

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

Introduction:

LEA: Lakeside Union School District **LCAP Year:** 2014

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

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

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

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school 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>The district reached out to all stakeholders for meaningful engagement in an effort to gather information for the development of the LCAP and the eight state priorities. Stakeholders included but were not limited to parents, students, teachers, staff, Board of Trustees, local bargaining units, English learner parents, foster youth parents, Special Education parents, and local community members. The largest numerically significant subgroups, Hispanic and White, were included in these efforts.</p> <p>Engagement continued through the entire LCAP process; which included development, review, and supporting implementation. Opportunities for input</p>	<p>As stakeholder contributions were received, either verbal or written, district staff evaluated the new input as it related to the eight state priorities. As part of the ongoing review procedure, the district analyzed the current budget-building process, and how it will adapt its planning and budgeting processes to meet the requirements of the LCFF/LCAP.</p> <p>A comprehensive needs assessment was developed, from which general themes from stakeholders were vetted.</p>

included surveys, community meetings, and ongoing verbal and written contributions. Below is a chart of these activities and events.

Date/Time/Location	Event
January/February	LCAP meetings with: <ul style="list-style-type: none"> ▪ Board of Trustees ▪ District English Learner Advisory Committee ▪ School Site Councils ▪ Certificated and Classified employees ▪ Special Education Dept. ▪ Administration Leadership Team
February - April	Plan development by staff with ongoing stakeholders input
February 5	LCAP information posted on website
February 13, 4 pm at Suburu School	<i>All Employees</i> Town Hall Meeting
February 19, 6 pm at Suburu School	<i>All Community Stakeholders</i> Town Hall Mtg.
March 13, 6 pm at Lakeside School	<i>All Community Stakeholders</i> Town Hall Mtg.
March 31	LCAP Draft available for public comment <ul style="list-style-type: none"> ▪ Posted on website & copies available at District Office ▪ Gathered feedback and made changes as necessary ▪ The superintendent (or designee) responded to all comments in writing.
June 10	LCAP Draft presented to the Board of Trustees at a regular Board Meeting <ul style="list-style-type: none"> ▪ Gather feedback and made final changes as necessary.
June 17	<ul style="list-style-type: none"> ▪ LCAP Approval by Board of Trustees ▪ District Budget Approval for 2014/15

In future years, the district will also publicize LCAP development through Parent-Teacher Conferences, Back to School Night, Parent-Teacher Club Meetings, Booster Club Meetings, and other timely events.

During these activities and events, the district informed stakeholders of available

Main priorities from stakeholder groups are:

- DELAC: increase the number of English Learners who reclassify as Fully English Proficient.
- Parents: increase student access to technology, more fine arts.
- Special Education: increase counseling and positive behavior management services.
- Teachers: increase student access to technology, CCSS Math adoption, increase CCSS planning time and availability of instructional materials, class size reduction, improve student engagement, and address absenteeism.
- Administration: improve student engagement and accountability.

Subsequently, the priorities listed above are included the District’s budget, and utilized in the development of the four LCAP goals that are aligned with the District’s mission and vision. All goals will support the implementation of the LEA and site plans. All stakeholders’ interests may be considered in future LCAP years.

Ultimately, the Governor and the Legislature are mainly responsible for determining how much funding districts receive annually through the state budget process. Consequently, this plan is subject to change.

<p>quantitative and qualitative information related to the eight state priorities. Information included, but was not limited to:</p> <ul style="list-style-type: none"> ▪ the percent of unduplicated students and proportional funding ▪ teacher mis-assignment audits ▪ student access to core courses, and state approved standards aligned instructional materials ▪ status of SBE approved, Common Core State Standards (CCSS) implementation ▪ suspension and expulsion rates ▪ student achievement data from most recent CSTs ▪ student attendance and truancy rates ▪ parent involvement efforts and results ▪ general themes from surveys and meetings 	
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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 (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.)
	Description of Goal	Applicable Pupil Subgroups (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>Need: Implement math and ELA curriculum to SBE adopted CCSS.</p> <p>Metric: Academic Program Survey (APS).</p>	<p>Goal 1 The district will implement Common Core State Standards</p>	All students, K-8	All schools: Lakeside and Suburu Schools	Analysis of instructional materials implemented, defined by the CDE Academic Program Survey (APS).	Math CCSS curriculum. Partially to substantially implement district-wide.	Math CCSS curriculum. Substantially to fully implement district-wide.	Math CCSS curriculum. Fully implement district-wide. Adopt SBE approved ELA CCSS curriculum. Partially implemented.	<p>Conditions of Learning and Pupil Outcomes</p> <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Pupil Achievement ▪ Course Access
<p>Need: To increase the</p>	<p>Goal 2 The percentage of</p>	English Language	All schools: Lakeside and	Analysis of CELDT scores.	45% English language	50% English language	55% English language	Conditions of Learning and Pupil

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 (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.)
	Description of Goal	Applicable Pupil Subgroups (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	
number of English Learners who achieve full English language proficiency. Metrics: CELDT results.	ELs in language instruction programs 5 or more years attaining English language proficiency will increase from 40% to 55%, based upon CELDT criterion.	subgroup	Suburu Schools		proficient rates as measured by CELDT.	proficient rates as measured by CELDT.	proficient rates as measured by CELDT.	Outcomes <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Pupil Achievement ▪ Course Access
Need: To decrease chronic absenteeism. Metric: Attendance rate.	Goal 3 The district will improve student engagement and connectedness.	All students	All schools: Lakeside and Suburu Schools	Analysis of attendance rate. Currently at 95%.	Maintain student attendance rate of 95%.	Improve student attendance rate to 96%.	Improve student attendance rate to 97%.	Conditions of Learning and Engagement <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Course Access ▪ Pupil Engagement ▪ Parent Involvement
Need: To improve the number of students meeting grade level	Goal 4 Student percent proficient rate for ELA and math will be 70% for each,	All students	All schools: Lakeside and Suburu Schools	Analysis of grade level content standards based on	60% of all students will meet grade level content standards	65% of all students will meet grade level content standards	70% of all students will meet grade level content standards	Conditions of Learning, Pupil Outcomes and Engagement <ul style="list-style-type: none"> ▪ Implement

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 (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.)
	Description of Goal	Applicable Pupil Subgroups (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	
standards. Current percent proficient rates for English-language arts and math are 57% and 51% respectively. Metric: Local & CAASPP assessments.	as measured by local assessments.			local assessments.	based on local assessments.	based on local assessments and CAASPP assessments.	based on local assessments and CAASPP assessments.	State Standards <ul style="list-style-type: none"> ▪ Pupil Achievement ▪ Pupil Engagement ▪ Other Pupil Outcomes ▪ Course Access

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 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 (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 The district will implement Common Core State Standards	Conditions of Learning and Pupil Outcomes <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Pupil Achievement ▪ Course Access 	Implementation of CCSS <u>math</u> to improve services for all students.	LEA-wide	Analysis of instructional materials implemented, defined by the CDE Academic Program Survey (APS).	\$200,000 Initial purchase of instructional materials. CCSS \$130,000 LCFF \$70,000	\$20,000 Purchase of ongoing support materials. LCFF	\$20,000 Purchase of ongoing support materials. LCFF
		Implementation of CCSS <u>ELA</u> to improve services for all students.	LEA-wide	Analysis of instructional materials implemented, defined by the CDE Academic	Preview SBE approved publisher and training materials.	Preview/Pilot SBE approved publisher and training materials.	\$225,000 Initial purchase of instructional materials. LCFF

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
				Program Survey (APS).			
		Provide researched-based Professional Development (PD) for CCSS ELA and math.	LEA-wide	Monitored by administration.	\$40,000 PD for initial math adoption LCFF \$30,000 Title II \$10,000	\$30,000 Ongoing PD for CCSS. LCFF \$20,000 Title II \$10,000	\$40,000 Ongoing PD for CCSS. LCFF \$30,000 Title II \$10,000
Goal 2 The percentage of ELs in language instruction programs 5 or more years attaining English language proficiency will increase from 40% to 55%, based upon CELDT criterion.	Conditions of Learning and Pupil Outcomes <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Pupil Achievement ▪ Course Access 	Continue to provide for an ELD Coordinator and Instructional Aide to give base services for EI students.	LEA-wide	Classroom observations and lesson plan checks.	\$110,000 Salary/Benefits for one certificated and one classified employee. LCFF \$90,000 Title III \$20,000	\$112,000 Salary/Benefits for one certificated and one classified employee. LCFF \$92,000 Title III \$20,000	\$114,000 Salary/Benefits for one certificated and one classified employee. LCFF \$94,000 Title III \$20,000
		Improve services by providing PD for CCSS ELD differentiated curriculum.	LEA-wide	Monitored by administration.	\$5,000 CCSS ELD PD LCFF	\$5,000 CCSS ELD PD LCFF	\$5,000 CCSS ELD PD LCFF
Goal 3 The district will improve student engagement and connectedness.	Conditions of Learning and Engagement <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Course Access ▪ Pupil Engagement ▪ Parent 	Increase school psychologist services from part-time to full-time; to provide counseling, behavioral management and consultation, and positive behavior programs for all students.	LEA-wide	Monitored by administration. School climate survey. Attendance and suspension rates.	\$73,000 Salary/Benefits LCFF	\$75,000 Salary/Benefits LCFF	\$77,000 Salary/Benefits LCFF
		Restore assistant principal at Suburu School to improve attendance, chronic absenteeism and positive behavior efforts.	School-wide	Monitored by administration. School climate survey. Attendance	\$80,000 Salary/Benefits LCFF	\$82,000 Salary/Benefits LCFF	\$84,000 Salary/Benefits LCFF

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Involvement			and suspension rates.			
		Reach out to stakeholders via email, website, and mailings	LEA-wide	School climate survey.	\$1,000 Mailings LCFF	\$1,000 Mailings LCFF	\$1,000 Mailings LCFF
		Review and improve coordination of available services that target chronically absent and truant students.	LEA-wide	Monitored by administration.	\$1,000 Research parental outreach strategies to improve attendance. LCFF	\$1,000 Implement researched-based, best practice outreach strategies to improve attendance. LCFF	\$1,000 Implement researched-based, best practice outreach strategies to improve attendance. LCFF
		Monitor online student and parent school connectedness.	LEA-wide	Analysis of on-line school climate data from school community.	\$5,000 Purchase online survey services LCFF	\$5,000 Maintain online survey services LCFF	\$5,000 Maintain online survey services LCFF
		Restore MOT Director to provide for a safe learning environment by improving facilities, which will enhance student engagement.	LEA-wide	Facilities Inspection Tool.	\$65,000 Salary/Benefits for Director of Operations. LCFF	\$67,000 Salary/Benefits for Director of Operations. LCFF	\$69,000 Salary/Benefits for Director of Operations. LCFF
Goal 4 Student percent proficient rate for English-language arts and math will be 70% for	Conditions of Learning, Pupil Outcomes and Engagement <ul style="list-style-type: none"> ▪ Implement State Standards ▪ Pupil 	Provide a CCSS researched-based curriculum for all students	LEA-wide	Analysis of instructional program, defined by the CDE Academic Program Survey (APS).	\$50,000 Purchase/replace ELA and new math instructional materials. LCFF	\$60,000 Purchase/replace ELA and math instructional materials. LCFF	\$70,000 Purchase new ELA and replace math instructional materials. LCFF

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
each, as measured by local assessments.	<ul style="list-style-type: none"> ▪ Achievement ▪ Pupil Engagement ▪ Other Pupil Outcomes ▪ Course Access 	Purchase technology to provide increased access to online ELA and math SBE approved instructional resources.	LEA-wide	Administration monitor and review.	\$50,000 Purchase student computers along with support equipment. LCFF	\$90,000 Purchase student computers along with support equipment. LCFF	\$30,000 Total Cost of ownership for operational and long-term expenses: including replacement and upgrade costs. LCFF
		Implement K-3 Class Size Reduction to improve services, especially in reading and math.	LEA-wide	Monitored by administration.	\$550,000 Salary/Benefits for K-3 certificated employees. LCFF	\$610,000 Salary/Benefits for K-3 certificated employees. Add 1 FTE. LCFF	\$670,000 Salary/Benefits for K-3 certificated employees. Add 1 FTE. LCFF
		Restore library clerk at Lakeside School which will improve access to literature for all students.	School-wide	Monitored by administration.	\$40,000 Salary/Benefits for one librarian LCFF	\$42,000 Salary/Benefits for one librarian LCFF	\$44,000 Salary/Benefits for one librarian LCFF
		Provide fine arts programs that enhance ELA and math skills for all students.	LEA-wide	Administration monitor and review.	\$85,000 Salary/Benefits for one music/band teacher. LCFF \$67,000 Music Grant \$18,000	\$87,000 Salary/Benefits for one music/band teacher. LCFF	\$89,000 Salary/Benefits for one music/band teacher. LCFF \$65,000 Provide for a full-time vocal music teacher.

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
							Salary/Benefits. LCFF \$20,000 Vocal music program initial equipment and material costs. LCFF

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 re-designated 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 re-designated 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
<p>Goal 1 The district will implement Common Core State Standards</p> <p>Goal 4 Student percent proficient rate for English-language arts and math will be 70% respectively, as measured by local assessments.</p>	<p>Conditions of Learning, Pupil Outcomes and Engagement</p> <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Course Access ▪ Pupil Achievement ▪ Pupil Engagement ▪ Other Pupil Outcomes 	<p>For low income pupils:</p> <ul style="list-style-type: none"> ▪ Strategic grouping to provide tutoring for ELA and Math intervention. ▪ Implement Class Size Reduction for K-3, to provide small class sizes to improve services for low income and EL students ▪ Fine Arts program to keep students engaged in cores subjects ▪ Library Clerk to provide services to low income students that otherwise may not have access to libraries 	LEA-wide	Analyze student achievement data from local assessments to ensure low income pupils are progressing and being serviced properly.	<p>\$38,000 Teacher stipends for services provided during prep. times. LCFF</p> <p>CSR, Fine Arts Program, and Library Clerk expenditures included in section 3A LCFF</p> <p>\$10,000 Intervention materials such as books and consumables. LCFF</p>	<p>\$40,000 Teacher stipends for services provided during prep. times. LCFF</p> <p>CSR, Fine Arts Program, and Library Clerk expenditures included in section 3A LCFF</p> <p>\$10,000 Intervention materials such as books and consumables. LCFF</p>	<p>\$42,000 Teacher stipends for services provided during prep. times. LCFF</p> <p>CSR, Fine Arts Program, and Library Clerk expenditures included in section 3A LCFF</p> <p>\$10,000 Intervention materials such as books and consumables. LCFF</p>
<p>Goal 2 The percentage of ELs in language instruction programs 5 or more years attaining English language proficiency will increase from</p>	<p>Conditions of Learning and Pupil Outcomes</p> <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Pupil Achievement ▪ Course Access 	<p>For English learners:</p> <ul style="list-style-type: none"> ▪ K-5 Strategic grouping to provide ELA tutoring ▪ 6th-8th Grade ELD Block scheduling to improve ELA proficiency. ▪ Implementation of the English Learner Master Plan supporting English Learners 	LEA-wide	Review of CELDT data.	<p>EL Coach; cost included in section 3A.</p> <p>\$5,000 Intervention materials. LCFF</p>	<p>EL Coach; cost included in section 3A.</p> <p>\$5,000 Intervention materials. LCFF</p>	<p>EL Coach; cost included in section 3A.</p> <p>\$5,000 Intervention materials. LCFF</p>

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
40% to 55%, based upon CELDT criterion.							
Goal 3 The district will improve student engagement and connectedness.	Conditions of Learning and Engagement <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Course Access ▪ Pupil Engagement ▪ Parent Involvement 	For Foster youth: Provide for psychologist and counseling services. Identify current gaps with foster youth services and work with KCSOS AB 490 Liaison to address needs.	LEA-wide	Review district policies to ensure students are serviced properly.	LEA will continue to maintain a foster youth liaison to ensure district policies are being followed and pupils are being serviced.	LEA will allocate sufficient funds and staff to meet the needs of all foster youth.	LEA will allocate sufficient funds and staff to meet the needs of all foster youth.
Goal 2 The percentage of ELs in language instruction programs 5 or more years attaining English language proficiency will increase from 40% to 55%, based upon CELDT criterion.	Conditions of Learning and Pupil Outcomes <ul style="list-style-type: none"> ▪ Basic Services ▪ Implement State Standards ▪ Pupil Achievement ▪ Course Access 	For re-designated fluent English proficient pupils: RTI and/or ELD intervention.	LEA-wide	ELD Coordinator and classroom teacher monitor student progress; provide support as necessary.	Review RFEP supports strategies. Develop metrics to monitor student progress.	LEA will allocate sufficient funds and staff to meet the needs of all RFEP students.	LEA will allocate sufficient funds and staff to meet the needs of all RFEP students.

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.)

- 1. The Lakeside Union School District’s increase in funds from LCFF based on supplemental and concentration Grants: \$1,286,831.
- 2. The districts is expending its LCFF supplemental and concentration grant funds as determined by this district’s goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.
- 3. **District-wide and School-wide justifications:**
 - a. **66% of the Lakeside USD pupils** are identified as low income, English learner or foster youth, and these pupils are enrolled proportionally throughout the district. The district determined that the most effective use of LCFF supplemental and concentration grant funds would be used to enhance intervention services to these students in all of the district’s schools.
 - b. **All schools in the Lakeside USD have at least 60%** enrollment in low income, English learner or foster youth. Therefore, the district determined that the most effective use of LCFF supplemental and concentration grant funds would be to provide intervention services to these students on a school-wide basis. This will allow more flexible program scheduling, more effective use of staffing and instructional materials.

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.

- 1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Lakeside USD will increase or improve services is 16.41%.
- 2. Services for low income, foster youth, and English learners will be increased and/or improved as identified in Sections 3A and 3B of this Local Control Accountability Plan.

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.