

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

Introduction:

LEA: Lakeside Joint School District Contact: Susan Ady, CBO/Secretary, sady@lakesidelosgatos.org, (408)354-2372 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

LAKESIDE JOINT SCHOOL DISTRICT Introductory Statement:

Lakeside Joint School District is a small rural one school K-8 district located in the Santa Cruz Mountains spanning Santa Clara and Santa Cruz Counties. We currently have 89 students in TK – 5th grade enrolled in Lakeside Elementary School. We have MOU's with Campbell Union and Loma Prieta Joint Union School Districts to provide services for our 40 middle school students. All data included in this report will concern only our TK-5th grade students. Data for our middle school students is included in their district of attendance.

Lakeside Joint School District is a Basic Aid or Community Funded District. The majority of our funding comes from local property taxes. Lakeside does receive \$181,386 from former categorical funding. A "Fair Share" reduction of \$56,754 is applied to this amount, bringing the total state aid to \$124,855. These "Hold Harmless Funds" are frozen at this level indefinitely with no projected COLA. Under LCFF, all districts (including Basic Aid districts) will have an amount of their entitlement attributable to identified pupils. By using the Minimum Proportionality Percentage Calculation within the LCFF calculator, the district calculated \$11,360 of the Hold Harmless Funding should be attributable to identified students.

Our unduplicated count of low income students and identified EL students at the beginning of the 2013/2014 school year was 16 which is 17.98% of our student enrollment. By P1, two additional students had been exited from the EL program bringing our percentage to 15.73%. With less than 12 EL students, less than 6 low income students and no foster youth, Lakeside does not have any subgroups as defined by Education Code section 52052. Our EL students come from 6 different language backgrounds with the break down as follows, 5 Spanish, 3 Mandarin, 1 Portuguese, 1 Farsi, 1 Danish, and 1 Icelandic.

Lakeside employs five fully credentialed teachers all of whom are Highly Qualified and CLAD trained. Our small class size (average 17.5) and dedicated, professional teaching staff make for an optimal student learning environment. The addition of Highly Qualified professional instructional aides further contributes to the amount of individualized attention we are able to provide our students.

Involvement Process	Impact on LCAP
<p>Lakeside Joint School District maintains a parent email list and uses this list to communicate with parents, staff and other members of the community. We also maintain a district website.</p> <p>In February the District posted information regarding the LCAP to our website.</p> <p>Beginning in March the District solicited volunteers to participate in a LCAP Advisory Committee. The District reached out specifically via a phone call to invite participation of our non-English speaking parents on the LCAP advisory committee.</p> <p>At this time, Lakeside does not have any identified foster youth in attendance.</p> <p>In April the District drafted a survey to encourage feedback and input from parents, staff and the community. The focus of the survey was to gauge the level of satisfaction of our current educational program and to help define goals for improvement. The online survey was available to all parents and staff via paper copies in the office and sent out as an email link. Additionally, the survey was posted to our website. A translated version was made available to our Spanish speaking families. The District updated the information posted on the website regarding the LCAP and the state priorities. Information was also distributed to parents via email.</p> <p>Once the survey was complete, the results were compiled by staff and used to forge draft LCAP goals. The survey results and draft goals were presented to the community at the PTA general meeting and posted to the district website. Everyone in attendance at the PTA General Meeting, as well as all parents and staff via the weekly email newsletter, were encouraged to comment on the results and draft goals.</p> <p>These responses were compiled by the LCAP Advisory Committee chairperson, who then wrote a list of recommended changes and forwarded that list to the Superintendent.</p> <p>The Superintendent and the LCAP Advisory Committee Chairperson met in person and discussed the recommended changes. The Superintendent then drafted a written response to the Advisory committee.</p> <p>The recommendations from the Advisory Committee and the response written by the Superintendent were used to create this final draft of the 2014/2015 LCAP.</p> <p>This document was available for final review by parents, staff and community for 10 days prior to a public hearing scheduled on June 11, 2014 at 6:30 pm. A Public hearing for the adoption of the District budget for 2014/2015 will immediately follow the hearing for the LCAP. A separate Board meeting has been scheduled for June 12, 2014 at 7:30 am to first approve the LCAP and then approve the budget. Any comments will be taken into consideration for potential revision prior to the adoption of the LCAP by the Lakeside Board of Trustees.</p>	<p>The results of the survey determined the following conclusions:</p> <ul style="list-style-type: none"> • The District needs to implement a plan to maintain and improve our facilities • The District needs to provide quality professional development to the teaching staff with an emphasis on Common Core and individualized learning using 21st century skills • The District needs to provide a stable middle school program • There is high parent interest in student participation and engagement in leadership roles • The District needs to better communicate with our parent community regarding: <ul style="list-style-type: none"> ○ Instructional programing, specifically programs for EL learners and differentiated learning ○ How Lakeside students perform and adjust within their middle school environments • There is interest among parents in a foreign language program <p>From these conclusions 10 goals were drafted and presented.</p> <p>After receiving feedback from the Advisory Committee, the goals were combined and modified to reflect those suggestions.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline Year: 2014-2015	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs: To repair, improve and maintain the existing facility and grounds to provide the best environment for student learning</p> <p>Metric: Improved Facilities</p>	<p>Goal 1. Development of a district Facilities Master Plan calling for a specific outline of projects and associated costs and timeframes</p>	All	All-Lakeside is a one school district		Development of Facilities Master Plan Identifying areas of improvement with a specific list of projects and associated costs	Implementation of plan at 10% or more	Implementation of plan at 20% or more	<p>A. Conditions of Learning:</p> <p>Priority 1- Basic Services</p>
<p>Needs: Maintain Highly Qualified Teachers, implementation of Common Core Curriculum, collaborative learning environment incorporating critical thinking, creativity, and communication skills, opportunities for student participation and leadership, insuring the needs of EL students are being met</p> <p>Metric: CELDT test results, Local Assessments, Sign in sheets for professional development, Agendas for professional development sessions</p>	<p>Goal 2. Enhance teacher capacity through professional development.</p>	All	All Lakeside is a one school district		<p>Teachers will begin to introduce Project Based Learning into the classrooms increasing student participation and leadership opportunities and weaving collaboration, creativity communication and critical thinking into the Common Core Curriculum</p> <p>Goal for year one is to have at least one project based learning project per class</p> <p>Teachers will continue to develop technology skills, allowing for increased student use of technology</p> <p>EL students will continue to progress towards proficient on the CELDT test</p>	<p>Teachers will receive further training in Project Based Learning</p> <p>Goal for year two is to have two or more project based learning projects per class</p> <p>Teachers will continue to develop technology skills, allowing for increased student use of technology</p> <p>EL students will continue to progress towards proficient on the CELDT test</p>	<p>Teachers will continue to receive further training in PBL, Technology and EL curriculum.</p> <p>Goal for year three is to begin to see PBL and technology woven into the core curriculum allowing for increased student leadership opportunities, student collaboration, creativity, communication and critical thinking</p> <p>EL students will continue to progress towards proficient on the CELDT test</p>	<p>A. Conditions of Learning:</p> <p>Priority 2- Implementation of State Standards</p> <p>Priority 7- Course Assess</p> <p>Priority 4- Pupil Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline Year: 2014-2015	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs: Increased parent participation and input in decision making for instructional programs, specifically programs for English Language Learners and Differentiated Learning</p> <p>Metric: Increased parental involvement, Parent Surveys, Back to School night parent sign in sheets, Weekly Newsletters, Health Kids Surveys, Teacher Surveys</p>	Goal 3: Maintain positive school climate	ALL	ALL	<p>Increased parent engagement directly benefits all students. Better informed parents are able to better support their children both academically and developmentally. Specifically targeting parents of EL students will help with better communication between home and school</p> <p>Goal for year one will be to determine current level of parent participation and develop a metric for assessment</p>	Goal for year two: increase parent participation as defined by assessment developed in year one.	Goal for year two: further increase parent involvement as defined by assessment developed in year one	<p>C. Engagement: Priority 3- Parent engagement and</p> <p>Priority 6- School Climate</p>	
<p>Needs: Feedback from LCAP survey expressing parent's desire for better understanding of how their child is doing academically and in comparison to other children in the state.</p> <p>Metric: Local Assessments, Dibbles, Parent/Teacher communication Parent Surveys</p>	Goal 4: Increased communication to parents regarding student progress	ALL	ALL	<p>Test results will provide greater understanding of the child's strengths and weaknesses and help the teaching staff to identify areas of needed improvement</p> <p>Report cards will provide parents will greater understanding of how well their children are learning and become a tool for better parent teacher communication</p> <p>IT support will be added to aid both teacher and student access to technology</p>	As determined by parent survey, parent satisfaction and understanding of student progress will in increase. IT support will continue	As determined by parent survey, parent satisfaction and understanding of student progress will in increase. IT support will continue	<p>B. Pupil Outcomes: Priority 4- Pupil Achievement</p> <p>C. Engagement: Priority 3- Parent engagement</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline Year: 2014-2015	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <small>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</small>
	Description of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs: Parent interest, well rounded curriculum</p> <p>Metric: Parent Survey</p>	<p>Goal 5: Continue to support the Enrichment Programs including Physical Education , Music, Art, Dance and Theatre</p>	ALL	ALL		Continue to assess the programs offered and determine the value to the students	Continue to assess the programs offered and determine the value to the students	Continue to assess the programs offered and determine the value to the students	<p>B. Pupil Outcomes: Priority 8- Other Pupil Outcomes</p> <p>A. Conditions of Learning: Priority 7- Course access</p>
<p>Needs: To more fully engage students</p> <p>Metric: Student Attendance Records</p>	<p>Goal 6: To improve student attendance</p>	ALL	ALL		Increase parental awareness of the importance of good and consistent attendance	The district will explore the impact of implementing a structured attendance policy	If determined appropriate, the district will implement a structured attendance policy	<p>C. Engagement: Priority 5- Pupil Engagement</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1. Development of a district Facilities Master Plan calling for a specific outline of projects and associated costs and timeframes	A. Conditions of Learning: Priority 1- Basic Services	The District will contract with an architectural firm to develop a Facilities Master Plan that will allow for optimal student learning	District-wide- Lakeside is a one school district		\$10,000 funded out of the Education Protection Act Resource 1400	Funding to be determined based on the projects identified in the master plan.	Funding to be determined based on the projects identified in the master plan
Goal 2. Enhance teacher capacity through professional development.	A. Conditions of Learning: Priority 2- Implementation of State Standards Priority 7- Course Assess Priority 4- Pupil Achievement	The teachers will receive Project Based Learning training Specific information regarding the pedagogy behind Project Based Learning will be presented to parents for broader understanding The teachers will receive training on the use of technology in the classroom The teachers will receive training on EL Curriculum	District-wide- Lakeside is a one school district		\$10,000 funded out of the Education Protection Act Resource 1400 \$3000 funded out of Federal Funds Resource 4126 \$2000 funded out of LCFF Hold Harmless	\$3000 funded out of Federal Funds Resource 4126 \$2000 funded out of LCFF Hold Harmless	\$3000 funded out of Federal Funds Resource 4126 \$2000 funded out of LCFF Hold Harmless

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Maintain positive school climate	C. Engagement: Priority 3- Parent engagement and Priority 6- School Climate	<ul style="list-style-type: none"> • Monthly conversation and coffees will be held with Superintendent/Principal for all parents with a specific, personalized reach out to parents of ELL students. Twice yearly middle school parent presentation will be scheduled. • Translation options will be explored to address the specific needs of the ELL families based on their solicited feedback. • Link will be added to school website showing if the District is meeting the API targets of English Language Learners. • Leadership opportunities will be created for students with Project Cornerstone parent leader involvement. 	District-wide- Lakeside is a one school district		<p>No specific additional expenses are identified with this goal</p> <p>\$1,500 out of the LCFF Hold Harmless</p> <p>No specific additional expenses are identified with this goal</p> <p>No specific additional expenses are identified with this goal</p>	<p>No specific additional expenses are identified with this goal</p> <p>\$1,500 out of the LCFF Hold Harmless</p> <p>No specific additional expenses are identified with this goal</p> <p>No specific additional expenses are identified with this goal</p>	<p>No specific additional expenses are identified with this goal</p> <p>\$1,500 out of the LCFF Hold Harmless</p> <p>No specific additional expenses are identified with this goal</p> <p>No specific additional expenses are identified with this goal</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 4: Increased communication to parents regarding student progress	B. Pupil Outcomes: Priority 4- Pupil Achievement C. Engagement: Priority 3- Parent engagement	All districts are required to adopt the new testing system for the 2014/2015 school year. It is expected that the new tests will provide a better metric for gauging student progress Lakeside will develop and adopt parent friendly report cards aligned with the new state standards including a section on the report card for students not meeting grade level standards. That section will provide parents with information about what additional resources are used/available for students not meeting grade level standards	District-wide- Lakeside is a one school district		\$12,240 added to the Budget for IT Support from LCFF Hold Harmless and EPA Funding Increased cost of contract with School Wise by \$500 per year to allow for additional services aligned with digital report cards	\$12,546 added to the Budget for IT Support from LCFF Hold Harmless and EPA Funding Increased cost of contract with School Wise by \$500 per year to allow for additional services aligned with digital report cards	\$12,859 added to the Budget for IT Support from LCFF Hold Harmless and EPA Funding Increased cost of contract with School Wise by \$500 per year to allow for additional services aligned with digital report cards
Goal 5: Continue to support the Enrichment Programs including Physical Education , Music, Art, Dance and Theatre	B. Pupil Outcomes: Priority 8- Other Pupil Outcomes	Students at Lakeside benefit from a Hoffman award-winning PE program, an Orff based music program, Classroom Art in collaboration with San Jose Art Museum, a Dance Residency and a Theatre Residency. These programs are currently in operation. The goal is to continue to support these programs.	District-wide- Lakeside is a one school district		\$45,774 funded by Lakeside Community Foundation \$15,584 funded by Lakeside PTA	\$46,735 funded by Lakeside Community Foundation \$15,911 funded by Lakeside PTA	\$47,669 funded by Lakeside Community Foundation \$16,276 funded by Lakeside PTA
Goal 6: To improve Student Attendance	C. Engagement: Priority 5- Pupil Engagement	The District will increase communications to parents on the importance of student attendance throughout the year with no less than three separate communications throughout the year	District-wide		No specific additional expenses have been identified with this project.	No specific additional expenses have been identified with this project.	No specific additional expenses have been identified with this project.

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services for low income pupils, English Learners, re-designated fluent English proficient	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2026-17
<p>Goal 2. Enhance Teacher capacity through professional development.</p> <p>Goal 3: Maintain Positive School Climate</p>	<p>A. Conditions of Learning: Priority 2-Implementation of State Standards Priority 7-Course Assess Priority 4- Pupil Achievement</p> <p>C. Engagement: Priority 3- Parent Engagement Priority 6 School Climate</p> <p>B. Pupil Outcomes: Priority 4-Pupil Outcomes</p>	<p>For English Learners:</p> <ul style="list-style-type: none"> Ensure best practices for teaching English Language Development by providing training and support to teachers A specific, personalized reach out to parents of ELL students to become more engaged with district decisions Translation options will be explored to address the specific needs of the ELL families based on their solicited feedback. Additional instructional support in the classroom provided by and instructional aides 	District-wide-Lakeside is a one school district		<p>\$2000 funded out LCFF Harmless Funds</p> <p>\$1,500 out of LCFF Hold Harmless Funds</p> <p>\$20,835 out of LCFF Hold Harmless \$8,182 of which is attributable to ELL Students</p>	<p>\$2000 funded out LCFF Harmless Funds</p> <p>\$1,500 out of LCFF Hold Harmless Funds</p> <p>\$21,314 out of LCFF Hold Harmless \$8,182 of which is attributable to ELL Students</p>	<p>\$2000 funded out of LCFF Harmless Funds</p> <p>\$1,500 out of LCFF Hold Harmless Funds</p> <p>\$21846 out of LCFF Hold Harmless \$8,182 of which is attributable to ELL Students</p>
	<p>B. Pupil Outcomes: Priority 4-Pupil Outcomes</p>	<p>For Low Income Students:</p> <ul style="list-style-type: none"> Additional instructional support in the classroom provided by instructional aides 	District-wide-Lakeside is a one school district		<p>\$21,994 out of Title One \$4,839 of which is attributable to low income students</p>	<p>\$23,005 out of Title One \$5,100 of which is attributable to low income students</p>	<p>\$23,580 out of Title One \$4,800 of which is attributable to low income students</p>
Goal 2 & 3	All of the above also apply	<p>For Re-designated Fluent English Proficient All of the above</p>	District-wide		All of the above	All of the above	All of the above

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

Lakeside Joint School District is a Basic Aid or Community Funded District. The majority of our funding comes from local property taxes. Lakeside does receive \$181,386 from former categorical funding. A "Fair Share" reduction of \$56,754 is applied to this amount, bringing the total state aid to \$124,855. These "Hold Harmless Funds" are frozen at this level indefinitely with no projected COLA. Under LCFF, all districts (including Basic Aid districts) will have an amount of their entitlement attributable to identified pupils. By using the Minimum Proportionality Percentage Calculation within the LCFF calculator, the district calculated \$11,360 of the Hold Harmless Funding should be attributable to identified students. This amount is projected to increase to \$12,301 in 2015/2016 and decrease to \$10,752 in 2016/2017.

Lakeside will offer a variety of programs and support specifically for English learner and low income students. Lakeside does not currently have any foster youth in attendance. Lakeside has increased instructional aide support in 2014/2015 to help address the needs of EL and low income students in the classroom. Re-designated Fluent English Proficient students continue to be monitored and benefit from all the same services as ELL and low income students.

Aligned with LCAP Goal 2, the District will provide for professional development to further our teacher's skills with EL curriculum. The District will also coordinate with Santa Clara County Services for help with engaging our non-English language parents. The schoolwide use of funds for additional professional development in Project Based Learning and technology use in the classroom will have a positive impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on our EL and low income students.

Aligned with LCAP Goal 3, increasing parent engagement and seeking parent input in decision making, and specifically targeting parents of EL students, will help with better communication between home and school. More engaged parents will translate to more engaged students.

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

calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Lakeside Joint Elementary		6/3/14	Attributed to
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant			LCFF Hold Harmless
	2013-14	2014-15	
LCFF Target Supplemental & Concentration Grant Funding		19,510	
Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		8,182	Instructional Aide
Prior Year EIA expenditures	8,182		
Difference [1] less [2]		11,328	
Estimated Additional Supplemental & Concentration Grant Funding		3,178	PD and Translation Services
<i>GAP funding rate</i>		28.05%	
Estimated Supplemental and Concentration Grant Funding		11,360	
Base Funding LCFF Phase-In Entitlement excludes Targeted Instructional Improvement & Transportation		620,895	
<i>LCFF Phase-In Entitlement</i>		682,943	
Minimum Proportionality Percentage		1.83%	
MPP at Target Supplemental and Concentration Spending Level*		3.18%	
<i>LCFF Funding before TIIG and Transportation Add-ons</i>		632,255	
<i>Adjusted Base Grant</i>		612,745	
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP			
		2014-15	
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 11,360	LCFF Hold Harmless attributable to ELL and Low Income
Current year Minimum Proportionality Percentage (MPP)		1.83%	
MPP at Target Supplemental and Concentration Spending Level		3.18%	

Although the calculation calls for an increased portion of the state aid funding to be spent on the identified students, there will be no increase to state aid funding to the District. The increased level of spending is budgeted to provide for professional development for EL curriculum and translation services. Aligned with LCAP Goals 2& 3. Ongoing expenses attributable to ELL and Low Income students funded out of LCFF Hold Harmless Funding are for an instructional aide to work with identified students in addition to non-identified students. By providing the services identified without limitations, the needs of all students are best met, especially identified students. The full list of expenditures is aligned with the goals of the Lakeside LCAP and addresses the needs of our district's EL students and low income students.

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.