



August 2013

# Fact Sheet

## State Priorities for Funding: The Need for Local Control and Accountability Plans

By July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for three years with annual updates. It will include the LEA's annual goals for all pupils and for each subgroup in regard to eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

*All of the following are state priorities:*

1. The degree to which the **teachers of the school district are appropriately assigned** in accordance with Section 44258.9 and fully credentialed in the subject areas. For the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119. School facilities are maintained in good repair as specified in subdivision (d) of Section 17002.
2. **Implementation of the academic content and performance standards** adopted by the State Board, including how the programs and services will enable English learners to access the Common Core academic content standards adopted pursuant to Section 60605.8, and the English-language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English-language proficiency.
3. **Parental involvement**, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
4. **Pupil achievement**, as measured by all of the following, as applicable:
  - a. Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the State Board.
  - b. The Academic Performance Index, as described in Section 52052.
  - c. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with State Board-approved career technical education standards and frameworks.
  - d. The percentage of English-learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the State Board.
  - e. The English-learner reclassification rate.

- f. The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher.
  - g. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.
5. **Pupil engagement**, as measured by all of the following, as applicable:
- a. School attendance rates.
  - b. Chronic absenteeism rates.
  - c. Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
  - d. High school dropout rates.
  - e. High school graduation rates.
6. **School climate**, as measured by all of the following, as applicable:
- a. Pupil suspension rates.
  - b. Pupil expulsion rates.
  - c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
7. The extent to which **pupils have access to, and are enrolled in, a broad course of study** that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.
8. **Pupil outcomes**, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

**County Offices:** Ten state priorities must be addressed by county offices of education (COE). In addition to the eight priorities addressed by school districts, COEs must also prioritize instruction of expelled students and services for foster youth.

