

Local Control Accountability Plan (LCAP)

Budget Advisory Committee

October 13, 2014

8 State Priorities

- A. Conditions of Learning:
- **Basic:** degree to which teachers are appropriately fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials. (Priority 1)
- **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- **Course access:** pupil enrollment in a broad course of study. (Priority 7)
- B. Pupil Outcomes:
- **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- **Other pupil outcomes:** pupil outcomes in the subject areas. (Priority 8)
- C. Engagement:
- **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

- Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this engagement consultation contributed to development of the LCAP or annual update.

Involvement Process	Impact on LCAP

Section 2: Goals and Progress Indicators

- ~~Goals and Expected Annual Outcomes: Describe the goals: and expected annual outcomes toward meeting those goals . This section must include specific projected outcomes for the applicable term of the LCAP.~~
- When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Timeline

- November—February
 - Update stakeholders of changes to requirements and template
 - Update stakeholders on progress of current plan
 - Meet with stakeholders to assess future needs
 - Develop Goals and Actions to address needs
- March
 - Present draft to Board of Trustees
 - Take draft out to stakeholders for feedback
- April
 - Update draft based on feedback
- May
 - Present updated draft to Board of Trustees
- June
 - Submit to Board of Trustees for approval