



LCAP Annual Revision/Approval

June 14, 2016

Executive Summary

LCAP Engagement Summary

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 development of the District's 2016-17 LCAP. As a result, the District made a conscious effort to expand this year's timeline of engagement to better utilize community feedback in the development process.

Beginning in October, the LCAP survey was released to over 400 community partners to solicit feedback from their constituents on LCAP priorities and District-wide goals. Between October and December, a total of 32 community sponsored Input Sessions were held across the District to share progress made as a result of LAUSD's 2015-16 LCAP goals and investments. The Input Sessions also served to gather feedback from diverse stakeholders (parents, teachers, students, staff, and community members) on goals, targets, and strategies for the 2016-17 LCAP. Additional stakeholder meetings with the DELAC, PAC, and parent advisory groups, as well as LCAP investment meetings, were held throughout the school year.

Between August and June, a total of 51 meetings were held across the District to engage community stakeholders in the development of the 2016-17 LCAP. Over 2,200 community members attended; a total of 1,177 surveys were collected (both in person and online); and over 17,700 individual responses were analyzed from these surveys.

As a result of analyzing the community feedback, the District identified 33 recurring themes that support the educational attainment of LAUSD students. The eight most frequently cited themes are detailed in the section below. This input from the community is reflected in updates to the goals, services, and investments of the District's 2016-17 Local Control and Accountability Plan.



2016 Voices of the Community

Parent Engagement

Adopt district-wide sustainable efforts to integrate parents as partners in our schools. Actively and intentionally engage parents through the provision of tools, workshops, and effective communication to facilitate shared responsibility in their child's learning and development. Further, solicit and utilize parent perspectives in the development of strategies that will lead to educational success for all children.

Extracurriculars, Enrichment, & Electives

Develop the whole child through expanded enrichment opportunities before, during, and after school, as well as past the academic year. Ensure programs that foster cognitive growth (creativity and critical thinking) that enable our students to grow into well-rounded adults. Examples include arts, music, drama, electives, after school, sports, and summer programs.

Intervention & Student Supports

Establish early identification markers for students with diverse learning needs and/or for students who are falling below grade level. Provide targeted resources and intervention, such as tutoring or credit recovery, to accelerate their rate of learning. Closely monitor progress towards identified levels of performance and achievement goals.

Teacher Supports

Provide high-quality professional development for all educators. Seek teacher input in the refinement of ongoing professional development platforms that facilitate deeper learning, practice, and collaborative reflection for improved classroom instruction. Further ensure teachers have the necessary classroom supports to focus on student achievement and engagement.

College & Career Readiness



Ensure students' progress towards successful graduation is monitored, with access to appropriate courses, instruction, and intervention as determined by the needs of each student. Graduates will then be equipped with the skills and knowledge necessary to reach their full potential for future success in college and careers.

Engaged Administration

Provide effective and engaged oversight with particular focus paid to stakeholder concerns and responsiveness. With the help of stakeholders, identify areas of improvement and opportunities for local control funding investments that address those concerns.

Achievement

Monitor school and student achievement to ensure adequate progress is being made towards goals. Increase transparency and promote accountability to stakeholders through the identification of gains and gaps in achievement, as well as targeted plans to improve student academic outcomes.

Positive School Climate

Promote a sustainable, positive school climate with attention to fostering safety; promoting a supportive academic environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school-site community. In support of these efforts, ensure district-wide implementation of the School Climate Bill of Rights, the Discipline Foundation Policy, and Restorative Justice practices.

LCAP Goals and Targets 2016 – 2019

The goals outlined in the LCAP embrace the District's overarching goals that have consistently guided strategic planning and supports in the District. Aligned with the 8-state priorities, the goals and targets included in the LCAP combine numerous metrics



that provide for measuring the progress of various student subgroup populations, such as low-income, English learner, Foster youth, African-American, Latino and Students with Disabilities subgroups, to assess whether resources are impacting the outcomes of these youth.

For the 2016 – 2019 LCAP, the District modified and updated targets to ensure consistency with recent growth trends. In addition, certain metric definitions were modified to reflect accurate measures as well focus on broader outcomes that inform the success of investments made through LCFF. For example, the updated plan incorporates the elimination of the comprehensive academic assessments metric for Foster youth. We expect the multiple measures for foster youth already incorporated in the LCAP will inform the progress and success of the District’s targeted interventions.

100% GRADUATION

100% Graduation		2016 -2017	2017-2018	2018-2019
Four-Year Cohort Graduation Rate	All Students	74%	75%	76%
	Socioeconomically Disadvantaged	74%	75%	76%
	English Learners	54%	56%	58%
	African-American	71%	73%	75%
	Students with Disabilities	56%	58%	60%
	Foster Youth	**	**	**

100% Graduation		2016 -2017	2017-2018	2018-2019
Cohort Drop-out rate	High School	8%	6%	5%
	Middle School	B -2%	B -3%	B -4%

100% Graduation		2016 -2017	2017-2018	2018-2019
Percentage of High School Students on-track for A-G with a “C”	All Students	48%	50%	52%
	Socioeconomically Disadvantaged	48%	50%	52%
	English Learners	20%	23%	26%
	African-American	41%	44%	47%
	Students with Disabilities	25%	27%	29%
	Foster Youth	29%	31%	33%



100% Graduation		2016 -2017	2017-2018	2018-2019
Percentage of students who exceeded college readiness standards in ELA as measured by the 11 th Grade Early Assessment Program (EAP)	All Students	16%	17%	18%
	Socioeconomically Disadvantaged	14%	15%	16%
	English Learners	3%	4%	5%
	African-American	10%	11%	12%
	Students with Disabilities	1.4%	1.4%	1.4%
	Foster Youth	9%	10%	11%

100% Graduation		2016 -2017	2017-2018	2018-2019
Percentage of students who exceeded college readiness standards in Math as measured by the 11 th Grade Early Assessment Program (EAP)	All Students	7%	8%	9%
	Socioeconomically Disadvantaged	6%	7%	8%
	English Learners	2%	3%	4%
	African-American	4%	5%	6%
	Students with Disabilities	0.5%	0.5%	0.5%
	Foster Youth	4%	5%	6%

100% Graduation		2016 -2017	2017-2018	2018-2019
Percentage of AP exam takers with a Qualifying Score of "3" or higher	All Students	40%	41%	42%
	Socioeconomically Disadvantaged	37%	38%	39%
	English Learners	55%	56%	57%
	African-American	25%	27%	29%
	Students with Disabilities	28%	29%	30%
	Foster Youth	25%	26%	27%

100% Graduation		2016 -2017	2017-2018	2018-2019
Percentage of Students with an Annual Individual Graduation Plan meeting	High School	100%	100%	100%
	Middle School	100%	100%	100%

100% Graduation		2016 -2017	2017-2018	2018-2019
Percentage of 12th Grade Students Who Have Completed a Free Application for Federal Student Aid (FAFSA)	All 12 th Grade Students	68%	72%	76%



PROFICIENCY FOR ALL

Proficiency for All		2016 -2017	2017-2018	2018-2019
Percentage of students who met or exceeded standards in 3 rd - 8 th , 11 th grade ELA	All Students	35%	36%	37%
	Socioeconomically Disadvantaged	30%	31%	32%
	English Learners	7%	9%	11%
	Reclassified English Learners	39%	40%	41%
	African-American	28%	30%	32%
	Latino	29%	30%	31%
	Students with Disabilities	10%	11%	12%
	Foster Youth	19%	20%	21%

Proficiency for All		2016 -2017	2017-2018	2018-2019
Percentage of students who met or exceeded standards in 3 rd - 8 th , 11 th grade math	All Students	27%	28%	29%
	Socioeconomically Disadvantaged	22%	23%	24%
	English Learners	8%	10%	12%
	Reclassified English Learners	28%	29%	30%
	African-American	19%	21%	23%
	Latino	21%	22%	23%
	Students with Disabilities	8%	9%	10%
	Foster Youth	13%	14%	15%

Proficiency for All		2016 -2017	2017-2018	2018-2019
Percentage of 2 nd grade Students Meeting Early Literacy Benchmarks	All Students	69%	71%	73%
	Socioeconomically Disadvantaged	65%	67%	69%
	African-American	65%	67%	69%
	Latino	66%	68%	70%
	Students with Disabilities	30%	32%	34%
	Foster Youth	54%	56%	58%
	Fluent English (EO, IFEP, RFEP)	82%	84%	86%
	English Learners (ELD 1-3)*	37%	39%	41%
	English Learners (ELD 4-5)*	73%	75%	77%

Proficiency for All		2016 -2017	2017-2018	2018-2019
English Learner	Percentage of	19%	20%	21%



Accountability	English Learners Who Reclassify as Fluent English Proficient (RFEP)			
	Percentage of English Learners Who Have Not Reclassified in 5 years (LTEL)	20%	18%	16%
	Percentage of English Learners Making Annual Progress on the CELDT	55%	56%	57%

Proficiency for All		2016 -2017	2017-2018	2018-2019
Student with Disabilities Accountability	Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	67%	68%	69%
	Percentage of Students with Disabilities Who Attended Nonpublic Schools	3.3%	3.2%	3.1%

100% ATTENDANCE

100% Attendance		2016 -2017	2017-2018	2018-2019
Percentage of students attending 172-180 days each school year (96% or higher attendance rate)	All Students	73%	74%	75%
	Socioeconomically Disadvantaged	73%	74%	75%
	English Learners	70%	71%	72%
	African-American	60%	61%	62%
	Students with Disabilities	62%	63%	64%



	Foster Youth	56%	57%	58%
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100% Attendance		2016 -2017	2017-2018	2018-2019
Percentage of students with chronic absence (missing 16 days or 91% or lower attendance rate)	All Students	11%	10%	9%
	Socioeconomically Disadvantaged	11%	10%	9%
	English Learners	13%	12%	11%
	African-American	21%	20%	19%
	Students with Disabilities	18%	17%	16%
	Foster Youth	21%	20%	19%

100% Attendance		2016 -2017	2017-2018	2018-2019
Staff Attendance	Percentage of ALL Staff Attending 96% or Above	76%	78%	80%

PARENT, COMMUNITY AND STUDENT ENGAGEMENT

Parent, Community, and Student Engagement		2016 -2017	2017-2018	2018-2019
Engagement and Involvement	Percentage of Students Who Feel a Part of Their School (Question on School Experience Survey)	83%	84%	85%
	Parent/Caregiver Participation on School Experience Survey	44%	Benchmark (Shift to Online)	B +2%
	Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually	73%	76%	79%
	Percentage of Parents Who State "My school provides	64%	66%	68%



	resources to help me support my child's education."			
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SCHOOL SAFETY

School Safety		2016 -2017	2017-2018	2018-2019
Single Student Suspension Rate	All Students	0.6%	0.6%	0.6%
	Socioeconomically Disadvantaged	0.6%	0.6%	0.6%
	English Learners	0.5%	0.5%	0.5%
	African-American	2.1%	2.1%	2.1%
	Students with Disabilities	1.7%	1.7%	1.7%
	Foster Youth	2.6%	2.6%	2.6%

School Safety		2016 -2017	2017-2018	2018-2019
Instructional Days Lost to Suspension	All Students	6,097	6,067	6,036
	Socioeconomically Disadvantaged	4,951	4,927	4,902
	English Learners	1,313	1,307	1,300
	African-American	2,255	2,244	2,233
	Students with Disabilities	1,507	1,500	1,493
	Foster Youth	194	179	164

School Safety		2016 -2017	2017-2018	2018-2019
School Climate Accountability	Expulsion Rate	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)	76%	82%	92%
	Percentage of students who feel safe at school	72%	73%	74%

BASIC SERVICES

Basic Services	2016 -2017	2017-2018	2018-2019
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	Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach	100%	100%	100%
	The 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.	25%	25%	25%
	Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	100%	100%	100%
	Percentage of Facilities that Are in Good Repair	100%	100%	100%

Local Control Funding Formula Refresher

The 2013–14 budget package replaced the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF created base, supplemental, and concentration grants in place of previous K–12 funding streams, including revenue limits and most state categorical programs.



The LCFF legislation eliminated most state categorical funding streams. Categorical funding received in 2012–13 formed the base for determining an LEA’s funding in the phase-in period under the LCFF.

More specifically, the LCFF target amount includes grade-span specific, base, supplemental, and concentration grants, with add-ons for the former Home-to-School Transportation and Targeted Instructional Improvement Block Grant Programs. The actual LCFF entitlement in any given year will be determined by adding the following amounts together: (1) 2012–13 general purpose funds and funding from a list of categorical programs, (2) a transition amount that, after full implementation, will bridge the difference between 2012–13 funding and the LCFF target, and (3) an add-on for economic recovery, if applicable. Except for the Home-to-School Transportation program and Targeted Instructional Improvement Grant, categorical program amounts included in the 2012–13 funding level calculation are no longer separately identifiable funding; they were identified initially only as a means to develop an aggregate funding amount for use in calculations.

2016-17 LCFF District Funding and Commitments

For the 2016-17 school year, it is anticipated that the LAUSD will receive the following funding under the Local Control Funding Formula:

LCFF Base Funding (includes: K-3 augmentation (base x 10.4%) and/or 9-12 grade augmentation (base x 2.6%.))	\$ 3.66 Billion
Supplemental/Concentration Grant Funding	\$ 870 Million
(Transportation Funding- if applicable)	\$ 77.6 Million
(Targeted Instructional Improvement Grant Funding – if applicable)	\$460.4 Million
Total Estimated LCFF district funds for 2015-16:	\$ 5.06 Billion

The District budgeted approximately \$1.02 billion in supplemental and concentration funds in fiscal year (FY) 2015-16, which supported and served our populations of unduplicated pupils. For FY 2016-17, LAUSD will allocate a targeted amount of \$870 million in supplemental and concentration funds for continued support and increased services for the targeted unduplicated student groups. This represents an increase of \$304.5 million over FY 2015-16 as a result of recalculating \$450 million in Special Education services for unduplicated students as part of base services in FY 2016-17.

Specifically, noted in the expenditures in Section 2 of the LCAP, the District is providing \$304.5 million in additional resources to:

- Continue the District’s commitment to increase supports for the Foster youth achievement program

- Expand investments for class size reduction in middle school, high school and grades 4-6 and increase elective offerings
- Increase targeted assistance for clerical, custodial/maintenance, counselor and assistant principal supports at school-sites
- Realign general fund supported after-school programs to support targeted youth throughout LAUSD
- Increase college, career and academic counseling support for high school students
- Fully implement a new early education program for four year-olds, with highest priority given to schools with the largest shares of high-needs students.
- Support students needing to meet A-G academic requirements and ensuring students are on-track for graduation
- Sustain the commitment to student engagement by investing in a support plan and structure that develops student voice and leadership in LAUSD
- Support the development of a homeless youth support program as well as provide for proper data systems for tracking homeless youth in the District
- Increase restorative justice programming by hiring additional restorative justice counselors to expand the program to middle and elementary school-sites.
- An unallocated amount of \$245 million will be set aside as a result of a recent California Department of Education finding. The allocation is currently undetermined and will be revisited pending LAUSD's submittal of reconsideration. This ensures there is thoughtful consideration on how these resources should be allocated in 2016-17

The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student groups. A significant number of these programs are supported by proven practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.