

Local Control and Accountability Plan

Lowell Joint



July 1, 2014 - June 30, 2017

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Lowell
Joint

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LCAP Year: 2014

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 1 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 graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

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:

- 1) 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	Impact on LCAP
<p>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.</p> <p>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 language learners, and socio-economically disadvantaged) are included in the PAC membership. Board of Trustees: 3/03/2014; 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)</p> <p>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 LJSD District website allowing stakeholders to ask additional questions and to provide input regarding the development of the LCAP.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

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?
- 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 (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	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 "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Teacher credentialing and assignment data indicate that all teachers are fully credentialed and appropriately assigned.</p> <p>CCSS textbook and instructional material's inventory data indicate that although all students have access to CCSS aligned materials, the District will need to purchase new CCSS mathematics curriculum based on CDE recommendations for TK-6 classrooms, and new CCSS English language arts and English language development (ELD) curriculum once the CDE makes adoption recommendations. In addition, the current ELD curriculum is not aligned to the CCSS. Teachers will need time to create new ELD lessons aligned to the CCSS.</p> <p>Current FIT Reports indicate that all facilities are in good repair, despite the aging facilities.</p> <p>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 math intervention/support sections at the junior high school.</p> <p>Data used to determine continued progress toward achievement this goal will include;</p> <ul style="list-style-type: none"> - Teacher credential data and course assignment data - CCSS aligned textbook/materials purchase orders and student enrollment data - FIT (Facility Inspection Tool) Reports - Walkthrough data pertaining to implementation of the CCSS - Staff surveys pertaining to professional development needs - District CCSS Benchmark Assessment data - CCSS Professional development attendance sheets - Course enrollment data 	<p>Goal 1: Conditions for Learning:</p> <p>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 assigned to the Common Core State Standards, and that school facilities are in good repair.</p> <p>Implementation of the Common Core State Standards (CCSS) includes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English</p>	All	All	<ul style="list-style-type: none"> - All students will continue to be taught by highly qualified, credentialed, and appropriately assigned teachers as measured by SARCs. - All students will continue to be provided with clean, well-maintained school facilities as measured by FIT and Williams Reports. - All students will continue to have access to standards-aligned instructional materials as measured by SARCs and Williams Reports. - Students will have access to Common Core Curricula and CCSS-based instruction as measured by walkthrough data, Benchmark data, and teacher lesson plans. - All students will be taught by teachers who have received Professional Development in the CCSS and strategies to support student learning of the CCSS as measured by PD sign-in sheets. - All students will continue to have access to, and will enroll in all required areas of study as measured by course enrollment data. 	<ul style="list-style-type: none"> - All students will continue to be taught by highly qualified, credentialed, and appropriately assigned teachers as measured by SARCs. - All students will continue to be provided with clean, well-maintained school facilities as measured by FIT and Williams Reports. - All students will continue to have access to standards-aligned instructional materials, and State Board recommended CCSS Mathematics instructional materials as measured by SARCs and Williams Reports. - Students will continue to have access to Common Core Curricula and CCSS-based instruction as measured by walk-through data. - All students will continue to be taught by teachers who have received Professional Development in the CCSS and strategies to support student learning of the CCSS as measured by PD sign-in sheets. - All students will continue to have access to, and will enroll in all required areas of study as measured by course enrollment data. 	<ul style="list-style-type: none"> - All students will continue to be taught by highly qualified, credentialed, and appropriately assigned teachers as measured by SARCs. - All students will continue to be provided with clean, well-maintained school facilities as measured by FIT and Williams Reports. - All students will continue to have access to standards-aligned and State Board recommended Math and ELA instructional materials as measured by SARCs and Williams Reports. - Students will continue to have access to Common Core Curricula and CCSS-based instruction as measured by walk-through data. - All students will continue to be taught by teachers who have received Professional Development in the CCSS and strategies to support student learning of the CCSS as measured by PD sign-in sheets. - All students will continue to have access to, and will enroll in all required areas of study as measured by course enrollment data. 	Basic; Implementation of State Standards; Course access	

	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.						
<p>1. Staff Development surveys and PD sign in sheets indicate that teachers require continued effective professional development in instructional strategies proven to increase student achievement of the CCSS such as:</p> <ul style="list-style-type: none"> Differentiating Instruction for the Common Core Creating CCSS aligned lessons in English language arts Close Reading Project Based Learning Strategies to support new Mathematics curriculum Aligning curriculum and assessments to the CCSS Teaching 21st Century Skills to students Providing professional development in the new ELD standards and providing teachers time to align the new ELD standards to the CCSS. Developing new ELD assessments aligned to the CCSS to measure progress of English language proficiency for English language learners. Providing professional development for teachers in effective instructional strategies designed to increase English language proficiency for all EL students (GLAD, SDAIE, Academic Vocabulary). The LEA Professional Development Plan addresses the needs stated above. Title I and Title II funding supports implementation of the PD Plan. <p>2. Data from the Academic Reviews, Academic Program Surveys (APS), the District Assistance Survey (DAS), the English Learner Subgroup Self-Assessment (ELSSA), and the Inventory of Services and Supports (ISS) for Students with Disabilities indicate that the District should:</p> <ul style="list-style-type: none"> Ensure that students and teachers have appropriate access to technology as required by the CCSS and mastery of 21st Century Skills Provide/develop formative assessment tools to help teachers assess student progress toward mastery of the CCSS. Implement effective systems of targeted 	<p>Goal 2: Pupil Outcomes: All 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 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 523310 and 51220.</p>	All	All	<p>1. Students will increase proficiency in learning the Common Core State Standards by 3.3% as measured by District Benchmark Assessments. The District will use data from the 2014-15 Smarter Balanced Assessments (SBAC) as a baseline.</p> <p>2. Students in grades 7 and 8 will maintain or increase by 1% the number of passing grades (making adequate progress) by 1% as measured by Fourth Quarter Report Cards.</p> <p>3. Students in grades TK-8 will continue to promote to the next grade level as measured by enrollment data.</p> <p>4. Students will be assessed using formative and summative assessments that are aligned to the CCSS.</p> <p>5. Students will increase access to using technology by 5% as measured by school schedules and lesson plans.</p> <p>6. ELL students will continue to be redesignated to fluent English proficient (RFEP) at a rate that is greater than the state and county</p>	<p>1. Students will increase proficiency in learning the Common Core State Standards by 3.3% as measured by District Benchmark Assessments and the Smarter Balanced Assessments.</p> <p>2. Students in grades 7 and 8 will maintain or increase by 1% the number of passing grades (making adequate progress) as measured by Fourth Quarter Report Cards.</p> <p>3. Students in grades TK-8 will continue to promote to the next grade as measured by enrollment data.</p> <p>4. Students will continue to be assessed using formative and summative assessments that are aligned to the CCSS.</p> <p>5. Students will increase access to using technology 5% as measured by school schedules and lesson plans</p> <p>6. ELL students will continue to be redesignated to fluent English proficient (RFEP) at a rate that is greater than the state and county rates as measured by CALPADS and CELDT data.</p>	<p>1. Students will increase proficiency in learning the Common Core State Standards by 3.3% as measured by District Benchmark Assessments and the Smarter Balanced Assessments.</p> <p>2. Students in grade 7 and 8 will maintain or increase by 1% the number of passing grades (making adequate progress) as measured by Fourth Quarter Report Cards.</p> <p>3. Students in grades TK-8 will continue to promote to the next grade level as measured by enrollment data.</p> <p>4. Students will continue to be assessed using formative and summative assessments that are aligned to the CCSS.</p> <p>5. Students will increase access to using technology 5% as measured by school schedules and lesson plans</p> <p>6. ELL students will continue to be redesignated to fluent English proficient (RFEP) at a rate that is greater than the state and county rates as measured by CALPADS and CELDT data.</p>	Pupil achievement; Other pupil outcomes

<p>intervention and support at all sites using student assessment data for program placement and monitoring.</p> <p>3. State and District Benchmark data indicate that:</p> <ul style="list-style-type: none"> • In 2013 CST data indicate that 71.7% of all students scored proficient in ELA; 74.5% scored proficient in Math; 64.7% scored proficient in History/Social Science; and 82.3 scored proficient in Science. • District 2013/14 CCSS Midyear Benchmarks Indicate that 66% of the students scored proficient in Common Core Math, and 43% scored proficient in Common Core English Language Arts. In 2014-15 the District will use the Smarter Balanced Assessments as a baseline for future improvement. • Subgroup CST data indicate that there is an achievement gap between English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities and students LEA wide. CDE Link for more information: http://dq.cde.ca.gov/dataquest/Acct2013/2013APRdtAYPChart.aspx?allcids=1964766 • CELDT Data indicate that 55.8% of English Language Learners made annual progress in learning English as measured by the CELDT. Roughly 70% of English Language Learners scored at the Proficient level on the CELDT. • In 2013 15.1% of English Language Learners were redesignated as Fluent-English-Proficient. <p>4. API data indicate that all of the LEA's schools have APIs well above 800. The District API in 2013 was 878. Individual subgroup API scores can be found here: http://dq.cde.ca.gov/dataquest/Acct2013/2012Base_DstAPI.aspx?allcids=1964766</p> <ol style="list-style-type: none"> 1. District Benchmark Assessments 2. CAASP Assessments (SBAC, CELDT, CAPA...) 3. Classroom formative assessments 4. School schedules 5. DataQuest Reports 6. Enrollment data 7. CALPADS data 					<p>rates as measured by CALPADS and CELDT data.</p>				
<p>Parent Involvement: Parent survey data and parent sign in sheets at school and District functions indicate that there is strong parent involvement at the schools (90%). Data also indicate that there are some "reluctant" parents who are not engaged in parent involvement activities (10%). The District will conduct parent outreach and inquiry to engage all parents in their children's education.</p> <p>Pupil Attendance: Data indicate that student attendance rates averaged around 96% in 2012/13. The LEA's chronic absenteeism rate for 2012-13 was 15%. Chronic absenteeism is defined as</p>	<p>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-</p>	All	All		<ol style="list-style-type: none"> 1. Parent involvement will increase by 1% as measured by Parent Surveys and school/district related parent event sign-in sheets. 2. Pupil attendance will increase by 1% to 97% as measured by the District student information system (AERIES). Pupil chronic absenteeism rate will drop by 1% 	Parent involvement will increase by 1% as measured by Parent Surveys and school/district related parent event sign-in sheets.	Pupil attendance will be maintained as measured by the District student information system (AERIES). Pupil chronic absenteeism	Parent Involvement will be maintained or increase as measured by Parent Surveys and school/district related parent event sign-in sheets.	Pupil attendance will be maintained as measured by the District student information system (AERIES). Chronic absenteeism will drop

<p>student who has missed 10% or more of the days he or she has been enrolled in school. Data also show that 11.8% of LUSD students were habitually truant. The State habitual truancy rate is 29.28% and Los Angeles County habitual truancy rate is 34.32%.</p> <p>Promotion Rate: The Promotion rate in 2012/13 was 98.5%. The majority of the students retained were in grades K-1, and from El Portal School.</p> <p>Enrollment data show that 45 students were retained last year:</p> <table border="1"> <thead> <tr> <th>SCHOOL</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>El Portal</td> <td>24</td> </tr> <tr> <td>Jordan</td> <td>5</td> </tr> <tr> <td>Macy</td> <td>3</td> </tr> <tr> <td>Meadow Green</td> <td>6</td> </tr> <tr> <td>Olita</td> <td>7</td> </tr> <tr> <td>TOTAL</td> <td>45</td> </tr> </tbody> </table> <p>Dropout Rate: The District dropout rate in 2013 was 0% (Dataquest, 2014). All of our students matriculate into high school after graduating from our junior high.</p> <p>School Climate: The District expulsion rate in 2013 was 0%. The suspension rate in 2013 was 2.3%. The majority of disciplinary infractions were from Causing Physical Injury and Disruption/defiance. There were no expulsions. At the junior high, the suspension rate was 4.5% with most infractions being Causing Physical Injury. Our two schools with the highest percentage of disadvantaged youths had suspension rates of 3.5% (Jordan Elementary) and 2.6% (El Portal Elementary). The State suspension rate in 2013 was 5.1% and Los Angeles County's suspension rate was 3.5%.</p> <p>Pupil attendance records Pupil discipline data Dropout data Sign-In sheets for parent conferences and school functions Parent survey data Student survey data (school safety/connectedness) Dataquest data</p>	SCHOOL	TOTAL	El Portal	24	Jordan	5	Macy	3	Meadow Green	6	Olita	7	TOTAL	45	<p>making, and pupil engagement with regards to attendance and maintaining a positive school climate.</p>		<p>as measured by AERIES.</p> <p>3. Pupil habitual truancy rate will remain below that the State rate of 29.28% and LA County rate of 34.32%, and will improve by 1% as measured by the District student information system (AERIES).</p> <p>4. The expulsion rate will be maintained at 0%, and the suspension rate will remain below the State rate of 5.1% and the County rate of 3.5%, and will improve by .5% as measured by the District student information system (AERIES).</p> <p>5. The dropout rate will remain at 0% as reported by CalPads and Dataquest.</p> <p>6. The promotion rate for students in grades K-4 will increase from 98.5% to 99%.</p> <p>7. Pupil school safety/connectedness survey data will indicate that students continue to feel safe and connected to school.</p>	<p>rate will drop by 1% as measured by AERIES.</p> <p>Pupil habitual truancy rate will remain below the State and County rates, and will improve by .5% as measured by the District student information system (AERIES).</p> <p>The expulsion rate will be maintained at 0%, and the suspension rate will remain below the State and County rates, and will improve by .5% as measured by the District student information system (AERIES).</p> <p>The dropout rate will remain at 0% as reported by CalPads and Dataquest.</p> <p>The promotion rate for students in grades K-4 will be maintained or increase.</p> <p>Pupil school safety/connectedness survey data will continue to indicate that students feel safe and connected to school.</p>	<p>by 1% or be maintained as measured by AERIES.</p> <p>Pupil habitual truancy rate will remain below the State and County rates, and will improve drop by .5% as measured by the District student information system (AERIES).</p> <p>The expulsion rate will be maintained at 0%, and the suspension rate will remain below the State and County rates, and will be maintained or improve as measured by the District student information system (AERIES).</p> <p>The dropout rate will remain at 0% as measured by CalPads and Dataquest.</p> <p>The promotion rate for students in grades K-4 will be maintained or increase.</p> <p>Pupil school safety/connectedness survey data will continue to indicate that students feel safe and connected to school.</p>
SCHOOL	TOTAL																		
El Portal	24																		
Jordan	5																		
Macy	3																		
Meadow Green	6																		
Olita	7																		
TOTAL	45																		

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, 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?

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 52052 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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	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)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>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 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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>Course access for all students includes</p>	<p>Basic; Implementation of State Standards; Course access</p>	<p>Increase custodial support to provide daily cleaning of classrooms and restrooms.</p>	<p>LEA-Wide</p>		<p>Additional night custodians: \$175,000 Funding Source: General Fund</p>	<p>Additional night custodians: \$175,000 Funding Source: General Fund</p>	<p>Additional night custodians: \$175,000 Funding Source: General Fund</p>

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.							
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<p>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 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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>	<p>Basic; Implementation of State Standards; Course access</p>	<p>Increase support to the Arts at the Jr. High School.</p>	<p>School-Wide</p>	<p>Increase Funding to Music Programs: \$15,000 Funding Source: General Fund Note: Increase access to Band Program at the Junior High</p>	<p>Increase Funding to Music Programs: \$20,000 Funding Source: General Fund Note: Increase access to Band Program at the Junior High</p>	<p>Increase Funding to Music Programs: \$20,000 Funding Source: General Fund Note: Increase access to Band Program at the Junior High</p>
				<p>Increase Funding to Art Classes: \$3,000 Funding Source: General Fund Note: At the Junior High</p>	<p>Increase Funding to Art Classes: \$5,000 Funding Source: General Fund Notes: At the Junior High</p>	<p>Increase Funding to Art Classes: \$5,000 Funding Source: General Fund Note: At the Junior High</p>
<p>Goal 1: Conditions for Learning: Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access</p>	<p>Basic; Implementation of State Standards; Course access</p>	<p>Increase School Site Allocations for general instructional supplies</p>	<p>LEA-Wide</p>	<p>Increase School Allocations for Instructional Materials: \$42,000 Funding Source: General Fund</p>	<p>Increase School Allocations for Instructional Materials: \$63,000 Funding Source: General Fund</p>	<p>Increase School Allocations for Instructional Materials: \$63,000 Funding Source: General Fund</p>

<p>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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>							
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<p>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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>							
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<p>repair.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>							
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<p>strategies 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.</p> <p>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.</p>						
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<p>aligned to the CCSS.</p> <p>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.</p>							
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the subject areas described in the California Education Code.						
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<p>Goal 1: Conditions for Learning: Conditions for learning, including</p>	<p>Basic; Implementation of State Standards; Course access</p>	<p>Deferred maintenance funds</p>	<p>LEA-Wide</p>	<p>Deferred Maintenance: \$174,000 Funding Source: Special Reserve Fund</p>	<p>Deferred Maintenance: \$174,000 Funding Source: Special Reserve Fund</p>	<p>Deferred Maintenance: \$174,000 Funding Source: Special Reserve Fund</p>

<p>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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>							
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<p>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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>							
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materials aligned to the Common Core State Standards, and that school facilities are in good repair.

Implementation of the Common Core State Standards (CCSS) includes 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 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 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 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

Pupil achievement; Other pupil outcomes	ESY for Students receiving special education services	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

Education Code 523310 and 51220.						
<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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 523310 and 51220.</p>	Pupil 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	Professional Development Effective Instruction: \$40,000 Funding Source: Title II	Professional Development Effective Instruction: \$40,000 Funding Source: Title II
<p>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.</p>	Parent involvement; Pupil engagement; School climate	District provided parent outreach - websites, Connect Ed, and Ed Line to provide information to parents regarding student progress, school/district information, and upcoming events.	LEA-Wide	Parent Outreach/Connect Activities: \$15,500 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	Parent Outreach/Connect Activities: \$15,500 Funding Source: General Fund Note: Website, Ed Line and Connect Ed
<p>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</p>	Parent involvement; Pupil engagement; School climate	Counseling services at the Junior high	School-Wide	Counseling Services: \$72,370 Funding Source: General Fund	Counseling Services: \$72,370 Funding Source: General Fund	Counseling Services: \$72,370 Funding Source: General Fund

attendance and maintaining a positive school climate.						
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	School safety services	LEA-Wide	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	School Safety Services: \$36,000 Funding Source: General Fund Note: Resource Officer, Safe school activities
				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 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	Student data systems analyst	LEA-Wide	Data Technician: \$83,885 Funding Source: General Fund	Data Technician: \$83,885 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 pupils 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 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 LEA-wide)	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)?		
					LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>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 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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>	<p>Basic; implementation of State Standards; Course access</p>	<p>Low income pupils: Lower class sizes at schools with high concentration of targeted unduplicated students</p>	School-Wide		<p>Additional CSR: \$81,125 Funding Source: Supplemental Note: Lower class sizes at schools with high concentration of targeted unduplicated students</p>	<p>Additional CSR: \$93,000 Funding Source: Supplemental Note: Lower class sizes at schools with high concentration of targeted unduplicated students</p>	<p>Additional CSR: \$93,000 Funding Source: Supplemental Note: Lower class sizes at schools with high concentration of targeted unduplicated students</p>
<p>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</p>	<p>Basic; Implementation of State Standards; Course access</p>	<p>English learners: Continue to implement a comprehensive English Language Development (ELD) program for English language learners</p>	LEA-Wide				

<p>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.</p> <p>Implementation of the Common Core State Standards (CCSS) includes 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 language development aligned to the CCSS.</p> <p>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.</p>							
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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 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 and career ready. 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.	Pupil achievement; Other pupil outcomes	English learners: Hire staff to provide bilingual support to our ELL students	Targeted		Bilingual support staff: \$71,705 Funding Source: Supplemental	Bilingual support staff: \$71,705 Funding Source: Supplemental	Bilingual support staff: \$71,705 Funding Source: Supplemental
Goal 2: Pupil Outcomes: All 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 and career ready. 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.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Hire staff to provide extended day 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
Goal 2: Pupil Outcomes: All students will increase academic achievement in English language arts, Mathematics, and other	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide summer	Targeted		Summer School: \$75,000 Funding Source: Supplemental Note: Hire staff to	Summer School: \$160,000 Funding Source: Supplemental Note: Hire staff to	Summer School: \$160,000 Funding Source: Supplemental Note: Hire staff to

<p>core content areas as determined by the CDE and Board of Trustees, and will make progress towards being college and career ready.</p> <p>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 S23310 and 51220.</p>		<p>school program to targeted students (ELL, Foster youth, Low Income).</p>		<p>provide and operate Summer School to targeted students</p> <p>Summer School Curriculum: \$17,000 Funding Source: Supplemental Note: Purchase Summer School curriculum for targeted students</p>	<p>provide and operate Summer School to targeted students</p> <p>Summer School Curriculum: \$30,000 Funding Source: Supplemental Note: Purchase Summer School curriculum for targeted students</p>	<p>provide and operate Summer School to targeted students</p> <p>Summer School Curriculum: \$30,000 Funding Source: Supplemental Note: Purchase Summer School curriculum for targeted students</p>
<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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 S23310 and 51220.</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: TOSA to provide instructional support to teachers on strategies to support the learning of ELL, Low Income, and Foster Youth students.</p>	<p>Targeted</p>	<p>Instructional TOSA: \$93,731 Funding Source: Supplemental</p>	<p>Instructional TOSA: \$93,731 Funding Source: Supplemental</p>	<p>Instructional TOSA: \$93,731 Funding Source: Supplemental</p>
<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Low Income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide stipends to teachers to act as Intervention Specialists at each site. These teachers will concentrate on ELL, RFEP, Foster Youth, and Low income students who need learning support.</p>	<p>Targeted</p>	<p>Intervention Specialists: \$9,000 Funding Source: Supplemental Note: Stipends of \$1500.00 for one teacher each site</p>	<p>Intervention Specialists: \$9,000 Funding Source: Supplemental Note: Stipends of \$1500.00 for one teacher each site</p>	<p>Intervention Specialists: \$9,000 Funding Source: Supplemental Note: Stipends of \$1500.00 for one teacher each site</p>

<p>academic achievement in all core curriculum areas as described in the California Education Code 523310 and 51220.</p> <p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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 523310 and 51220.</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Create additional math intervention sections at the Jr. High for ELL, RFEF, Low Income, and Foster Youth students.</p>	<p>Targeted</p>	<p>Math Intervention Sections: \$22,580 Funding Source: Supplemental</p>	<p>Math Intervention Sections: \$40,000 Funding Source: Supplemental</p>	<p>Math Intervention Sections: \$40,000 Funding Source: Supplemental</p>
<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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 523310 and 51220.</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Provide a program/system to help teachers monitor progress of those students in the Extended Day Intervention Program</p>	<p>Targeted</p>	<p>Targeted Student Monitoring System: \$17,430 Funding Source: Supplemental</p>	<p>Targeted Student Monitoring System: \$17,430 Funding Source: Supplemental</p>	<p>Targeted Student Monitoring System: \$17,430 Funding Source: Supplemental</p>
<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>English learners; Train teachers with ELL students in GLAD Strategies Training. (To help increase achievement for ELL students)</p>	<p>Targeted</p>	<p>GLAD Training: \$42,000 Funding Source: Title I GLAD instructional materials: \$56,000 Funding Source: Supplemental Note:</p>	<p>GLAD Training: \$42,000 Funding Source: Title I GLAD instructional materials: \$33,000 Funding Source: Supplemental Note:</p>	<p>GLAD Training: \$42,000 Funding Source: Title I GLAD instructional materials: \$33,000 Funding Source: Supplemental Note:</p>

				For Targeted Students	For Targeted Students	For Targeted Students
<p>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 523310 and 51220.</p>						
<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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 523310 and 51220.</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>English learners: Provide English Language Development Intervention to Long Term English Language Learner Students (LELs) during the extended day (before/after school).</p>	<p>Targeted</p>	<p>LTEL ELD Intervention: \$18,288 Funding Source: Title III Note: Provide Long Term English language learners (LTELs) with English language development intervention</p>	<p>LTEL ELD Intervention: \$18,500 Funding Source: Title III Note: Provide Long Term English language learners (LTELs) with English language development intervention</p>	<p>LTEL ELD Intervention: \$18,500 Funding Source: Title III Note: Provide Long Term English language learners (LTELs) with English language development intervention</p>
		<p>Redesignated fluent English proficient pupils: Monitor the academic progress of RFEP students to ensure academic success using data and assessment program.</p>	<p>Targeted</p>			

<p>Goal 2: Pupil Outcomes: All 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 and career ready.</p> <p>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 523310 and 51220.</p>	<p>Pupil achievement; Other pupil outcomes</p>	<p>Foster youth: Monitor the academic progress of Foster Youths using the district's data and assessment program</p>	<p>Targeted</p>				
<p>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.</p>	<p>Parent involvement; Pupil engagement; School climate</p>	<p>Low income pupils; Foster youth; English learners; Hire parent outreach liaison to work with ELL, Foster, and Low Income families.</p>	<p>Targeted</p>		<p>Parent Outreach Liaison: \$27,650 Funding Source: Supplemental</p>	<p>Parent Outreach Liaison: \$27,650 Funding Source: Supplemental</p>	<p>Parent Outreach Liaison: \$27,650 Funding Source: Supplemental</p>
<p>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.</p>	<p>Parent involvement; Pupil engagement; School climate</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Provide outreach support and counseling to targeted students (ELL, R/EP, Low Income, Foster Youth) at the Jr. High School.</p>	<p>Targeted</p>		<p>Student outreach and counseling: \$7,315 Funding Source: Supplemental</p>	<p>Student outreach and counseling: \$7,315 Funding Source: Supplemental</p>	<p>Student outreach and counseling: \$7,315 Funding Source: Supplemental</p>
<p>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.</p>	<p>Parent involvement; Pupil engagement; School climate</p>	<p>English learners: Provide training and outreach activities to parents of ELL students.</p>	<p>Targeted</p>		<p>ELL Parent Involvement Activities: \$17,500 Funding Source: Title III</p>	<p>ELL Parent Involvement Activities: \$17,500 Funding Source: Title III</p>	<p>ELL Parent Involvement Activities: \$17,500 Funding Source: Title III</p>
<p>Goal 3: School Climate and Engagement: Stakeholders, including parents and students, will be engaged in supporting</p>	<p>Parent involvement; Pupil engagement; School climate</p>	<p>Foster youth: Counselors will monitor the social/emotional needs of Foster Youth.</p>	<p>LEA-Wide</p>				

student learning. This includes increasing parent involvement in school decision-making, and pupil engagement with regards to attendance and maintaining a positive school climate.							
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	Foster youth: District/school personnel will provide outreach services to parents of Foster Youths to ensure involvement in, and success with school.	Targeted				
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	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 entities providing care and services to foster youth.	Targeted				
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	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 Proportionality 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. Extended 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. LJSJ 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 Officers, 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 Percentage Calculation:

2014-15 Total LCFF Funding	\$ 20,594,673.00
2014-15 Transportation and TIIG Funding	296,685.00
2014-15 Supplemental and Concentration 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 Pupils	636,116.00
Current year LCFF Funding for all Students	19,661,873.00
Proportionality Percentage for Unduplicated Pupils	3.24%
LCFF Target Excluding TIIG & Transportation	23,219,423.00
Minimum Proportionality % at Full Implementation	7.41%

LJSD has exceeded the required percent proportionality rate for 2014-15 as noted below:

Supplemental Service	Cost of 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	\$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%

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.