

Local Control Accountability Plan – 27 State Mandated Metrics

LCAP Priority Area	This LCAP addresses:
Conditions of Learning (8)	
Priority 1: Basic Services (3)	<input type="checkbox"/> Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching;
	<input type="checkbox"/> Every pupil in the school district has sufficient access to the standards-aligned instructional materials; and
	<input type="checkbox"/> School facilities are maintained in good repair
Priority 2: State Standards (2)	<input type="checkbox"/> Implementation of the academic content and performance standards adopted by the state board; and
	<input type="checkbox"/> How the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge English language proficiency.
Priority 7: Course Access (3)	<input type="checkbox"/> A broad course of study including courses described under sections 51210 and 51220 (a)-(i), as applicable;
	<input type="checkbox"/> Program and services developed and provided to unduplicated pupils; and
	<input type="checkbox"/> Program and services developed and provided to individuals with exceptional needs
Pupil Outcomes (8)	
Priority 4: Pupil Achievement (7)	<input type="checkbox"/> Statewide assessments;
	<input type="checkbox"/> The Academic Performance Index;
	<input type="checkbox"/> The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks;
	<input type="checkbox"/> The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board;
	<input type="checkbox"/> The English learner reclassification rate;
	<input type="checkbox"/> The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher; and
	<input type="checkbox"/> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.
Priority 8: Other Student Outcomes (1)	<input type="checkbox"/> If available, for courses described under Sections 51210 and 51220 (a)-(i), as applicable.
Engagement (11)	
Priority 3: Parent Involvement (3)	<input type="checkbox"/> The efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite;
	<input type="checkbox"/> How the school district will promote parental participation in programs for unduplicated pupils; and
	<input type="checkbox"/> How the school district will promote parental participation in programs for individuals with exceptional needs.
Priority 5: Pupil Engagement (5)	<input type="checkbox"/> School attendance rates;
	<input type="checkbox"/> Chronic absenteeism rates;
	<input type="checkbox"/> Middle School drop out rates;
	<input type="checkbox"/> High School drop out rates; and
Priority 6: School Climate (3)	<input type="checkbox"/> High School graduation rates.
	<input type="checkbox"/> Pupil suspension rates;
	<input type="checkbox"/> Pupil expulsion rates; and
	<input type="checkbox"/> Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.