Local Control and Accountability Plan

Lowell Joint



July 1, 2014 - June 30, 2017

Introduction:

LEA: Lowell

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LCAP Year: 2014

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

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 (i), 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 (i), 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 oradinations 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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare
 agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,
 education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English
 learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process

Stakeholder groups, including parents, community members, local bargaining units, DELAC members, and DAC members, attended LCAP development meetings. Focus groups, consisting of parents of foster youths, English language learners, and socioeconomically disadvantaged students were consulted and asked to provide input into the development of the LCAP. District administrative staff also gathered input regarding the development of the LCAP during regularly schedule PTA meetings, staff meetings, and community meetings.

District Meetings were scheduled as follows:

PTA Input Meetings: El Portal - 2/22/2014; Jordan - 2/20/2014; Macy - 2/11/2014; Meadow Green - 2/19/2014; Olita - 2/18/2014; Rancho-Starbuck - 2/20/2014

School Staff Input Meetings: El Portal - 3/18/2014; Jordan - 2/20/2014; Macy -3/11/2014; Meadow Green - 3/13/2014; Olita - 3/03/2014; Rancho-Starbuck -2/07/2014; CSEA - 3/19/2014, 5/21/2014

Parent Advisory Committee (PAC) Meetings: 3/07/2014 and 5/13/2014 (Parents from each student target group (foster youth, English langauge learners, and socioeconomically disadvantaged) are included in the PAC membership.

Board of Trustees: 3/03/3014; 5/05/2014

DELAC Input Meeting: 3/07/2014 (LJSD is not required to have a English learning parent advisory committee, however, parents of EL students are involved on all School Site Councils and ELAC/DELACs)

In addition, School Site Councils were asked to provide input on the LCAP, and a parent survey and a staff survey were sent out to stakeholders, which provided further input into the development of the LCAP. Finally, a web portal was made available on the LISD District website allowing stakeholders to ask additional questions and to provide input regarding the development of the LCAP.

A variety of data sources were made available during the LCAP input process. Data from local CCSS Benchmark Assessments, STAR/CST, CELDT, student discipline, student attendance, and parent and staff surveys were analyzed by stakeholder groups to develop a District needs assessment and District priorities.

Impact on LCAP

The Parent Advisory Committee (PAC) requested that the District add a parent outreach liaison to assist with parent outreach. Members suggested that there are parents of English language learners who need additional support in order to become more involved in their child's education. The LCAP was changed to reflect the addition of a parent outreach liaison.

The PAC also requested more support at the junior high school to support foster youth and economically disadvantaged youths. The request was made to add additional counseling hours, after school homework and learning support time, and outreach support for these students. The LCAP was changed to reflect additional support for these students and services.

Section 2: Goals and Progress Indicators

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 LEAs 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 toward 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?
- 1 i) 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 (What needs have been identified and what metrics are used to								
measure progress?)	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "ail" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress		Year 2: 2015-16	Year 3: 2016-17 - All students will	Related State and Local Priorities
Teacher credentialing and assignment data indicate that all teachers are fully credentialed and appropriately assigned. CCSS textbook and instructional material's	Goal 1: Conditions for Learning: Conditions for	AII	All		credentialed, and		continue to be taught by highly qualified, credentialed, and appropriately assigned	Implementation of State Standards; Course access
inventory data indicate that although all students have access to CCSS aligned materials,	leaming, including basic services, the				assigned teachers as	teachers as measured by SARCs.	teachers as measured by SARCs.	
the District will need to purchase new CCSS mathematics curriculum based on CDE recommendations for TK-6 classrooms, and new CSE English language arts and English language development (ELD) curriculum once the CDE makes adoption recommendations. In addition, the current ELD curriculum is not	implementation of the Common Core State Standards, and course access for students will be maintained				provided with clean, well-maintained school facilities as measured by FIT and Williams	facilities as measured by FIT and Williams	 All students will continue to be provided with clean, well-maintalned school facilities as measured by FIT and Willams Reports. 	
aligned to the CCSS. Teachers will need time to create new ELD tessons aligned to the CCSS. Current FIT Reports indicate that all facilities are in good repair, despite the aging facilities.	or Improved. Basic services Includes confirming that District				Reports. All students will continue to have access to standards-aligned instructional	Reports. - All students will continue to have access to standards-aligned instructional	- All students will continue to have access to standards- aligned and State Board recommended	
Course enrollment data indicate that students have access to a broad range of courses according to the subject areas described in the California Education Code. Enrollment data also show that there is a need to add additional mat intervention/support sections at the junior high					materials as measured by SARCs and Williams Reports. - Students will have access to	Board recommended CCSS Mathematics instructional materials as measured by ISARCs and Williams	Math and ELA instructional materials as measured by SARCs and Williams Reports.	
school.	the subject area and students they				Common Core Curricula and CCSS-based	Reports.	- Students will continue to have	
Data used to determine continued progress toward achievement this goal will include; Teacher credential data and course	teach, that students have sufficient				instruction as measured by waikthrough data,	continue to have access to Common Core Curricula and	access to Common Core Curricula and CCSS-based	
assignment data CCSS aligned textbook/materials purchase	access to instructional materials				Benchmark data, and teacher lesson plans.	CCSS-based instruction as measured by	instruction as measured by walk-through data.	
orders and student enrollment data FIT (Facility Inspection Tool) Reports	aligned to the Common Core State				 All students will be taught by teachers who have received 	 All students will 	- All students will continue to be taught	
Walkthrough data pertaining to implementation of the CCSS Staff surveys pertaining to professional	Standards, and that school facilities are in				Professional Development in the CCSS and strategles	continue to be taught by teachers who have received Professional Development in the	by teachers who have received Professional Development in the CCSS and strategies	
development needs District CCSS Benchmark Assessment data	good repair. Implementation of the Common				to support student learning of the CCSS as measured by PD sign-in sheets.	CCSS and strategies to support student learning of the CCSS	to support student learning of the CCSS as measured by PD	
- CCSS Professional development attendance sheets	Core State Standards (CCSS) incudes	:			- All students will continue to have	as measured by PD sign-in sheets.	sign-in sheets. - All students will	
- Course enrollment data	making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and				access to, and will enroll in all required areas of study as measured by course enrollment data.	All students will continue to have access to, and will enroll in all required areas of study as measured by course enrollment data.	continue to have access to, and will enroll in all required areas of study as measured by course enrollment data.	
-	providing English							

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	Outcomes:				increase proficiency in	ncrease proficiency in	increase pronouncy in	chievement; Other pupil	i		
	All students will	l	- 1	1	learning the Common	earning the Common 1	learning me common l	outcomes	i		
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	academic	1	1		hv 3.3% as measured i	by 3.3% as measured [by 3.3% as measured		1		
	achievement in	i i			hy District Benchmark i	by District Benchmark	Dy District Benchinary		i .		
- Directioning modern	English		- 1		Assessments, The	Assessments and the	Assessments and the				
1 Core	language arts,		I				Smarter Balanced		ı		
Creating CCSS aligned lessons in criginal	Mathematics,	1	1			Assessments.	Assessments.		l		
	and other core	i			Smarter Balanced	2. Students in	2. Students in grade		l		
	content areas				Assessments (SBAC)	grades 7 and 8 will	7 and 8 will maintain or				
	as determined	. 1				maintain or increase	increase by 1% the				
	by the CDE and	1					number of passing				
	Board of	ı i					grades (making				
	Trustees, and					(making adequate	adequate progress)		1		
i - impinity	will make	1			by 1% the number of	progress) as measured	as measured by				
1003	progress	1			passing grades	by Fourth Quarter	Fourth Quarter Report				
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1 • Providing professional development in the	college and				progress) by 1% as	· · ·	L		1		
new ELD standards and providing teachers time	career ready.	1		i	measured by Fourth	3. Students in	3. Students in grades TK-8 will	İ			
to align the new ELD standards to the	1 :	1 1				grades TK-8 will			l .		
ccss.	Students will	l i			12 .	continue to promote to	continue to promote to the next grade level				
 Developing new ELD assessments aligned to 	make yearly orogress in			l	l .	the next grade as	as measured by		1		
the CCSS to measure progress of English	mastering the	1 1		l	Students In	measured by	enrollment data.	i			
language proficiency for English language	Common Core	1 1			grades TK-8 will	enroliment data.	elkolineik data.	1			
learners.	State	1 [continue to promote	4. Students will	4. Students will	1			
Providing professional development for	Standards and]			to the next grade	continue to be	continue to be	1	1		
teachers in effective instructional strategies	21st Century			1	Herei as measured by	assessed using	assessed using	j	l		
designed to increase English language	Skills, English	1 1			enrollment data.	formative and	formative and				
proficiency for all ELL students (GLAD, SDATE,	language	i			4. Students will be	summative	summative .				
	learners will			1	assessed using	assessments that are	assessments that are	1			
Academic Vocabulary).				1	formative and	aligned to the CCSS.	aligned to the CCSS.		1		
The LEA Profesional Development Plan	make yearly progress in	1	l	1	summative	5. Students will	5. Students will		j		
addresses the needs stated above. Title I and	English	1	•	1	assessments that are	increase access to	increase access to	1	1		
Title II funding supports implementation of the	language	1	!	l	aligned to the CCSS.	using technology by	using technology 5%	l .	1		
PD Plan.	proficiency. In	1	1	1	1 -	5% as measured by	as measured by school	I	1		
1 .		1	l	1	5. Students will	school schedules and	schedules and lesson	1	1		
2. Data from the Academic Reviews, Academic	students will	1	l	1	increase access to using technology by	lesson plans.	plans	1	1		
Program Surveys (APS), the District Assistance Survey (DAS), the English Learner Subgroup Sel		I	1	1	using technology by 5% as measured by	1 '	f	l	1		
Durvey (DAS), the English Leanier Subgroup Ser	lacademic	1	1	ı	school schedules and	6. ELL students will	6. ELL students will	1			
Assessment (ELSSA), and the Inventory of	achievement in	1	1	1	lesson plans.	continue to be	continue to be	1			
Services and Supports (ISS) for Students with	all core	i		1		redesignated to flueni	redesginated to fluent	1			
Disabilities indicate that the District should;	curriculum	I	I	l	6. ELL students will	English proficient	English proficient				
Ensure that students and teachers have	areas as	1	1	1	continue to be	(RFEP) at a rate that	(RFEP) at a rate that				
appropriate access to technology as required	described in the	ı	1	1	redesginated to fluen	t is greater than the	is greater than the		1		
by the CCSS and mastery of 21st Century Skills	California	1		1	English proficient	state and county rate	s state and county rate	S			
 Provide/develop formative assessment tools 	Education Code	·I	i	1	(RFEP) at a rate that	as measured by	as measured by	i	l .	1	
to help teachers assess student progress	523310 and	1	1	i	is greater than the	CALPADS and CELDT	CALPADS and CELDT		ı		
toward mastery of the CCSS.	51220.	1	1	1	state and county	data.	data.	1			
 Implement effective systems of targeted 	1	1	1	1	1	ŀ	1	1	I		

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intervention and support at all sites using		l	1	100	ates as measured by ALPADS and CELDT			ŀ	
student assessment data for program		1	- 1		ata.	1			
placement and monitoring.	1	- 1		ľ		1	1		
3. State and District Benchmark data indicate	ł					1	l		
that:	1		1	- 1				- 1	
• In 2013 CST data indicate that 71.7% of all	1	1		- 1		1		1	
students scored proficient in ELA; 74.5%	į	I.		- 1		1	i		
scored proficient in Math; 64.7% scored proficient in History/Social Science; and 82.3		- 1	ł	1	į			- 1	
scored proficient in Science.	1	- 1				1			
District 2013/14 CCSS Midyear Benchmarks		- 1		- 1		1			
Indicate that 66% of the students scored						1			
proficient in Common Core Math, and 43%		ļ	1	1	ļ			1	
scored proficient in Common Core English		- 1	1	ŀ		1	l	- 1	
Language Arts. In 2014-15 the District will use		- 1	. 1	1			i		
the Smarter Balanced Assessments as a	! !	ŀ	1	- 1		1].	
baseline for future improvement.		1	1	1			I		
Subgroup CST data indicate that there is an achievement gap between English Language				Į.	l	i	İ		
Learners, Socioeconomically Disadvantaged,				ı		1		1	
Students with Disabilities and students LEA			1	1		1		1	
wide. CDE Link for more			1			ĺ	l		
Information: http://dq.cde.ca.gov/dataquest	'				i				
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/2013APRDstAYPChart.aspx?allcds=1964766			1	- 1	i				
CELDT Data Indicate that 55.8% of English Language Learners made annual progress in		l		1		1			
learning English as measured by the CELDT.				1	i			İ	
Roughly 70% of English Language Learners	l i			- 1	l l	1			
scored at the Proficient level on the CELDT.			i	1	İ				
• In 2013 15.1% of English Language Learners					1				
were redesignated as Fluent-English-Proficient.					1				
4. API data indicate that all of the LEA's								1	
schools have APIs well above 800. The District			1						
API in 2013 was 878. Individual subgroup API			·					ł	
scores can be found here:]								
http://dq.cde.ca.gov/dataquest								i 1	
/Acnt2013 /2012Base_DstAPI.aspx?allcds=196476							·	ļ	
1									
District Benchmark Assessments	1						,	1	
2. CAASP Assessments (SBAC, CELDT,			į l						
CAPA)	1								
3. Classroom formative assessments									
4. School schedules									
1"	1	1]	
5. DataQuest Reports	1 .				1				i
6. Enrollment data				1					
7. CALPADS data	ļ	<u></u>	ļ.,,		1. Parent 1)	Parent involvement()	Parent Involvement	Parent	
Parent Involvement:	Goal 3: School	AII	All	l	involvement will	will increase by 1% as		involvement;	
Parent survey data and parent sign in sheets a	Climate and		ł	l	increase by 1% as	measured by Parent	increase as measured	Pupil engagement;	
school and District functions indicate that there	Engagement:	1	1		measured by Parent	Surveys and	by Parent Surveys	School climate	
is strong parent involvement at the schools (90%). Data also indicate that there are some	Stakeholders,	1	1	l	Surveys and school/district related	school/district related	and school/district		
rejuctant" parents who are not engaged in	including parents and			l	parent event sign-in	parent event sign-in	related parent event sion-in sheets.		
parent involvement activities (10%). The	students will				sheets.	sheets.	1		
Delett Withtententententententententententententent		1.	1		2. Pupil attendanê	Pupil attendance will)	Pupii attendance will	[
District will conduct parent outreach and inquin		1							
District will conduct parent outreach and inquiry to engage all parents in their children's	supporting			1	will increase by 1% to	be maintained as	be maintained as		l .
District will conduct parent outreach and inquiry to engage all parents in their children's education.	supporting student				will increase by 1% to 97% as measured by	measured by the	measured by the		
District will conduct parent outreach and Inquin to engage all parents in their children's education. Pupil Attendance:	supporting student learning. This includes				will increase by 1% to 97% as measured by the District student	measured by the District student	measured by the District student		
District will conduct parent outreach and Inquing to engage all parents in their children's education. Pupil Attendance: Data Indicate that student attendance rates	supporting student learning. This includes increasing				will increase by 1% to 97% as measured by the District student information system (AERIES). Pupil	measured by the District student Information system	measured by the District student Information system		
District will conduct parent outreach and Inquin to engage all parents in their children's education. Pupil Attendance: Data Indicate that student attendance rates averaged around 96% in 2012/13. The	supporting student learning. This includes increasing parent				will increase by 1% to 97% as measured by the District student information system (AERIES). Pupil chronic absenteeism	measured by the District student	measured by the District student Information system (AERIES). Chronic		
District will conduct parent outreach and Inquin to engage all parents in their children's education. Pupil Attendance: Data Indicate that student attendance rates	supporting student learning. This includes increasing parent				will increase by 1% to 97% as measured by the District student information system (AERIES). Pupil	measured by the District student Information system (AERIES). Pupil	measured by the District student Information system		

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		1 1	1	as measured by	rate will drop by 1%	by 1% or be	
udent who has missed 10% or ore of the days	making, and	1 1		AERIES.	as measured by	maintained as	
e or she has been enrolled in school. Data also	pupa		}		AERIES.	measured by AERIES.	
	engagement			3. Pupil habitual	ACRIES.	mediate of manage	
abitually truant. The State habitual truancy	with regards to		i	truancy rate will 3)	Pupil habitual truanity	Pupil habitual truancy	
ite is 29.28% and Los Angeles County habitual	attendance and			remain below that the	rate will remain below	rate will remain below	
uancy rate is 34.32%.	maintaining a	1 1		State rate of 29,28%	the State and County	the State and County	
romotion Rate:	positive school climate.			and LA County rate of	rates, and will	rates, and will	
	Cilliate.		1	34.32%, and will		Improve drop by .5%	
he Promotion rate in 2012/13 was 98.5%. The				improve by 1% as	improve by .5% as	as measured by the	
najority of the students retained were in grades				measured by the	measured by the		
-1, and from El Portal School.		1 1		District student	District student	District student	
proliment data show that 45 students were				information system	Information system	Information system	
etained last year:		1		(AERIES).	(AERIES).	(AERIES).	
		1		4. The expulsion			
CHOOL TOTAL		. 1		rate will be maintained	The expulsion rate will	The expulsion rate will	
Portal 24	l 1			at 0%, and the	be maintained at 0%,	be maintained at 0%,	
	l I			suspension rate will	and the suspension	and the suspension	
ordan 5	1	1	l	remain below the	rate will remain below	rate will remain below	
tacy 3		1	l	State rate of 5.1%	the State and County	the State and County	
1acy 3	1	ı	1	and the County rate	rates, and	rates, and will be	
leadow Green 6	1 1	1	l	of 3.5%, and will	will improve by .5%	maintained or	
	l i	1	l	improve by .5% as	as measured by the	improve as measured	
Xita 7				measured by the	District student	by the District student	
TOTAL 45	1 1		1	District student	information system	information system	
	1	1		information system		(AERIES).	
	1 1		į	(AERIES).	(AERIES).	(ALKILO).	
Dropout Rate:	l ·	1		S. The dropout rate	The dropout rate will	The dropout rate will	
	1 1		1	will remain at 0% as	remain at 0% as	remain at 0% as	
The District dropout rate in 2013 was 0%	1	1	1	reported by CalPads	reported by CalPads	measured by CalPads	
(Dataquest, 2014). All of our students	1	1	1	and Dataquest.		and Dataquest.	
matriculate into high school after graduating	1 1	1	1	1 '	and Dataquest.	and Dataquest.	
rom our junior high.	1	1	1	6. The promotion ₆₎	The promotion rate6)	The promotion rate	
School Climate:	1 1	ı	1	rate for students in	for students in grades		
	1 1	- 1	1	grades K-4 will		K-4 will be maintained	
The District expulsion rate In 2013 was 0%. The	1 1	- 1	1	increase from 98.5%	K-4 will be maintained		
suspension rate in 2013 was 2.3%. The majorit	1 1	1	1	to 99%.	or increase.	or increase.	
of disciplinary infractions were from Causing	1 1		1	7. Pupil school 7)	Pupil school 7)	Pupil school	
Physical Injury and Disruption/defiance. There	1 1	j	1	safety/connectednes			
were no expulsions. At the junior high, the	1 1	- 1	1.	survey data will	,,		l
suspension rate was 4.5% with most infractions	1 1	1	1	indicate that students	survey data will	survey data will	
being Causing Physical Injury. Our two schools	1 1	- 1	1	continue to feel safe	Collings to moreate	continue to indicate	1
with the highest percentage of disadvantaged	1 1	l l	1	and connected to	that students feel	that students feel	!
youths had suspension rates of 3.5% (Jordan	1 1	i i	1	school.	safe and connected	safe and connected	ŀ
Elementary) and 2.6% (El Portal Elementary).	1 1	1	1	SCHOOL	to school.	to school.	1
The State suspension rate in 2013 was 5.1%	1	1				1	l
and Los Angeles County's suspension rate was	1	1	1		1	1	l
3.5%.	1 1	l l	1				
Pupil attendance records							
Pupil discipline data	1 1	1	1		1		
Dropout data							
· · · ·		1	1		l		1
Sign-In sheets for parent conferences and school functions		1	1			1	
	1 1.	ļ					
Parent survey data		1 .					
Student survey data (school			1		i	1	1
safety/connectedness)		1				1	1
	1 1						1

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 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 districtwide, schoolwide, countywide, or charterwide 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, 22067, and 47606.5.

Guiding Questions:

- 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?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section \$2.05.2 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities Identify specific state priority. For districts and COEs, <u>all</u> priorities in	Actions and Services	Level of Service	Annual Update: Review of	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)?			
,	included and identified; each goal may be linked to more than one priority if appropriate.)			actions/ services	LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: . 2016-17	
	asic;	Increase	LEA-Wide		Additional night	Additional night	Additional night custodians:	
	mplementation	custodial		1	custodians:	custodians:	\$175,000	
- Control of the Cont	of State	support to	l	1	\$175,000	\$175,000 Funding Source:	Funding Source:	
Cardinage for	Standards;	provide daily	l	1	Funding Source:	General Fund	General Fund	
JOHOHOVIIS 101 [Course access	cleaning of		i	General Fund	General Land]	
eaning, including		classrooms and		1		l	1	
oasic services, the		restrooms.	1		1	1		
mplementation of				1	1		1	
the Common Core		i	ı	1		1	1	
State Standards,			l	1	1	1.	1	
and course access		1	l	ł		1	1	
for students will be		1	l	1			1	
maintained or improved. Basic		l .	1	1	1	1	1 .	
services includes		i	1	1	1	1		
confirming that			l	1			İ	
District teachers are			1	1		1	1	
appropriately		1	1		1	1	I.	
assigned and fully		1	1	1	1	1	i	
credentialed in the		1	1	1			1	
subject area and			ı	1			1	
students they		i	1	1	1	i	1	
teach, that		1	1	1	1	1	1	
students have			1	1	1	1	1	
sufficient access to		l .	1	1	1	1	1	
instructional			1	i	1			
materials aligned to	i	1	1	1	į.	1		
the Common Core			1		1	1	Į.	
State Standards,		1 -	1	1		1	1	
and that school		1	1	1		1		
facilities are in good		Į.	1		1	1	1	
repair.		1	1	1	1	1	1	
Implementation of	1	1	1	1				
the Common Core		1 .	1	1		1	1	
State Standards	1		1	1				
(CCSS) incudes	1	1	1	1			1	
making sure all	I	1	1	1		1	1	
teachers are		1	1	1	1	1		
implementing	1	1	1	1	1		1	
instructional	1	i	1	1		1	1	
strategies designed		1	1			1	1	
to help all students		1	1	1	1	1	1	
master the Common	'[ı	1	1	1	1	1	
Core State	1	1	1	1				
Standards, and	1		1	1	1			
providing English language learners	1	1	1	1	1	1	1	
with appropriate	1	I	1	1			1	
	.1	1	1		ı			
English language development	1		1	1		1	1	
aligned to the	1	i	1	1		1		
CCSS.	1	1	1	1	ı	1	l	
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[014:	Basic;	Increase	School-Wide		Increase Funding to	Increase Funding to 1	ncrease Funding to
		support to the			Music Programs:	Music Programs: }	lusic Programs:
Conditions for		Arts at the Jr.				\$20,000	20,000
Learning:		High School.	1		Funding Source:		Funding Source:
Conditions for learning, including	Course access	* '			General Fund		General Fund Note:
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implementation of		l	1		Band Program at		Band Program at
the Common Core	1	l	1		the Junior High		the Junior High
State Standards;		1	1				Increase Funding to
and course access		`	1	l			Art Classes:
for students will be	ŀ	1	i		Art Classes: \$3.000	\$5,000	\$5,000
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pertaining to all of		1	l	i	1	1	1
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California Educatio	n	l l	1	1			I
Cođe.					Increase School	Increase School	Increase School
Goal 1:	Basic;	Increase	LEA-Wide	1	Allocations for	Allocations for	Allocations for
Conditions for	Emplementation	School Site Allocations fo	. 1	1	Instructional	Instructional	Instructional
Learning:	of State Standards;	generat	. 1	1	Materials: \$42,000	Materials: \$63,000	Materials: \$63,000
Conditions for		instructional	1	1	Funding Source:	Funding Source:	Funding Source:
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State Standards,	. 1		1	1	1		1
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credentialed in the		1	- 1	- 1			
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sufficient access to instructional	i	1	1	- 1			
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the Common Core							
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facilities are in good	l	1		1		1	'
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the subject areas described in the California Education Code.	Basic:	Hire additional	LEA-Wide		CSR grades K-3:	CSR grades K-3:	CSR grades K-3:
the subject areas described in the California Education Code. Goal 1: Conditions for	Basic; Implementation	teachers to	LEA-Wide		\$2,885,000	\$\$2.970.000	\$3,055,000 Funding Source:
the subject areas described in the California Education Code. Goal 1: Conditions for Learning:	Basic; Implementation of State	teachers to lower the K-3	LEA-Wide		CSR grades K-3: \$2,885,000 Funding Source: General Fund	CSR grades K-3: \$2,970,000 Funding Source: General Fund	\$3,055,000
the subject areas described in the California Education Code. Goal 1: Conditions for Learning: Conditions for	Basic; [mplementation of State Standards;	teachers to	LEA-Wide		\$2,885,000 Funding Source:	\$2,970,000 Funding Source:	\$3,055,000 Funding Source:
the subject areas described in the California Education Code. Goal 1: Conditions for Learning: Conditions for learning, Including	Basic; Implementation of State	teachers to lower the K-3	LEA-Wide		\$2,885,000 Funding Source:	\$2,970,000 Funding Source:	\$3,055,000 Funding Source:
the subject areas described in the California Education Code. Goal 1: Conditions for Learning: Conditions for learning, including basic services, the	Basic; [mplementation of State Standards;	teachers to lower the K-3	LEA-Wide		\$2,885,000 Funding Source:	\$2,970,000 Funding Source:	\$3,055,000 Funding Source:
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the subject areas described in the California Education Code. Goal 1: Conditions for Learning: Conditions for learning, including basic services, the implementation of the Common Core	Basic; [mplementation of State Standards;	teachers to lower the K-3	LEA-Wide		\$2,885,000 Funding Source:	\$2,970,000 Funding Source:	\$3,055,000 Funding Source:
the subject areas described in the California Education Code. Goal 3.: Conditions for Learning: Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access	Basic; [mplementation of State Standards;	teachers to lower the K-3	LEA-Wide		\$2,885,000 Funding Source:	\$2,970,000 Funding Source:	\$3,055,000 Funding Source:
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students they teach, that students have sufficient access to instructional materials aligned to the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards, common Core State Standards (CCSS) incudes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English sanguage learners with appropriate English language learners with appropriate English language development aligned to the CCSS. Course access for all students including the common Core state Standards, and course of study pertaining to all of the subject areas described in the California Educatic Code. Goal 1: Conditions for Learning: Conditions for Learning including basic services, includes for students will be maintained or improved. Basic services includes confirming that District teachers appropriate confirming that District teachers includes confirming that District teachers appropriate and students they teach, that students have sufficient access instructional materials aligned the Common Core State Standards, and that school facilities are in go facilities	Basic; Implementation of State Standards; Course access	Provide all teachers with research-based, high-quality professional development in the Common Core State Standards (CCSS) and instructional strategies to support the CCSS.	LEA- W ide	Common Core Professional Development: \$170,250 Funding Source: Title I Note: Year 1 and 2 Include PI Cohort funding	Common Core Professional Development: 485,000 Founding Source: TRUE 1 Nee: 1 And 2 Include PI Cohort funding	Common Core Professional Development: \$50,000 Funding Source: Title I Note: 'Year 1 and 2 include Pl Cohort funding		
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materials aligned to the Common Core State Standards, and that school						
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repair. Implementation of the Common Core State Standards (CCSS) incudes making sure all teachers are implementing instructional strategles designed to help all students master the Common Core State Standards, and providing English language learners with appropriate English language development aligned to the CCSS.						
Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the California Education Code.						
Goal 2: Pupil Outcomes: All students will	Pupil achievement; Other pupil outcomes	ESY for Students receiving special	LEA-Wide	ESY Program: \$119,000 Funding Source: General Fund	ESY Program: \$119,000 Funding Source: General Fund	ESY Program: \$119,000 Funding Source: General Fund
increase academic achievement in English language arts, Mathematics, and other core	Outcomes	education services				
content areas as determined by the CDE and Board of Trustees, and will make progress towards being college and career ready.						
Students will make yearly progress in mastering the Common Core State Standards and 21st Century Skills.						
English language learners will make yearly progress in English language proficiency. In addition, students				-		
will increase academic achievement in all core curriculum areas as described in the California						

Education Code		1	1	1			
Outcomes: All students will increase academic achievement in English language arts, Mathematics,	achievement; Other pupil outcomes	Professional Development designed to increase student achievement in the CCSS.	LEA-Wide		Professional Development Effective Instruction: \$40,000 Funding Source: Title II	Development Effective Instruction:	Professional Development Effective Instruction: \$40,000 Funding Source: Title II
and other core content areas as determined by the CDE and Board of Trustees, and will make progress towards being college and career ready.							
Students will make yearly progress in mastering the Common Core State Standards and 21 st Century Skilis English language Jearners will make					·		
yearly progress in English language proficiency. In addition, students will increase academic achievement in all core curriculum							
areas as described in the California Education Code 523310 and 51220.							
Goal 3: School Climate and Engagement: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement in school decision-making, and pupil engagement with regards to attendance and maintaining a positive school climate.	Parent involvement; Pupil engagement; School climate	District purvach purvach purvach purvach purvach purvach purvach purvach purvach provide provide progress progr	LEA-Wide		Parent Outreach/Connect Activities: \$15,500 Funding Source: General Fund Note: Website, Ed Line and Connect Ed	Funding Source; General Fund Note: Website, Ed Line and Connect Ed	Parent Outreach/Connect Activities: \$15,500 Funding Source: General Fund Note: Website, Ed Line and Connect Ed
Goal 3: School Climate and Engagement: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement in school decision- making, and pupil engagement with regards to	involvement; Pupil engagement; School climate	Services at the Junior high		The state of the s	Services: \$72,370 Funding Source: General Fund	Services: \$72,370 Funding Source: General Fund	Services: \$72,370 Funding Source: General Fund

attendance and maintaining a positive school climate.						
Climate and Engagement: Stakeholders, including parents and students, will be engaged in		School safety services	LEA-Wide	School Safety Services: \$35,000 Funding Source: General Fund Note: Resource Officer, Safe school activities	School Safety Services: \$36,000 Funding Source: General Fund Note: Resource Officer, Safe school activities	School Safety Services: \$36,000 Funding Source: General Fund Note: Resource Officer, Safe school activities
supporting student learning. This includes increasing parent involvement in school decision- making, and pupil engagement with regards to attendance and maintaining a positive school climate.				Crossing Guards: \$10,800 Funding Source: General Fund	Crossing Guards: \$10,800 Funding Source: General Fund	Crossing Guards: \$10,800 Funding Source: General Fund
Goal 3: School Climate and Engagement: Stakeholders, Including parents and students, will be engaged in includes increasing parent involvement in school decision- making, and pupil engagement with regards to attendance and maintaining a positive school climate.	Parent involvement; Pupil engagement; School cilmate	Student data systems analyst	LEA-Wide	Data Technician: \$83,885 Funding Source: General Fund	Data Technician: \$33,885 Funding Source: General Fund	Data Technician: \$83,885 Funding Source: General Fund

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The Identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or puls redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and idenfity all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	in each year (ar years 2 and expenditures for LCAP Year Year 1:	e performed or se ad are projected to 3)? What are the or each action (Inc source)? Year 2: 2015-16	be provided in anticipated
Goal 1: Conditions for Learning: Conditions for learning: Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access for students will be maintained or improved. Basic services includes confirming that District teachers are appropriately assigned and fully credentialed in the subject area and students they teach, that students they teach, that students have sufficient access to instructional materials aligned to the Common Core State	of State Standards; Course access	Low Income pupils: Lower class sizes at schools with high concentration of targeted unduplicated students	School-Wide		2014-15 Additional CSR: \$81,125 Funding Source: Supplemental Note: Lower class sizes at schools with high concentration of targeted unduplicated students	Additional CSR: \$93,000 Funding Source: Supplemental Note: Lower class sizes at schools with high concentration of targeted unduplicated students	
Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards (CCSS) incudes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English language learners with appropriate English anguage development aligned to the CCSS.							
Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the California Education Code.							
Goal 1: Conditions for Learning: Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access for students will be maintained or improved. Basic services includes confirming that	Basic; Implementation of State Standards; Course access	English learners: Continue to Implement a comprehensive English Language Development (ELD) program for English language (earners	LEA-Wide				

Olstrict teachers are appropriately assigned and fully credentialed in the subject area and students they teach, that students have sufficient access to instructional materials aligned to the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards, can of the Common Core State Standards (CCSS) incudes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Common Core State Standards, and providing English language learners with appropriate English language development aligned to the CCSS. Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the Calliornia Education Code.					
Goal 1: Conditions for Lasmina; Conditions for learning, including basic services, the Implementation of the Common Core State Standards, and course access for students will be maintained or improved. Basic services includes confirming that District teachers are appropriately assigned and fully credentialed in the subject area and students they teach, that students have sufficient access to instructional materials aligned to the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards (CCSS) incude making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English language learner with appropriate English sanguage development singuages and providing English language learner with appropriate English sanguage development singuages.	of State Standards; Course access	English learners: Continue to provide equal access to all courses for English language learners.	LEA-Wide		

			٠.		1	{
aligned to the CCSS.	.			1	-	
Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the California Education Code.					Silingual 8	likinguat
Outcomes:	achievement; Other pupil outcomes	English learners: Hire staff to provide billingual support to our ELL students	rargeted	support staff: 1 \$71,705 Funding Source: Supplemental	upport staff: 5 1731,705 Funding Source: Supplemental	upport staff: 71,705 Funding Source: Supplemental
Goal 2: Pupil Outcomes: An students will increase academic achievement in English language arts, Mathematics, and other core content areas as determined by the CDE and Board of Trustees, and will make progress towards being college an career ready. Students will make yearly progress in mastering the Common Core State Standards and 21st Century Skills. English language tearners will make yearly progress in English language proficiency. In addition, students will increase academic achievement in all core curriculum areas as described in the California Education Cod 523310 and 51220.	d	Low income pupits; Foster youth; English iteamers; Redesignated fluent English proficient pupils: Intervention classes for targeted students	Targeted	Extended day intervention: \$80,000 Funding Source: Supplemental Provide study skills classes: \$68,800 Funding Source: Supplemental	Extended day intervention: \$80,000 Funding Source: Supplemental Provide study skills classes: \$68,800 Funding Source: Supplemental	Extended day intervention: \$80,000 Funding Source: Supplemental Provide study skills classes: \$68,800 Funding Source: Supplemental Supplemental Supplemental Supplemental Supplemental Supplemental Supplemental Supplemental
Goal 2: Pupil Outcomes: All students will increase academic achievement ir English language arts, Mathematics, and other	outcomes	Low income pupils; Foster youth; Englist learners; Redesignated fluent English proficient pupils; Provide summer	Targeted	\$75,000 Funding Source: Supplemental Note: Hire staff to	\$160,000 Funding Source: Supplemental Note: Hire staff to	\$160,000 Funding Source: Supplemental Note: Hire staff to

core content areas as		school program to targeted students		1	provide and operate	provide and operate	provide and operate
determined by the CDE and Board of Trustees, and will make progress		(ELL, Foster youth, Low Income).			Summer School to targeted students	Summer School to targeted students	Summer School to targeted students
towards being college and career ready. Students will make yearly		-		ľ	Summer School Curriculum: \$17,000	Summer School Curriculum: \$30,000	Summer School Curriculum: \$30,000
progress in mastering the Common Core State Standards and 21 st					Funding Source: Supplemental	Funding Source: Supplemental Note:	Funding Source: Supplemental Note:
Century Skills. English language tearners will make yearly progress in English language oroficiency. In addition,			-		Note: Purchase Summer School curriculum for targeted students	Purchase	Purchase Summer School curriculum for targeted students
students will increase academic achievement in all core curriculum areas as described in the							
California Education Code 523310 and 51220.	Pupil	Low income pupils;	Targeted		Instructional	Instructional	Instructional
Outcomes:	achievement; Other pupil outcomes	Foster youth; English learners; Redesignated fluent English proficient			TOSA: \$93,731 Funding Source: Supplemental	TOSA: \$93,731 Funding Source: Supplemental	TOSA: \$93,731 Funding Source: Supplemental
Mathematics, and other core content areas as defermined by the CDE		pupils: TOSA to provide instructional support to teachers on			Suppremental	Заррынска	
and Board of Trustees, and will make progress towards being college and career ready.		strategies to support the learning of ELL, Low Income, and Foster Youth students.	-				
Students will make yearly progress in mastering the Common Core State Standards and 21 st							
Century Skills. English language learners will make yearly progress in							
English language proficiency. In addition, students will increase academic achievement in							
all core curriculum areas as described in the California Education Code 523310 and 51220.							
Goal 2: Pupil Outcomes: All students will increase academic achievement in	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient	Targeted		Intervention Specialists: \$9,000 Funding Source:	Intervention Specialists: \$9,000 Funding Source: Supplemental	Intervention Specialists: \$9,000 Funding Source: Supplemental
English language arts, Mathematics, and other core content areas as determined by the CDE and Board of Trustees,		pupils: Provide stipends to teachers to act as Intervention Specialists at each			Supplemental Note: Stipends of \$1500.00 for one teacher	Note: Stipends of \$1500.00 for one teacher	Note: Stipends of \$1500.00 for one teacher
and Board of Trustees, and will make progress towards being college and career ready.	1	site. These teachers will concentrate on ELL, RFEP, Foster Youth, and Low			each site	each site	each site
Students will make yearly progress in mastering the Common Core State Standards and 21 st		income students who need learning support					
Century Skills. English language learners will make yearly progress in							
English language proficiency. In addition, students will increase							

				t	1	1	1
academic achievement in	1		- 1	- 1		i	
all core curriculum areas			1		1		ļ
as described in the		l	1			1	
California Education Code 523310 and 51220.			1				
Goal 2: Pupil	Puoil		Targeted				Math Intervention
Outcomes:	achievement;	oster youth; English	1		ntervention ections:		Sections:
All students will increase	Other pupil	earners;	1				\$40,000
academic achievement in	outcomes	Redesignated fluent English proficient		1	Funding	Funding	Funding
English language arts,	1	ougils:	1		Source:	Source: Supplemental	Source: Supplemental
Mathematics, and other		Create additional	į	13	Supplemental	Supplementar	Зарристенто
core content areas as determined by the CDE		math intervention sections at the Jr.		- 1			
and Board of Trustees,		High for ELL, RFEP,	1	1			1
and will make progress	1	Low Income, and	- 1				
towards being college and		Foster Youth students.					
career ready.		students.					
Students will make yearly							
progress in mastering the	1			- 1			
Common Core State Standards and 21 st				- 1			
Century Skills. English							
language learners will							
make yearly progress in							
English language		,					i l
proficiency. In addition,				l		ł	
students will increase academic achievement in							
al core curriculum areas				- 1			
as described in the			1 1	- 1		1	
California Education Code	i i		1 1	- 1			
523310 and 51220.	Pupil	Low income pupils;	Targeted		Targeted	Targeted	Targeted
Goal 2; Pupil	achievement;	Foster youth; English		l l	Student	Student	Student Monitoring
Outcomes: All students will increase	Other pupil	fearners:	1		Monitoring System:	Monitoring System:	System:
academic achievement in	outcomes	Redesignated fluent English proficient			\$17,430	\$17,430	\$17,430
English language arts,		pupils:			Funding	Funding	Funding Source:
Mathematics, and other	i	Provide a	1 1		Source: Supplemental	Source: Supplemental	Supplemental
core content areas as determined by the CDE		program/system to help teachers monitor		1	Supplementa	1	
and Board of Trustees,		progress of those	1			1	
and will make progress	1	students in the	1 .1	- 1			1
towards being college an	4	Extended Day Intervention Program	1 1			1	
career ready.		Intervention Program	1			1	
Students will make yearly		i	1 1			1	1
progress in mastering the	·						1
Common Core State						1	1
Standards and 21 st Century Skills. English		1	1			ì	1
language learners will	1		1				1
make yearly progress in	· ·		1				
English language	1		1 1			1	
proficiency. In addition, students will increase		1	1		1	1	1
academic achievement in	.		1 1				
all core curriculum areas	1	1			1	1	1
as described in the	1	1	1 1		İ	ļ	1
California Education Cod S23310 and 51220.	e		1 1				
Goal 2: Pupil	Pupil	English learners:	Targeted		GLAD Training	: GLAD Training	GLAD Training: \$42,000
Outcomes:	achievement;	Train teachers with			\$42,000 Funding	\$42,000 Funding	Funding
All students will increase		ELL students in GLA Strategies Training.	^니 1		Source:	Source:	Source:
academic achievement is	outcomes	(To help increase			Title [Title I	Title 1
English language arts,	Į.	achievement for ELL			GLAD	GLAD	GLAD
Mathematics, and other		students)	1		instructional materials:	instructional materials:	instructional materials:
	1						
core content areas as determined by the CDE			1			\$33,000	\$33,000
determined by the COE and Board of Trustees,					\$56,000 Funding	\$33,000 Funding	\$33,000 Funding
determined by the CDE and Board of Trustees, and will make progress					\$56,000 Funding Source:	\$33,000 Funding Source:	\$33,000 Funding Source:
determined by the COE and Board of Trustees,					\$56,000 Funding	\$33,000 Funding Source:	\$33,000 Funding Source:

. 1	1	ı	1	1	For Targeted	For Targeted	For Targeted
Students will make yearly progress in mastering the					Students	Students	Students
Common Core State		ļ	1	- 1			
Standards and 21st	1	1	- 1				
Century Skills. English	1		- 1				1
language tearners will			1	1			. 1
make yearly progress in			1				1
English language	1		1				1
proficiency. In addition,			- 1				
students will increase			- 1				l '
academic achievement in			1				1
all core curriculum areas			- 1				
as described in the			1				1 1
California Education Code			- 1				1
523310 and 51220.							LTEL ELD
	Pupil		Targeted		LTEL ELD	LTEL ELD Intervention:	intervention:
Outcomes:	achievement;	Provide English	1		Intervention:	\$18,500	\$18,500
All students will increase	Other pupil	Language	- 1		\$18,288 Funding	Funding	Funding
academic achievement in	outcomes	Development	- 1		Source:	Source:	Source:
English language arts,		Intervention to Long			Title 111	Title III	Title III
Mathematics, and other	1	Term English	1		Note:	Note:	Note:
core content areas as	1	Language Learner Students (LTELS)			Provide Long	Provide Long	Provide Long
determined by the CDE		during the extended]		Term English	Term English	Term English
and Board of Trustees,	l	day (before/after			language	language	language
and will make progress	ļ	school).			learners	learners	tearners (LTELs) with
towards being college and					(LTELs) with	(LTELs) with	English
career ready.		'	1		English language	English language	language
1	1		1 1		development	development	development
Students will make yearly	i		[intervention	intervention	intervention
orogress in mastering the Common Core State					HILES TESTION	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Common Core State	1	1	1 1			İ	1 1
Standards and 21st		ľ	1 1		1	1	
Century Skills, English	1		.		1	1	1 1
language learners will						i	1 [
make yearly progress in	1	Į.				1	1 1
English language	1	j	1 1		ı	1	1 1
proficiency. In addition,					1	1	1
students will increase			1 1			i	1
academic achievement in	1	i	1 1		ı		1 1
all core curriculum areas	1						1
as described in the					1	ì	1 .
California Education Code	2				ı		
523310 and 51220.	<u> </u>	1	Targeted		·		
Goal 2: Pupil	Pupil	Redesignated fluent	argeten				1 1
Outcomes:	achievement;	English proficient pupils:				ł	1 1
All students will increase	Other pupil	Monitor the academic			i	1	
academic achievement in	outcomes	progress of RFEP -			1	1	1 1
English language arts,		students to ensure		ĺ	1	i	
Mathematics, and other		academic success	1		i	1	
core content areas as		using data and	1		1	1	1
determined by the CDE	1	assessment program.	·	l	1	1	
and Board of Trustees,			l .				
and will make progress			1			1	1
towards being college an	dļ	İ			1	1	
career ready.	1	1	1	1	1	1	
Students will make yearly	,	1	1	1	i	1	1
progress in mastering the	é	1	1	1	1	1	
Common Core State	<u> </u>			1	1	1	1
Standards and 21st			1	1	l .	i	1
			1	1	1	1	
Century Skills. English		1	1	1	1	1	
language learners will	-		1	1		1	1
make yearly progress in		1:	1	1		ļ	1
English language proficiency. In addition,	1		1	1	1	1	1
students will increase		1	1	1	1	1	1
academic achievement in	. I	1	1	ı	1	1	1
all core curriculum areas	' I	1	1	1	i	1	1
sen core curriculari areas	1	1	1	1			1
as described in the California Education Cod	fe	1		1	1	1	
523310 and 51220.	"]		L	1			_1
1253310 BIN 31520.							

Goal 2: Pupil Pupil Outcomes: achievement; All chulents will increase Other pupil		Targeted	1		1	
Outcomes: achievement;					1	
	Monitor the academic		1	1	1	
All students will increase Other pupil	progress of Foster	1		1	1	1
academic achievement in outcomes	Youths using the			1	1	
English language arts,	district's data and				1	1
	assessment program				ĺ	1
Mathematics, and other			1	1	1	1
core content areas as	1			1		1
determined by the CDE	l l			1		
and Board of Trustees,	i					l l
and will make progress			1 1			l
towards being college and						1
career ready.	1					1
1						
Students will make yearty	l 1					
progress in mastering the			1			
Common Core State						
Standards and 21st	i I					
Century Skills. English						
language learners will						
make yearly progress in	1 1			-		
English language	1 1		1			
proficiency. In addition,	1			i	I	
students will increase	1		ı	l	I	
academic achievement in	1		1		l	
all core curriculum areas]		1	l	l	
as described in the	1		1		l	1
California Education Code	1		1	I	l	i
523310 and 51220.				<u> </u>		
Goal 3: School Climate Parent	Low income pupils;	Targeted	1	Parent	Parent	Parent
	Foster youth; English	1	1	Outreach	Outreach	Outreach
	learners:	1	1	Liaison:	Liaison:	Liaison:
	Hire parent outreach		1	\$27,650	\$27,650	\$27,650
gratelits and students, time	liaison to work with	1	1	Funding	Funding	Funding
toe eligaged it supporting	ELL, Foster, and Low		ŀ	Source:	Source:	Source:
student learning. This	Income families.		1	Supplemental	Supplemental	Supplemental
includes increasing parent	1		1	ł	i	1
involvement in school		l	l	i	ļ	i
decision-making, and pupil	1		1	ļ	1	l .
engagement with regards	1	•	1	1	1	1
to attendance and			1		1	1
maintaining a positive	1	1	1		1	1
school climate.	{		1	i		<u> </u>
	Low income pupils;	Targeted	1	Student	Student	Student
Goal 3: School Chillate	Foster youth; English	largeteo	i	outreach and	outreach and	outreach and
and Engagement: involvement;	learners:		1	counseling:	counseling:	counseling:
Stakeholders, including Pupil	Redesignated fluent	1	1	\$7,315	\$7,315	\$7,315
parents and students, will engagement;	English proficient	1	1	Funding	Funding	Funding
be engaged in supporting School climate	oupils:		1	Source:	Source:	Source:
student learning. This	Provide outreach	l	1	Supplemental	Supplemental	Supplemental
includes increasing parent	support and	l .	1	1	1	1
involvement in school	counseling to		1	1	1	1
decision-making, and pupil	targeted students		1		1	1
engagement with regards	(ELL, RFEP, Low		1	i	1	ļ
to attendance and	Income, Foster	I	1	1	1	1
to attendance and	Youth) at the Jr. High	i .	1	1	1	1
maintaining a positive	School.	1	1		1	l
school climate.		Taractar	1	ELL Parent	ELL Parent	ELL Parent
Goal 3: School Climate Parent	English learners:	Targeted	1	Involvement	Involvement	Involvement
and Engagement: involvement;	Provide training and		1	Activities:	Activitles:	Activities:
Ct-Labeldon Industria (PUDI)	outreach activities to	1	1	\$17,500	\$17,500	\$17,500
langagement;	parents of ELL	l .	1	Funding	Funding	Funding
be engaged in supporting School climate	students.	1	1	Source:	Source:	Source:
student learning. This	1	1	1	Title III	Title III	Title III
includes increasing parent	1	1	1	1	1	1
involvement in school	i	ŀ	1	1	1	1
decision-making, and pupil	ļ	I	1	1	1	1
engagement with regards	1	1	1	1	1	1
	1	1	1		1	1
to attendance and	1	1	1	ı	1	1
maintaining a positive	1	1	1		1	1
school climate.			-			1
Goal 3: School Climate Parent	Foster youth:	LEA-Wide	1	1	1	1
and Engagement: involvement;	Counselors will	1	1	1	1	1
	monitor the	1	1	1	1	1
and the standard Publi						
Stakeholders, including Pupil engagement;	social/emotional	1	1			
Stakeholders, including Pupil parents and students, will engagement;	sociat/emotional needs of Foster		1	1.		
Stakeholders, including Pupil engagement;	social/emotional					

				_	1
Stakeholders, including	Parent Involvement; Pupil engagement; School climate	Foster youth: District/school personnel will provide outreach services to parents of Foster Youths to ensure involvement in, and success with school.	Targeted		
and Engagement: Stakeholders, including		Foster youth: Maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entitles providing care and services to foster youth.			
Goal 3: School Climate and Engagement: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement in school decision-making, and pupil engagement with regards to attendance and maintaining a positive school climate.	Involvement; Pupii engagement; School climate	English learners; Redesignated fluent English proficient pupils: Continue ELACS and DELACS at the schools and district.	LEA-Wide		

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

PART A

The percentage by which services for unduplicated pupils will be increased or improved is 3.24%

Total 2014-15 LCFF Funding available to all students is: \$19,661,873.00

Total 2014-15 Supplemental Funding for unduplicated pupils is: \$636,116.00

Required Proportionallity Percentage for unduplicated pupils is: 3.2%

Total Supplemental Funding Expended in 2014-15 as per LCAP: \$636,116.00

Unduplicated students are receiving an increase in services over and above what LEA students are receiving in the following ways:

- 1. Bilingual support for ELL students
- 2. Exended day intervention classes in ELA and Math
- 3. Study Skills classes to provide learning support
- 4. Summer School for targeted students in ELA and Math
- 5. Instructional TOSA to provide instructional support to teachers (ELL strategies, instructional strategies)
- 6. Intervention specialists at each site to help monitor student placement and progress in Math and ELA intervention classes
- 7. Monitoring system to help teachers monitor the progress of targeted unduplicated students in intervention programs
- 8. Parent outreach liaison to work with ELL, Foster, and Low Income families to support home-school learning connection
- 9. Increase the counseling time at the junior high to provide additional support and outreach to targeted unduplicated students
- 10. Add Math Intervention sections at the junior high school
- 11. Hire additional teacher(s) at schools with high unduplicated pupil counts to lower class sizes below that of other schools in the District
- 12. Provide GLAD Strategies Training and required instructional materials to teachers who teach English language learners

PART B:

Most of the supplemental funding will be spent directly on the unduplicated student population. A small amount will be spent in a school-wide manner at the schools with the highest unduplicated pupil counts to help lower class sizes. LISD has two schools with an unduplicated student population almost twice as high as what the other schools have. Lowering class sizes for the unduplicated students at those schools will provide more one-on-one teacher interaction and instructional support to those students.

According to research, students from low-income families are more engaged in learning, feel more connected with school, and show higher gains in academic achievement when they are placed in classes with smaller teacher-student ratios (Chaffer, 2006; Froese-Germain, 2009; Merritt et al., 2011; Schwartz, 2003). In one research synthesis, authors contend that class size reduction had a positive academic and social-emotional impact on low-income students (Council of Chief State School Office, 2012). This report also highlighted that students from low-income households had fewer discipline problems and showed higher academic gains when placed in smaller classes.

The majority of the LEA's unduplicated student population are from low income households and are attending two of the LEA's six schools. The LEA believes that by lowering class sizes at the schools with the highest concentration of English language learners and low-income students, academic achievement (Goal 2) and school engagement (Goal 3) for targeted students will improve. Lowering class sizes at the schools with the highest concentration of low-income pupils is the best way to meet the LEA's goals and to spend the remaining supplemental dollars.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

LCAP Proportionality Per	centage Calculation	:
2014-15 Total LCFF Funding		\$ 20,594,673.00
2014-15 Transportation and T	IIG Funding	296,685.00
2014-15 Supplemental and C	oncentration at Target	1,729,630.00
Prior year EIA Funding		213,703.00
Difference		1,505,927.00
Gap funding (Supplemental &	Concentration)	422,413.00
Total funding for Unduplicated	1 Pupils	636,116.00
Current year LCFF Funding fo	or all Students	19,661,873.00
Proportionality Percentage for	r Unduplicated Pupils	3.24%
LCFF Target Excluding TIIG 8	k Transportation	23,219,423.00
Minimum Proportionality % at	Full Implementation	7.41%
LJSD has exceeded the r	equired percent pro	portionality rate f
Supplemental Service		Increase in Services
Lower Class Sizes (CSR)	\$81,125.00	7%
Bilingual Support	\$114,000.00	100%
Extended Day Intervention	\$80,000.00	100%
Additional Study Skills Classes	s \$68,800.00	60%
Summer School	\$75,000.00	100%
Summer School Curriculum	\$17,000.00	100%
Instructional TOSA	\$93,731.00	100%
Intervention Specialists	\$9,000.00	100%
Math Intervention Sections	\$22,580.00	9%
Student Monitoring System	\$17,430.00	100%
Parent Liaison	\$27,650.00	100%
Counseling/Outreach	\$7,315.00	10%
GLAD Strategies Materials	\$56,000.00	100%
I		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.