

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (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 that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

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 described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Education Code section 51220, as applicable. (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)

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEA's must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress towards goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual update: Analysis of Progress	What will be different / improved for students?					Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Description of LCAP Year 1 expenditures	LCAP Year 1: 2014-15	Description of LCAP Year 2 expenditures	LCAP Year2: 2015-16	Description of LCAP Year 3 expenditures	
In order to remain in compliance with No Child Left Behind, as well as to provide all students with high quality instruction and support; measured by review of master schedule, NCLB qualifications and formal evaluation process.	1.1 Effectively recruit, develop and retain highly qualified teachers.	All	West High	Maintain 100% No Child Left Behind compliance for current and new teachers.		Maintain 100% No Child Left Behind compliance for current and new teachers.		Maintain 100% No Child Left Behind compliance for current and new teachers.		Basic
In order to be in compliance with the Williams Act and Ed Code 60119, all students shall be given access to and have all necessary textbooks and materials provided and available to them, to maximize their potential achievement, measured by audit of textbook circulation and Williams compliance filing.	1.2 Ensure all students have access to textbooks, technology and classroom resources and materials that are standards-aligned in order to access all curriculum.	All	West High	Maintain full compliance with textbook requirements.		Maintain full compliance with textbook requirements.		Maintain full compliance with textbook requirements.		Basic
The State of California's adoption of Common Core State Standards and Next Generation Science Standards drives the need for a comprehensive plan to implement CCSS and NGSS.	2.1 West High will maintain its collaboration model of professional development toward full implementation of Common Core State Standards and Next Generation Science Standards.	All	West High	Ensure effective implementation of CCSS.		Ensure effective implementation of CCSS.		Ensure effective implementation of CCSS.		Implementation of State Standards
	2.2 West High teachers will participate in Districtwide training toward full implementation of CCSS/NGSS.	All	West High	Ensure effective implementation of CCSS.		Ensure effective implementation of CCSS.		Ensure effective implementation of CCSS.		
In order to increase the overall achievement as well as address the diversity within the schools, there is a need to identify and recruit students within the general and targeted population to access a more rigorous curriculum using master schedule, class rosters and demographic data for Honors/AP courses, and disaggregated achievement data.	3.1 Ensure that all students including those in the targeted population and other significant underperforming subgroups are successful in a rigorous curriculum including honors and advanced placement courses.	All	West High	Establish student baseline in course placement.		Increase the number of students completing Honors/AP courses.		Increase the number of students completing Honors/AP courses.		Course Access
	3.2 Analyze the master schedule to maximize student access to all courses.	All	West High	Establish criteria for master schedule analysis with regard to course access.		Increase student access to Honors/AP courses through the master schedule.		Increase student access to Honors/AP courses through the master schedule.		
West High will continue to develop an implementation plan for Common Core State Standards in English and Math and Next Generation Science Standards.	4.1 West High will begin full implementation of CCSS in English and Math in 2014-15 as well as literacy in all other classes. West High, in coordination with TUSD leadership, will develop an implementation plan for NGSS.	All	West High	All students will benefit from fully implemented CCSS instruction in English and Math classes and a CCSS literacy focus in all other classrooms. West High will establish baseline data in English and Math as measured by CAASPP. Science teachers will continue early phases of NGSS and Science and Engineering Practices implementation and collaboratively develop a cohesive implementation plan.		Increase CAASPP scores in English and math by 2%. Continue following TUSD timeline for implementation of NGSS and SEP practices.		Increase CAASPP scores in English and math by 2%. Continue following TUSD timeline for implementation of NGSS and SEP practices.		
West High desires to ensure every student has as many options following high school graduation as possible as measured by a-g completion rate, participation in and pass rate on AP exams, and EAP readiness rate.	4.2 Achievement toward college and career readiness through increased number of students meeting a-g completion requirements and taking AP exams.	All	West High	a-g rate 60.5% 2012-13. Continue to identify students requiring credit recovery and enroll them in credit recovery opportunities.		Increase 12th grade a-g completion rate by 2%. Continue to identify students requiring credit recovery and enroll them in credit recovery opportunities.		Increase 12th grade a-g completion rate by 2%. Continue to identify students requiring credit recovery and enroll them in credit recovery opportunities.		Pupil Achievement

West High is committed to Low Income and underperforming subgroup student achievement as measured by CA Assessment of Student Progress and Performance.	4.3 West High will improve Low Income achievement in English and Math.	Low Income and underperforming subgroups	West High		Establish Low Income student achievement baseline using percent proficient in English and math on CAASPP. Determine identity of underperforming subgroups of 30+ students and achievement baseline in English and math on CAASPP.		Increase LI and underperforming subgroup student achievement by 2% in English and math on CAASPP.		Increase LI and underperforming subgroup student achievement by 2% in English and math on CAASPP.		Pupil Achievement
West High is committed to English Learner student achievement as measured by Running Record level.	4.4 English Learners will improve their level of proficiency in English as indicated by Running Record performance levels.	English Learners	West High		NEED GR DATA						Pupil Achievement
West High will work to improve graduation rates by improving first time CAHSEE pass rates.	4.5 West High will increase the percent of students passing the CAHSEE on the first time administration for 10th grade students on both English and Math.	All	West High		2014 pass rate English = 94%. 2014 pass rate Math = 97%.		Increase pass rate by 1% in English and math.		Increase pass rate by 1% in English and math.		Pupil Achievement
West High is committed to English Learner student achievement as measured by CELDT test results.	5.1 West High will improve the percentage of students who advance one or more level toward redesignation as well as the percentage of students who redesignate as Fluent English Proficient.	English Learners	West High		Redesignation rate of 8.4% in 2-13-2-14. NEED LEVEL ADVANCEMENT DATA.		Increase redesignation rate by 3%. Need level advancement data.		Increase redesignation rate by 3%. Need level advancement data.		Other Pupil Outcomes
	5.2 West High will provide appropriate English workshop classes for all English learners to support the acquisition of English.	English Learners	West High		Additional workshop class to create paired teaching structure.		Maintain adequate workshop classes.		Maintain adequate workshop classes.		
West High seeks to create more collaborative opportunities between parents and the school as measured by parent surveys, parent night sign in sheets and attendance counts, and other avenues of parent feedback and involvement.	6.1 West High will reach out with consistent communication to parents, especially target populations, by providing parents more opportunities to contribute and benefit.	All	West High		Increased parent participation at school events and parent involvement in organizations.		Increased parent participation at school events and parent involvement in organizations.		Increased parent participation at school events and parent involvement in organizations.		Parent Involvement
	6.2 West High will provide workshops targeted to specific grade levels for parents and students.	All	West High		Establish clear needs for parents and students at each grade level.		Provide meaningful workshops for parents and students.				
West High will continue to develop and improve systems of academic and behavioral interventions.	7.1 West High will explore multi-tiered systems of support, including training for staff.	All	West High		West High staff will participate in district training on existing systems of support and will explore local options						
	7.2 West High will continue to provide targeted students with specialized programs such as iLead and credit recovery to support overall success.	English Learners, Low Income, other students struggling with academic success	West High		Determine scope of existing programs and modify to meet the needs of targeted students.		Increase opportunities for students to receive specialized intervention such as iLead, credit recovery, and after school programs.		Increase opportunities for students to receive specialized intervention such as iLead, credit recovery, and after school programs.		
West High seeks to support student achievement by improving daily attendance so there is limited disruption to a student's learning.	8.1 West High will improve the current Average Daily Attendance.	All	West High		NEED ADA DATA.						Pupil Engagement
	8.2 West High will continue to provide extracurricular opportunities for all students as a means to create a greater level of involvement and commitment.	All	West High		Advertise extracurricular opportunities and recruit students to participate. Determine a baseline of participation.		Increase the number of students participating in extracurricular activities.		Increase the number of students participating in extracurricular activities.		
Provide appropriate education and intervention to reduce campus disruption, especially behaviors that lead to violent or dangerous incidents involving students, as measured by suspension and expulsion rates and other discipline data.	8.3 West High will reduce suspension and expulsion rates through proactive programs and interventions that promote safety and security for all students.	All	West High		2012-13 suspension rate 6.3%, expulsion rate .2%. Implement programs and interventions to reduce the suspension rate by 1%.		Reduce suspension rate by 1% through ongoing programs and interventions.		Reduce suspension rate by 1% through ongoing programs and interventions.		School Climate
Provide a safe and secure learning and working environment for all students and employees as measured by emergency prep plans and staff training.	8.4 West High will increase and ensure readiness for emergency and disaster preparedness.	All	West High		Refine school emergency prep plans. Continue training and awareness for emergency procedures.		Refine school emergency prep plans. Continue training and awareness for emergency procedures.		Refine school emergency prep plans. Continue training and awareness for emergency procedures.		School Climate

Section 3: Actions, Services and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally, Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, county wide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Actions

Goal. (Include and identify all goals from section 2.	Related State and Local Priorities (from section 2)	Actions and Services	Level of Service. (Indicate if school wide or specific subgroup)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?										
					Description of Site Supplemental expenditures	Site Supplemental	Description of Student Achievement expenditures	Student Achievement	Description of Student Achievement PD expenditures	Student Achievement PD	Description of Title I expenditures	Title I	Description of Other expenditures	Other	
7.2 West High will continue to provide targeted students with specialized programs such as ILead and credit recovery to support overall success.	Other Pupil Outcomes	ELD coordinator, Intervention Coordinator, ILead teachers and assistant principals in charge of support programs will develop and maintain effective programs to support target populations.	Schoolwide												
8.1 West High will improve the current Average Daily Attendance.	Pupil Engagement	Attendance Office staff will lead coordinated efforts to reduce absences and trancies. Efforts will include outreach to parents,	Schoolwide												
8.2 West High will reduce suspension and expulsion rates through proactive programs and interventions that promote safety and security for all students.	Pupil Engagement	West High will offer extracurricular activities including after school programs to engage students more fully.	Schoolwide				3400								
	School Climate	The West High dean will develop alternatives to suspension and communicate those alternatives to all staff.	Schoolwide												
8.3 West High will increase and ensure readiness for emergency and disaster preparedness.	School Climate	The West High emergency prep committee will meet regularly to update the West High emergency prep plan. Drills will be held regularly to prepare all staff and students for a variety of emergency situations.	Schoolwide						West High Emergency Prep committee will meet to refine and update plans.						
									All staff will be trained in emergency response procedures.						
									Regular emergency response drills will be held, and emergency procedures will be communicated with students and families.						

<p>4.4 Achievement toward Common Core State Standards College and Career Readiness Standards to ensure all students graduate high school college and career ready.</p>	<p>Pupil Achievement</p>	<p>West High will provide, expand and improve college and career ready programs and services e.g. college counseling and support for college going culture.</p>	<p>Low Income, English Learners</p>				<p>West High College and Career Coordinator will provide targeted support for low income and English learners.</p>													
<p>4.5 West High will improve/increase the percent of students passing the CAHSEE in 10th grade in both ELA and Math.</p>	<p>Pupil Achievement</p>	<p>West High ELD coordinator and Intervention Coordinator will identify students at-risk of not passing CAHSEE and provide targeted support for those students.</p>	<p>Low Income, English Learners</p>				<p>West High will provide supplemental instruction and support for low income students and English learners prior to taking CAHSEE in Grade 10.</p>	<p>3,000.00</p>												
<p>5.1 West High will improve the percentage of students who advance one or more level toward redesignation as well as the percentage of students who redesignate as Fluent English Proficient.</p>	<p>Other Pupil Outcomes</p>		<p>English Learner</p>				<p>ELD coordinator determines appropriate course placement in workshop and core classes, including sheltered classes, for all EL students based on their proficiency level.</p>	<p>3,500.00</p>												
<p>7.2 West High will continue to provide targeted students with specialized programs such as iLead and credit recovery to support overall success.</p>	<p>Other Pupil Outcomes</p>	<p>ELD coordinator, Intervention Coordinator, iLead teachers and assistant principals in charge of support programs will develop and maintain effective programs to support target populations.</p>	<p>English Learners, Low Income Students</p>				<p>Appropriate Guided Reading materials are supplied to all workshop classes.</p>	<p>5000</p>												
							<p>Necessary resources are determined and allocated to provide a variety of support both during and outside the regular school day.</p>	<p>12080.36</p>												

Date	Group	Location
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Number of members in each ca				

Acronym	Description
AMAO	Annual Measurable Achievement Objectives
API	Academic Performance Index
AYP	Academic Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CAASP	CA Assessment of Student Progress and Performance
(formerly CST/STAR)	
CCR	Coordinated Compliance Review
CCSS	Common Core State Standards
CELDT	California English Language Development Test
CGI	Cognitively Guided Instruction
CLAD	Crosscultural, Language, and Academic Development
CMASST	Center for Math and Science Teaching
CPSEL	California Professional Standards for Educational Leaders
CTE	Career Technical Education
CTEL	California Teacher of English Learners
DELMAC	District English Language Multicultural Advisory Committee
ELA	English Language Arts
ELD	English Language Development
EMCP	Energy Management Conservation Program
eTUSD	TUSD Learning Management System
F&P	Fountas and Pinnel
FTE	Full Time Equivalent (certificated positions)
GATE	Gifted and Talented Education
HFZ	Healthy Fitness Zone
HSS	History Social Science
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency (aka school district)
LLI	Leveled Literacy Intervention
MAC	Math Achievement Committee
MTSS	Multi-Tiered system of Support

NCLB	No Child Left Behind
NGSS	Next Generation Science Standards
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SED	Socio-Economically Disadvantaged
SIM	Student Information Manager
SIOP	Sheltered Immersion Observation Protocol
SOLOM	Student Oral Language Observation Matrix
SSC	School Site Council
SST	Student Study Team
STAR	Standardized Testing and Reporting
STEM	Science Technology Engineering and Math
SWD	Students with Disabilities
TEF	Technology for Learning
TK	Transitional Kindergarten