



LCAP Annual Review & Approval

June 12, 2018

Executive Summary

LCAP Engagement

This year, LAUSD's Local Control and Accountability Plan (LCAP) engagement efforts began in August with focus groups reviewing the LCAP Survey and collaborating on effective stakeholder outreach strategies for the update to the District's 2017-2020 LCAP. As a result, the District continued to partner with local districts, community partners, parents, educators and others to educate District stakeholders on the implementation of the Local Control Funding Formula (LCFF) and LCAP.

Beginning in October 2017, the LCAP engagement sessions were hosted throughout the District to solicit feedback on the District's overarching goals and strategies. Between October and January, a total of 15 community-sponsored sessions were held across the District to share progress made as a result of LAUSD's 2017-2020 LCAP investments. An in-person presentation, brainstorming session and exit survey was provided to participants who engaged in these sessions, which served as a method to gather feedback from diverse stakeholders (parents, teachers, students, staff, and community members) on goals, targets, and strategies for the 2017-18 LCAP. Additional stakeholder meetings with the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and other District parent advisory groups, as well as LCAP development meetings, were held throughout the school year.

Building upon year 1 of the LCAP, the 15 meetings held this year added to the 33 held across the District in the prior LCAP year. As a result of analyzing the community feedback, common themes resurfaced and reaffirmed the areas stakeholders value in our District. The eight most frequently cited themes are detailed in the section below. This input from the community is reflected in sustaining commitments and any additional updates to the goals, services, and investments of the District's 2018-19 Local Control and Accountability Plan.



2017 Voices of the Community

Intervention & Student Supports

Establish early identification markers for students with diverse learning needs and/or for struggling students as a way to prevent low academic achievement.

Parent/ Family Engagement

Adopt district-wide sustainable efforts to integrate and welcome parents as partners in our schools.

English Learner Support

Provide support for students in which English is their second language. Monitor student improvement to ensure adequate progress is being made towards English proficiency.

Student Engagement

Ensure students are involved in their schools and are taking full advantage of leadership opportunities. Care for their well-being, listen to their needs and motivate them to succeed academically.

Teacher Supports

Provide high-quality professional development for all educators and ensure teachers have the necessary classroom supports, such as Teacher Assistants to focus on student achievement and engagement.

Academic Achievement

Increase transparency and promote accountability to stakeholders through the identification of gains and gaps in achievement. Further, analyze data to inform instruction and targeted plans to improve student academic outcomes.

College & Career Readiness

Ensure students' progress towards successful graduation is monitored, with access to appropriate counselors, courses, instruction, and intervention as determined by the needs of each student.

Safety in Schools & Student Discipline

Promote a safe school environment while focusing on implementing effective discipline and behavior management practices.

UPDATED: LCAP Goals and Targets 2017–2020

The goals outlined in the LCAP embrace the District’s overarching objectives that have consistently guided strategic planning and supports in the District. Aligned with the eight LCFF priorities, the goals and targets included in the LCAP combine numerous metrics that provide for measuring the progress of various student subgroup populations as part of a continuous improvement cycle.



For the 2017–2020 LCAP Update, the District modified and updated targets for the 2018-19 and 2019-2020 to ensure consistency with recent growth trends and provide greater alignment to measures used by the California School Dashboard. As schools prepare to respond to the roll-out of the state accountability system, this update serves as an opportunity to create greater coherence with local, state and federal accountability.

In addition, certain metric definitions were modified or eliminated to reflect a greater focus on summative student outcomes. For example, the Individual Graduation Plan metric was eliminated; as this metric was not deemed to be a summative metric rather it informed a particular task the District was providing for students. Greater detail on the changes to the LCAP metrics and the corresponding LCAP Scorecard are provided in Attachment B.

An additional report that will be provided as part of the LCAP Update is the LCAP Equity Scorecard, which outlines the numerous performance targets for student groups. Community feedback and school leaders felt there was a need to call out the performance of student groups more clearly in order to spotlight the opportunity gaps the LCAP is intended to address.



2018-19 LCFF District Funding and Commitments

For the 2018-19 school year, it is anticipated that the LAUSD will receive the following funding under the Local Control Funding Formula:

LCFF FUNDING AT-A-GLANCE	
LCFF Base Funding: (incl: K-3 and/or 9-12 grade grant adjustment)	\$3.57 Billion
Supplemental/Concentration Grant Funding	\$1.16 Billion
Transportation Funding- if applicable	\$77.6 Million
Targeted Instructional Improvement Grant Funding – if appl.	\$460.4 Million
Total Estimated LCFF district funds for 2017-18:	\$5.27 Billion

The District budgeted approximately \$1.13 million in supplemental and concentration funds in fiscal year (FY) 2017-18, which supported and served our populations of high-need students. For FY 2018-19, LAUSD has identified a targeted amount of \$1.16 billion in supplemental and concentration funds to continue supporting high-need student groups. The increase reflects a significantly smaller growth in supplemental and concentration funds as the LCFF was at near full funding in 2017-18 and will be fully funded for the FY 2018-19.

The District's 2017-2020 LCAP identifies various areas in which services are improved or increased for the targeted youth in the LCFF. Specifically, the District is including a previously planned infusion of \$50 million of targeted student population funds to 50 high need high schools and middle schools to address academic and school climate needs. In addition, the District will grow its investment in the expanded transitional kindergarten program to support 20 new additional sites, which primarily target low-income students in the District. One modification to the LCAP actions includes redesigning the Accelerated Academic Literacy program to more effectively utilize resources in our middle schools to address the academic literacy needs of our students. The District will continue to enhance school level autonomy by increasing available Targeted Student Population (TSP) funding to support low-income, English learner and foster youth students. More detail on the LCAP changes is outlined below:



Planned investment changes in the LCAP

1. Goal #1, Action #10: Invest in a School Innovation Fund program which targets an allocation of resources based on the number of unduplicated students enrolled at the school-site. The schools were selected via criteria that heavily weighted foster and homeless youth enrollment, suspension rates and math performance. For the next 2 years, schools will be required to implement a restorative practices model that utilizes a restorative justice teacher advisor to build capacity and inform the implementation of the District's discipline foundation policy. In addition, 10% of the allocation must be used on professional development focused on improving ELA and Math outcomes. After meeting the minimum requirements, schools will have discretion to determine how additional resources will be used to serve unduplicated students at the school-site.

2. Goal #2, Action #6: Expanded Transitional Kindergarten - A fundamental building block for the implementation of the early language and literacy work, early access to kinder preparation programs is essential to identifying and supporting students to eliminate the kinder readiness gap for students in low-income areas throughout the District. The District, through the ETK program, provides quality preschool seats for low-income children who turn 5 after December 2. This is a program that provides structured and unstructured opportunities for children to build socialization and communication skills with other children and with adults. It focuses on student engagement and academic skill development by cultivating at a very young age, personal qualities that improve children's resilience, confidence and persistence to a task and setting a strong language and literacy foundation for our youngest students.

3. Goals #1 & #2, Actions 1 & 9:

The Division of Instruction will be using AAL funds to redesign and strengthen a Secondary English Language Arts intervention program in grades 6 – 10. The elements of this proposal—reading assessment, new strategic intervention (Tier II) curriculum (grades 6 -10), new intensive (Tier III) reading intervention program—would support specific LAUSD LCAP goals. The 2015-16 Smarter Balanced Assessment achievement level data shows that three TSP groups, Special Education, foster youth, and low-income, are struggling to meet the rigorous grade level standards. There are too many TSP students who are not on the college and career-ready path by the time they reach grade 12. To address this large gap in the TSP population (homeless, Special Education, foster youth, and low-income), the Division of Instruction is proposing an aggressive and innovative plan to provide schools with the tools and training to fill the literacy gaps that are preventing a large number of the TSP students from succeeding in school.