

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

Introduction:

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LCAP Year: 2014-2015

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 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
<ol style="list-style-type: none"> 1. School Board of Trustees/Cabinet Retreat-December 20, 2013: <i>All school board members, the superintendent, five district site principals, the Directors of Maintenance and Facilities, Business Services, Student Services, and Child Development all participated in a full day retreat that included an overview of the LCAP and LCFF. A narrative attribute sheet was formed as to the skills and competencies that are desired for a graduate from our school system. An assessment of what was currently in place to support these outcomes, what barriers or challenges were perceived to be inhibiting these goals and within the 8 priority LCAP guidelines, what goals and actions were suggested for achievement of the desired student outcomes.</i> 2. Town Hall Meetings-February 4,5,6 2014: <i>Three Town hall meetings were held at 3 of our five schools. Parents and staff were invited to attend any meeting, they were not school specific. The LCAP metrics shared at these meetings included the Williams Report data, API and AYP data for the district and all the schools, the Title III reports and progress on</i> 	<ol style="list-style-type: none"> 1a. The Skills and Competencies we want for each student during his/her time at the Old Adobe Schools formed a baseline for LCAP goal setting. 1b. Goals and Actions generated at this workshop were later incorporated into the final goals and actions. 2. The goals and actions were incorporated into the final LCAP. Site specific goals and actions were also culled out from the town hall meetings for the individual charter and district LCAP's.

the AMOA's, school attendance rates, and suspension rates. All three meetings had parents from various schools in attendance and a few staff attended each meeting. We followed a similar format as to the Board/Cabinet retreat. An overview of the LCAP and LCFF was presented with the data metrics mentioned above. Attributes for students exiting our schools were developed and suggested goals and actions to achieve these goals were also generated.

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| <ol style="list-style-type: none"> 3. Budget Committee Mtg.-March 24- Budget committee began to look at LCFF and past spending to discuss future tie-in to expenditures w/ LCAP 4. Electronic survey-March 24-April 11, 2014: A three question survey was sent out electronically with hard copies available at each school office. The survey was sent to all staff and parents in the district. The questions were simply, what skills and competencies do you want our students to possess when they leave our schools, what do you think should be a supporting goal or priority for the district to accomplish these goals for students, and what actions or programs would like to see in our schools to support the student in the attainment of these skills and competencies. 5. Setting District/Charter Site Goals-April 1-11, 2014: The Superintendent and Cabinet comprised of the Site principals and Directors compiled the data from the retreat, town hall meetings and surveys and identified the needs, themes, and trends to assist in the designation of the four main district goals for the LCAP. 6. Formation of LCAP Advisory Groups at each Charter school and the District School-March 24-on-going: Principals at the four dependent charters and the one district school then had two or more site level meetings with their LCAP advisory groups consisting of the superintendent, principal, staff, parents, and unduplicated students sub-groups parent representatives to review the district goals and proposed actions to check to see if the draft plan captured their schools vision. Plans were then modified or changed to reflect the needs, goals and actions of each individual school site. 7. Board Presentation on status of LCAP stakeholder engagement Phase 1 and Phase 2 and presentation of Draft LCAP goals-April 10, 2014: A | <ol style="list-style-type: none"> 3. Stake holder engagement- Board to shift thinking with new funding model 4. The goals and actions were incorporated into the final LCAP. Site specific goals and actions were also culled out from the surveys for the individual charter and district LCAP's. 5. Draft goals were then modified after Board input and site meetings to incorporated into the final LCAP 6. Each dependent charter and district school completed their action plan after reviewing the district goals, modifying for their school site and incorporating their plans for the unduplicated students at each site. Superintendent met with each site principal on 4/1- Sonoma Mountain/4/3- La Tercera/4/4, 6/4/-Miwok Valley/4/7- Old Adobe/4/9-Loma Vista 7. Keeping the Board and the public informed on the progress of the LCAP and clarifying any questions as to the direction of the plan. |
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<p>presentation to the board updating them on the progress and status of the LCAP was made at the Board meeting. The presentation included a recap of the stakeholder engagement thus far (phase 1) and the plan for future engagement in the final development of the LCAP (phase 2). Additionally, the three draft LCAP goals were presented as well as the process of deriving those goals from the data and stakeholder input.</p> <ol style="list-style-type: none">8. LCAP Advisory Groups meeting to discuss and recommend draft LCAP's-April 14-25, 2014: LCAP's were crafted, reviewed and discussed before each Advisory group gave their approval and recommendation to accept their site specific LCAP9. The District LCAP was reviewed by the ELAC group-6/7/14: The La Tercera ELAC reviewed the LCAP, took notes and responded to all questions.10. On-going Updates with Classified and Certificated Unions-Monthly meetings with Union Presidents to review progress and data re: LCAP development11. Consultation with foster Youth County Representative- : No school site or the district site had more than 10 foster youth12. Board Updates- Monthly: A standing agenda item on the School board agendas is the superintendent report. The board was apprised with all LCAP and LCFF updates after each county workshop and workgroup meeting and also after the Town hall meetings and the site level meetings13. The Parent Advisory Committee met to review Final LCAP's and review financial portions of the plan-6/7/1414. The Final LCAP plans presented to at a Public hearing on June 12, 2014: The District reviewed and solicited comments from the public on the LCAP's. The LCAP's were published on the web as well as hard copies available in each office for stakeholder review15. Final approval of the LCAP's and the 2014-2015 budget occurred at June 26, 2014 school board meeting: The district LCAP was read and accepted as well as the budget adopted for the 2014-2015 school year.	<ol style="list-style-type: none">8. Site level drafts after being fully vetted, were moved forward to the board of Trustee's for final approval. The superintendent responded in writing to 8 comments.9. These monthly consultations assisted in engaging all stakeholders as well as in enlisting participation.10. N/A11. These monthly consultations assisted in engaging all stakeholders as well as in enlisting participation.
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The 4 dependent charter LCAP's and the 1 independent chartered LCAP were also accepted.

16. Summary of Stakeholder involvement-All stakeholders were invited to participate via the town hall meetings and surveys. The School board was involved at the onset with the board Retreat and monthly updates. The bargaining units leadership was updated monthly and their members could participate at the town hall or survey level. Each site then formed it's on LCAP advisory group that had staff, parent, and unduplicated student representatives to formulate the specifics of their LCAP. The district ELAC reviewed the LCAP before it went back to the district for final approval. The superintendent met with all 5 LCAP advisory groups. The final draft LCAP's were available for public review and comment both on the web page as well as hard copies in each office.

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?

<p>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</p>	<p>Goals</p> <p>Description of Goal</p>	<p>Annual Update: Analysis of Progress</p> <p>Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined</p>	<p>What will be different/improved for students? (based on identified metric)</p> <p>School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively,</p>	<p>Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may</p>				
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		in EC 52052) or indicate "all" for all pupils.)	all high schools, for example.)	be linked to more than one priority if appropri ate.)				
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-17	

<p>Students need to demonstrate increased Achievement in English Language Arts and Mathematics Metrics: DIBELS Next Beginning of Year Composite Scores (2013-2014 school year) Grades K-6:</p> <p>367 Students Tested, 165 at Benchmark or Above (45%) 6th 51/60 85% benchmark 5th 22/47 47% benchmark 4th 20/80 25% benchmark 3rd 30/60 50% benchmark 2nd 21/39 54% benchmark 1st 7/34 21% benchmark K 14/47 30% benchmark</p> <p>District Green Mid-Year Benchmarks, Grades 2-6 (2013-14 school year) Math 243 students tested, 33 scored proficient or above: (14%)</p> <p>6th 9/59 15% benchmark 5th 0/46 0% benchmark 4th 1/47 2% benchmark 3rd 5/51 10% benchmark 2nd 18/40 45% benchmark</p> <p>District Green Mid-Year Benchmarks, Grades 2-6 (2013-14 school year) ELA 248 Students tested, 26 scored at proficient or above, (10%)</p> <p>6th 2/56 4% benchmark 5th 3/46 7% benchmark 4th 8/46 17% benchmark 3rd 3/51 6% benchmark 2nd 11/47 23% benchmark</p>	<p><i>Implement Common Core standards to increase student achievement</i></p>	<p><i>All</i></p>	<p><i>LEA</i></p> <p><i>LEA</i></p>		<p>Increase on grade level performance, using Dibels by 2% above Composite Score at beginning of school year</p> <p><i>5% on District on student proficiency on District Green Mid-Year ELA and Math Benchmarks,</i></p> <p><i>5% on District on student proficiency on District Green Mid-Year ELA and Math Benchmarks,</i></p>	<p>Increase on grade level performance, using Dibels by 2% above Composite Score at beginning of school year</p> <p><i>5% on District on student proficiency on District Green Mid-Year ELA and Math Benchmarks,</i></p> <p><i>5% on District on student proficiency on District Green Mid-Year ELA and Math Benchmarks,</i></p>	<p>Increase on grade level performance, using Dibels by 2% above Composite Score at beginning of school year</p> <p><i>5% on District on student proficiency on District Green Mid-Year ELA and Math Benchmarks,</i></p> <p><i>5% on District on student proficiency on District Green Mid-Year ELA and Math Benchmarks,</i></p>	
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<p>CELDT Data: 27% of EL students (26 out of 88) receiving language support services scored early advanced or advanced</p> <p>Reclassification data, 12 out of 144 students were redesignated totalling 8.3%</p> <p>Williams data : All students have access to state adopted textbooks – 100% access (Williams Act) and Common Core supplemental Instructional Materials</p> <p>50% of Common Core Standards are currently being implemented</p> <p>100% teachers appropriately assigned (2013)</p>			<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>5% increase in Early Advanced or Advanced CELDT scores</p> <p>2% increase of RFEP Redesignation Rate</p> <p>Teachers will be using state adopted curriculum, textbooks and Common Core supplemental materials</p> <p>75% of Common Core Standards will be implemented</p> <p>Maintain 100% appropriately assigned teachers</p>	<p>5% increase in Early Advanced or Advanced CELDT scores</p> <p>2% increase of RFEP Redesignation Rate</p> <p>Teachers will be using state adopted curriculum, textbooks and Common Core supplemental materials</p> <p>100% of Common Core Standards will be implemented</p> <p>Maintain 100% appropriately assigned teachers</p>	<p>5% increase in Early Advanced or Advanced CELDT scores</p> <p>2% increase RFEP Redesignation Rate</p> <p>Teachers will be using state adopted curriculum, textbooks and Common Core supplemental materials</p> <p>Maintain 100% implementation of Common Core Standards</p> <p>Maintain 100% appropriately assigned teachers</p>	
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<i>CST: N/A</i> <i>API: N/A</i> <i>CTE courses N/A</i> <i>AP: N/A</i> <i>EAP: N/A</i>			<i>LEA</i>					
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<p>Students need strong connection between families and schools to further cooperation and collaboration, and to better support parents/ guardians and staff in their shared mission of improved student achievement and well being.</p> <p>Metrics: Create a baseline monitoring parent evaluation using Parent/Staff surveys, website visits, attendance at school and PTA/ELAC events, Feedback from forums and town hall mtgs., feedback from parent advisory groups</p>	<p>Foster thriving and meaningful parent engagement</p>	<p>All</p>	<p>LEA</p>		<p>*10% Increase in attendance at Family education nights *10% Increase in parent satisfaction and feedback from surveys and forums *10% Increase in website visits</p>	<p>*5% Increase in attendance at Family education nights *10% Increase in parent satisfaction and feedback from surveys and forums *10% Increase in website visits</p>	<p>*5% Increase in attendance at Family education nights *10% Increase in parent satisfaction and feedback from surveys and forums *10% Increase in website visits</p>	<p>#3, #6, #5</p>
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<p>Students need to be engaged in their learning. (Attendance 96.40%)</p> <p>Truancy (Chronic Absenteeism) at 51.24% (2012-13)</p> <p>School is also experiencing declining enrollment. Current enrollment for the 2013-2014 school year is 355 pupils</p> <p>100% of students have access to all courses: ELA, Math, Science, Social Studies, Health, PE, Art, Music</p> <p>Physical Fitness Test Results: (2012-13) Aerobic Capacity- Total tested in Grade 5=71, Total grade 5 students in HFZ=46, HFZ=64.8%</p>	<p>Increase and enrich student engagement at all grade levels</p>	<p>All</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>*Increase Attendance rate by .05%</p> <p>Reduce Chronic absenteeism by 25% Audit reporting of truancies for accuracy</p> <p>Increase enrollment by 2.5%</p> <p><i>Maintain student access to all courses</i></p> <p>Increase students in HFZ by 1% in Aerobic capacity and Flexibility</p>	<p>*Increase Attendance rate by .05%</p> <p>Reduce Chronic absenteeism by 5%</p> <p>Increase enrollment by 2%</p> <p><i>Maintain student access to all courses</i></p> <p>Increase students in HFZ by 1% in Aerobic capacity and Flexibility</p>	<p>*Increase Attendance rate by .05%</p> <p>Reduce Chronic absenteeism by 5%</p> <p>Increase enrollment by 2%</p> <p><i>Maintain student access to all courses</i></p> <p>Increase students in HFZ by 1% in Aerobic capacity and Flexibility</p>	<p>#5, #6, #7, #8</p>
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<p>Flexibility-Total tested in Grade 5; 71, Total grade 5 students in HFZ=46 HFZ; 64.8%</p> <p>Middle school drop out rate: N/A High School Drop out rate: N/A High School graduation rate: N/A</p>								
<p>Students need safe and secure environments</p> <p>Suspension rates (2012-13), 5.9%,</p> <p>Expulsion rates (2012-13) 0.0%</p> <p>Healthy Kids Survey-5th Grade (2011-12) 54% of students feel safe at school</p>	<p>Provide a safe and secure learning environment to support student achievement</p>	<p>All</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>Decrease suspension rate by 2%</p> <p>Maintain 0% expulsions</p> <p>Increase the percent of students that report on the Healthy Kids Survey they</p>	<p>Decrease suspension rate by 1%</p> <p>Maintain 0 % expulsions</p> <p>Increase the percent of students that report on the Healthy Kids Survey they</p>	<p>Decrease suspension rate by 1%</p> <p>Maintain 0 % expulsions</p> <p>Increase the percent of students that report on the Healthy Kids Survey they feel</p>	<p>#3,#5,#6</p>

<p>Facilities Data (FIT)- All measures rating are - "Good"</p>			<p>LEA</p>		<p>feel safe at school by 2%</p> <p>Maintain FIT ratings of all measures "Good"</p>	<p>feel safe at school by 2%</p> <p>Maintain FIT ratings of all measures "Good"</p>	<p>safe at school by 2%</p> <p>Maintain FIT ratings of all measures "Good"</p>	
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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 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

		<i>Implement new common core aligned writing units and monitor and adapt</i>	LEA wide	with data interpretations and action plans \$17,708 RE 0000		
		Implement Math committee to lead Common core Math Standards implementation	LEA wide	Create English language Arts committee to monitor writing units and draft 2 remaining units for each grade level \$1,880 RE 0000	ELA committee monitor 3 District writing units and prompts \$1,880 RE 0000	ELA committee refine writing units and prompts \$1,880 RE 0000
		Continue Contract for Illuminate for student data management	LEA wide	Create Math Committee to train and lead Common Core math standard implementation \$1,880 RE 0000	Maintain committee to monitor remaining math standard implementation and adjust report cards and benchmarks \$1,880 RE 0000	Maintain committee to monitor remaining math standard implementation and adjust and benchmarks and scope and sequence \$1,880 RE 0000
				Track student achievement data and implement gradebook function \$1,906 RE 0107	Track student achievement data and implement report card feature, \$1,906 RE 0107	Track student achievement data \$1,906 RE 0107

		Monitor Reading progress with Accelerated Reader	LEA wide		<i>Purchase Accelerated Reader and track student achievement</i> \$2,500 RE 0107	<i>Purchase Accelerated Reader and track student achievement</i> \$2,500 RE 0107	<i>Purchase Accelerated Reader and track student achievement</i> \$2,500 RE 0107
		Provide computerized individual support with Successmaker	LEA wide		Purchase Successmaker and track student achievement \$12,000 RE 0107	Continue to track student achievement with Successmaker \$12,000 RE 0107	Continue to track student achievement with Successmaker \$12,000 RE 0107
		Assure that all regular education teachers are Highly qualified and appropriately assigned	LEA wide		Hire and maintain Highly Qualified teachers \$1,074,951 RE 0000	Hire and maintain Highly Qualified teachers \$1,101,825 RE 0000	Hire and maintain Highly Qualified teachers \$1,129,370 RE 0000
		Assure that all special education teachers are Highly qualified and appropriately assigned	Special Education students		Hire and maintain Highly Qualified Special education teachers and classified support staff \$321,160 RE 0000 GF Contribution	Hire and maintain Highly Qualified Special education teachers and classified support staff \$329,189 RE 0000 GF Contribution	Hire and maintain Highly Qualified Special education teachers and classified support staff \$337,419 RE 0000 GF Contribution
					Purchase and provide State adopted	Purchase and provide State adopted textbooks and	Purchase and provide State adopted textbooks and

		Utilize Core Instructional materials	LEA wide		textbooks and Common Core supplementary instructional materials to all students	Common Core supplementary instructional materials to all students	Common Core supplementary instructional materials to all students
					\$2,000 RE 0000 \$4,153 RE 1100 \$9,320 RE 6300 \$22,000 (Estimate) RE 7405	\$2,000 RE 0000 \$4,153 RE 1100 \$9,320 RE 6300	\$2,000 RE 0000 \$4,153 RE 1100 \$9,320 RE 6300
		<i>Provide support to students and teachers of CCSS Technology Standards through computer instruction</i>	LEA Wide		<i>Maintain the Computer Lab Technician to provide students with instruction in the Technology Standards as part of the Common Core State Standards; Technician to provide assistance to certificated staff in the classroom in integrating technology into curriculum instruction and units; manage the site Computer Lab and provide support in differentiation of</i>	<i>Continue to provide instruction to students in Common Core State Standards Technology Standards, provide certificated staff assistance via the Computer Lab Technician, and provide support in differentiation of curriculum through the use of the SuccessMaker Program</i> Computer Tech: \$25,010 RE 0107	<i>Continue to provide instruction to students in Common Core State Standards Technology Standards, provide certificated staff assistance via the Computer Lab Technician, and provide support in differentiation of curriculum through the use of the SuccessMaker Program</i> Computer Tech: \$25,635 RE 0107

					<i>curriculum through the use of the SuccessMaker Program</i> Computer Tech \$24,400 RE 0107		
Foster thriving and meaningful parent engagement	#3	Implement Family Education evening ie. Family math, Literacy, Science	LEA Wide		Hire teachers to plan and implement Family education events \$1,000 RE 0000	Hire teachers to plan and implement Family education events \$1,000 RE 0000	Hire teachers to plan and implement Family education events \$1,000 RE 0000
		Utilize website and social media for school/family communication	LEA Wide		<i>Update website and social media channels to increase school and parent communication</i> \$1,000 RE 0000	<i>Update website and social media channels to increase school and parent communication</i> \$1,000 RE 0000	<i>Update website and social media channels to increase school and parent communication</i> \$1,000 RE 0000
		Create connection between schoolwide social -emotional program and the home	LEA WIDE		Begin parent education in the school-wide emotional education program Toolbox \$1,000	Continue to provide parent education in Toolbox \$1,000 RE 0000	Continue to provide parent education in Tool box \$1,000 RE 0000

					RE 0000		
Increase and enrich student engagement at all grade levels	#5, #6, #7, #8	<p><i>Provide engaging, hands-on, integrated science instruction via the Science Lab for all students</i></p> <p><i>Provide students with an enriching experience through a STEM focus</i></p> <p>Provide students with an enriching experience through music</p>	<p>LEA wide</p> <p>LEA wide</p>		<p><i>Enrich classroom science instruction with student participation in bi-weekly attendance at the site Science Lab; hands-on, integrated lessons to be taught by Science Facilitator Paraprofessional</i> \$7,493 RE 9033 (ASK) RE 0000 MG SCIE</p> <p>STEM, Science Facilitator Add'l Hours \$4,996 RE 0000 MG STEM</p> <p><i>Provide all students with a foundation in music. Providing students in grades 4-6 one hour of music instruction per week, continue upper grade band and</i></p>	<p><i>Continue Science Lab Program</i> \$7,680 RE 9033 (ASK) RE 0000 MG SCIE</p> <p>STEM, Science Facilitator Add'l Hours \$5,121 RE 0000 MG STEM</p> <p>Continue music instruction Music RE 0000 FN 1510 \$18,400</p>	<p><i>Continue Science Lab Program</i> \$7,872 RE 9033 (ASK) RE 0000 MG SCIE</p> <p>STEM, Science Facilitator Add'l Hours \$5,249 RE 0000 MG STEM</p> <p>Continue music instruction Music RE 0000 FN 1510 \$18,400</p>

		<p><i>Provide literacy opportunities and support via the school Library Program</i></p>	<p>LEA wide</p>	<p><i>provide supplemental music to student K-3.</i> Music RE 0000 FN 1510 \$18,400</p>	<p><i>Promote literacy through weekly visits to the site Library facilitated by the Library Manager; Library to remain open from bell to bell for students to have complete access</i> Library RE 0000 FN 2420 \$33,661</p>	<p><i>Continue Library Program</i> Library RE 0000 FN 2420 \$34,502</p>	<p><i>Continue Library Program</i> Library RE 0000 FN 2420 \$35,365</p>
		<p><i>Provide comprehensive and connected Physical Education Program to all students</i></p>	<p>LEA wide</p>	<p><i>Provide Physical Education via a Physical Education Technician Paraprofessional for all students; promote the importance of healthy lifestyle, regular exercise, and sportsmanship; students will participate in the program weekly</i></p>	<p><i>Continue Physical Education Program</i> PE \$11,111 RE 0000 FN1530</p>	<p><i>Continue Physical Education Program</i> PE \$11,389 RE 0000 FN1530</p>	

					PE \$10,840 RE 0000 FN1530		
Provide a safe and secure learning environment to support student achievement	##3,#5, #6,#8	<p><i>Provide counseling services and extra support in social/friendship skills</i></p> <p><i>Provide social-emotional education including character development, problem-solving skills, and self-esteem enrichment for low income students</i></p>	LEA wide LEA wide		<p><i>Provide 3.0 days a week of counseling services for one-on-one and group intervention.</i> \$51,228 RE 0107</p> <p><i>Provide year 2 of our Toolbox, social/emotional development program that is taught in classrooms, supported in student council assemblies and utilized by all staff, includes materials and journals for students 4-6th grade</i> \$1,725 RE 0107</p>	<p>Continue with... 3.0 days per week of counseling services for one-on-one and group intervention. \$52,509 RE 0107</p> <p>Continue to provide Toolbox to increase student engagement \$1,725 RE 0107</p>	<p>Continue with... 3.0 days per week of counseling services for one-on-one and group intervention. \$53,821 RE 0107</p> <p>Continue to provide Toolbox to increase student engagement, \$1,725 RE 0107</p>

		<i>Provide adult mentors to our at-risk students needing roll models</i>			Provide mentors in partnership with Mentor Me No Cost	Provide mentors in partnership with Mentor Me No Cost	Provide mentors in partnership with Mentor Me No Cost
		<i>Provide base line of 15.5 hours of custodial support daily</i>	LEA wide		<i>Maintain 15.5 hours of custodial support</i> \$79,092 RE 0000	<i>Maintain 15.5 hours of custodial support</i> \$81,069 RE 0000	<i>Maintain 15.5 hours of custodial support</i> \$83,096 RE 0000
		Provide baseline of 17.6 hours of campus supervision	LEA Wide		Maintain 17.6 hours of campus supervision \$46,435 RE 0000	Maintain 17.6 hours of campus supervision \$47,596 RE 0000	Maintain 17.6 hours of campus supervision \$48,788 RE 0000

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, if applicable)	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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<i>Implement Common Core standards</i>	#1,#2,#4	<p>For low income pupils:</p> <p>Provide a credentialed teacher to deliver support for teachers who are working with their targeted students.</p> <p>Provide a variety of tutoring options to identified low-achieving student</p>	<i>LEA wide</i>		<p><i>Full time TOSA to monitor student data, coordinate services, serve targets student groups in mathematics and language arts-concentration,</i></p> <p>\$74,065 80% RE 0107</p> <p><i>Tutoring and small group instruction for low-achieving</i></p>	<p><i>Full time TOSA to monitor student data, coordinate services, serve targets student groups in mathematics and language arts-concentration,</i></p> <p>\$75,917 80% RE 0107</p> <p><i>Continue tutoring for low-achieving students in reading and math provided</i></p>	<p><i>Full time TOSA to monitor student data, coordinate services, serving teachers who serve target student groups in mathematics and language arts-concentration,</i></p> <p>\$77,814 80% RE 0107</p> <p>Continue tutoring for low-achieving students in reading and math by</p>

		<p>using one-on-one and small group instructional formats</p> <p><i>Provide training in project-based learning to increase achievement and student engagement in low income students and support Common Core implementation with hands-on learning</i></p>			<p><i>students in both reading and math to be provided by outside organizations; School of Hope, Professional Tutors of America, Americorp/Calserves.</i></p> <p>\$20,000 RE 0107</p> <p><i>Staff Development will focus on whole staff training with a professional training organization (Buck Institute)</i></p>	<p><i>by outside organizations such as School of Hope, Professional Tutors of America, Americorp/Calserves</i></p> <p>\$20,000 RE 0107</p> <p>Staff Development will focus on whole staff training with a professional training organization (Buck Institute)</p>	<p>outside organizations,</p> <p>\$20,000 RE 0107</p> <p>Staff Development will focus on whole staff training with a professional training organization (Buck Institute)</p>
		<p>For English learners:</p> <p>Provide literacy support through computer access</p>	<p><i>LEA wide</i></p>		<p><i>Rosetta Stone, CELDT Intermediate and Early Advanced students grade 1-6, 30 minutes, daily,</i></p> <p>\$1,000 RE 0107</p>	<p>Continue to provide... two year contract with Rosetta Stone</p> <p>\$13,000 RE 0107</p>	<p>Continue to provide a two year contract with Rosetta Stone</p> <p>\$1,000 RE 0107</p>

		For foster youth:	<i>LEA wide</i>		N/A, less than 10	N/A, less than 10	N/A less than 10
		For redesignated fluent English proficient pupils: Provide computerized individual support with Moby Max	<i>LEA Wide</i>		Purchase MobyMax and track student achievement \$500 RE 0107	Continue to track student achievement with MobyMax \$500 RE 0107	Continue to track students with computerized individual support with Moby Max, \$500 RE 0107

Goal (Include and identify all goals from Section 2, if applicable)	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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Foster thriving and meaningful parent engagement	#3	For low income pupils: Strengthen communication for families of low income students	<i>LEA wide</i>		<i>Provide year 2 of our Toolbox, social/emotional development program that includes a parent</i>	Continue to provide...Toolbox, a social/emotional development program,	Continue to provide...Toolbox, \$1,725 RE 0107

		<p>Provide multiple ways to communication to families of low income students without internet access/devices</p>	<p><i>LEA wide</i></p>	<p><i>night and a home/school connection component,</i></p> <p>\$1,725 RE 0107</p>	<p>\$1,725 RE 0107</p>	<p>Increase communication services to include an up-to-date website, weekly updates on robocall and notices home .</p> <p>\$500 RE 0000</p>	<p>Increase communication services to include an up-to-date website, weekly updates on robocall and notices home .</p> <p>\$500 RE 0000</p>	<p>Increase communication services to include an up-to-date website, weekly updates on robocall and notices home .</p> <p>\$500 RE 0000</p>
		<p>Strengthen communication for families of low income pupi</p> <p>Strengthen engagement with families through access to the campus</p>	<p><i>LEA wide</i></p>	<p><i>Parent educational events to include STEM night, Makerspace night, etc.</i></p> <p>\$2,545 RE 0000 STEM</p>	<p>Continue to provide parent educational events,</p> <p>\$2,545 RE 0000 STEM</p>	<p>Continue to provide parent educational events,</p> <p>\$2,545 RE 0000 STEM</p>	<p>Continue to provide parent educational events,</p> <p>\$2,545 RE 0000 STEM</p>	<p>Continue to provide parent educational events,</p> <p>\$2,545 RE 0000 STEM</p>

		Strengthen engagement with families of low income by providing access to the campus					
		Strengthen communication to families with English Learners	<i>LEA wide</i>		Increase translation services of school communication including weekly updates on Robocall , announcements and letters home \$500 RE 0000	Increase translation services of school communication including weekly updates on Robocall , announcements and letters home \$500 RE 0000	Increase translation services of school communication including weekly updates on Robocall , announcements and letters home \$500 RE 0000
		For foster youth:	<i>LEA Wide</i>		N/A	N/A	N/A

Goal (Include and identify all goals from Section 2, if applicable)	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		
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					expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase and enrich student engagement at all grade levels		<p>For low income pupils: Provide scaffolded reading and math support for targeted low income pupils.</p> <p>Provide a process for identifying students who are struggling academically or socially and plan to implement a course of action of scaffolded supports.</p>	<p><i>LEA wide</i></p> <p><i>LEA wide</i></p>		<p><i>Provide 1 (K-1) three hour, RTI aide, five days/week, to provide individual and small group support to increase proficiency in ELA and Math.</i></p> <p>\$10,954 RE 0107</p> <p><i>Student Study Team (SST) days designed to identify the needs of services to be provided students performing below grade level due to academics and social/emotional needs, (once a month for seven months)</i></p>	<p>Continue RTI aides, 1 (K-1), three hour aide, five days per week, to provide individual and small group support to increase proficiency in ELA and Math.</p> <p>\$11,228 RE 0107</p> <p><i>Student Study Team (SST) days designed to identify the needs of services to be provided students performing below grade level due to academics and social/emotional needs, Cost: (once a</i></p>	<p>Continue to provide 1 (K-1), three hour RTI aide five days/week, to provide individual and small group support to increase proficiency in ELA and Math.</p> <p>\$11,509 RE 0107</p> <p><i>Student Study Team (SST) days designed to identify the needs of services to be provided students performing below grade level due to academics and social/emotional needs, Cost: (once a</i></p>

					Costs (14 days at daily sub. Rate of \$120.00= \$1,680) \$625 RE 0000	month for seven months)\$1,680 \$625 RE 0000	month for seven months, \$1,680) \$625 RE 0000
		For English learners: Provide identified learners with pointed ELA /CLAD instructional support in small groups to increase results on our benchmarks	<i>LEA wide</i>		<i>Bilingual aide, meets in small groups with CELDT level 1 and 2, 30 minutes, daily,</i> \$27,490 RE 0107	Continue to provide bilingual aide, meets in small groups \$28,117 RE 0107	Continue to provide bilingual aide, meets in small groups \$28,819 RE 0107
		For foster youth:	<i>LEA Wide</i>		N/A	N/A	N/A
		For redesignated fluent English proficient pupils:	<i>LEA wide</i>		Increase translation services including calls home to encourage RFEP meeting attendance \$500 RE 0000	<i>Continue parent enrichment classes and coffee chats, Maker and Rosetta Stone education nights, etc.</i> \$500	<i>Continue parent enrichment classes and coffee chats, Maker and Rosetta Stone education nights, etc.</i> \$500

						RE 0000	RE 0000
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- 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 district wide, school wide, countywide, or charter wide 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 district wide or school wide 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.)

La Tercera Elementary School is receiving \$232,735 in supplemental and concentration grant funds. We will be using these funds to provide a wide range of services. Our RTI/EL Program will include support via a Bilingual Academic Intervention Assistant, Academic Intervention Assistant (K-1) and Computer Technician who will deliver targeted instruction and assessment data up to five days per week. In addition, students will be supported through the work of a Teacher On Special Assignment (TOSA.) The TOSA will analyze data, run data chats with teachers and determine necessary services for students, additional curriculum supports, and suggests professional development strategies. This program will be coordinated by the TOSA. Our students will receive support in our Computer Lab with the SuccessMaker Program, Rosetta Stone and Moby Max. Our students will receive targeted support throughout the summer with our Moby Max on-line resource. Teachers will explore instructional practices to support English Learners and the Common Core State Standards. Communication from school to home will be strengthened through translation services and the Robocall system.

In addition, because our unduplicated student percentage is 64.04%, we have chosen to use the remainder of these funds on a variety of school-wide services and programs. A counselor for available for needy students three days per week. A social-emotional program, Tool box will be provided school-wide with 2.5 days of training for staff. Parent education evenings will be provided. Tutoring services will be offered to struggling students in a one-on-one setting or small groups.

- 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.

The calculated proportionality percentage for the increase of services provided to low income pupils, foster youth, and English Learners for La Tercera Elementary School is 8.51% in the 2014-15 school year. When we compare the total cost that we are spending for unduplicated students \$140,404 to what we are spending for the overall program for all students (Certificated salaries of \$1,074,951 + Contribution to the Special Education Program of \$321,160 = \$1,396,111), the increase in services for unduplicated students 10.06% which far exceeds the calculated percentage of 8.51%.

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.