**Language for Describing the District Local Control and Accountability Plan (LCAP) in the Self-Study Report**

Included in this document is language that may be used to describe the District Local Control and Accountability Plan (LCAP) in the Accrediting Commission for Schools and Colleges (ACS WASC)/California Department of Education (CDE) **Student/Community Profile Guide** portion of the self-study report. (See Focus on Learning manual, page 51.) The directions ask that LCAP is included in the appendix of the report. The L.A. Unified LCAP is somewhat lengthy (115 pages), therefore, it is recommended that a link to the District LCAP website at [https://achieve. L.A. Unified .net/lcap](https://achieve.lausd.net/lcap) is included.

**A.4.a (Page 51)**

L.A. Unified LCAP development was coordinated through central offices in collaboration with over 2,200 community and school-based stakeholders, i.e., parents (54%), teachers and school staff (21%), students (17%), community and other representatives (8%). Community sponsored Input Sessions were held across the District to share progress made as a result of L.A. UNIFIED’s LCAP goals and investments. Additionally, a total of 1,177 School Experience Surveys (SES) were collected (both in person and online); and over 17,700 individual responses were analyzed from the surveys.

This input from the community was used to reaffirm District goals and identify the needs of students, schools, and metrics to be used for monitoring progress and setting targets for the metrics. Additionally, community input informed the specific actions the District will take and how LCFF funds will be allocated for the District to meet its goals and targets for each academic year. A fuller description of LCAP development and the themes that arose from the community feedback may be found using this specific link:

https://achieve. L.A. Unified .net/cms/lib/CA01000043/Centricity/Domain/358/LA%20Unified%20LCAP%202019-20%20DRAFT.pdf

**A.4.b-d:** L.A. Unified LCAP Goals, Identified Needs and Metrics (Identified needs and metrics are related specifically to elementary schools. Students are removed from this description).

It is recommended that the table below is included in your Self-Study Appendices and that the needs and metrics that are most in alignment with your self-study findings or action plan are boldface or underlined.

| LCAP Goal | Identified Need | 2016-2017 Metric and Actual | Annual Targets  2017-2018 2018-2019 2019-2020 | | |
| --- | --- | --- | --- | --- | --- |
| 100% Graduation | To monitor and support high school attainment | * Four-year cohort graduation rate: 77.3% | 80% | 83% | 86% |
| To increase number of students who successfully complete high school college and career ready | * Cohort dropout rate:   High School: 13.0%  Middle School: N/A   * Percentage of graduating cohort completing A-G requirements with a “C” or better: 47.9% * Percentage of graduation cohort receiving a qualifying score of “3” or higher on at least 2 Advanced Placement exams: 10.4% * Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts (ELA): 19.8% * Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math: 7.1% | 12%  .1%  NEW  NEW  25%  10% | 10%  .05%  50%  12%  28%  12% | 8%  0.01%  53%  13%  32%  15% |
| Proficiency for All | To increase the number of students in grades K and 2, who have met early literacy benchmarks on End-of-Year DIBELS assessment | Percentage of students meeting early literacy benchmarks (End-of-Year DIBELS assessment)   |  |  | | --- | --- | | Kindergarten | 69% | | Grade 2 | 71% | | NEW  74% | 75%  76% | 79%  79% |
| Proficiency for All | To increase the number of students in grades 3-8, 11 who have met standard or above in English Language Arts on the SBAC assessment | Average distance from standard met on the Smarter Balanced Assessment for English Language Arts   |  |  | | --- | --- | | Grades 3-5 | -22.8 | | Grades 6-8 | -32.5 | | Grade 11 | -6 | | NEW  NEW  NEW | -18.6  -23.1  +8 | -11.8  -16.1  +10 |
| To increase the number of students in grades 3-8, 11 who have met standard or above in mathematics on the SBAC assessment | Average distance from standard met on the Smarter Balanced Assessment for Mathematics   |  |  | | --- | --- | | Grades 3-5 | -35.6 | | Grades 6-8 | -69.0 | | Grade 11 | -89.7 | |  |  | | NEW  NEW  NEW | -33  -55.5  -71.1 | -29  -46.5  -64.1 |
| To increase the number of English Learners demonstrating readiness to participate in a core English language arts curriculum | * Percentage of English Learners who reclassify as Fluent English Proficient (RFEP)  |  |  | | --- | --- | | EL | 21% | | 20% | 22% | 22% |
| To decrease the number of Long-Term English Learners (LTELs) | * Percent of Long-Term English Learners who have not reclassified in 5 years  |  |  | | --- | --- | | P-LTEL | 17% | |  |  | | 17% | 15% | 13% |
|  | * English Learner progress demonstrated on the English Learner Proficiency Assessment for California (ELPAC) assessment: NEW | NEW | Establish Benchmark | Benchmark +2% |
| To monitor and increase the number of Student with Disabilities (SWDs) participating in general education settings | * Percentage of students with disabilities participating in general education 80% or more of their instructional time: 66.1% | 69% | 71% | 73% |
| 100% Attendance | To achieve or maintain school attendance rates that support student learning | * Percentage of students attending 96% or more (172-180 school days): 66.9% | UPDATED | 68% | 69% |
| To decrease chronic absenteeism | * Percentage of students absent 9% or more (16 days or more)—chronic absenteeism: 14.7% | UPDATED | 11% | 10% |
| To increase staff attendance | * Percentage of all staff attending 96% or above: 78% | 78% | 80% | 82% |
| Parent, Community and Student Engagement | To increase the number of parents providing input about school conditions | * Percentage of parents/caregivers completing the School Experience Survey (SES): 46% | 62% | 64% | 66% |
| To train parents on how to support learning at home and at school | * Percent of schools training parents on academic initiatives by providing a minimum of four workshops annually: 76.4% | 94% | 98% | 100% |
| To assess level of impact and support students are receiving via School Experience Survey (SES) | * Percentage of students who feel a part of their school: 68% * Percentage of parents who state, “My school provides resources to help me support my child’s education”: 90% | 87%  93% | 89%  95% | 91%  97% |
| School Safety | To sustain the low number of student suspensions while providing for targeted reductions in student subgroups | Utilize single-student suspension rate (in and out of school): 0.47% | UPDATED | 0.4% | 0.35% |
| To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups | * Track impact of suspensions on instruction via number of instructional days lost to suspension: 4,636 | 5,667 | 4,656 | 4,423 |
| To reduce or maintain low percentage of expulsions | * Measure percent of expulsions: .02% * Percent of students who feel safe at school: 84% | 0.01%  80% | 0.01%  87% | 0.01%  88% |
| Basic Services | To provide and maintain basic services for students and schools | * Percentage of teachers that are appropriately credentialed for the students they are assigned to teach: 99.3% * 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: 31% * Percentage of schools providing students with standards-based instructional materials by meeting Williams Act requirements: 100% * Percentage of facilities that are in good repair: 100% * Percentage of children whose eligibility for special education serviced were determined within 60 days of guidelines: 99.96% * Students with disabilities receive services specified in their Individualized Education Plan (IEPs): 92.5% | 100%  25%  100%  100%  NEW  NEW | 100%  25%  100%  100%  88%  90% | 100%  25%  100%  100%  89%  91% |

Information based on L.A. UNIFIED LCAP SCORECARD dated June 19, 2019.