

Lakeside Union School District



Board Approved June 16, 2015

Local Control and Accountability Plan 2015-2018



This document expresses our District **vision** and is essentially a strategic plan. It summarizes a view of what we want to be as an educational organization. It's the building block for developing mandated documents that are all interconnected; such as District Goals, the Local Educational Agency Plan, and the Single Plan for Student Achievement. Three key questions are addressed:

- "What do we do?"
- "For whom do we do it?"
- "How do we excel?"

Lakeside Union School District

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2015-2018

Mission

The Lakeside Union School District is committed to a quality educational program, embracing Common Core State Standards and 21st Century Skills, and responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

Core Values

1. All children can learn, and deserve a quality education in a safe environment
2. Provide excellent service for increased student achievement and educational opportunities
3. Preserve the trust relationship between the district and the community we serve
4. Value and respect diversity
5. Promote collaboration throughout the educational community
6. Protect the fiscal integrity and condition of the district

Shared Beliefs

all students can learn ▪ all students deserve a safe, secure, nurturing environment ▪ students deserve positive role models ▪ students respond to positive reinforcement of desired behaviors ▪ students learn better with family support ▪ all students want to learn and be successful ▪ students develop at different paces and as a result are at different learning stages ▪ students come from different backgrounds and their cultural, emotional, and physical differences shall be respected ▪ all learning styles are valid and shall be addressed by our school system ▪ instruction shall be based upon state adopted curriculum

Governing Board

Tamara Jones

Scott Dewar

Heather Fallis

Gaby Schmidt

Kristina Treadwell

Superintendent

Ty Bryson

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Lakeside Union School District

Contact (Name, Title, Email, Phone Number): Mike McGrath, Asst. Supt./Principal, 661-831-3503

LCAP Year: 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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How the information was made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>1. Stakeholder Engagement</p> <p>The Lakeside Union School District has taken a comprehensive approach to engaging stakeholders in this plan. Parents, community members, board members, students, local bargaining units, teachers, and administrators have participated in collaborative process to support the development of the Local Control and Accountability Plan (LCAP). The district took a two pronged approach to seeking stakeholder engagement. The first prong was with district leadership advisory groups which included the District Parent Advisory Committee, the District English Language Advisory Committee, Board of Trustees, administrators, and teachers. District leaders along with the District Parent Advisory Committee served to guide the development, review and implementation of the LCAP. The second prong consisted of all other stakeholder groups including parents, 4th-8th grade students, local bargaining units, School Site Councils, Parent Teacher Association, Booster Club, parents representatives of all subgroups (English language learners, low income, special education, foster youth), and local community members. The largest numerically significant subgroups, Hispanic and White, were included in these efforts.</p> <p>Additionally, the district hosted two All-District Town Hall Meetings to seek input prior to sending the plan out for public comment. (See Appendix A – LCAP Stakeholder Engagement Timeline). These meetings were held at each of our two schools to gather feedback from all stakeholders. During these meetings, district leaders reviewed and discussed LCFF/LCAP, student performance outcome data, and solicited input for how Lakeside Union School District can increase or improve services for all students.</p> <p>Information and data gathered was shared at regular monthly Board Meetings and on the district website. Time was allotted for reflection, and engagement continued through the entire LCAP process; which included development, review, and supporting implementation. Opportunities for input included, but was not limited to: surveys, community/parent meetings, School Site Council meetings, along with ongoing verbal and written contributions. Notices were sent through District listserves, website updates, mailings, and flyers.</p>	<p>Multiple meetings permitted district leaders to tell the Lakeside Union School District story. Stakeholders received information on LCFF/LCAP and the eight state priorities.</p> <p>Conducting several LCAP meetings with so many different stakeholder groups ensured all stakeholder representatives of the community were included. The various meetings allowed for multiple voices and perspectives to be considered when drafting the LCAP. Informed committee members were able to provide more thoughtful and engaged input when developing the plan.</p> <p>Input from all groups was taken into consideration when analyzing the needs within the eight state priority areas. As part of this process, the district analyzed the budget building process and how it will adapt its planning and budgeting to meet the requirements of the LCFF/LCAP. There was clear consensus that the LCAP goals and budget should meet the needs of all students; although principally directed to improve and increase services to unduplicated students, including all subgroups:</p> <ul style="list-style-type: none"> ○ Low Income ○ English Learners ○ Foster youth ○ Students with Disabilities <p>District staff identified the following priority areas of need that emerged from the stakeholder input and in combination with essential data, incorporated them into the development of the LCAP goals, action, and services:</p> <ul style="list-style-type: none"> ○ Academic achievement for all pupils ○ Campus safety ○ English Learners ○ Professional development ○ Special Education

At each of the stakeholder engagement meetings, an overview was presented on LCFF/LCAP, and District subgroup data. Input was gathered on what's working well and what needs to be targeted in the eight state priority areas. Comments and feedback were recorded and later summarized into documents. This input was compiled and made available for examination on the District website. The District website was updated to include a featured section devoted to LCFF/LCAP, which provides stakeholders with information regarding the process for its development, relevant data, and related events and activities.

2. Quantitative and qualitative information provided to stakeholders

District leaders viewed webinars by the California Department of Education and WestEd, and attended trainings offered by the Kern County Superintendent of Schools (KCSOS). With KCSOS guidance, the district developed a timeline and needs assessment that was instrumental in the data collection process.

Information provided to stakeholders included, but was not limited to:

- State mandated assessments and reports (STAR, CELDT, API)
- Demographics
- Enrollment and attendance rates
- California Healthy Kids Survey
- Student survey results
- Parent survey results
- Staff survey results
- Single Plan for Student Achievement
- School Accountability Report Cards
- Professional Development (discussion of what was provided)
- CCSS implementation
- Parent involvement efforts and results
- Student attendance rates
- Anecdotal data

- Facilities needs
- Technology Support
- Enrichment Classes
- History-Social Science and Science
- Student engagement to make school more enjoyable

A comprehensive needs assessment was utilized from which targeted goals were vetted. All goals were written to align with general themes, interests, desires expressed during the stakeholder engagement process.

An abundance of data was provided to truly inform our stakeholders of strengths and needs. The variety of data, both qualitative and quantitative gave stakeholders a broad perspective of our district and allowed for more specific and targeted feedback. Using the available data, stakeholders were able to identify and prioritize how our district would increase and improve services for all students.

The feedback was used in the drafting process and incorporated into the LCAP. The Superintendent was prepared to respond in writing to written comments present by the District Parent Advisory Committee and District English Language Advisory Committee, however, no questions were submitted.

Annual Update:

Looking back on last year's short timeline for stakeholder engagement and plan development, district staff realized that there are more opportunities for consultation and engagement in the coming years. Online surveys and student involvement was a particular point of emphasis this year. Engagement strategies are always being critiqued for improvement.

District staff emphasized with stakeholders that LCAP development is about progress and not compliance and deadlines. Staff better clarified that it's a three year rolling plan with a budget adoption procedure.

Annual Update:

Due to stakeholders input and recommendations, along with a revised LCAP template developed by the state, the 2015/2016 LCAP will revise last year's Goals and Actions to improve Services. Also, in an effort to involve more parents, the district will continue to strive to message out in a parent friendly way, avoiding educational jargon.

All stakeholder recommendations were considered for implementation into the plan. If not included this year, it may be in future years.

Goals, actions and services listed in this LCAP are included in the district's budget and are aligned with the District's mission, and supports the Local Educational Agency Plan and Single Plan for Student Achievement.

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

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

GOAL 1	Establish a dynamic learning culture that improves the systems and practices of the district; through a coherent rigorous curriculum that delivers high quality instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> ▪ Based on the Academic Program Survey, instructional materials for ELA/ELD need to be aligned to approved state standards, and the implementation of ELA/ELD and math state standards need to progress from partially to substantially or fully. ▪ Based on the Facilities Inspection Tool, school facilities need to improve from good to exemplary. 	
Goal Applies to:	Schools:	Lakeside and Suburu Schools
	Applicable Pupil Subgroups:	All students, TK-8
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Baseline data (when available) is included in order to measure growth.</p> <p><u>State Priority Area Metrics</u></p> <p>1 Basic Services</p> <ul style="list-style-type: none"> ▪ Student access to instructional materials: 100% compliance on Williams ▪ Teacher assignments: 100% appropriately assigned ▪ 2014 School Facilities rating of Good Repair. 2015 expected outcome is Exemplary. <p>2 Implementation of State Standards (determined by using the Academic Program Survey Tool)</p> <ul style="list-style-type: none"> ▪ 2014 CCSS ELA/ELD rating is partially implemented (50%-75%). 2015 expectation is substantial implementation (75%-100%). ▪ 2014 CCSS math rating is substantially implemented (75%-100%). 2015 expectation is full implementation (100%). <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ 100% of students have access to a broad course of study offered by and district. ▪ 100% of students enrolled in the core subjects of ELA, math, science, and history-social science required by the state and district. ▪ In 2014, 13% of students enrolled ELD and language arts or intensive intervention class (ELA or math) in lieu of other courses generally taken by students who are not EL or in an intensive intervention class. In 2015, the expected percentage is 12%. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,000 <u>Source</u> LCFF Base <u>Description</u> Instructional materials</p>
<p>2. Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA and math, and history-social science and science, targeting low income students and English learners.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 <u>Source</u> LCFF Sup./Con. \$90,000 Title II \$10,000 <u>Description</u> Professional development</p>
<p>3. Contract out for services from educational experts to assist in the development and implementation of a coherent educational organization that may include PLC, CCSS curriculum and instruction, intervention strategies, coaching and a student assessment system.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Contracted services</p>
<p>4. Continue to pay salaries and benefits for nine TK-3 grade teachers to strive toward class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$800,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salaries</p>

<p>5. Provide for Beginning Teachers Support and Assessment (BTSA) Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000 <u>Source</u> LCFF Base <u>Description</u> Contracted services</p>
<p>6. Hire one Computer Teacher/Technician to support additional use of technology at Suburu School.</p>	<p>Suburu School</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000 <u>Source</u> LCFF Base <u>Description</u> Certificated salary</p>
<p>7. Expand and support wireless network to accommodate technological devices.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 <u>Source</u> LCFF Base <u>Description</u> Contracted services</p>
<p>8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students. Teacher salaries and instructional materials/equipment.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 <u>Source</u> LCFF Base <u>Description</u> Certificated salary</p>
<p>9. Hire a counselor to provide services to students who experience emotional and behavioral barriers to learning.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$90,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salary</p>

<p>10. For low income, foster youth and Special Education students: provide extended learning through Traditional Summer School.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$50,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salary</p>
<p>11. Explore strategies to extend learning opportunities for gifted and talented students that includes STEM, and implementing an AVID program.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0</p> <p><u>Source</u> LCFF Base</p>
<p>12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Develop a multi-year plan enhance facilities in order to foster academic achievement.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,470,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Maintenance</p>
<p>13. Provide for the development of a comprehensive District Facilities Master Plan for prioritizing goals and long range planning.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Contracted services</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State Priority Area Metrics</u></p> <p>1 Basic Services</p> <ul style="list-style-type: none"> ▪ Student access to instructional materials: 100% compliance on Williams ▪ Teacher assignments: 100% appropriately assigned ▪ School Facilities rating of Exemplary Repair. <p>2 Implementation of State Standards (determined by using the Academic Program Survey Tool)</p> <ul style="list-style-type: none"> ▪ 2015 CCSS ELA/ELD rating of substantial implementation (75%-100%). 2016 expectation is fully (100%). ▪ CCSS math rating of fully implemented (100%).
---	---

<p>7 Course Access</p> <ul style="list-style-type: none"> 100% of students have access to a broad course of study offered by and district. 100% of students enrolled in the core subjects of ELA, math, science, and history-social science required by the state and district. The expected percentage of students enrolled ELD and language arts or intensive intervention class (ELA or math) in lieu of other courses generally taken by students who are not EL or in an intensive intervention class is 10%. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$150,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Instructional materials</p>
<p>2. Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA and math, and history-social science and science, targeting low income students and English learners.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Sup./Con. \$90,000 Title II \$10,000</p> <p><u>Description</u> Professional development</p>
<p>3. Contract out for services from educational experts to assist in the development and implementation of a coherent educational organization that may include PLC, CCSS curriculum and instruction, intervention strategies, coaching and a student assessment system.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Contracted services</p>

<p>4. Continue to pay salaries and benefits for nine TK-3 grade teachers to strive toward class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$800,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>5. Provide for Beginning Teachers Support and Assessment (BTSA) Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Contracted services</p>
<p>6. Maintain one Computer Teacher/Technician to support additional use of technology at Suburu School.</p>	<p>Suburu School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Certificated salary</p>
<p>7. Expand and support wireless network to accommodate technological devices.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Contracted services</p>
<p>8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students. Teacher salaries and instructional materials/equipment.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Certificated salary</p>

<p>9. Maintain a counselor to provide services to students who experience emotional and behavioral barriers to learning.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$90,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salary</p>
<p>10. For low income, foster youth and Special Education students: provide extended learning through Traditional Summer School.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$50,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salary</p>
<p>11. Implement strategies to extend learning opportunities for gifted and talented students that includes STEM, and AVID.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$To be determined <u>Source</u> LCFF Base <u>Description</u> Certificated salary</p>
<p>12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Develop a multi-year plan enhance facilities in order to foster academic achievement.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,470,000 <u>Source</u> LCFF Base <u>Description</u> Maintenance</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State Priority Area Metrics</u> 1 Basic Services</p> <ul style="list-style-type: none"> ▪ Student access to instructional materials: 100% compliance on Williams ▪ Teacher assignments: 100% appropriately assigned ▪ School Facilities rating of Exemplary Repair.
---	--

	<p>2 Implementation of State Standards (determined by using the Academic Program Survey Tool)</p> <ul style="list-style-type: none"> ▪ CCSS ELA/ELD rating of fully implemented (100%). ▪ CCSS math rating of fully implemented (100%). <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ 100% of students have access to a broad course of study offered by and district. ▪ 100% of students enrolled in the core subjects of ELA, math, science, and history-social science required by the state and district. ▪ The expected percentage of students enrolled ELD and language arts or intensive intervention class (ELA or math) in lieu of other courses generally taken by students who are not EL or in an intensive intervention class is 8%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$150,000 <u>Source</u> LCFF Base <u>Description</u> Instructional materials
2. Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA and math, and history-social science and science, targeting low income students and English learners.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 <u>Source</u> LCFF Sup./Con. \$90,000 Title II \$10,000 <u>Description</u> Professional development
3. Contract out for services from educational experts to assist in the development and implementation of a coherent educational organization that may include PLC, CCSS curriculum and instruction, intervention strategies, coaching and a student assessment system.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Contracted services

<p>4. Continue to pay salaries and benefits for nine TK-3 grade teachers to strive toward class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$800,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>5. Provide for Beginning Teachers Support and Assessment (BTSA) Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Contracted services</p>
<p>6. Maintain one Computer Teacher/Technician to support additional use of technology at Suburu School.</p>	<p>Suburu School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Certificated salary</p>
<p>7. Expand and support wireless network to accommodate technological devices.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Contracted services</p>
<p>8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students. Teacher salaries and instructional materials/equipment.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Certificated salary</p>

<p>9. Maintain a counselor to provide services to students who experience emotional and behavioral barriers to learning.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$90,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salary</p>
<p>10. For low income, foster youth and Special Education students: provide extended learning through Traditional Summer School.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$50,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salary</p>
<p>11. Continue strategies to extend learning opportunities for gifted and talented students that includes STEM, and AVID.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$To be determined <u>Source</u> LCFF Base <u>Description</u> Certificated salary</p>
<p>12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Develop a multi-year plan enhance facilities in order to foster academic achievement.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,470,000 <u>Source</u> LCFF Base <u>Description</u> Maintenance</p>

GOAL 2	Provide for increased student achievement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> ▪ Based on three-year trend data for STAR, proficiency percentage in ELA/ELD and math needs improvement ▪ Based on three-year trend data for the Academic Performance Index (API), the district needs to continue to improve ▪ Based on English Learner Reclassification Rates and CELDT Results, the district needs to improve English learner outcomes 	
Goal Applies to:	Schools:	Lakeside and Suburu Schools
	Applicable Pupil Subgroups:	All students, TK-8
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Baseline data (when available) is included in order to measure growth.</p> <p><u>State Priority Area Metrics</u></p> <p>4 Pupil Achievement</p> <ul style="list-style-type: none"> A. 2013 Districtwide STAR Test Results and 2015 expected state test outcomes <ul style="list-style-type: none"> ○ ELA Proficient or Advanced is 60%. New CAASPP baseline data will be established in 2015. ○ Math Proficient or Advanced is 45%. New CAASPP baseline data will be established in 2015. ○ Science Proficient or Advanced is 80%. Expected state test outcome is 80%. ○ History-Social Science Proficient or Advanced is 66%. History-Social Science is embedded in ELA. B. Academic Performance Index <ul style="list-style-type: none"> ○ All: 800, expected growth of 2 points ○ English Learners: 742, expected growth of 10 points ○ Low Income: 763, expected growth of 10 points ○ Foster Youth: N/A ○ Special Education: 558, expected growth of 10 points C. Successfully complete A-G courses: N/A for a K-8 district D. 2013-14 AMAO II targets were met. ELs in ELD program (less than 5 years) who became proficient is 30.2%. In program for more than 5 years is 62.2%. E. 2014-15 EL reclassification rate is 27%. Expected growth is 5%. F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district 	

- 8 Other Pupil Outcomes
 - o 100% of students provided with the adopted course of study that includes the following areas of study: English, math, social science, science, and physical education.
 - o The district will use Smarter Balanced Assessment Consortium, Interim Assessment Blocks as quarterly benchmarks and common formative assessments to measure student progress toward proficiency.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide instructional materials (supplemental, consumables) to improve low income and English learners literacy outcomes.	LEA wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Instructional materials
2. Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EI students, targeting Long-Term English Learners.	LEA wide	__ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250,000 <u>Source</u> LCFF Sup./Con. \$210,000 Title III \$40,000 <u>Description</u> Salaries: Certificated \$218,000 Classified \$32,000
3. Provide ELD instructional supplemental materials and supports aligned to state standards.	LEA wide	__ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Instructional materials

<p>4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>5. Hire one Intervention Specialist to provide support services for students not working at grade level in ELA and/or math.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>6. Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries \$65,000 Classified salaries \$5,000 Materials \$30,000</p>
<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports may include consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Materials</p>

<p>8. Purchase a data management system to analyze student assessment data.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Software</p>
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources. Promote home to school technology using Google Apps.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Software</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State Priority Area Metrics</u></p> <p>4 Pupil Achievement</p> <p>A. Districtwide expected state test outcomes</p> <ul style="list-style-type: none"> o ELA expected state test proficiency 65%. o Math expected state test proficiency 65%. o Science expected state test proficiency 80%. o History-Social Science is embedded in ELA. <p>B. Academic Performance Index</p> <ul style="list-style-type: none"> o All: 802 o English Learners: 752 o Low Income: 773 o Foster Youth: N/A o Special Education: 570 <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>D. AMAO II targets met. ELs in ELD program (less than 5 years) proficient 35%. In program for more than 5 years 65%.</p> <p>E. EL reclassification rate is 32%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>8 Other Pupil Outcomes</p> <ul style="list-style-type: none"> o 100% of students provided with the adopted course of study that includes the following areas of study: English, math, social
---	---

- science, science, and physical education.
- The district will use Smarter Balanced Assessment Consortium, Interim Assessment Blocks as quarterly benchmarks and common formative assessments to measure student progress toward proficiency.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide instructional materials (supplemental, consumables) to improve low income and English learners literacy outcomes.	LEA wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Instructional materials
2. Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EI students, targeting Long-Term English Learners.	LEA wide	__ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250,000 <u>Source</u> LCFF Sup./Con. \$210,000 Title III \$40,000 <u>Description</u> Salaries: Certificated \$218,000 Classified \$32,000
3. Provide ELD instructional supplemental materials and supports aligned to state standards.	LEA wide	__ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Instructional materials

<p>4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>5. Hire one Intervention Specialist to provide support services for students not working at grade level in ELA and/or math.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>6. Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries \$65,000 Classified salaries \$5,000 Materials \$30,000</p>
<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports may include consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Materials</p>

<p>8. Purchase a data management system to analyze student assessment data.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p><u>Source</u> LCFF Base <u>Description</u> Software</p>
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources. Promote home to school technology using Google Apps.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p><u>Source</u> LCFF Sup./Con. <u>Description</u> Software</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State Priority Area Metrics</u></p> <p>4 Pupil Achievement</p> <p>A. Districtwide expected state test outcomes</p> <ul style="list-style-type: none"> o ELA expected state test proficiency 70%. o Math expected state test proficiency 70%. o Science expected state test proficiency 82%. o History-Social Science is embedded in ELA. <p>B. Academic Performance Index</p> <ul style="list-style-type: none"> o All: 804 o English Learners: 760 o Low Income: 780 o Foster Youth: N/A o Special Education: 580 <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>D. AMAO II targets met. ELs in ELD program (less than 5 years) proficient 40%. In program for more than 5 years 70%.</p> <p>E. EL reclassification rate is 35%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p>
---	---

- G. Early Assessment Program: N/A for a K-8 district
- 8 Other Pupil Outcomes
 - o 100% of students provided with the adopted course of study that includes the following areas of study: English, math, social science, science, and physical education.
 - o The district will use Smarter Balanced Assessment Consortium, Interim Assessment Blocks as quarterly benchmarks and common formative assessments to measure student progress toward proficiency.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide instructional materials (supplemental, consumables) to improve low income and English learners literacy outcomes.	LEA wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Instructional materials
2. Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EI students, targeting Long-Term English Learners.	LEA wide	__ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250,000 <u>Source</u> LCFF Sup./Con. \$210,000 Title III \$40,000 <u>Description</u> Salaries: Certificated \$218,000 Classified \$32,000
3. Provide ELD instructional supplemental materials and supports aligned to state standards.	LEA wide	__ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Instructional materials

<p>4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>5. Hire one Intervention Specialist to provide support services for students not working at grade level in ELA and/or math.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>
<p>6. Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries \$65,000 Classified salaries \$5,000 Materials \$30,000</p>
<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports may include consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Materials</p>

<p>8. Purchase a data management system to analyze student assessment data.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Software</p>
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources. Promote home to school technology using Google Apps.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Software</p>

<p>GOAL 3</p>	<p>Provide for engaging and nurturing environments that are safe, healthy and conducive to learning.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_√ 4__ 5_√ 6_√ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> ▪ Based on stakeholders input and parent surveys, the district needs to make a better effort to seek parent input in decisions for the district and each school site ▪ Based on stakeholders input and Calpads data, the district needs to improve attendance and chronic absentee rates ▪ Based on stakeholders input and student, parent, and staff surveys, the district needs to improve school connectedness 	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Lakeside and Suburu Schools</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All students, TK-8</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline (when available) data is included in order to measure growth.</p> <p><u>State Priority Area Metrics</u></p> <p>3 Parental Involvement</p> <p>The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <p>5 Pupil Engagement</p> <p>A. Attendance Rates</p> <ul style="list-style-type: none"> ○ All: 94%, expected growth of 2% ○ English Learners: 94%, expected growth of 2% ○ Low Income: 76%, expected growth of 10% ○ Foster Youth: 100% ○ Special Education: 94%, expected growth of 2% <p>B. Chronic absenteeism rate for all is 12%, expected decrease of 2%</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p>	

<p>6 School Climate</p> <ul style="list-style-type: none"> A. Suspension Rates <ul style="list-style-type: none"> o All: 3%, expected decline of 1% o Special Education: 8%, expected decline of 4% B. Expulsion Rate is 0% C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Actively recruit parents through website, emails, phone calls, flyers, and mailings to participate in district and site level committees. Continue to make home to school communication a priority, and promote a welcoming school environment.</p>	LEA wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Base</p> <p><u>Description</u> Outreach efforts & supplies</p>
<p>2. Solicit students, parents, staff and community input through online surveys, meetings and events, for recommendations to improve and/or increase services for all students, including English learners, low income, foster youth.</p>	LEA wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Outreach efforts & supplies</p>
<p>3. Continue to implement Positive Behavioral Interventions and Supports (PBIS) Tier I; in efforts to improve student engagement and connectedness.</p>	LEA wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Outreach efforts & supplies</p>

<p>4. Develop an incentive & reward program that promotes school attendance.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Supplies</p>
<p>5. For Foster Youth, continue to provide counseling services referrals from employees and/or outside services.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Materials</p>
<p>6. Ensure translation of school documents for schools with 15% or more ELLs.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State Priority Area Metrics</u></p> <p>3 Parental Involvement</p> <p>The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <p>5 Pupil Engagement</p> <p>A. Attendance Rates</p> <ul style="list-style-type: none"> o All: 96% o English Learners: 96% o Low Income: 86% o Foster Youth: 100% o Special Education: 96% <p>B. Chronic absenteeism rate for all 10%</p>
---	--

- C. Middle school dropout rate: 0%
- D. High school dropout rate: N/A for a K-8 district
- E. High school graduation rate: N/A for a K-8 district

6 School Climate

- A. Suspension Rates
 - o All: 2%
 - o Special Education: 4%
- B. Expulsion Rate 0%
- C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Actively recruit parents through website, emails, phone calls, flyers, and mailings to participate in district and site level committees. Continue to make home to school communication a priority, and promote a welcoming school environment.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 <u>Source</u> LCFF Base <u>Description</u> Outreach efforts & supplies
2. Solicit students, parents, staff and community input through online surveys, meetings and events, for recommendations to improve and/or increase services for all students, including English learners, low income, foster youth.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Outreach efforts & supplies
3. Continue to implement Positive Behavioral Interventions and Supports (PBIS) Tier I; in efforts to improve student engagement and connectedness.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Outreach

			efforts & supplies
4. Maintain an incentive & reward program that promotes school attendance.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Supplies
5. For Foster Youth, continue to provide counseling services referrals from employees and/or outside services.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Materials
6. Ensure translation of school documents for schools with 15% or more ELLs.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salaries

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p><u>State Priority Area Metrics</u></p> <p>3 Parental Involvement The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <p>5 Pupil Engagement A. Attendance Rates</p>
--------------------------------------	--

- All: 96%
 - English Learners: 96%
 - Low Income: 90%
 - Foster Youth: 100%
 - Special Education: 96%
 - B. Chronic absenteeism rate for all 8%
 - C. Middle school dropout rate: 0%
 - D. High school dropout rate: N/A for a K-8 district
 - E. High school graduation rate: N/A for a K-8 district
- 6 School Climate
- A. Suspension Rates
 - All: 1%
 - Special Education: 2%
 - B. Expulsion Rate 0%
 - C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Actively recruit parents through website, emails, phone calls, flyers, and mailings to participate in district and site level committees. Continue to make home to school communication a priority, and promote a welcoming school environment.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 <u>Source</u> LCFF Base <u>Description</u> Outreach efforts & supplies
2. Solicit students, parents, staff and community input through online surveys, meetings and events, for recommendations to improve and/or increase services for all students, including English learners, low income, foster youth.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 <u>Source</u> LCFF Sup./Con. <u>Description</u> Outreach efforts & supplies

<p>3. Continue to implement Positive Behavioral Interventions and Supports (PBIS) Tier I; in efforts to improve student engagement and connectedness.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Outreach efforts & supplies</p>
<p>4. Maintain an incentive & reward program that promotes school attendance.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Supplies</p>
<p>5. For Foster Youth, continue to provide counseling services referrals from employees and/or outside services.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Materials</p>
<p>6. Ensure translation of school documents for schools with 15% or more ELLs.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000</p> <p><u>Source</u> LCFF Sup./Con.</p> <p><u>Description</u> Certificated salaries</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<p>Original GOAL 1 from prior year LCAP:</p>	<p>The district will fully implement Common Core State Standards.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u> </u> N/A <u> </u></p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools: Lakeside and Suburu Schools</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Math CCSS curriculum. Partially to substantially implement district-wide.</p> <p>Priority Area Metrics 1 Basic Services</p> <ul style="list-style-type: none"> ▪ All teachers fully credentialed and appropriately assigned, as determined by district and COE. ▪ All students have sufficient access to standards-aligned instructional materials, as determined by district. ▪ School Facilities maintained in good repair, as determined by the Facilities Inspection Tool. <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>4 Pupil Achievement (A-G)</p> <p>A. 2012-13 districtwide STAR Results:</p> <ul style="list-style-type: none"> ○ ELA Proficient or Advanced is 60% ○ Math Proficient or Advanced is 45% ○ Science Proficient or Advanced is 80% ○ History-Social Science Proficient or Advanced is 66% <p>B. 2013-14 districtwide API score of 800</p> <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>D. 2013-14 AMAO II targets met. ELs in ELD program</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>CCSS Math curriculum was purchased in July 2014, and substantially implemented districtwide as determined by CDE APS Tool.</p> <p>CCSS Math & ELA researched-based professional development was facilitated by district staff and WestEd.</p> <p>Priority Area Metrics 1 Basic Services</p> <ul style="list-style-type: none"> ▪ 100% of teachers are fully credentialed and appropriately assigned, as determined by district and COE. ▪ 100% students have sufficient access to standards-aligned instructional materials, as determined by district. ▪ School Facilities are maintained in Good repair, as determined by the Facilities Inspection Tool. <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners is partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math is substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>4 Pupil Achievement (A-G)</p> <p>a. 2012-13 districtwide STAR Results (3-yr. upward trend):</p> <ul style="list-style-type: none"> ○ ELA Proficient or Advanced is 60% ○ Math Proficient or Advanced is 45% ○ Science Proficient or Advanced is 80% ○ History-Social Science Proficient or Advanced is 66% <p>B. 2013-14 districtwide API score of 800</p>

	<p>(less than 5 years) who became proficient 22.8%. In program for more than 5 years 49.0%.</p> <p>E. 2014-15 EL reclassification rate of approximately 25%</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students are enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need may be enrolled in ELD and/or intervention courses as determined by the district. 		<p>C. Successfully complete A-G courses: N/A for a K-8</p> <p>D. 2013-14 AMAO II targets were met. ELs in ELD program (less than 5 years) who became proficient is 30.2%. In program for more than 5 years is 62.2%.</p> <p>E. 2014-15 EL reclassification rate is approximately 27%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students are enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need were enrolled in ELD and/or intervention courses as determined by the district.
--	--	--	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of CCSS Math to improve services for all students.	<p>\$200,000 Initial purchase of instructional materials.</p> <p><u>Source</u> LCFF Base \$70,000 CCSS \$130,000</p>	CCSS Math curriculum was purchased in July 2014, and was substantially implemented districtwide as determined by CDE APS Tool.	<p>\$200,000 Initial purchase of instructional materials.</p> <p><u>Source</u> LCFF Base \$70,000 CCSS \$130,000 <u>Description</u> Instructional materials</p>
Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils
<u>v</u> _ALL [Districtwide unduplicated pupils = 66%]		<u>v</u> _ALL [Districtwide unduplicated pupils = 66%]	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Implementation of CCSS ELA to improve services for all students.</p>	<p>\$0</p>	<p>Previewed SBE ELA approved publisher and training materials for new adoption. ELA curriculum consists of Houghton Mifflin (K-5) and Prentice Hall (6-8), both adopted in 2003, and partially implemented districtwide as determined by CDE APS Tool. Supplemented by CCSS materials.</p>	<p>\$0</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide researched-based Professional Development (PD) for CCSS ELA and math.</p>	<p>\$40,000 PD for initial math adoption <u>Source</u> LCFF Base \$30,000 Title II \$10,000</p>	<p>Provided researched-based professional development for CCSS ELA & Math; facilitated by district staff and WestEd.</p>	<p>\$70,000 PD for initial math adoption <u>Source</u> LCFF Base \$60,000 Title II \$10,000 <u>Description</u> Contracted services and conference fees</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Strategic Grouping to provide tutoring for ELA and Math intervention.</p>	<p>\$38,000 Teacher stipends for services provided during prep. times. <u>Source</u> LCFF Sup./Con.</p>	<p>K-8 strategic grouping provide for tutoring for ELA and Math intervention and implemented by the following methods:</p> <ul style="list-style-type: none"> ▪ K-1: group switching ▪ 3-5: group switching and after school tutoring ▪ 6-8: 8th period strategic intervention classes 	<p>\$40,000 Teacher stipends for services provided during prep. times. <u>Source</u> LCFF Sup./Con. <u>Description</u> Certificated salaries</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><input type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Implement Class Size Reduction for K-3, to provide small class sizes to improve services for low income and EL students.</p>	<p>\$550,000 Salary/Benefit for K-3 certificated employees. <u>Source</u> LCFF Base</p>	<p>District intends to be at a K-3 teacher/student ratio of 24:1 by 2021; negotiated a maximum of 25.5 students in CBA. District intends to maintain a ratio of students to teachers that is supported by state funding or mandated by regulations.</p>	<p>\$550,000 Salary/Benefit for K-3 certificated employees. <u>Source</u> LCFF Base <u>Description</u> Certificated salaries</p>

<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><u>v</u>_ALL [Districtwide unduplicated pupils = 66%]</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>v</u>_ALL [Districtwide unduplicated pupils = 66%]</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Fine Arts program to keep students engaged in core subjects.</p>	<p>\$85,000 Salary/Benefits for one music/band teacher.</p> <p><u>Source</u> LCFF Base \$67,000 Music Grant \$18,000</p>	<p>Maintained a fine arts program that reinforced student engagement.</p>	<p>\$85,000 Salary/Benefits for one music/band teacher.</p> <p><u>Source</u> LCFF Base \$67,000 Music Grant \$18,000 <u>Description</u> Certificated salaries</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><u>v</u>_ALL [Districtwide unduplicated pupils = 66%]</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>v</u>_ALL [Districtwide unduplicated pupils = 66%]</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Library Clerk to provide services to low income students that otherwise may not have access to libraries.</p>	<p>\$40,000 Salary/Benefit for one librarian</p>	<p>District hired a Library Clerk to provide services to all students at Lakeside School. Subsequently, all schools have a library clerk.</p>	<p>\$40,000 Salary/Benefit for one librarian</p>

	Source LCFF Base		Source LCFF Base Description Classified salaries
Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<u>√</u> ALL [Districtwide unduplicated pupils = 66%]		<u>√</u> ALL [Districtwide unduplicated pupils = 66%]	
OR: __Low Income pupils __English Learners __Foster Youth__Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Achieved 2014 Actions/Services with expenditures:</p> <ul style="list-style-type: none"> ▪ Substantially implemented CCSS Math to improve services for all students [\$200,000] ▪ Partially implemented CCSS ELA to improve services for all students [expenditure is included with prior expenditure] ▪ Provided researched-based Professional Development (PD) for CCSS ELA and math [\$70,000] ▪ Implemented strategic grouping to provide tutoring for ELA and Math intervention classes [\$40,000] ▪ Implemented class size reduction; negotiated 25.5:1 maximum level in the collective bargaining agreement [\$550,000] ▪ Maintained a band (fine arts) program [\$85,000] ▪ Hired a library clerk at Lakeside School [\$40,000] <p>Budgeted Expenditures were based on assumptions, therefore, do not equal Estimated Actual Annual Expenditures.</p> <p>The district intends to improve and maintain these Actions/Services in future years. Due to the state change of the LCAP template, several Actions/Services would have been duplicated throughout the 2015 plan. Therefore, in an effort to develop a coherent focused plan for 2015 and subsequent years, it was decided by district staff to nest this Goal, along with several Actions/Services, within new Goals, as follows:</p> <ul style="list-style-type: none"> ▪ <i>New 2015 Goal 1-Establish a dynamic learning culture that improves the systems and practices of the district; through a coherent rigorous curriculum that delivers high quality instruction.</i> ▪ <i>2014 Goal 1-The district will fully implement Common Core State Standards and Actions/Services of Implementation of CCSS Math and ELA to improve services for all students; will be enveloped by new 2015 Action/Service of Purchase and implement state adopted standards-based instructional materials in ELA/ELD, math, and NGSS.</i> ▪ Provide for researched-based Professional Development (PD) for CCSS ELA and math ▪ Maintain class size reduction; negotiated 25.5:1 maximum level in the collective bargaining agreement 		

- Maintain a band (fine arts) program
- 2014 Action/Service of *Library Clerk to provide services to low income students that otherwise may not have access to libraries* is deleted.
- 2014 Goal 1 Action/Service of *Strategic grouping to provide tutoring for ELA and Math intervention classes* is moved to new 2015 Goal 2.

Budgeted expenditures will be based on assumptions using the best available data at the time of plan development.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>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.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u> N/A </u></p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools: Lakeside and Suburu Schools</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>45% English language proficient rates as measured by CELDT.</p> <p>Priority Area Metrics 1 Basic Services</p> <ul style="list-style-type: none"> ▪ All teachers fully credentialed and appropriately assigned, as determined by district and COE. ▪ All students have sufficient access to standards-aligned instructional materials, as determined by district. ▪ School Facilities maintained in good repair, as determined by the Facilities Inspection Tool. <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>4 Pupil Achievement (A-G)</p> <p>A. 2012-13 districtwide STAR Results:</p> <ul style="list-style-type: none"> ○ ELA Proficient or Advanced is 60% ○ Math Proficient or Advanced is 45% ○ Science Proficient or Advanced is 80% ○ History-Social Science Proficient or Advanced is 66% <p>B. 2013-14 districtwide API score of 800</p> <p>C. Successfully complete A-G courses: N/A for a K-8</p> <p>D. 2013-14 AMAO II targets met. ELs in ELD program (less than 5 years) who became proficient 22.8%. In</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>2013-14 AMAO II targets were met. ELs in ELD program (less than 5 years) who became proficient is 30.2%. In program for more than 5 years is 62.2%.</p> <p>Priority Area Metrics 1 Basic Services</p> <ul style="list-style-type: none"> ▪ All teachers are fully credentialed and appropriately assigned, as determined by district and COE. ▪ All students have sufficient access to standards-aligned instructional materials, as determined by district. ▪ School Facilities are maintained in good repair, as determined by the Facilities Inspection Tool. <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners is partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math is substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>4 Pupil Achievement (A-G)</p> <p>A. 2012-13 districtwide STAR Results (upward trend data):</p> <ul style="list-style-type: none"> a. ELA Proficient or Advanced is 60% b. Math Proficient or Advanced is 45% c. Science Proficient or Advanced is 80% d. History-Social Science Proficient or Advanced is 66% <p>B. 2013-14 districtwide API score of 800</p> <p>C. Successfully complete A-G courses: N/A for a K-8</p> <p>D. 2013-14 AMAO II targets were met. ELs in ELD program</p>

	<p>program for more than 5 years 49.0%.</p> <p>E. 2014-15 EL reclassification rate of approximately 25%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need may be enrolled in ELD or intervention courses as determined by the district. 		<p>(less than 5 years) who became proficient is 30.2%. In program for more than 5 years is 62.2%.</p> <p>E. 2014-15 EL reclassification rate is approximately 27%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students are enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need are enrolled in ELD or intervention courses as determined by the district.
--	---	--	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide for an ELD Coordinator and Instructional Aide to give base services for EI students.	<p>\$110,000 Salary/Benefits for one certificated and one classified employee.</p> <p><u>Source</u> LCFF Sup./Con. \$90,000 Title III \$20,000</p>	Maintained an ELD Coordinator and Instructional Aide to give base services for EI students.	<p>\$110,000 Salary/Benefits for one certificated and one classified employee.</p> <p><u>Source</u> LCFF Sup./Con. \$90,000 Title III \$20,000 <u>Description</u> Certificated salaries</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	
__ALL [Districtwide unduplicated pupils = 66%]		__ALL [Districtwide unduplicated pupils = 66%]	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Improve services by providing PD for CCSS ELD differentiated curriculum.	\$5,000 CCSS ELD PD <u>Source</u> LCFF Sup./Con.	Provided researched-based professional development for CCSS ELD differentiated curriculum through COE workshops and trainings.	\$5,000 CCSS ELD PD <u>Source</u> LCFF Sup./Con. <u>Description</u> Contracted services and conference fees
Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8
__ALL [Districtwide unduplicated pupils = 66%]		__ALL [Districtwide unduplicated pupils = 66%]	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<u>Already noted in Original Goal 1 Actions/Services</u> K-5 Strategic grouping to provide ELA tutoring	\$0	<u>Already noted in Original Goal 1 Actions/Services</u> K-5 strategic grouping to provide tutoring for ELA tutoring was implemented by the following methods: <ul style="list-style-type: none"> ▪ K-1: group switching ▪ 3-5: group switching and after school tutoring 	\$0
Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8
__ALL [Districtwide unduplicated pupils = 66%]		__ALL [Districtwide unduplicated pupils = 66%]	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

6-8 grade ELD block scheduling to improve ELA proficiency.	\$0	Provided for 6-8 grade block scheduling to improve ELA proficiency	\$0
Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]		<input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implementation of the English Learner Master Plan supporting English Learners.	\$0	Implemented the English Learner Master Plan supporting English Learners.	\$0
Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<input type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]		<input type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Achieved 2014 Actions/Services with expenditures: <ul style="list-style-type: none"> ▪ Provided for an ELD Coordinator and Instructional Aide [\$110,000] ▪ Provided professional development CCSS ELD differentiated curriculum [\$5,000] ▪ Provided K-5 Strategic grouping to provide ELA tutoring [already noted in Original Goal 1] ▪ Provided 6-8 grade ELD block scheduling to improve ELA proficiency [\$0] ▪ Implemented English Learner Master Plan supporting English learners [\$0] Budgeted Expenditures were based on assumptions, therefore, do not equal Estimated Actual Annual Expenditures. The district intends to improve and maintain achieved Actions/Services in future years. Due to the state change of the LCAP		

template, several Actions/Services would have been duplicated throughout the new 2015 plan. Therefore, in an effort to develop a coherent focused plan for 2015 and subsequent years, it was decided by district staff to nest this Goal, along with several Actions/Services, within new a Goal, as follows:

- *New 2015 Goal 2-Provide for increased student achievement.*
- *2014 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, and former Actions/Services, Provide for an ELD Coordinator and Instructional Aide, Provide professional development CCSS ELD differentiated curriculum, 6-8 grade ELD block scheduling to improve ELA proficiency, and Implement the English Learner Master Plan, will all be enveloped within the new 2015 Action/Service, Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EL students, targeting Long-Term English Learners.*
- *2014 Action/Service of K-5 Strategic grouping to provide ELA tutoring will become new 2015 Action/Service of Strategic Grouping to provide tutoring for ELA and Math intervention classes.*

Budgeted expenditures will be based on assumptions using the best available data at the time of plan development.

<p>Original GOAL 3 from prior year LCAP:</p>	<p>The district will improve student engagement and connectedness by increasing attendance rates.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u> N/A </u></p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools: Lakeside and Suburu Schools</p>		
		<p>Applicable Pupil Subgroups:</p>	<p>All students, K-8</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain student attendance rate of 95%.</p> <p>Priority Area Metrics</p> <p>1 Basic Services</p> <ul style="list-style-type: none"> ▪ All teachers fully credentialed and appropriately assigned, as determined by district and COE. ▪ All students have sufficient access to standards-aligned instructional materials, as determined by district. ▪ School Facilities maintained in good repair, as determined by the Facilities Inspection Tool. <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>3 Parental Involvement</p> <p>The district and schools seek parental involvement from all stakeholders, including but not limited to parents of ELs, low income, foster youth, and students with disabilities. These efforts will include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <p>5 Pupil Engagement</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>To date, K-8 student attendance rates is 94.3%.</p> <p>Priority Area Metrics</p> <p>1 Basic Services</p> <ul style="list-style-type: none"> ▪ All teachers are fully credentialed and appropriately assigned, as determined by district and COE. ▪ All students has sufficient access to standards-aligned instructional materials, as determined by district. ▪ School Facilities are maintained in good repair, as determined by the Facilities Inspection Tool. <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners is partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math is substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>3 Parental Involvement</p> <p>The district and schools engaged in parental involvement from all stakeholders, including but not limited to parents of ELs, low income, foster youth, and students with disabilities. These efforts included at least one District Parent Advisory Committee meeting and DELAC/ELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <p>5 Pupil Engagement</p> <ul style="list-style-type: none"> A. Attendance rates: K-8 is 94.3% B. Chronic absenteeism rate: 12%

	<p>A. Attendance rates: K-8 95%</p> <p>B. Chronic absenteeism rate: 12%</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>6 School Climate The district suspension rate will decline from 4% and no expulsions are expected. Other local measures to help assess school climate include the CHKS, website postings; online surveys; mailings and flyers.</p> <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students will be enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need may be enrolled in ELD or intervention courses as determined by the district. 		<p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>6 School Climate The district suspension rate is .10 and there have been no expulsions. Other local measures to help assess school climate include the CHKS, website postings; online surveys; mailings and flyers.</p> <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students are enrolled in the core subjects ▪ Students in need are enrolled in ELD or intervention courses as determined by the district.
--	--	--	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase school psychologist services from part-time to full-time; to provide counseling, behavioral management and consultation, and positive behavior programs for all students.	<p>\$99,500 Salary/Benefits</p> <p><u>Source</u> LCFF Base</p>	Hired a school psychologist to provide full time services that includes behavioral management and consultation, and positive behavior programs for low income pupils.	<p>\$99,500 Salary/Benefits</p> <p><u>Source</u> LCFF Base & Sup./Con. <u>Description</u> Certificated salaries</p>
Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	Scope of service:	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils
<u>v</u> ALL [Districtwide unduplicated pupils = 66%]		<u>__</u> ALL [Districtwide unduplicated pupils = 66%]	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Restore assistant principal at Suburu School to improve attendance, chronic absenteeism and positive behavior efforts.</p>	<p>\$80,000 Salary/Benefits</p> <p><u>Source</u> LCFF Base</p>	<p>Hired an assistant principal at Suburu School that will improve attendance, chronic absenteeism and positive behavior efforts.</p>	<p>\$80,000 Salary/Benefits</p> <p><u>Source</u> LCFF Base <u>Description</u> Certificated salaries</p>
<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8
<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Reach out to stakeholders via email, website, and mailings.</p>	<p>\$1,000 Mailings</p> <p><u>Source</u> LCFF Base</p>	<p>Engaged all stakeholders via email, website, and mailings.</p>	<p>\$1,000 Mailings</p> <p><u>Source</u> LCFF Base <u>Description</u> Supplies</p>
<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8
<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Review and improve coordination of available services that target chronically absent and truant students.</p>	<p>\$1,000 Mailings</p> <p><u>Source</u> LCFF Base</p>	<p>The Director of Special Services and principals reviewed current services that target chronically absent and truant students. The district will continue to coordinate available services and adjust as needed.</p>	<p>\$1,000</p> <p><u>Source</u> LCFF Base & Sup./Con. <u>Description</u> Supplies</p>
<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8
<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Monitor online student and parent school connectedness.</p>	<p>\$5,000 Purchase online survey services</p> <p><u>Source</u> LCFF Base</p>	<p>Purchased one year contract with SurveyMonkey to provide for online surveys for 4-8 grade students, staff, and parents.</p>	<p>\$5,000 Purchase online survey services</p> <p><u>Source</u> LCFF Base <u>Description</u> Contracted services</p>
<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	<p>Scope of service:</p>	<ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8
<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>		<p><input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%]</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>Restore MOT Director to provide for a safe learning environment by improving facilities, which will enhance student engagement.</p>	<p>\$65,000 Salary/Benefits for Director of Operations.</p> <p><u>Source</u> LCFF Base</p>	<p>Collaborated with another small school district to hire and share a facilities expert. Both districts pay a pro-rata share for salary and benefits. Employee works two days per week at Lakeside USD.</p>	<p>\$50,000 Salary/Benefits for Director of Operations.</p> <p><u>Source</u> LCFF Base <u>Description</u> Classified salaries</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><u>v</u> ALL [Districtwide unduplicated pupils = 66%]</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p><u>v</u> ALL [Districtwide unduplicated pupils = 66%]</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p>Provide for psychologist and counseling services. Identify current gaps with foster youth services and work with KCSOS AB 490 Liaison to address needs.</p>	<p>\$0</p>	<p>Hired a psychologist that identifies current gaps with foster youth services, and works with KCSOS AB 490 Liaison to address needs. The hiring of a psychologist has already been noted in a previous Action for this Goal.</p>	<p>\$0</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><u>v</u> ALL [Districtwide unduplicated pupils = 66%]</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p><u>v</u> ALL [Districtwide unduplicated pupils = 66%]</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Achieved 2014 Actions/Services with expenditures:</p> <ul style="list-style-type: none"> ▪ Provided for a full-time psychologist [\$99,500] ▪ Restored Assistant Principal at Suburu School [\$80,000] 		

<p>goals?</p>	<ul style="list-style-type: none"> ▪ Reached out to stakeholders via email, website, and mailings [\$1,000] ▪ Reviewed Review and improve coordination of available services that target chronically absent and truant students [\$1,000] ▪ Monitored online student and parent school connectedness [\$5,000] ▪ Restored MOT Director [\$50,000] ▪ Provided for psychologist and counseling services [\$0] <p>The district intends to improve and maintain achieved Actions/Services in future years. Due to the state change of the LCAP template, several Actions/Services would have been duplicated throughout the new 2015 plan. Therefore, in an effort to develop a coherent focused plan for 2015 and subsequent years, it was decided by district staff to nest this Goal, along with several Actions/Services, within new a Goal, as follows:</p> <ul style="list-style-type: none"> ▪ <i>2014 Goal 3-The district will improve student engagement and connectedness by increasing attendance rates is changed to new 2015 Goal 3-Provide for engaging and nurturing environments that are safe, healthy and conducive to learning.</i> ▪ <i>Achieved Action/Services of Provide for a full-time psychologist, Provide for psychologist and counseling services, Restore Assistant Principal at Suburu School, and Restore MOT Director are deleted.</i> ▪ <i>2014 Actions/Services of Reach out to stakeholders via email, website, and mailings and Monitor online student and parent school connectedness are changed to new 2015 Action/Service Solicit students, parents, staff and community input through online surveys, meetings and events, for recommendations to improve and/or increase services for all students, including English learners, low income, foster youth.</i> ▪ <i>2014 Action/Service of Review and improve coordination of available services that target chronically absent and truant students is changed to new 2015 Action/Service Develop an incentive and reward program that promotes school attendance.</i> <p>Budgeted expenditures will be based on assumptions using the best available data at the time of plan development.</p>
---------------	--

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Student percent proficient rate for ELA and math will be 70% for each, as measured by local assessments.</p>		<p>Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____ N/A _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools: Lakeside and Suburu Schools</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>60% of all students will meet grade level content standards based on local assessments.</p> <p>Priority Area Metrics</p> <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>4 Pupil Achievement (A-G)</p> <p>A. 2012-13 districtwide STAR Results:</p> <ol style="list-style-type: none"> a. ELA Proficient or Advanced is 60% b. Math Proficient or Advanced is 45% c. Science Proficient or Advanced is 80% d. History-Social Science Proficient or Advanced is 66% <p>B. 2013-14 districtwide API score of 800</p> <p>C. Successfully complete A-G courses: N/A for a K-8</p> <p>D. 2013-14 AMAO II targets met. ELs in ELD program (less than 5 years) who became proficient 22.8%. In program for more than 5 years 49.0%.</p> <p>E. 2014-15 EL reclassification rate of approximately 25%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>5 Pupil Engagement</p> <ul style="list-style-type: none"> ▪ Attendance rates: K-8 95% ▪ Chronic absenteeism rate: 12% 	<p>Actual Annual Measurable Outcomes:</p>	<p>Due to no state assessment program, the district used grade level content standard local assessments. Other than quarterly grades, there is no available quantifiable data. In the future, the district intends to use Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IAB) as quarterly benchmarks to assess student performance and progress.</p> <p>Priority Area Metrics</p> <p>2 CCSS Implementation</p> <ul style="list-style-type: none"> ▪ Implementation of CCSS ELA and English Learners was partially implemented (50%-75%) as determined by the CDE, Academic Program Survey Tool. ▪ Implementation of CCSS Math was substantially implemented (75%-100%) as determined by the CDE, Academic Program Survey Tool. <p>4 Pupil Achievement (A-G)</p> <p>A. 2012-13 districtwide STAR Results:</p> <ol style="list-style-type: none"> a. ELA Proficient or Advanced is 60% b. Math Proficient or Advanced is 45% c. Science Proficient or Advanced is 80% d. History-Social Science Proficient or Advanced is 66% <p>B. 2013-14 districtwide API score of 800</p> <p>C. Successfully complete A-G courses: N/A for a K-8</p> <p>D. 2013-14 AMAO II targets met. ELs in ELD program (less than 5 years) who became proficient 22.8%. In program for more than 5 years 49.0%.</p> <p>E. 2014-15 EL reclassification rate of approximately 25%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p>

	<ul style="list-style-type: none"> ▪ Middle school dropout rate: 0% ▪ High school dropout rate: N/A for a K-8 district ▪ High school graduation rate: N/A for a K-8 district <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students will be enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need may be enrolled in ELD or intervention courses as determined by the district. <p>8 Other Pupil Outcomes</p> <p>All district K-8 students will be provided with the adopted course of study that includes the following areas of study: English, math, social science, science physical education, and if prescribed by the local governing board, health, and performing arts. Until CAASPP is fully implemented in spring 2015, LUSD will use locally developed benchmark and common formative assessments to measure student progress toward proficiency.</p>		<p>G. Early Assessment Program: N/A for a K-8 district</p> <p>5 Pupil Engagement</p> <ul style="list-style-type: none"> ▪ Attendance rates: K-8 is 94.3% ▪ Chronic absenteeism rate: 12% ▪ Middle school dropout rate: 0% ▪ High school dropout rate: N/A for a K-8 district ▪ High school graduation rate: N/A for a K-8 district <p>7 Course Access</p> <ul style="list-style-type: none"> ▪ All students have access to a broad course of study required by the state and district. ▪ All students are enrolled in the core subjects of ELA, math, science, and history-social science determined by the district. ▪ Students in need are enrolled in ELD or intervention courses as determined by the district. <p>8 Other Pupil Outcomes</p> <p>All district K-8 students are provided with the adopted course of study that includes the following areas of study: English, math, social science, science physical education, and if prescribed by the local governing board, health, and performing arts. Until CAASPP is fully implemented in spring 2015, LUSD to the best of its ability used locally developed benchmark and common formative assessments to measure student progress toward proficiency. However, the district did not collect achievement data for each course offered by the district.</p>
--	--	--	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>Already noted in Original Goal 1 Actions/Services</u> Provide a CCSS researched-based curriculum for all students.	\$0	<u>Already noted in Original Goal 1 Actions/Services</u> CCSS Math curriculum (McGraw Hill, K-8) was purchased in July 2014. CCSS ELA curriculum consists of Houghton Mifflin (K-5) and Prentice Hall (6-8), both adopted in 2003. Both were substantially implemented districtwide as determined by CDE APS Tool.	\$0

<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 	
<p><u>_v_ ALL [Districtwide unduplicated pupils = 66%]</u></p>		<p><u>_v_ ALL [Districtwide unduplicated pupils = 66%]</u></p>	
<p>OR:</p> <p><u>__Low Income pupils __English Learners</u></p> <p><u>__Foster Youth__Redesignated fluent English proficient</u></p> <p><u>__Other Subgroups:(Specify)_____</u></p>		<p>OR:</p> <p><u>__Low Income pupils __English Learners</u></p> <p><u>__Foster Youth__Redesignated fluent English proficient</u></p> <p><u>__Other Subgroups:(Specify)_____</u></p>	
<p>Purchase technology to provide increased access to online ELA and math SBE approved instructional resources.</p>	<p>\$50,000</p> <p>Purchase student computers along with support equipment</p> <p><u>Source</u> LCFF Base</p>	<p>The district purchased four mobile Chromebook Labs (two per site). Essentially creating a new 34 station computer lab at each school site.</p>	<p>\$40,000</p> <p>Purchase student computers along with support equipment</p> <p><u>Source</u> LCFF Base <u>Description</u> Purchase computers</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><u>_v_ ALL [Districtwide unduplicated pupils = 66%]</u></p>		<p><u>_v_ ALL [Districtwide unduplicated pupils = 66%]</u></p>	
<p>OR:</p> <p><u>__Low Income pupils __English Learners</u></p> <p><u>__Foster Youth__Redesignated fluent English proficient</u></p> <p><u>__Other Subgroups:(Specify)_____</u></p>		<p>OR:</p> <p><u>__Low Income pupils __English Learners</u></p> <p><u>__Foster Youth__Redesignated fluent English proficient</u></p> <p><u>__Other Subgroups:(Specify)_____</u></p>	
<p><u>Already noted in Original Goal 1 Actions/Services</u></p> <p>Implement K-3 Class Size Reduction to improve services, especially in reading and math.</p>	<p>\$0</p>	<p><u>Already noted in Original Goal 1 Actions/Services</u></p> <p>District negotiated a maximum of 25.5 students in CBA. District intends to maintain a ratio of students to teachers that is supported by state funding or mandated by regulations.</p>	<p>\$0</p>
<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		<p>Scope of service:</p> <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<p><u>_v_ ALL [Districtwide unduplicated pupils = 66%]</u></p>		<p><u>_v_ ALL [Districtwide unduplicated pupils = 66%]</u></p>	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Already noted in Original Goal 1 Actions/Services</u> Restore library clerk at Lakeside School which will improve access to literature for all students.	\$0	<u>Already noted in Original Goal 1 Actions/Services</u> District hired a library clerk to provide services to all students at Lakeside School. Subsequently, all schools have a librarian.	\$0
Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
__v__ ALL [Districtwide unduplicated pupils = 66%]		__v__ ALL [Districtwide unduplicated pupils = 66%]	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Already noted in Original Goal 1 Actions/Services</u> Provide fine arts programs that enhance ELA and math skills for all students.	\$0	<u>Already noted in Original Goal 1 Actions/Services</u> Maintained a fine arts program that reinforced student engagement.	\$0
Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
__v__ ALL [Districtwide unduplicated pupils = 66%]		__v__ ALL [Districtwide unduplicated pupils = 66%]	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>Already noted in Original Goal 1 & 2 Actions/Services</u> Strategic grouping to provide tutoring for ELA and Math intervention.	\$0	<u>Already noted in Original Goal 1 & 2 Actions/Services</u> K-8 strategic grouping provided tutoring for ELA and Math intervention and implemented by the following methods: <ul style="list-style-type: none"> ▪ K-1: group switching ▪ 3-5: group switching and after school tutoring ▪ 6-8: 8th period strategic intervention classes 	\$0

Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%] <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%] <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<u>Already noted in Original Goal 1 Actions/Services</u> Library Clerk to provide services to low income students that otherwise may not have access to libraries.	\$0	<u>Already noted in Original Goal 1 Actions/Services</u> District hired a librarian to provide services to all students at Lakeside School. Subsequently, all schools have a librarian.	\$0
Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils 		Scope of service: <ul style="list-style-type: none"> ▪ Districtwide ▪ Lakeside & Suburu Schools ▪ All K-8 pupils K-8 	
<input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%] <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL [Districtwide unduplicated pupils = 66%] <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Achieved 2014 Action/Service with expenditure: <ul style="list-style-type: none"> ▪ Purchased technology to provide increased access to online ELA and math SBE approved instructional resources [\$40,000] <p>Due to the state change of the LCAP template, several Actions/Services have been duplicated throughout the new 2015 plan. Therefore, in an effort to develop a coherent focused plan for 2015 and subsequent years, it was decided by district staff to nest this Goal, along with several Actions/Services, within new a Goal, as follows:</p> <ul style="list-style-type: none"> ▪ 2014 Goal 4-Student percent proficient rate for ELA and math will be 70% for each, as measured by local assessments is enveloped into new 2015 Goal 2-Provide for increased student achievement. ▪ All Actions/Services have previously been accounted for in the Annual Update. <p>Budgeted expenditures will be based on assumptions using the best available data at the time of plan development.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,625,340</u>
<p>The estimated LCFF Supplemental and Concentration grant funding for 2015/2016 of \$1,625,340 is calculated to be \$136,140 more than estimated actual expenditures for 2014/2015. The Lakeside Union School District is spending Supplemental and Concentration grant funds at both the district and site levels. We are taking a two pronged approach to improving the achievement levels of all students, especially our English learners, low income, and foster youth. First, we are focusing on improving the knowledge and skills of our administrators and teachers to provide the best first instruction. Research indicates that a student’s first instruction on any topic or concept is the most important to his/her likelihood of learning. To this end, LCFF Supplemental and Concentration grant funding will focus on professional development to improve student outcomes. Second, we are working to create more targeted interventions for all underachieving subgroups. These intervention strategies will focus on literacy and are in noted in this plan.</p>	
<p><u>District wide above 55%</u> 66% of the students enrolled in the Lakeside Union School District are unduplicated students. The total amount of Supplemental and Concentration grant funding was budgeted for expenditures detailed and described in this plan. The majority of the funding will be principally directed to meet the needs of the targeted students. All students in our district must be equitably served. By providing expenditures district wide the Lakeside Union School District will best serve all students, especially our targeted students. The Lakeside Union School District’s Local Control and Accountability Plan goals and expenditures address the needs of our district’s English learners, low income, and foster youth.</p>	
<p><u>School wide above 40%</u> The total amount of funding budgeted for expenditures in this plan will be principally directed to the two school sites in the district, based on their unduplicated number of low income, English learners, and foster youth students to support services to meet the meet the needs of the targeted students.</p> <ul style="list-style-type: none"> ▪ Lakeside School 66% unduplicated ▪ Suburu School 65% unduplicated 	

- B. In the box below, 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).

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). 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.

19.02	%
-------	---

Based on the Minimum Proportionality Percentage (MPP) calculation for the Lakeside Union School District, we will spend 19.02% more in 2015/2016 than in 2014/2015 to increase or improve services described in this plan. Throughout the three year term of this plan, there will be increases in both performance and quality of services for unduplicated pupils.

Estimated MPP by year:

- 19.02% - 2015/2016
- 18.94% - 2016/2017
- 18.87% - 2017/2018

Research indicates that school wide initiatives that build consistent practices among teachers are the best way to improve learning outcomes for students. We will allocate funds for professional development, coaching, collaboration, instructional networking and training in the Common Core State Standards to improve instructional expertise of every teacher. While it could be debated that all students proportionately benefit from exemplary teachers, we know that low income, English learners, foster youth, and underperforming students benefit more from expert instruction from a highly qualified teacher.

Additionally, we will provide improved targeted interventions in ELA and math with increased focus on literacy and reading, for English learners, low income, foster youth, and underachieving subgroups.

There will be improved monitoring and intervention for English learners and Redesignated Fluent English Proficient students. At the time of plan development, the district had three foster youth students that are highly mobile.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

Appendix A

Lakeside Union School District
Local Control and Accountability Plan - Stakeholder Engagement Timeline
2014/2015
(Subject to change)

This timeline represents the district's efforts to seek input from students, parents and staff, for recommendations to improve and increase student services. At each meeting a general overview of LCFF and LCAP including the eight state priorities was discussed. District leaders reviewed and discussed student demographic and performance data, and solicited input for how Lakeside USD can increase and improves services for all students. District leaders shared the Lakeside USD story.

Date	Event/Group	Purpose
August 12	District School Board Meeting	Overview of LCFF and changes to categorical funding
August 21	Back to School Night – Lakeside School	Overview of LCFF/LCAP
August 28	Back to School Night – Suburu School	Overview of LCFF/LCAP
September 9	District School Board Meeting, Assistant Supt./Principal	Overview of LCFF/LCAP
September 18	School Site Council – Lakeside School	Overview of LCFF/LCAP
October 7	Superintendent Advisory Committee Meeting with Teachers	Overview of LCFF/LCAP
October 14	District School Board Meeting	Discussion of LCFF/LCAP initial input and data
October 30	School Site Council – Suburu School	Overview of LCFF/LCAP
November 18	District School Board Meeting	Discussion of eight state priorities, review of initial input
November 19	Superintendent Advisory Committee Meeting with Teachers	Discussion of eight state priorities, review of initial input
December 2	California School Employee Association meeting with representative	Overview of LCFF/LCAP and discussion of eight state priorities
December 2	Teacher Staff Meetings at Lakeside and Suburu School	Discussion of eight state priorities, review of initial input
December 8	Online surveys opened for 4-8 grade students, parents, and staff	Solicit and gather data as it relates to the eight state priorities
December 4	School Site Council – Lakeside School	Discussion of eight state priorities, review of initial input

December 9	District School Board Meeting	Update on LCAP progress and connection of eight state priorities with student outcomes
January 6	California School Employee Association meeting with representative	Update on LCAP progress and connection of eight state priorities with student outcomes
January 6	Teacher Staff Meeting – Suburu School	Update on LCAP progress and connection of eight state priorities with student outcomes
January 13	District School Board Meeting	Discussion of specifically identifying, monitoring and supporting subgroups to improve student outcomes
January 15	All stakeholders Public Meeting - Suburu School	Presentation of LCFF/LCAP including demographic data, eight state priorities, specific subgroups and proposed goals. Solicit input and recommendations.
January 20	School Site Council – Lakeside School	Review of LCAP data and initial parent input specific to school climate
January 21	Associated Student Body – Lakeside School	Overview of LCFF/LCAP and discussion of eight state priorities
January 22	School Site Council – Suburu School	Review of LCAP data and initial parent input specific to school climate
January 29	All stakeholders Public Meeting - Lakeside School	Presentation of LCFF/LCAP including demographic data, eight state priorities, specific subgroups and proposed goals. Solicit input and recommendations.
February 3	Teacher Staff Meetings - Lakeside and Suburu School	Reviewed LCAP progress as it relates to the eight state priorities
February 3	Superintendent Advisory Committee Meeting with Teachers	Reviewed LCAP progress as it relates to the eight state priorities
February 10	District School Board Meeting	Updated LCAP progress as it relates to the eight state priorities

February 12	School Site Council – Suburu School	Continued discussion of LCAP and parent input
February 18	English Language Advisory Committee Meeting – Suburu School	Discussion of LCFF/LCAP and district data focused on student performance outcomes. Solicited input on how Lakeside USD could increase or improve services specifically for English learners.
February 18	District English Language Advisory Committee Meeting	Discussion of LCFF/LCAP and district data focused on student performance outcomes. Solicited input on how Lakeside USD could increase or improve services specifically for English learners.
February 25	English Language Advisory Committee Meeting – Lakeside School	Discussion of LCFF/LCAP and district data focused on student performance outcomes. Solicited input on how Lakeside USD could increase or improve services specifically for English learners.
March 3	Teacher Staff Meetings - Lakeside and Suburu School	Continued discussion of LCAP and additional parent input
March 10	District School Board Meeting	Continued discussion of LCAP and additional parent input
March 17	California Teacher Association meeting with representative	Update on LCAP progress and connection of eight state priorities with student outcomes
March 19	District Parent Information Night - Suburu School	As one of several parent informational topic, a brief overview of LCFF/LCAP was discussed
March 25	District Parent Advisory Committee Meeting #1	Overview of LCAP progress. Discussion and analysis of data and actions and services. Solicited input on increasing and/or improving services for all students, specifically English learners, low income, foster youth and ethnic subgroups.

April 9	District Parent Advisory Committee Meeting #2	Reviewed and reflected on previous work. Analyzed services as they relate to the eight state priorities. The group then discussed and provided input on the connection between our Lakeside USD story and the LCAP goals to improve services for all students in general and English learners, low income, foster youth and ethnic subgroups. An initial LCAP draft was ready for public review and comment.
April 14	District School Board Meeting	Presentation of initial LCAP draft for review and comment
April 14	Teacher Staff Meetings - Lakeside and Suburu School	Presentation of initial LCAP draft for review and comment
June 9	Public Hearing of LCAP and District Budget at School Board Meeting	Presentation of initial LCAP draft for review and comment
June 16	Adoption of LCAP and District Budget at School Board Meeting	Final LCAP submitted to Board