD during the school year.
Expulsion Rate	The percentage of students who were expelled during the school year out of total TK-12 LAUSD students.
Percentage of Schools Ensuring Effective and Fair Handling of Student Behavior by Promoting Positive Solutions Through the Reform of Student Discipline Policies (Measured by Implementation of the Discipline Foundation Policy)	The percentage of schools that received a rating of "Fully" implementing the Discipline Foundation Policy. During the Spring Semester, schools are evaluated using the Rubric of Implementation, which covers eight key features of the Discipline Foundation Policy. Schools received a score of "1" to "4" in each area. Scoring was as follows: • Fully implementing: A school scored a minimum of "28" and received a minimum score of "3" for each area. • Partially implementing: A school scored "27" or less and had a minimum score of "2" for each area. • Targeted: A school scored a "1" in any of the eight areas, regardless of their total score.
Percentage of students who feel safe at school	The percentage of students who agreed that they feel safe at school. This question was part of the annual School Experience Survey, which is administered to all students in grades 3-12, parents of students in grades K-12, and all school staff.
BASIC SERVICES	
Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach	The percentage of teachers that are fully credentialed as of fall norm day. This does not include teachers who are participating in district and university internships, pre-internships, emergency or other permits, and waivers.
Percentage of Early Education Center and Prek-12 Classroom Teachers Who Have a Final Educator Development and Support: Teacher (EDST) Performance Evaluation by the End of the School Year	State Preschool program teachers are included in the 2016-17 school year. Excludes Special Education teachers in Pre-K and Early Education Centers.
Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	The Williams Act requires that all students have standards-aligned textbooks or instructional materials, or both, to use in class and to take home in four core subject areas: reading/language arts, mathematics, science, and history-social science. The LAUSD Board of Education approves that schools have met these requirements on an annual basis.
Percentage of Facilities that Are in Good Repair	This metric reports the percentage of schools that received a Good or Exemplary overall site rating by the Facilities Services Division.