100% GRADUATION	Historical			Actual	Annual Targets		
	2011-12	2012-13	2013-14	2014-15	2014-15	2015-16	2016-17
Four-Year Cohort Graduation Rate (All Schools)	67%	68%	70%	**74%** [1]	68%	70%	71%
High School Cohort Dropout Rate	20%	17%	17%	**Not Available**	New Goal	8%	5%
Middle School Cohort Dropout Rate				**Not Available**	Benchmark	B – 1%	B – 2%
Percentage of High School Students On-Track for A-G with a "C" (Grades 9-12)		35%	35%	**41%**	New Goal	45%	50%
Percentage of Students Demonstrating College Preparedness in ELA as Measured by the 11th Grade EAP	CST			SBAC			
	14%	14%	16%	**14%**	Benchmark	15%	16%
Percentage of Students Demonstrating College Preparedness in Math as Measured by the 11th Grade EAP	CST			SBAC			
	10%	7%	8%	**5%**	Benchmark	6%	7%
Percentage of AP Exam Takers with a Qualifying Score of "3" or Higher	41%	39%	39%	**39%**	41%	43%	45%
Percentage of 12th Grade Students Who Have Completed a Free Application for Federal Students Aid (FAFSA)			57%	**66%**	59%	61%	63%

PROFICIENCY FOR ALL	Historical			Actual	Annual Targets		
	2011-12	2012-13	2013-14	2014-15	2014-15	2015-16	2016-17
Percentage of Students Who Met or Exceeded Standards in 3rd - 8th Grade ELA[2]	CST	CST		SBAC	SBAC	SBAC	SBAC
	48%	48%		**31%**	Benchmark	32%	33%
Percentage of Students Who Met or Exceeded Standards in 3rd - 8th Grade Math	CST	CST		SBAC	SBAC	SBAC	SBAC
	45%	45%		**26%**	Benchmark	27%	28%
Percentage of 2nd Grade Fluent English Students (EO, IFEP, RFEP) Meeting Early Literacy Benchmarks			DIBELS				
			79%	**78%**	New Goal	84%	89%
Percentage of 2nd Grade English Learners (ELD 1-2) Meeting Early Literacy Benchmarks			DIBELS				
			15%	**11%**	New Goal	16%	17%
Percentage of 2nd Grade English Learner (ELD 3-5) Meeting Early Literacy Benchmarks			DIBELS				
			53%	**53%**	New Goal	58%	63%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	16%	13%	14%	**17%**	16%	18%	20%
Percentage of English Learners Who Have Not Reclassified in 5 Years (LTEL)	29%	27%	24%	**24%**	26%	24%	22%
Percentage of English Learners Making Annual Progress on the CELDT	56%	53%	56%	**54%**	New Goal	60%	62%
Percentage of Foster Youth with an Annually Updated Comprehensive Academic Assessment				**66%**	65%	85%	100%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	55%	56%	57%	**65%**	New Goal	59%	60%
Percentage of Students with Disabilities Who Attended Nonpublic Schools	4.9%	4.5%	4.1%	**3.5%**	New Goal	3.6%	3.2%

[1] This rate reflects the preliminary graduation rate as of November 2015 and is subject to change.
[2] The 2011-12 and 2012-13 results for 3rd-8th grade ELA and 3rd-8th grade Math represent the percentage of students who scored Proficient or Advanced on the California Standards Tests.

100% ATTENDANCE	Historical			Actual	Annual Targets		
	2011-12	2012-13	2013-14	2014-15	2014-15	2015-16	2016-17
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	65%	68%	71%	**71%**	70%	71%	72%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	15%	12%	12%	**13%**	11%	10%	9%
Percentage of Staff Attending 96% or Above	67%	66%	72%	**73%**	New Goal	76%	78%

PARENT, COMMUNITY AND STUDENT ENGAGEMENT	Historical			Actual	Annual Targets		
	2011-12	2012-13	2013-14	2014-15	2014-15	2015-16	2016-17
Percentage of Students Who Feel a Part of Their School (Question on School Experience Survey)				**81%**	New Goal	83%	85%
Parent Participation on School Experience Survey	32%	33%	31%	**40%**	35%	40%	45%
Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually				**67%**	35%	45%	55%
Percentage of Parents Who State that Their Schools' Parent Centers Provide Useful Resources to Support Their Children's Education				**60%**	Benchmark	62%	64%

SCHOOL SAFETY	Historical			Actual	Annual Targets		
	2011-12	2012-13	2013-14	2014-15	2014-15	2015-16	2016-17
Single Student Suspension Rate	2.9%	1.2%	0.8%	**0.6%**	New Goal	0.8%	0.7%
Instructional Days Lost to Suspension	25,948	12,651	8,841	**6,221**	8,250	8,100	8,050
Expulsion Rate	0.02%	0.05%	0.05%	**0.01%**	New Goal	0.04%	0.03%
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%**	65%	71%	79%
Percentage of Students Who Feel Safe at School		76%	78%	**70%**	New Goal	82%	84%

BASIC SERVICES	Historical			Actual	Annual Targets		
	2011-12	2012-13	2013-14	2014-15	2014-15	2015-16	2016-17
Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach	99%	99%	99%	**99%**	100%	100%	100%
Percentage of Teachers Completing Educator Development and Support: Teachers (EDST) Performance Evaluation Process			23%	**25%**	20%	20%	20%
Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements			100%	**100%**	100%	100%	100%
Percentage of Facilities that are in Good Repair	99%	97%	99%	**100%**	99%	99%	99%
Percentage of Secondary Students with an Annual Individual Graduation Plan (IGP)		58%	76%	**Not Available**	59%	100%	100%

District 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 (All Schools)	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. The targets for this metric were set at a rate of 2% annual growth.
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 available from the California Department of Education until March of 2016.
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 Students Demonstrating College Preparedness as Measured by the 11th Grade EAP ELA Assessment	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 Demonstrating College Preparedness as Measured by the 11th Grade EAP Math Assessment	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 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 score of "3" or higher.
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.
PROFICIENCY FOR ALL	
Percentage of Students Who Met or Exceeded Standards in 3rd – 8th Grade ELA	Percentage of students in grades 3-8 who Met or Exceeded standards on the Smarter Balanced English Language Arts Test (SBAC) throughout the district. The targets for this measure were set at a rate of 1% annual growth from the baseline, were established in SY 2014-15.
Percentage of Students Who Met or Exceeded Standards in 3rd – 8th Grade Math	Percentage of students in grades 3-8 who Met or Exceeded standards on the Smarter Balanced Math Test (SBAC) throughout the district. The targets for this measure were set at a rate of 1% annual from the baseline, were established in SY 2014-15.
Percentage of 2nd Grade Fluent English Students (EO, IFEP, RFEP) 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. This metric is calculated only for students fluent in English.

LCAP SCORECARD

District 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 2nd Grade English Learners (ELD 1-2) 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. This metric is calculated only for English learners at English Language Development levels 1 or 2.
Percentage of 2nd Grade English Learners (ELD 3-5) 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. This metric is calculated only for English learners at English Language Development levels 3, 4, or 5.
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. The targets for this metric were set at a rate of 2% annual growth.
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. The targets for this measure were set to decrease the percentage of ELs that are LTELs by 2% annually.
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 California English Language Development Test (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 Foster Youth with an Annually Updated Comprehensive Academic Assessment	The data for this metric were newly available in 2014-15. It measures the percentage of foster youth who received a Comprehensive Academic Assessment (CAA) during the school year. Counts of foster youth and CAAs completed were based on the October Foster Report provided by the Department of Children and Family Services.
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 Each School Year (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. The targets for this measure were set at a rate of 1% annual growth.
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance Rate)	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. The targets for this measure were set to decrease the percent of students chronically absent by 1% annually.
Percentage of Staff Attending 96% or Above	The percentage of school 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 a Part of Their School (Question on School Experience Survey)	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 targets for this measure were set at a rate of 5% annual growth.

District Scorecard -- Metric Definitions

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

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT (CONTINUED)

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 that Their Schools' Parent Centers Provide Useful Resources to Support Their Children's Education	The percentage of parents who responded "Agree" or "Strongly Agree" to the statement "The parent center provides useful resources (information, classes) to help me support my child's education." This item was part of the annual School Experience Survey, which is administered to all students in grades 3-12, parents of students in grades TK-12, and all school staff.

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. The targets for this measure were set to decrease student suspensions by approximately 2% each 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 Teachers Completing Educator Development and Support: Teachers (EDST) Performance Evaluation Process	The percentage of roster-carrying teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year. Roster carrying teachers include the following: elementary, secondary, special education, RSP, and Mathematics foundational teachers.
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.
Percentage of Secondary Students with an Annual Individual Graduation Plan (IGP)	The percentage of students in grades 6-12 who had an IGP meeting with a counselor or other school staff member. Data systems were undergoing enhancements during the 2014-15 school year and IGP data are not yet available for 2014-15. IGP data will be available in 2015-16 from MiSiS.