LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laton Unified School District
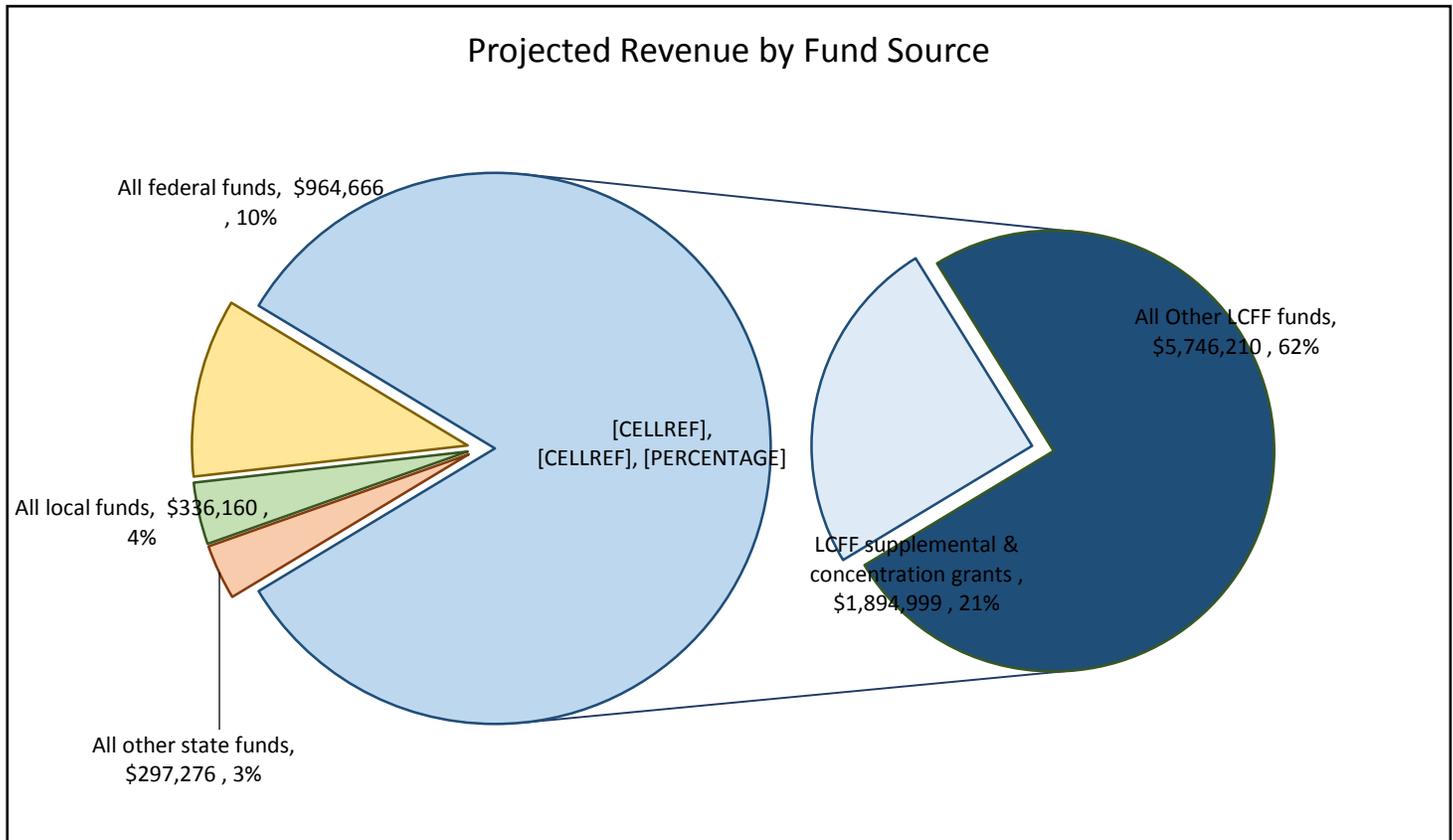
CDS Code: 10-62281

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Leslie Llamas☐

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $964,666, 10%

All Other LCFF funds, $5,746,210, 62%

[CELLREF], [CELLREF], [PERCENTAGE]

All local funds, $336,160, 4%

LCFF supplemental & concentration grants, $1,894,999, 21%
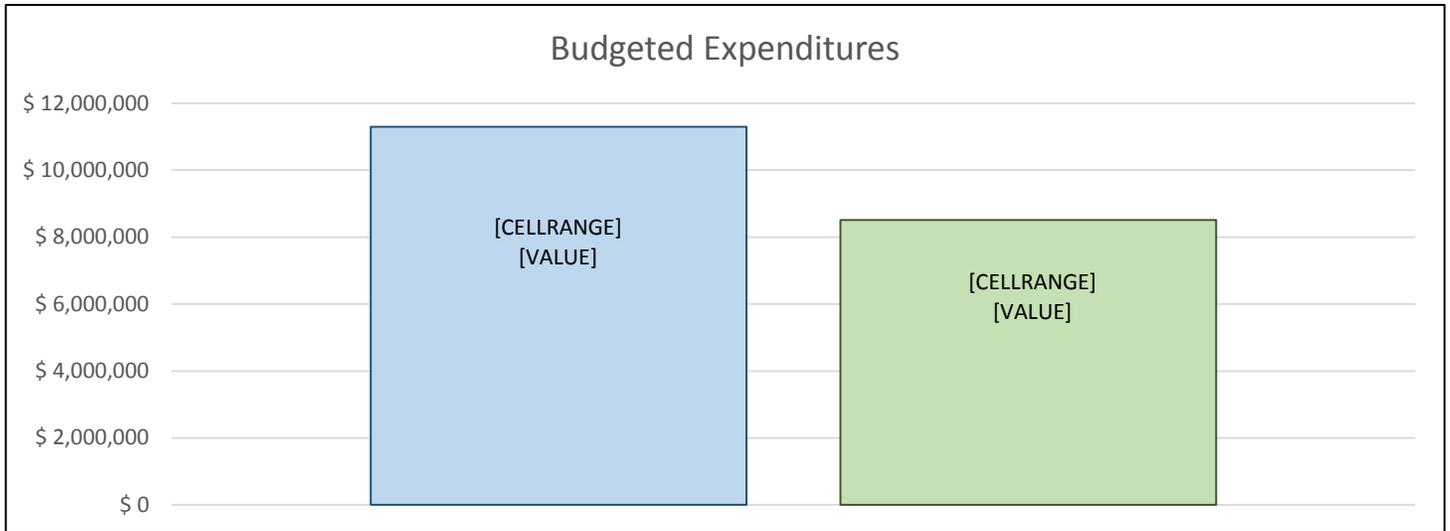
All other state funds, $297,276, 3%

This chart shows the total general purpose revenue Laton Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Laton Unified School District is $9,239,311.00, of which $7,641,209.00 is Local Control Funding Formula (LCFF), $297,276.00 is other state funds, $336,160.00 is local funds, and $964,666.00 is federal funds. Of the $7,641,209.00 in LCFF Funds, $1,894,999.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

$ 12,000,000

$ 10,000,000

$ 8,000,000

$ 6,000,000

$ 4,000,000

$ 2,000,000

$ 0

[CELLRANGE]
[VALUE]

[CELLRANGE]
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This chart provides a quick summary of how much Laton Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Laton Unified School District plans to spend $11,299,401.00 for the 2019-20 school year. Of that amount, $8,510,014.00 is tied to actions/services in the LCAP and $2,789,387.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
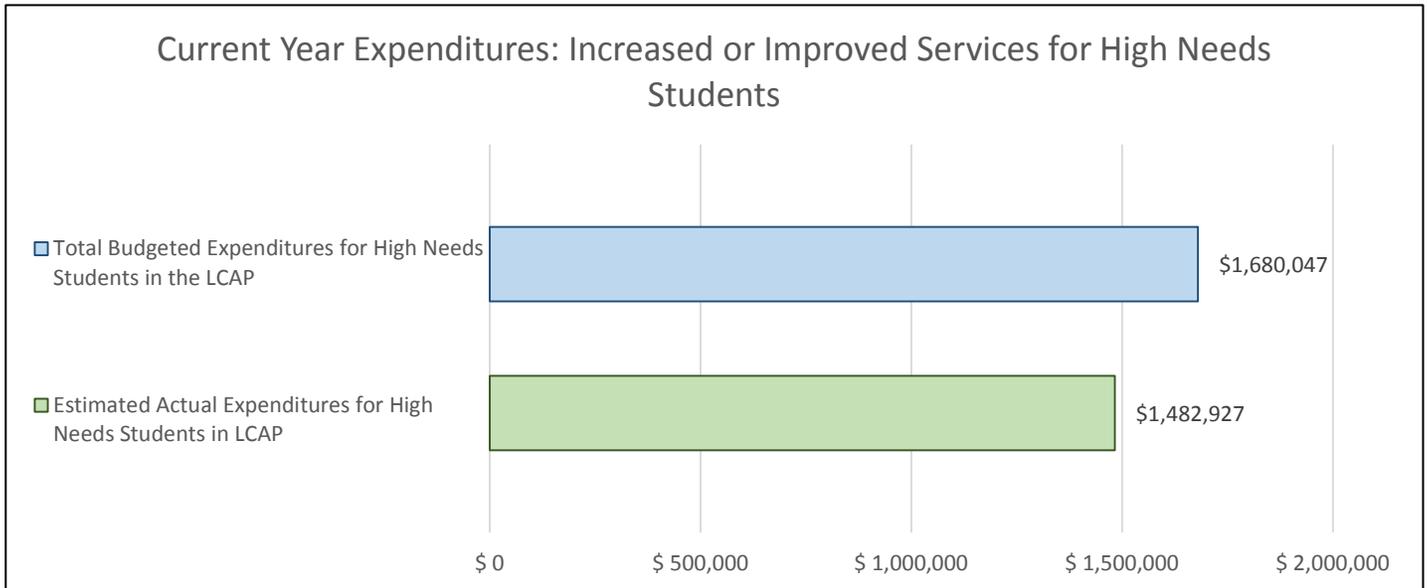
Basic Services including salaries and benefits; instructional materials; and facilities maintenance including utiltites. Salaries and Benefits for Subs bothe certificated and classified and other consulting fees for land and building improvement and District Admin expenses.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Laton Unified School District is projecting it will receive $1,894,999.00 based on the enrollment of foster youth, English learner, and low-income students. Laton Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Laton Unified School District plans to spend $1,909,999.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,680,047
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$1,482,927

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Laton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Laton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Laton Unified School District's LCAP budgeted $1,680,047.00 for planned actions to increase or improve services for high needs students. Laton Unified School District estimates that it will actually spend $1,482,927.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $197,120.00 had the following impact on Laton Unified School District's ability to increase or improve services for high needs students:

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Laton Joint Unified	Lupe Nieves, Interim Superintendent	lnieves@latonunified.org 559-922-4020

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Laton Unified School District offers safe, well-manicured schools, and employs many caring and talented people who are dedicated to our students and to the District. Laton Unified School District is a great place to grow and achieve. Although the school sites are just over 50 years old, the excellent maintenance and facilities department at LUSD has helped keep the school sites well maintained and attended to.

Laton Unified is comprised of four schools: Laton High School, Conejo Middle School, Laton Elementary School, and Laton Preschool. Most students of LUSD are born and raised here and attend kindergarten through twelfth grade. LUSD is a small district with approximately 695 students in Preschool, Transitional Kindergarten, and the K-12 program. Most students qualify for the Free and Reduced Lunch with 86% considered Socioeconomically Disadvantaged. Over 80% of our students are Hispanic/Latino. English Learners make up over 35% of our students. Approximately 13.5% of LUSD students are in the Special Education Program. One of the district's proudest assets is the K-8 Dual Immersion Program, which has been in existence for over 20 years. The Dual Immersion Program has made bilingualism and biliteracy possible for many students and has prepared elementary and middle school students to meet the demands of the Spanish AP exam in high school while making high school students eligible for the California State Seal of

Biliteracy upon graduation. The district-wide music program, although in the beginning stages, has quickly become a source of great pride for the district. Laton Unified is committed to providing all students with enriching and impactful educational experiences.

Our vision at Laton Unified of "Closing the Achievement Gap" means ensuring each student reaches his or her full potential, regardless of ethnic background or economic status. We are proud of our students and we believe in celebrating the cultural diversity of our community.

Our Beliefs and Values (developed by teachers, principals, superintendent, and school board members): We want a unified effort to help students increase their knowledge and creative potential. We want a culture that builds partnerships across the District with mutual trust and respect. We believe in a working and learning environment that encourages the necessary critical thinking and creative ideas that solve important challenges and problems. We believe in work-group-support characterized by feedback, collaboration, flexibility, trust, and a safe environment that encourages us to risk. We want to build rapport and positive communication from the student level to the governance team. Because we work in small district, we want to capitalize on building capacity amongst our staff to support common goals.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In order to remain consistent with our focus of supporting all students at all levels, LUSD has kept the same goals that were formulated with stakeholder input during the first year of LCAP.

Highlights of the LUSD goals are:

Goal 1-

Building a culture for our staff that is family-oriented and creates a supportive working environment, that fosters a low turnover rate.

Ensuring that all staff become lifelong learners with standards-aligned professional development by utilizing the PLC process to build efficacy within each individual teacher. The partnership between teachers, administrators and support staff will ensure support is provided for each and every one of our students.

Goal 2-

Improving facilities to ensure that all stakeholders have a safe, clean, and appropriate working and learning environment by maintaining facilities according to FIT standards. In addition, the school district will continue to ensure staff and student safety by installing more video cameras as well as, extending the contracted hours of our campus security officer to include after school program hours. Improving school safety will work to build a safe and nurturing culture to encourage student engagement and socio-emotional and academic success; while decreasing chronic absenteeism, bullying, suspensions, and expulsions. More attention will be paid to anti-bullying through adherence positive school climate processes and procedures, as well as presentations and counseling.

Goal 3-

Laton Unified School District is committed to providing access to a broad course of study and assessment data to inform teacher, students and parents of progress towards College and Career Readiness and student fitness. Laton Unified School District believes all students can become proficient in common core content areas and that achievement gaps will be minimized for all sub-groups. To provide the students of Laton Unified with the most enriching education possible, the district is committed to expanding the music program to include performing bands at our middle school and providing beginning instruments to our elementary school students. Supplies, instruments and uniforms will be provided to students in an effort to prepare them to a variety of music competitions.

Goal 4-

Building a community culture that allows the school sites/district to experience a high-level of parent involvement in all school events and decision-making opportunities. Making adjustments to schedules for better parent access, dual language meetings for all stakeholders and continuing with parent workshops that will keep the community feeling like they have a say in their child's education. To promote a collaborative and sustained home/school connection, the district is committed to hiring a full time Community Liaison to conduct home visits as well as coordinating, planning and facilitating parent/district workshops, trainings and community events.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

After reviewing our performance on the state and local indicators measured by the California Dashboard, our self-assessment tools and stakeholder input, Laton Unified is most proud of the following:

Although we only have one year of data from the English Language Proficiency Assessments for California (ELPAC), we are pleased to see that over 60% of our English Learner Students scores at either levels 3 or 4, meaning that these students have either demonstrated either a moderately developed or a well developed proficiency of the English language.

 The district school board is committed to keeping highly effective faculty by agreeing to more equitable pay for all employees. The district has secured a three-year contract with certificated and has increased pay for certificated by 19% from 2015 through 2020.

Maintaining our district instructional coaches will allow for more time to be spent in the classroom supporting and coaching teachers on best instructional practices and data collection for Professional Learning Collaboration (PLC) meetings.

Data from a school climate survey indicates that:

80% of Laton Elementary (LES) and Conejo Middle School (CMS) parents feel that their child's school keeps them well informed about school activities.

93% of LES and CMS parents report that they feel their child's school is a safe place.

89% of LES and CMS parents report that they feel their child's school makes them feel welcome to participate in their child's educational experience.

66% of Laton High School (LHS) parents surveyed report that they feel that their child's school keeps them well informed about school activities.

93% of LHS parents report that they feel their child's school is a safe place.

73% of LHS parents report that they feel their child's school makes them feel welcome to participate in their child's educational experience.

Qualitative data gathered during our stakeholder meetings indicates that our stakeholders feel that some of our success are:

Continued onsite security

Variety of ROP/CTE courses offered

New Music Program

AVID/Upward Bound Programs

1:1 technology available for all students

Active role of academic counselors

LUSD is committed to serving the students and the community it serves and will strive to maintain and build upon its' successes, as such, LUSD will:

Continue the commitment to PLCs by supporting teachers with the time, resources and data needed to make the most appropriate educational decisions for effective instruction.

Continue to partner with Code 3 Security to provide on site security at all sites,

The district will hire a full time Special Education teacher for Laton Elementary School and will open a K-5 SDC class

The district will allocate funding to implement the Character Counts Program K-12 in order to support social, emotional and character development as well as a positive school/district climate.

To increase participation and interest in AVID and college campus exposure, students will participate in AVID student recognition events, as a part of a college campus visit, such as AVID Magic Mountain Private Party and Universal Studios AVID Private Party. This action will support SED students.

LUSD will hire a full-time Community Laison to carry out home visits, coordinate and plan parent/district workshops and to establish and support a collaborative home/school relationship.

LUSD will contract with CABE Professional Development Services to support academic instruction, high assessment achievement and language development.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

After reviewing our performance on the state and local indicators measured by the California Dashboard, our self-assessment tools and stakeholder input, Laton Unified has identified the following needs:

The California Dashboard indicates that the district needs significant attention to academics. The following academic performance indicators declined significantly reflecting the following:

English Language Arts and Math- Red for all students

College and Career Ready- Orange for all students

For Academic Engagement, Chronic Absenteeism rates increased and is identified as Orange, while Graduation Rate is Orange and declined.

Although the Suspension Rate was maintained, it is still identified as Orange.

Based on these indicators, Laton Unified was identified for Differentiated Assistance (DA) due to low performance academic indicators for English Learners, Socioeconomically Disadvantaged Students and Students with Disabilities.

Conejo Middle School was identified for Comprehensive Support and Improvement (CSI) due to high suspension rates amongst Students with Disabilities. Laton High School was identified for Comprehensive Support and Improvement (CSI) due to low graduation rate.

Based on data from a student school climate survey:

75% of Laton Elementary School (LES) students surveyed report that they feel safe at school.

76% of LES students report that their school has teachers and grown ups who make it clear that bullying is not allowed.

84% of LES students report that teachers and other grown ups at their school treat them with respect.

55% of LES students report that other students stop bullying if they see it happening.

57% of Conejo Middle School (CMS) and Laton High School (LHS) students surveyed report that they feel safe at school.

83% of CMS and LHS students report that their school has teachers and grown ups who make it clear that bullying is not allowed.

62% of CMS and LHS students report that teachers and other grown ups at their school treat them with respect.

32% of CMS and LHS students report that other students stop bullying if they see it happening

LUSD is committed to improving these outcomes and providing a safe and engaging learning environment in which all students feel valued and cared for.

Qualitative data gathered during our stakeholder meetings indicates that our stakeholders feel that some of our greatest needs are:

Lack of consistent behavior management/character building program

Lack of Summer Program for intervention and/or enrichment

Lack of competitive salary for teachers

Lack of Alternative Education options for students

Vice Principal needed for Laton High School

Lack of enrichment activities for students after school

Need to hire fully credentialed teachers

Socio-emotional support training needed for teachers

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The district had no performance gaps.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Conejo Middle School and Laton High School were identified for Comprehensive Support and Improvement.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

LUSD worked closely with Fresno County Superintendent of Schools to discuss which schools had been identified for CSI. A preliminary meeting with FCSS and LUSD staff was held to discuss initial school-level needs and possible immediate courses of action. LUSD will enter into a multi-year contract with FCSS for support in developing needs assessments, root/cause analysis, leadership support, systems evaluation and program implementation. During the initial year of support, FCSS will assist LUSD to:

Evaluate and strengthen current state of mission, vision, values, goals of district and sites

Establish core/common beliefs

Develop collective agreements between staff top support site/district goals (reflects beliefs)

Facilitate Board training/support

Conduct assessment audit of current system to identify strengths/gaps and inform areas of focus

Establish district assessment calendar

Assess use of and build capacity of formative assessments used at classroom level

 On-site systems and leadership coaching to support alignment of site work to district goals and initiatives

Embed improvement principles in daily decision-making (data-driven decisions)

Audit tier 1,2,3 behavior supports at all sites; work to strengthen tier 1 behavior supports

Address Adult mindset related to student discipline

Establish systematic routines for behavior consistent throughout school sites

Establish Protocols for assessing students' learning

Strengthen Student engagement structures

Facilitate Math k-12 support through training, in class coaching- focus on aligning curriculum to standards

Facilitate ELA/HSS 7-12 support through training, in class coaching; focus on writing

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The district will follow recommendations made by Fresno County Office of Education and will regularly meet to review measurable progress and make changes/updates accordingly.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

The LUSD believes that all students, including English Learners, students with special needs and students receiving intervention services should have access to and use of standards-aligned instructional materials for all content areas with the newest technology. That they will be taught by fully and appropriately credentialed teachers in safe and clean facilities that are in good repair and are maintained regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Percentage of fully credentialed teachers as measured by 2016-2017 SARC Number of misassignments and vacancies Baseline: 100% fully credentialed teachers 2016-2017 (45/45) 0 misassignments and vacancies	Percentage of fully credentialed teachers as measured by 2018-2019 SARC: 2018-19 Met 81% fully credential Teachers. (35/43)

2018-19 95% fully credential Teachers. We will have two teachers that will be working on passing their RICA Assessment. (anticipated 43/45) 0 misassignments and vacancies	0 mis-assignments and vacancies
Metrics/indicators: As measured by William's Act report; School Accountability Report Card (SARC); GE/RTI/SPED teacher surveys annual board resolution of "Sufficiency of Instructional Materials" Baseline: All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints were filed. Board Agenda Item each year signifying affirmation of sufficient or non-sufficient materials, 2016 found it sufficient August 2016 2018- 2019 All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints	2018- 2019 Met All necessary core and supplemental materials, and technology, were available and accessible to students. Zero Williams Act Uniform Complaints Affirmation through Board Action September 2018.
Metrics/Indicators: Facilities Maintained as measured by annual FIT or SARC Baseline: Average percentage of 8 FIT categories: LES - 97% Good CMS - 92% Good LHS - 99% Good Good Rating= 90%-100%	2018-19 Not Met Average percentage of 8 FIT categories: LES - 95% Good CMS - 92% Good LHS - 94% Good

2018-19 Average percentage of 8 FIT categories: LES - 98% Good CMS - 94% Good LHS - 99% Good	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1. Provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.
2. Purchase 5 portable classrooms and One portable restroom for LES/CMS
3. Create 5 -10 year Facilities Master Plan
4. Continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. Operation and Facilities expenses. BASE
	1. Core staffing was fulfilled as all classroom teaching vacancies were filled prior to the start of the 2018-2019 school year. Any vacancies during the course of the school year were promptly filled.
	2. No portable classrooms/portable restrooms at LES/CMS were purchased.
	3. District has continued to follow Facilities Master Plan to respond to needs and maintain district buildings in good repair.
	4. Responded to site/facilities requests to upkeep and maintain in a timely manner.
		1. 4,856,862
		
		2. 1,000,000
		
		3. 15,000
		
		4. 777,257
		
		Base and Special Education
		  1. 1100, 1300, 2100, 2200, 2400 & 3000
		  2. 6200
		  3. 5800
		  4. 4300,5600,5800
			1. 4,856,862
			
			2. 0.00
			
			3. 38,600
			
			4. 841,770

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PROFESSIONAL DEVELOPMENT 1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in English Language Development and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students. SC Laton Unified School District's California Dashboard ELA performance indicator shows improvement is needed with respect to our unduplicated students. It is our expectation that continuing to hire a Curriculum Director and Learning Director to provide focused professional development in ELA will result in improvement with respect to our unduplicated students and will result in increased performance on the ELA portion of the CAASPP over the course of the next three years. 2. The unduplicated students are not progressing toward standards proficiency in Mathematics with nearly	1. Professional Development in ELA, Math and ELD strategies and curriculum, according to grade level appropriateness for multiple-subject credentialed teachers, along with SPED teachers was given before the beginning of the school year and throughout. Continued with Curriculum Director and Learning Director to ensure that all necessary curriculum is in place, that necessary professional development is provided, that instructional practices are aligned, the common procedures and processes for SSTs and interventions were followed. 2. Professional Development in instructional strategies for all areas including mathematics was provided. 3. Professional development and grade level collaboration was facilitated. The district provided an increase of 15% budget for substitutes to support collaboration, however this was supplemented out of general fund. 4. Continued to hire properly credentialed teachers and qualified instructional aides. Although there was	1. $221,043 2. included above in #1 3. $100,000 4. $100,691 S & C 1. 1100,2100,3000 2. Included in #1 3. 5800 4. 1100, 3000	1. 180,600 2. included in #1 3. 95,123 4. 100,691

77% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in grade level mathematics and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students. Laton Unified School District's California Dashboard Math performance indicator shows improvement is needed with respect to our unduplicated students. It is our expectation that continuing to hire a curriculum director to provide focused professional development in Math will result in improvement with respect to our unduplicated students and will result in increased performance on the Math portion of the CAASPP over the course of the next three years. 3. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83% of students not meeting or nearly meeting standards and 75% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP. To address this, need the district will provide an increased budget for substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and	no RTI Program at Laton Elementary, aides were placed in various classes to provide needed support.		

sequence, common assessments, and for vertical articulation. SC

The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83% of students not meeting or nearly meeting standards and 75% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP.

In order to address this need, the district will provide follow-up professional development from the publishers for ELA K-12; Math K-5; ELD 6-12 SC

Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students. It is our expectation that providing focused professional development in ELA and Math will result in improvement with respect to our unduplicated students and will result in increased performance on the ELA and Math portions of the CAASPP over the course of the next three years.

4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.

To address this need, Laton Unified School District will hire properly credentialed teachers and qualified instructional aides for our RTI program at the elementary and middle school.

This will allow smaller group and individualized instruction. It is our expectation that this reinforcement of the standards in ELA and math will result in increased performance on the ELA and Math portions of CAASPP.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LUSD administration attend local job fairs early in the year to begin the process of hiring appropriately credentialed teachers for any anticipated vacancies. We will continue to revise and improve hiring practices in order to ensure the hiring of appropriately credentialed teachers. LUSD also works with the Fresno County Superintendent of Schools office to support new teachers through the induction program. Teachers are assigned a local mentor to help guide and support them through their first two years of teaching. For those teachers not yet in the induction program, LUSD collaborates with various internship programs in our area to support teachers in meeting their pre-induction requirements.

LUSD continues to make updates to facilities in order to assure they are in good repair. The FIT assessments, as well as routine walkthroughs by administration and maintenance staff are used to determine priorities.

LUSD is proud that all students have access to technological devices as they need them to enhance their educational experience. We will consistently strive to provide the newest and most appropriate technology and materials to our students.

Professional Development in ELA, Math and ELD strategies was provided before the beginning of and throughout the school year. The curriculum director and learning director worked to ensure that all necessary curriculum was in place, that necessary professional development was provided, that assessment and professional development calendars were formulated and adhered to and that common procedures and processes for SSTs and interventions were established. Ongoing professional development opportunities will continue to be offered throughout the school year that relate to the district's mission and vision as well as the LCAP goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There were no vacant teaching positions at the beginning of the school year and significantly fewer releases at the end of the year as the district continues to support the hiring of qualified staff and working closely with FCSS to ensure that teaching inductees are given the support and tools they need in order to be successful.

Supporting the goal of lifelong learning amongst the teaching staff is a priority. As such, the district supported professional development for all teachers in an effort to refine, expand and improve instructional practices. The Learning Director and Curriculum Director worked to create assessment and professional development calendars which were adhered to as evidenced by PLCs which were data driven in an effort to align common practices. Processes and procedures for SSTs were established to ensure that all stakeholders were included in developing appropriate educational plans for students.

The purchase of 5 portable classrooms and 1 portable restroom was not realized. (Goal 1, Action 1.2)

Although the RTI program was not established at Laton Elementary School, the instructional aides that were to be assigned to that program were used in other classrooms to support instruction as needed. (Goal 1, Action 2.4)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Neither portable classrooms nor portable restroom were purchased.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the district being identified for Differentiated Assistance under suspension rates for students with disabilities, the district will hire a full time Special Education teacher for Laton Elementary School and will open a K-5 SDC class. (Goal 1, Action 1)

The district will allocate funding for professional development services from CABE. (Goal 1, Action 2)

Due to a district overage in teacher/administrator ratio, the position of curriculum director will be eliminated. (Goal 1, Action 2)

Goal 2

LUSD believes that regular school attendance is essential to learning. LUSD is committed to preparing ALL students to be college or career ready. Students must have a positive learning environment with social-emotional support by staff and peers without fear of anti-social/bullying behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Metrics/Indicators: Students who need transportation are being transported every day. Baseline: 100% of students needing transportation to school are being served appropriately 2018-19: 100% of students needing transportation to school are being served appropriately	2018-2019 Met 100% of students needing transportation to school were being served appropriately.
Metrics/Indicators:LHS students will participate in Social/emotional program offerings Middle School Students will participate in social/emotional program offerings Baseline: 104/170 at LHS 28/158 at CMS 2018-19: 55% at LHS 96 will participate	2018-2019: LHS: Not Met 46% of students 82/174 students participated CMS: 53% of students. 74/135 students participated

50% at CMS 78 will participate Percentage will not decrease this year because more students will have the opportunity to participate	
Metrics/Indicators: Students will receive mental health/counseling support focused on feeling safe at school; anti-bullying; California Healthy Kid Survey; Baseline: Percentage of students who feel school is a safe learning environment – 59.2% said they feel safe or very safe on their campus 2018-19: Percentage of students who feel school is a safe learning environment will increase by Increase by 10%	2018-2019 Not Met Percentage of students who feel school is a safe learning environment – 44% said they feel safe or very safe on their campus
Metrics/Indicators: Student surveys indicating perception of bullying on campuses Baseline: Percentage of students who have experienced bullying (228 4th, 6th, 8th, and 9-12th surveyed): Physical – 15.8% Non-Physical – 25.9% Cyber – 10.5% 2018-19: Percentage of students who have experienced bullying in each category will be decreased by 3%	2018-2019 Met Percentage of students who have experienced bullying (physical, non-physical or cyber): LES/CMS- 10% LHS- 15%
Metrics/Indicators: PBIS/SWIS data Baseline:	2018-2019

Reported number of incidences of bullying - no baseline data 2018-19: Reported number of incidences of bullying will decrease by 1%	Met- There was no prior baseline data, so the 2018-2019 data will count as baseline. Reported number of bullying incidents- LES/CMS- 12 LHS- 12
Metrics/Indicators: Suspension rate Baseline: Suspension rate for district is .08% 2015-2016. Suspension Rate by significant subgroup: all five subgroups fell into the yellow category based on 2014-15 data. 2018-19: Suspension Rate by subgroup will be maintained or decreased.	2018-2019 Met Suspension rate for district is 6.8%. Suspension rate by subgroup was maintained according the the CA Dashboard. Suspension Rate by significant subgroup: two subgroups fell into the red category and four subgroups fell into the yellow category.
Metrics/Indicators: Expulsion Rate Baseline: 1% of middle and high school students expelled 2015-2016 2018-19: 1% of middle and high school students expelled 2016-2017	2018-2019 Met 0 expulsions
Metrics/Indicators: Middle School Dropout rate as measured by formula in LCAP appendix Baseline: 0% Middle School Dropouts 2018-19: Dropout rate will not increase	2018-2019 Met 0% Middle School Dropouts
Metrics/Indicators: High School Dropout rate as measured by DataQuest	2018-2019 Not Met

	89.5% High School graduation rate (10% dropout rate) at Laton High School 2018
Baseline: 97% High School graduation rate (3% dropout rate) at Laton High School 2016 2018-19: Dropout rate will not increase	
Metrics/Indicators: Attendance Rate as measured by district average Baseline: 95% Attendance 2018-19: Attendance rate will increase by 1%	2018-2019 Not Met 88% Attendance
Metrics/Indicators: CA Dashboard Local Indicator: Chronic Absenteeism Baseline: Based on 16-17 PowerSchool data as of 4/27/17: LES: 1.1% CMS: 1.3% LHS: 11.3% LEA: 3.9% 2018-19: LES: 0.8% CMS: 1.0% LHS: 10.0%	2018-2019 Not Met LES: 13.8% CMS: 9% LHS: 12.4% LEA: 12.4%
Metrics/Indicators: Graduation Rate	2018-2019 Dataquest report for Cohort Graduation Rate:

	36/43 84%
Baseline: Dataquest report for Cohort Graduation Rate: 2015-16: 35/36 97.2% 2014-15: 36/49 73.5% 2018-19: Dataquest report for Cohort Graduation Rate: 97.7%	
Metrics/Indicators: Number of students enrolled in CTE courses Baseline: 54 Students participated in CTE Programs at Laton Unified 2018-19: Students that will participate in CTE programs will increase by a minimum of 10 students to 64	2018-2019 Not Met Students in CTE programs at Laton High- 27
Metrics/Indicators: Percentage of English Learners that increase one level on state assessment Baseline: 56.7% 2018-19: 60%	2018-2019 ELPAC Only 1 year of baseline ELPAC data. By Level: Level 1- 13.70% Level 2- 24.66% Level 3- 42.01% Level 4- 19.63%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. A major portion of our LEA's suspension/expulsion/ discipline, issues are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to reduce these rates and close the achievement gap for these unduplicated students by A. Continuing with Counselor and Counseling Interns for 6th – 12th grade student support to address social/emotional issues B. Providing professional presentations/assemblies to increase bullying awareness for all stakeholders C. Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12. D. Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.	1.A. Academic counselor at LHS was retained and an academic counselor for CMS/LES was hired. 4 counseling interns were hired and worked with students 6-12th in 2018-2019. 1. B/C/D. PBIS training/professional development and funding was discontinued. Site implementation of behavior interventions to increase bullying awareness/ intervention/ prevention for all stakeholders was provided. 1. E. Did not implement Safe School Ambassadors. 1. F. Continued with KP Drug Dogs, Central Valley Detection KT 1.G. TIP-Truancy Intervention Program was continued. 1.H. Continued with Snack for Kindergarten beyond meal program. 2. A. LUSD continued with Campus Security Officer. 2. B. Continued with SARB/SART and the Truant Officer from the Truancy Intervention Program 2. C. LUSD continued with a Learning	1. $104,691 2. 300,897 3. 17,500 S & C 1. 1100,3000 2. 4300,44000, 5800 3. 1100,3000,4300 ,& 5800	1. 104,691 2. 300,897 3. 17,500

E. Implementing Safe School Ambassadors 4th - 12th F. K9 Drug Dogs, Central Valley Detection KT G. TIP - Truancy Intervention Program H. Snack for kindergarten beyond meal program It is our expectation that providing these actions and supports for our unduplicated students will encourage fewer discipline referrals, suspensions and expulsions, leaving more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general. 2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to improve attendance and close the achievement gap for these unduplicated students by: A. Hiring a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.	Director who coordinated the SARB/SART program. 2. D. Supplemental/ technology programs were continued/ purchased as needed to support core instruction. 2. E. Continued Cyber High program for high school students who need credit recovery. Students also took Cyber High classes to improve previous grades or to excel as approved by administration. This web-based program was offered by Fresno County Office of Education. 3.A. Funding from PBIS was discontinued. 3.B. Continued with counseling interns for 6-12 student support. 3. C. Provided professional presentations/assemblies to increase bullying awareness for teachers/students. 3. D. Provided professional development for teachers and staff to increase bullying awareness, prevention and intervention techniques.		

B. Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program
C. Hire Learning Director to coordinate SARB/SART program
D. Purchasing supplemental curriculum or technology, as needed in support of these programs.

E. Continue Cyber High program for high school students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web-based program offered by Fresno County Office of Education.

It is our expectation that providing these actions and supports for our unduplicated students will encourage better attendance, less truancy, fewer discipline referrals, and more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group.

To address these needs LUSD will implement and continue to use programs already in place in an attempt to decrease these incidents and close

the achievement gap for these unduplicated students by:

A. Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.

B. Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues

C. Providing professional presentations/assemblies to increase bullying awareness for all stakeholders

D. Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

It is our expectation that providing these actions and supports for our unduplicated students will encourage better communication and fewer discipline referrals, awareness of cultural differences, more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Home to school transportation	Home to school transportation was provided.	1. 177,142 Base 580010	1. 174,154

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LUSD strives to meet then needs of the entire educational experience of each student.

The Academic Counselor at LHS was retained and an Academic Counselor for CMS/LES was hired. 4 counseling interns were hired and worked with students in 6-12th grades.

PBIS training/professional development and funding was discontinued. Therefore, site implementation of behavior interventions to increase bullying awareness/ intervention/ prevention for all stakeholders was provided.

Although the district did not implement Safe School Ambassadors, it did continue with:

KP Drug Dogs from Central Valley Detection KT.

TIP-Truancy Intervention Program which provides a Truant Officer.

Learning Director who coordinated the SARB/SART program.

Code 3 for Campus Security at each site.

To support instruction and learning in the classroom LUSD continued with:

Snack for Kindergarten Beyond Meal Program.

Supplemental/ technology programs were continued/purchased as needed to support core instruction.

Cyber High program for high school students who need credit recovery. Students also took Cyber High classes to improve previous grades or to excel as approved by administration. This web-based program was offered by Fresno County Office of Education. Home to school transportation was provided.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the implementation of actions/services geared toward anti-bullying awareness for students and staff was effective, more work has yet to be done to engage parents and community members in bullying prevention/intervention. Presentations for students and staff on anti-bullying were well received. The high school academic counselor was retained, a K-8 academic counselor was hired as well as counseling interns to address healthy social-emotional relationships and appropriate academic monitoring for students. The learning director successfully and consistently facilitated SART meetings. Ensuring campus security through a partnership with Code 3 was facilitated. Cyber High for high school students needing credit recovery was continued. Supplementary technology devices were purchased to ensure that all students grades 1-12 were equipped with 1 to 1 chromebooks and that all kindergarten students had access to 1 to 1 iPads. Home to school transportation was provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As LUSD has been identified for Differentiated Assistance, the following actions and services will be implemented into Goal 2:

The district will allocate funding to implement the Character Counts Program K-12 in order to support social, emotional and character development as well as a positive school/district climate. (Goal 2, Action 1)

LUSD will also expand its' contract with Code 3 Security extend campus security into after school program hours. (Goal 2, Action 1)

Goal 3

LUSD is committed to providing access to a broad course of study and assessment data to inform parents, students and teachers of progress towards College and Career Readiness and student fitness. LUSD believes all students can become proficient in common core content areas and that achievement gaps will be minimized for all sub-groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Metrics/Indicators: 100% of Teachers achieve mastery of common core standards and project based learning through professional development as measured by the district professional development calendar and sign in sheets Baseline: 100% of Teachers attended professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director) 2018-19:	Met 100% of Teachers attended professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)

100% of Teachers will commit to attend professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)	
Metrics/Indicators: Grade-level rubrics for Student Practices of Proficiency as measured by district/school site grade level rubric expectations Baseline: 2017-2018 Baseline 2018-19: 70% of students will meet the end-of-year (EOY) grade-level rubric expectations	2018-2019: 75% of students will meet the end-of-year (EOY) grade-level rubric expectations
Metrics/Indicators: Benchmark assessments in all core content areas as measured by District Writing Benchmarks and SBAC/CAASPP; Baseline: Core Benchmarks – n/a Writing Benchmarks – n/a ELA DF3 (3-8): -60.5 ELA DF3 (11): -59.8 MATH DF3 (3-8): -59.5 MATH DF3 (11): -144.9 2018-19: Core Benchmarks – 65% P Writing Benchmarks – 65% P ELA DF3 (3-8, 11) - decrease 7-20 points MATH DF3 (3-8, 11) - decrease 5-15 points	2018-2019: Not Met Core Benchmarks- Will increase- 65% P Writing Benchmarks- Will increase- 65% P ELA DF3 (3-8, 11) - 71.1 points MATH DF3 (3-8, 11) - 105 points
Metrics/Indicators:	

Decrease achievement gaps as measured by CAASPP scores for student subgroups
 	
Baseline: ELA (3-8) ALL: -60.2
EL -66.8
EL (EL only) -68.7
SED -69.9
SWD -129.3
   (<30 students)
H/L -63.5
White -48
MATH (3-8) ALL: -58.9
EL -75.5
EL (EL only) -85.3
SED -72.8
SWD -134.9
   (<30 students)
H/L -63.7
White -36.8
 	
2018-19:
ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points
MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points
	2018-2019:
	 Not Met
	ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points.
	MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points.
	ELA (3-8) ALL: -71.1
	EL -114.7
	EL (EL only) -91.3
	SED -77.5
	SWD -163
	H/L (<11 students)
	White -19.6
	MATH (3-8) ALL: -105
	EL -116.2
	EL (EL only) -123.3
	SED -111.3
	SWD -163
	H/L- (<11 students)
	White -68.6

Metrics/Indicators: EL reclassification as measured by prior year number of predesignated students Baseline: 2015-16 Reclassification Fluent English Proficient (RFEP) Rate: LES – 14/191 – 7.3%	2018-2019: LES- 6/180- 3.33% CMS- 6/41- 14.63% LHS- 0/34- 0%

CMS – 3/49 – 6.1% LHS – 21/65 - 32.3% 2018-19: Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%	
Metrics/Indicators: Students who will have access to a broad course of study as measured by review of teacher and/or Master Schedules including E-Dynamic Learning; Cyber High; Project Based Learning Baseline: 100% of students will have access to all new courses including on-line technological programs. 2018-19: 100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs.	2018-19: 100% of students had access to all new courses including Fine Arts/Music, CTE courses and technological programs.
Metrics/Indicators: not in 18-19 LCAP 100% of 4 through 12 grade students will have 1 to 1 Chromebooks/Tablet for e-based learning Baseline: Base Year: 100% of 4th-12th grade students have 1 to 1 Chromebooks/Tablets for e-based learning 2018-19 100% of 3rd-12th grades will have 1 to 1 Chromebook/Tablet for e-based learning	2018-19: 100% of K- 12th grade students had 1 to 1 Chromebooks/Tablets for e-based learning
Metrics/Indicators: Percentage of AP success will increase yearly for AP success (3+)	

Baseline: AP Base AP success rate (3+): English Lit/Comp 0/5 = .0% US History 0/5 = .0% Spanish Lang 5/6 = 83.3% 2018-19: AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will be +3	2018-19: Not Met Score of 3+ AP English Lit/Comp- 1% of exams will be +3 AP History - 0% of exams will be +3 AP Spanish - 50% of exams will be +3
Metrics/Indicators: EAP College acceptance rate will increase yearly Baseline: 0% of 11th graders tested ready in both Math and ELA as measured by their assessment scores in the EAP for CSU straight out of Laton High School 2018-19: ELA-2% increase in students scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges	2018-2019 ELA-2% increase in students scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges
Percentage of students completing A-G requirements will increase yearly; Baseline: A-G: 17/37 45.9% (2014-15) 2018-19:	2018-2019- look at 17-18 data- dataquest Will increase by 5%

A-G – will increase by 5%	
Metrics/Indicators: Physical Fitness tests will increase yearly in grades 5, 7, 9 as measured by PFT Baseline: Average score of 69.2% of grade 7 are in HFZ on PFT 2015-2016 Average score of 53% of grade 9 are in HFZ on PFT 2015-2016 2018-19: Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.	2018-2019: Not Met Average score of 67.2% of grade 7 are in HFZ on PFT Average score of 63% of grade 9 are in HFZ on PFT

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments. To address this need LUSD teachers will: 1. Understand common core standards and assessments through professional development 2017-18. 2. Understand project based learning and how to assess standards using it.	Curriculum Director and academic coaches facilitated professional development, academic coaching, and support services in order to increase academic achievement. Project based learning was not implemented districtwide, but was implemented within a few classes. Training on Illuminate was facilitated to support teacher's familiarity with the platform and creation and use of formative assessments.	1. $10,000 2. 35,000 3. 25,000 4. 40,000 S & C 1. 5800 2. 4300,4400,5800 3. 430004 5800	1. 10,000 2. 15,000 3. 25,000 4. 40,000

3. Learn to use data from Illuminate Data system to target individual student needs for standards mastery. 4. Develop Grade-level Rubrics through professional development during the 2017-2018 school year to ensure that each student is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level and will create benchmark assessments in all content areas. LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.	Grade level rubrics were aligned to SBAC rubrics to ensure comparable rigor between classwork and assessments. Creating district, standards-aligned, benchmark assessments and pacing guides is ongoing.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The unduplicated students at LUSD have the lowest participation in AP courses and we believe this is partially due to the lack of knowledge	Conejo Middle School- College Trips to: Fresno State, UC Santa Cruz, UC Merced CSU Bakersfield	7,500 3,000	1. 7,500 2. 3,000

unduplicated students have about what it takes to go to a college or post-secondary institution. To address this need, Laton High School will introduce our unduplicated population of students to post-secondary education through college visitations throughout their middle and high school experience. We want to make post-secondary education the expectation of every student. Grades 6-12 will make at least one college visit Grades 11-12 will visit at least one CTE program at a community college Our thought is if they have some familiarity with post- secondary institutions, they will be more interested in taking Advanced Placement classes that will help get them into college or at the very least doing some investigation into community college CTE courses	Laton High School- All AVID students visited CSU Bakersfield. AVID 11/12 visited UC Davis and AVID 9/10 visited CSU Monterey. Laton High School also visited the CTE Programs at West Hills Community College.	S & C 1. 5800 2. 5800,5200	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.	Supplemental materials were purchased K-12 for ELA; K-5 for ELD. Through the hiring of 3 district-wide academic coaches, professional development, teacher/student support was provided in ELA, ELD and	A. $77,273 (Base) B. 68,691 C. See Goal 3 Action 1(3) D. 10,000	A. 77,273 B. 68,691 C. See Goal #3 D. 10,000

Literacy is the key to success in understanding and being able to show mastery of content standards. The district will: continue to retain a full-time reading Intervention Specialist to work with our unduplicated students in grades TK-3. Continue to provide two additional instructional aides in the K-3 RTI program. Purchase Illuminate, a web based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math Provide professional development for instructional aides, especially in the areas of English Language Arts and Math Continue E-Dynamic Learning program as a supplemental curriculum. Elective Instructors to teach Fine Arts LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance for the unduplicated students on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the	Math. No full-time reading Intervention Specialist TK-3 was hired as the ELA coach provided support in reading intervention. The K-3 RTI program was discontinued, therefore, no additional aides were needed. Continued with Illuminate, a web based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math. Provided professional development for instructional aides in English Language Arts and Math. Continued E-Dynamic Learning program as a supplemental curriculum. No elective instructors were hired to teach fine arts. A full time music teacher was hired to teach music K-12.	E. 4,650 F. 90,000 Base/S & C A. 1100,3000 B. 2100,3000 C. See Goal 3 Action 1(3) D. 5800 E. 5800 F. 1100,3000	E. 4,650 F. 68,693

achievement gap as measured by state and local assessments.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Our unduplicated students have performed poorly on the state physical fitness tests for years. 1. The district will change from a part-time physical education teacher to a full-time teacher in the 2017-2018 school year to provide more time for physical fitness.	Conejo Middle School hired a full-time PE Teacher and Laton High School Continued to have a full time PE Teacher/Athletic Director.	1. 20,000 Base 1. 1100,3000	1. 23,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school	Laton Unified Contributed $70,000 to ensure that no students are turned away from our ASES After School Program	70,000 S & C 1. 5800	1. 70,000

programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living.

The District will fund 50% of the after school ASES program in partnership with Fresno County Office of Education.

Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of school work/homework and athletics. This will result in increased performance on state and local assessments for these students.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Meet this need the LEA will: 1. Purchase supplemental materials, technology, one to one	The district purchased supplemental materials and technology as needed. Grades 1-12 were equipped with one to one chromebooks, Grades T-K and Kindergarten were equipped with 1 to 1 iPads. Classrooms were equipped with printers, headsets for students and peripheral equipment as needed so	1. $300,000 2. 35,000 S & C 1. 4300,4400 2. 5800,5200	1. 240,118 2. 35,000

chromebooks grades 4-12, printers, headsets, peripheral equipment so unduplicated students can access a 21st century curriculum. 2. All students will attend culturally enriching field trips. These actions will increase achievement on state and local assessments and increase attendance for the unduplicated students.	unduplicated students could access a 21st century curriculum. The educational field trips that were funded by the district included: K - Train trip to study community transportation 1st - Scout Island, plant and animal science 1st - Enchanted Playhouse, reading, literature, theatre 2nd - Planetarium, earth science 3rd - Farm and nutrition day at Fresno Fair 4th - Mission San Bautista, California History 5th - Monterey Bay Aquarium, animal/ocean science 6th - Science Camp, Sonora 7th - San Francisco Exploratorium Museum, Science GATE - Peach Blossom Speech Festival High School Field Trips: San Joaquin Valley College-exploration and tour UC Merced - All AVID students - exploration and tour National University - Nursing Camp for senior students interested in the nursing field. UCLA - AVID exploration and tour. Getty Museum - AVID Museum of Tolerance AVID CSU Fresno - exploration and tour		

	West Hills College- exploration and tour UC San Diego- exploration and tour		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to support increased academic achievement, support of the goal was facilitated by the learning director, the academic coaches, curriculum director and site administration through professional development, academic coaching, and support services.

Training on Illuminate continued to support teachers familiarity with the platform and the creation and use of formative assessments. Creating district, standards aligned benchmark assessments and pacing guides for core content was initiated and is ongoing. PLC focused collaboration will support the implementation of standards aligned instruction.

E-Dynamic Learning was continued at Laton High School and will continue in a effort to provide students with a broad range of courses.

Supplemental materials were purchased, K-12 as needed.

The district continued to fund educational field trips for all students.

In an effort to increase college awareness and student interest, Conejo Middle School and Laton High School AVID students were able to visit several college campuses.

ALthough no elective teachers were hired to teach fine arts, a full time K-12 music teacher was hired and provided music instruction to K-12 students.

 Project Based Learning was not implemented districtwide in an effort to move towards a common core standards driven approach.

RTI was not implemented in lieu of continuing with the district instructional coaches. The instructional aides that were to be used for RTI, however, were moved to support in classrooms as needed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district will continue to implement actions that ensure academically successful and college and career ready students. The Curriculum Director and academic coaches facilitated professional development, academic coaching, and support services in order to increase academic achievement. Although Project Based Learning was not implemented districtwide, teachers did receive training on grade level essential standards in order to focus PLC discussions and collaborations. Training on Illuminate continued to support teacher's familiarity with the platform and creation and use of formative assessments. Moving to Illuminate gradebooks is the next step into Illuminate implementation. Continued work on aligning grade level rubrics to SBAC rubrics to ensure comparable rigor between classwork and assessments began and will continue. Creating district, standards-aligned, benchmark assessments and pacing guides is ongoing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No full-time reading Intervention Specialist TK-3 was hired as the ELA coach provided support in reading intervention. The K-3 RTI program was discontinued. No elective instructors were hired to teach fine arts. A full time music teacher was hired to teach music K-12.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To increase participation and interest in AVID and college campus exposure, students will participate in AVID student recognition events, as a part of a college campus visit, such as AVID Magic Mountain Private Party and Universal Studios AVID Private Party. (Goal 3, Action 2)

LUSD will expand its music program to Laton Elementary School and Conejo Middle School. Performing band and marching band will be offered for both CMS and LHS. Instruments, sheet music, books, uniforms and supplemental materials for LES/CMS and LHS will be purchased. Recorders for 4th and 5th grades will be purchased as well as shelving for storage of instruments at LES/CMS and LHS. Participation in music competitions will be supported through providing the cost of competition fees, professional development for our music teacher and a district enclosed trailer to transport instruments to and from competitions. (Goal 3, Action 3)

 LUSD will Supplement and maintain materials and technological devices as needed. (Goal 3, Action 6)

Goal 4

LUSD is committed to engaging all stakeholders in creating a safe and welcoming environment where parents are comfortably engaged and all students participate with high attendance rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Percentage of parents who attend school events measured by sign in sheets. More parents of unduplicated students will participate in the educational processes of their child and result in increased student achievement on assessments. Baseline: Percentage of parents who attended – n/a 2018-19: Back-to-School Night – 85% Open House – 80% Conferences – 75%	2018-19: Back-to-School Night – 87% Open House – 72% Conferences – 74%
Metrics/Indicators: Number of parents who attend decision-making committee meetings including: SSC, ELAC, DAC, DELAC, LCAP, Site Committees, Interviews, etc.;	2018-2019 SSC - 7 ELAC - 7 DELAC- 7

	LCAP – 12
Baseline: Average number of parents who attended: SSC -5 ELAC -5 DAC - 5 DELAC - 5 LCAP – 65 2018-19: Increase average by 1	
Metrics/Indicators: Number of Parent LCAP surveys that are returned Baseline: 2016-17 completed surveys – 83/375 surveys – 24% 2018-19: Increase the number of parents who return completed surveys by 3% of total families	2018-2019 Parent surveys returned- 82
Metrics/Indicators: Percentage of parents who finish PIQE Program 2017-2018 Baseline: Baseline Data 2018-19: 100%	2018-2019: 100%
Metrics/Indicators: Percentage of LEA chronic absences	2018-2019: LEA Chronic Absenteeism (CA Dashboard)- 12.4%

Baseline: LEA Chronic Absenteeism Percentage (PowerSchool) – 3.9%

2018-19:

LEA Chronic Absenteeism Rate – reduce rate by 1%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1. Our unduplicated pupils have the largest performance gap on the Dashboard for English Learner Progress. Communication between the school district and home is of utmost importance.
 	
To address this, need the district is employing several strategies aimed at creating a better partnership with parents.
 	
A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting.
 	
B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways.
	A. Parent workshops on how to access parent portal for attendance and grade/progress reporting were not provided.
	B. Parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways were not provided.
	
	C. PIQE (Parent Institute for Quality Education) facilitated a K-3 Literacy 9 week workshop during the Spring semester.
	
	 D. ESL classes for parents to learn English as a Second Language were not offered.
	
	E. Teacher-led workshops for K-3 parents were not offered.
		A. 2,500
		
		B. 5,000
		
		  C. 30,000
		
		  D. 5,000
		
		  E. 5,000
		
		  F. 5,000
		
		  G. 2,500
		
		  H. 1,111
		
		  I. 3,000
		
		  S & C
		
		  A. 4300
		
		  B. 4300
		
		  C. 5800
		
		  D. 4300
			A. 0.00
			
			B. 0.00
			C. 7,500
			D. 0.00
			E. 0.00
			F. 0.00
			G. 1,000
			H. 0.00
			I. 0.00

C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017 D. The district will continue to offer ESL classes for parents to learn English as a Second Language. E. Teacher-led workshops for K-3 parents F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary. G. The district will provide refreshments for parent meetings including data-gathering "coffees," decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE. H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE Through these actions more parents of unduplicated students will participate in the educational process of their child and result in increased student achievement on assessments.	F. The district purchased equipment, materials and supplies for PIQE classes and workshops, as necessary. G. The district provided refreshments for parent meetings including data-gathering "coffees," decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE as needed. H. Methods of communication to improve notification of parents of school or district events, workshops, and volunteer opportunities were not expanded, but existing methods were used frequently. I. Communication method to notify parents of new student programs that become available were not expanded, but existing methods such as flyers and phone dialers, were used frequently.	E. 4300 F. 4300,4400 G. 4300 H. 4300 I. 4300	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LUSD is committed to engaging all stakeholders in creating a safe and welcoming environment where parents are actively engaged. However, due to a lack of coordination and communication within the district, the following challenges were presented:

A.   Parent workshops on how to access parent portal for attendance and grade/progress reporting were not provided.

B.   Parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways were not provided.

D. ESL classes for parents to learn English as a Second Language were not offered through West Hills Community College, as West Hills could not provide a facilitator.

E.   Teacher-led workshops for K-3 parents were not offered.

Successfully the following actions did take place:

C. PIQE (Parent Institute for Quality Education) facilitated a K-3 Literacy 9 week workshop during the Spring semester.

F.   The district purchased equipment, materials and supplies for PIQE classes and workshops, as necessary.

G. The district provided refreshments for parent meetings including data-gathering "coffees," decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE as needed.

H.   Methods of communication to improve notification of parents of school or district events, workshops, and volunteer opportunities were not expanded, but existing methods were used frequently.

 I.   Communication method to notify parents of new student programs that become available were not expanded, but existing methods such as flyers and phone dialers, were used frequently.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The K-3 Literacy parent workshop through PIQE was effective in engaging families and providing meaningful, relevant information to them.

The district will work to reestablish ESL classes for parents during the 2019-20 school year.

The district will also work to establish and offer teacher led workshops to parents by doing a better job in engaging parents to solicit ideas for needed workshops and compensating teachers for their time in facilitating such workshops.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A.   Parent workshops on how to access parent portal for attendance and grade/progress reporting were not provided.

B.   Parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways were not provided.

D. ESL classes for parents to learn English as a Second Language were not offered through West Hills Community College, as West Hills could not provide a facilitator.

E.   Teacher-led workshops for K-3 parents were not offered.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LUSD will hire a full-time Community Laison to carry out home visits, coordinate and plan parent/district workshops and to establish and support a collaborative home/school relationship. (Goal 4, Action 1)

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

Student Feedback- School climate surveys were completed by 5th, 7th and 11th grade students.

District Administration- Meeting February 28, 2019

Classified/Certificated Bargaining Unit- Surveys were completed by 42 staff members. Meetings were held with each group on March 18, 2019 and April 1, 2019, respectively.

Parents/community members- Surveys were completed by 82 parents. A Stakeholder input meeting was held on April 2, 2019.

2018-2019 LCAP Timeline

February 28, 2019- District Administration/Principals Meeting

March 18, 2019- Classified Bargaining Unit including all Classified staff Stakeholder Input Meeting

April 1, 2019- Certificated Bargaining Unit including teachers Stakeholder Input Meeting

April 2, 2019 - Parent Stakeholder Input Meeting

May 3, 2019- Student Input Meeting

May 6, 2019- Student Input Meeting

June 4, 2019- DELAC Input Meeting

June 12, 2019- Public Hearing

June 19, 2019- Board Adoption

June 20, 2019- Submit to FCSS

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on feedback from stakeholders, the following actions/services will be implemented into our LCAP for the upcoming school year:

The district will hire a full time Special Education teacher for Laton Elementary School and will open a K-5 SDC class.

The district will allocate funding to implement the Character Counts Program K-12 in order to support social, emotional and character development as well as a positive school/district climate.

To increase participation and interest in AVID and college campus exposure, students will participate in AVID student recognition events, as a part of a college campus visit, such as AVID Magic Mountain Private Party and Universal Studios AVID Private Party.

LUSD will expand its music program to Laton Elementary School and Conejo Middle School. Performing band and marching band will be offered for both CMS and LHS. Instruments, sheet music, books, uniforms and supplemental materials for LES/CMS and LHS will be purchased. Recorders for 4th and 5th grades will be purchased as well as shelving for storage of instruments at LES/CMS and LHS. Participation in music competitions will be supported through providing the cost of competition fees, professional development for our music teacher and a district enclosed trailer to transport instruments to and from competitions.

LUSD will hire a full-time Community Laison to carry out home visits, coordinate and plan parent/district workshops and to establish and support a collaborative home/school relationship.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

The LUSD believes that all students, including English Learners, students with special needs and students receiving intervention services should have access to and use of standards-aligned instructional materials for all content areas with the newest technology. That they will be taught by fully and appropriately credentialed teachers in safe and clean facilities that are in good repair and are maintained regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6
Local Priorities:

Identified Need:

More competitive salaries and benefits to attract and retain LUSD prospective and existing employees as evidenced by larger number of newly credentialed or intern personnel and high turnover rate
Safe and Clean facilities
Standards Aligned textbooks and materials

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers as measured by 2016-2017 SARC. Number of missassignments and vacancies	100% fully credentialed teachers 2016-2017 (45/45) 0 missassignments and vacancies	95% fully credential Teachers We will have two teachers that will be working on passing their RICA Assessment. (anticipated 43/45) 0 missassignments and vacancies	LUSD intends to have 100% fully credential Teachers in 2018-19 and no vacancies 0 missassignments and vacancies.	LUSD intends to have 100% fully credential Teachers in 2019-20 and no vacancies 0 missassignments and vacancies.
As measured by William's Act report; School Accountability Report Card (SARC); GE/RTI/SPED teacher surveys annual board resolution of "Sufficiency of Instructional Materials"	All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints were filed. Board Agenda Item each year signifying affirmation of sufficient or non-sufficient materials, 2016 found it sufficient August 2016	All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints Affirmation through Board Action August 2017	All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints Affirmation through Board Action August 2018	All necessary core and supplemental materials, and technology, will be available and accessible to students. Zero Williams Act Uniform Complaints Affirmation through Board Action August 2019
All necessary core and supplemental materials, and technology, are available and accessible to students. Zero	Average percentage of 8 FIT categories: LES - 97% Good CMS - 92% Good LHS - 99% Good	Average percentage of 8 FIT categories: LES - 98% Good CMS - 94% Good LHS - 99% Good	Average percentage of 8 FIT categories: LES - 98% Good CMS - 94% Good LHS - 99% Good	Average percentage of 8 FIT categories: LES - 99% Good CMS - 98% Good LHS - 99% Good

Williams Act Uniform Complaints Affirmation through Board Action August 2019	Good Rating= 90%-100%			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provide for core staffing, including administrative, teaching, classified, and	1. Provide for core staffing, including administrative, teaching, classified, and	1. Provide for core staffing, including administrative, teaching, classified, and

support staff, including for Special Education.	support staff, including for Special Education.	support staff, including for Special Education.
2. Purchase 5 portable classrooms and One portable restroom for LES/CMS	2. Continue with portable classroom replacement	2. Review possible portable classroom replacement
3. Create 5 -10 year Facilities Master Plan	3. Follow Facilities Master Plan	3. Follow Facilities Master Plan
4. Continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. Operation and Facilities expenses. BASE	4. Continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. Operation and Facilities expenses. BASE	4. Continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. Operation and Facilities expenses. BASE
		Modification: The district will hire a full time Special Education teacher for Laton Elementary School and will open a K-5 SDC class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	4,856,862
	    1,000,000
	    15,000
	    777,257
		1.5,117,084
		2.1,000,000
		3. 28,000
		4.777,257
			1. 5,342,548
			2. 0.00
			3. 7,500
			4. 777,257

Source	Base and Special Education	Base and Special Education	Base and Special Education
Budget Reference	1. 1100, 1300, 2100, 2200, 2400 & 3000 2. 6200 3. 5800 4. 4300,5600,5800	1. 1100, 1300, 2100, 2200, 2400 & 3000 2.6200 3. 5800 4. 4300,5600,5800	1. 1100, 1300, 2100, 2200, 2400 & 3000 2. 6200 3. 5800 4. 4300,5600,5800

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PROFESSIONAL DEVELOPMENT 1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in English Language Development and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students. SC		PROFESSIONAL DEVELOPMENT 1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 76% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in English Language Development and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students. SC

Laton Unified School District's California Dashboard ELA performance indicator shows improvement is needed with respect to our unduplicated students. It is our expectation that continuing to hire a Curriculum Director and Learning Director to provide focused professional development in ELA will result in unduplicated students and will result in increased performance on the ELA portion of the CAASPP over the course of the next three years.

2. The unduplicated students are not progressing toward standards proficiency in Mathematics with nearly 77% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in grade level mathematics and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students.

Laton Unified School District's California Dashboard Math performance indicator shows improvement is needed with respect to our unduplicated students. It is our expectation that continuing to hire a curriculum director to provide focused professional development in Math will result in improvement with respect to our unduplicated students and will result in increased performance on the Math portion

2. The unduplicated students are not progressing toward standards proficiency in Mathematics with nearly 90% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in grade level mathematics and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students.

Laton Unified School District's California Dashboard Math performance indicator shows improvement is needed with respect to our unduplicated students.

3. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 76% of students not meeting or nearly meeting standards and 75% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP.

To address this, need the district will provide an increased budget for substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and for vertical articulation. SC

The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 90%

of the CAASPP over the course of the next three years.

3. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83% of students not meeting or nearly meeting standards and 75% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP.

To address this, need the district will provide an increased budget for substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and for vertical articulation. SC

The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83% of students not meeting or nearly meeting standards and 75% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP.

In order to address this need, the district will provide follow-up professional development from the publishers for ELA K-12; Math K-5; ELD 6-12 SC

Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students. It is our expectation that providing focused professional development in ELA and Math will result in improvement with respect to our unduplicated students and will result in increased performance on the ELA and

of students not meeting or nearly meeting standards and 75% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP.

In order to address this need, the district will provide follow-up professional development from the publishers for ELA K-12; Math K-5; ELD 6-12 SC

Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students. It is our expectation that providing focused professional development in ELA and Math will result in improvement with respect to our unduplicated students and will result in increased performance on the ELA and Math portions of the CAASPP over the course of the next three years.

4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.

To address this need, Laton Unified School District will hire properly credentialed teachers and qualified instructional aides for our RTI program at the elementary and middle school. This will allow smaller group and individualized instruction.

It is our expectation that this reinforcement of the standards in ELA and math will result in increased performance on the ELA and Math portions of CAASPP.

5. Modification: The district will allocate funding to California Association for Bilingual Education (CABE) to support

Math portions of the CAASPP over the course of the next three years.

4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.

To address this need, Laton Unified School District will hire properly credentialed teachers and qualified instructional aides for our RTI program at the elementary and middle school. This will allow smaller group and individualized instruction.

It is our expectation that this reinforcement of the standards in ELA and math will result in increased performance on the ELA and Math portions of CAASPP.

Laton Unified Dual Immersion Program students and teachers in mastery of Spanish language acquisition for the purposes of developing bilingual and biliterate students who will demonstrate academic progress and increased performance on standardized assessments. Due to a district overage in teacher/administrator ratio, the position of curriculum director will be eliminated.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $221,043 2. included above in #1 3. 100,000 4. 100,691	1. $126,714 2. included above in #1 3. 100,000 4. 63,199	1. $126,714 2. included above in #1 3. 100,000 4. 64,937 5. 50,000
Source	S & C	S & C	S & C
Budget Reference	1. 1100,2100,3000 Included in # 1 2. 5800 3. 1100, 3000	1. 1100,2100,3000 Included in #1 2. 5800 3. 1100, 3000	1. 1100,2100,3000 Included in #1 2. 5800 3. 1100, 3000 4. 1100,3000 5. 5800

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Laton Unified School District (LUSD) believes that regular school attendance is essential to learning. LUSD is committed to preparing ALL students to be college or career ready. Students must have a positive learning environment with social-emotional support by staff and peers without fear of anti-social/bullying behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6
Local Priorities:

Identified Need:

Bullying prevention/intervention training for all stakeholders.

Rewards and incentives for positive school climate and attendance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Students who need transportation are being transported every day.	100% of students needing transportation to school are being served appropriately	100% of students needing transportation to school are being served appropriately	100% of students needing transportation to school are being served appropriately	100% of students needing transportation to school will be served appropriately
LHS students will participate in Social/emotional program offerings Middle School Students will participate in social/emotional program offerings	104/170 participate at LHS 28/158 participate at CMS	55% at LHS 96 will participate 50% at CMS 78 will participate Percentage will not decrease this year because more students will have the opportunity to participate	45% at LHS 76 will participate 45% at CMS 71 students will participate and social emotional incidents will decrease	40% at LHS 68 will participate 40% at CMS 63 students will participate and social emotional incidents will decrease
Students will receive mental health/counseling support focused on feeling safe at school; anti-bullying; California Healthy Kids Survey;	Percentage of students who feel school is a safe learning environment – 59.2% said they feel safe or very safe on their campus	Percentage of students who feel school is a safe learning environment will increase by Increase by 10%	Percentage of students who feel school is a safe learning environment will increase by Increase by 10%	Percentage of students who feel school is a safe learning environment will increase by Increase by 10%
Student surveys indicating perception of bullying on campuses	Percentage of students who have experienced bullying (228 4th, 6th, 8th, and 9-12th surveyed): Physical – 15.8% Non-Physical – 25.9% Cyber – 10.5%	Percentage of students who have experienced bullying in each category will be decreased by 3%	Percentage of students who have experienced bullying in each category will be decreased by 3%	Percentage of students who have experienced bullying in each category will be decreased by 3%
PBIS/SWIS data	Reported number of incidences of bullying - no baseline data	Reported number of incidences of bullying will decrease by 1%	Reported number of incidences of bullying will decrease by 1%	Reported number of incidences of bullying will decrease by 1%

			Baseline: Physical-11.2% Non-Physical-18.9 % Cyber Bullying- 6.5 %	
Suspension rate	Suspension rate for district is .08% 2015-2016. Suspension Rate by significant subgroup: all five subgroups fell into the yellow category based on 2014-15 data.	Suspension Rate by subgroup will be maintained or decreased.	Suspension Rate by subgroup will be maintained or decreased.	Suspension Rate by subgroup will be maintained or decreased.
Expulsion Rate	1% of middle and high school students expelled 2015-2016	1% of middle and high school students expelled 2015-2016	Expulsion rate will not increase.	Expulsion rate will not increase.
Middle School Dropout rate as measured by formula in LCAP appendix	0% Middle School Dropouts	Dropout rate will not increase	Dropout rate will not increase	Dropout rate will not increase
High School Dropout rate as measured by DataQuest	97% High School graduation rate (3% dropout rate) at Laton High School 2016	Dropout rate will not increase	Dropout rate will not increase	Dropout rate will not increase
Attendance Rate as measured by district average	95% Attendance	Attendance rate will increase by 1%	Attendance rate will increase by 1%	Attendance rate will increase by 1%
CA Dashboard Local Indicator: Chronic Absenteeism	Based on 16-17 PowerSchool data as of 4/27/17: LES: 1.1% CMS: 1.3%	LES: 0.8% CMS: 1.0% LHS: 10.0%	LES: 0.5% CMS: 0.8% LHS: 7.5%	ADjust based on dashboard LES: 0.5% CMS: 0.5% LHS: 5.0%

	LHS: 11.3% LEA: 3.9%			
Graduation Rate	Dataquest report for Cohort Graduation Rate: 2015-16: 35/36 97.2% 2014-15: 36/49 73.5%	Dataquest report for Cohort Graduation Rate: 97.7%	Dataquest report for Cohort Graduation Rate: 98.2%	Dataquest report for Cohort Graduation Rate: 98.7%
Number of students enrolled in CTE courses	54 Students participated in CTE Programs at Laton Unified	Students that will participate in CTE programs will increase by a minimum of 10 students to 64	61% Baseline with 54 students was 56.7%	63%
Percentage of English Learners that increase one level on state assessment	56.7%	60%	61%	63%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learner, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. A major portion of our LEA's suspension/expulsion/ discipline, issues are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to reduce these rates and close the achievement gap for these unduplicated students by A. Continuing with Counselor and Counseling Interns for 6th – 12th grade student support to address social/emotional issue B. Providing professional presentations/assemblies to increase bullying awareness for all stakeholders C. Contracting with Positive Behavior Intervention & Supports (PBIS) and when	1. A major portion of our LEA's suspension/expulsion/ discipline, issues are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to reduce these rates and close the achievement gap for these unduplicated students by Continuing with Counselor and Counseling Interns for K – 12th grade student support to address social/emotional issues Providing professional presentations/assemblies to increase bullying awareness for all stakeholders Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.	1. A major portion of our LEA's suspension/expulsion/ discipline, issues are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to reduce these rates and close the achievement gap for these unduplicated students by Continuing with Counselor and Counseling Interns for K – 12th grade student support to address social/emotional issues Providing professional presentations/assemblies to increase bullying awareness for all stakeholders Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.

necessary district will continue to fund PBIS programs at each site K-12.

D. Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

E. Implementing Safe School Ambassadors 4th - 12th

F. K9 Drug Dogs, Central Valley Detection KT

G. TIP - Truancy Intervention Program

H. Snack for kindergarten beyond meal program

It is our expectation that providing these actions and supports for our unduplicated students will encourage fewer discipline referrals, suspensions and expulsions, leaving more time for learning and therefore increased performance on CAASPP,

CELDT, A-G courses, and a more positive outlook on school in general.

2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.

To address these needs LUSD will implement and continue to use programs already in place in an attempt to improve

Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

Implementing Safe School Ambassadors 4th - 12th

K9 Drug Dogs, Central Valley Detection KT

TIP - Truancy Intervention Program

Snack for kindergarten beyond meal program

It is our expectation that providing these actions and supports for our unduplicated students will encourage fewer discipline referrals, suspensions and expulsions, leaving more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.

To address these needs LUSD will implement and continue to use programs already in place in an attempt to improve attendance and close the achievement gap for these unduplicated students by:

A. Continue with a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.
B. Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program

Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

Implementing Safe School Ambassadors 4th - 12th

K9 Drug Dogs, Central Valley Detection KT

TIP - Truancy Intervention Program

Snack for kindergarten beyond meal program

It is our expectation that providing these actions and supports for our unduplicated students will encourage fewer discipline referrals, suspensions and expulsions, leaving more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.

To address these needs LUSD will implement and continue to use programs already in place in an attempt to improve attendance and close the achievement gap for these unduplicated students by:

Increasing hours of campus security to extend into after school program hours with a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.

attendance and close the achievement gap for these unduplicated students by:

   A. Hiring a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.

   B. Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program

   C. Hire Learning Director to coordinate SARB/SART program

   D. Purchasing supplemental curriculum or technology, as needed in support of these programs

   E. Continue Cyber High program for high school students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web-based program offered by Fresno County Office of Education.

It is our expectation that providing these actions and supports for our unduplicated students will encourage better attendance, less truancy, fewer discipline referrals, and

   C. Continue with Learning Director to coordinate SARB/SART program
   D. Purchasing supplemental curriculum or technology, as needed in support of these programs
   E. Continue Cyber High program for high school students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web-based program offered by Fresno County Office of Education.

3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to decrease these incidents and close the achievement gap for these unduplicated students by:

   I. Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.

J. Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues as well as hiring a Psychologist and Speech Pathologist

K. Providing professional presentations/assemblies to increase bullying awareness for all stakeholders

L. Providing Professional Development for teachers and staff to increase bullying

Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program

Continue with Learning Director to coordinate SARB/SART program

Purchasing supplemental curriculum or technology, as needed in support of these programs

Continue Cyber High program for high school students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration.

This is a web-based program offered by Fresno County Office of Education.

3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to decrease these incidents and close the achievement gap for these unduplicated students by:

   I. The district will not receive PBIS funding and will therefore implement Character Counts at each site, K-12. programs at each site K-12.

J. Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues as well as hiring a Psychologist and Speech Pathologist

K. Providing professional presentations/assemblies to increase bullying awareness for all stakeholders

more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group.

To address these needs LUSD will implement and continue to use programs already in place in an attempt to decrease these incidents and close the achievement gap for these unduplicated students by:

I. Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.

J. Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues

     K. Providing professional presentations/assemblies to increase bullying awareness for all stakeholders

     L. Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

It is our expectation that providing these actions and supports for our unduplicated students will encourage better communication and fewer discipline

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awareness and for prevention and intervention techniques.

It is our expectation that providing these actions and supports for our unduplicated students will encourage better communication and fewer discipline referrals, awareness of cultural differences, more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

L. Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

It is our expectation that providing these actions and supports for our unduplicated students will encourage better communication and fewer discipline referrals, awareness of cultural differences, more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

Modification: The district will allocate funding to implement the Character Counts Program K-12 in order to support social, emotional and character development as well as a positive school/district climate. The district will increase the number of contracted hours with Code 3 to extend campus security into after school program hours.

referrals, awareness of cultural differences, more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $104,691 2. $300,897 3. $17,500	1. $106,785 2. $352,016 3. $ 239,729	1. $109,722 2. $202,016 3. $279,729
Source	S&C	S & C	S & C
Budget Reference	1. 1100,3000 2. 4300,4400,5800 3. 1100, 3000, 4300 & 5800	1. 1100,3000 2. 4300,4400,5800 3. 1100, 3000, 4300 & 5800	1. 1100,3000 2. 4300,4400,5800 3. 1100,3000,4300 & 5800

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Home to School Transportation		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. 177,142	1. 174,154	1. 184,268
Source	Base	Base	Base
Budget Reference	580010	580010	580010

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

LUSD is committed to providing access to a broad course of study and assessment data to inform parents, students and teachers of progress towards College and Career Readiness and student fitness. LUSD believes all students can become proficient in common core content areas and that achievement gaps will be minimized for all sub-groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Identified Need:

Increased rigor and expectations to prepare students for state assessments, college and/or career preparation.

English Learners not making sufficient progress annually on state assessments.

Students not making progress on state physical fitness tests.

Instructional staff (classified and certificated) need professional development on effective PLCs, collaboration, ELA and Math common core standards NGSS and physical fitness assessments.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of Teachers achieve mastery of common core standards and project based learning through professional development as measured by the district professional development calendar and sign in sheets	100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)	100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)	100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)	100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)
Grade-level rubrics for Student Practices of Proficiency as measured by district/school site	2017-2018 Baseline	70% of students will meet the end-of-year (EOY) grade-level rubric expectations	75% of students will meet the end-of-year (EOY) grade-level rubric expectations.	80% of students will meet the end-of-year (EOY) grade-level rubric expectations

			Baseline: TBD in 2018-19.	
Benchmark assessments in all core content areas as measured by District Writing Benchmarks and SBAC/CAASPP;	Core Benchmarks – n/a Writing Benchmarks – n/a ELA DF3 (3-8): -60.5 ELA DF3 (11): -59.8 MATH DF3 (3-8): -59.5 MATH DF3 (11): -144.9	Core Benchmarks – 65% P Writing Benchmarks – 65% P ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points	Core Benchmarks – Baseline: TBD Writing Benchmarks – Baseline: TBD ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points	Core Benchmarks – 75% P Writing Benchmarks – 75% P ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points
Decrease achievement gaps as measured by CAASPP scores for student subgroups	ELA (3-8) ALL: -60.2 EL -66.8 EL (EL only) -68.7 SED -69.9 SWD -129.3 　(<30 students) H/L -63.5 White -48 MATH (3-8) ALL: -58.9 EL -75.5 EL (EL only) -85.3 SED -72.8 SWD -134.9 　(<30 students) H/L -63.7 White -36.8	ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points	ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points	ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points

grade level rubric expectations

EL reclassification as measured by prior year number of predesignated students	2015-16 Reclassification Fluent English Proficient (RFEP) Rate: LES – 14/191 – 7.3% CMS – 3/49 – 6.1% LHS – 21/65 - 32.3%	Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%	Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%	Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%
Students who will have access to a broad course of study as measured by review of teacher and/or Master Schedules including E-Dynamic Learning; Cyber High; Project Based Learning	100% of students will have access to all new courses including on-line technological programs.	100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs.	100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs	100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs
Percentage of AP success will increase yearly for AP success (3+)	AP Base AP success rate (3+): English Lit/Comp 0/5 = .0% US History 0/5 = .0% Spanish Lang 5/6 = 83.3%	AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will be +3	AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will be +3	AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will be +3

EAP College acceptance rate will increase yearly	0% of 11th graders tested ready in both Math and ELA as measured by their assessment scores in the EAP for CSU straight out of Laton High School	ELA-2% increase in students scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges	ELA-2% increase in students scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges	ELA-2% increase in students scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an "acceptable" rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges
Percentage of students completing A-G requirements will increase yearly;	A-G: 17/37 45.9% (2014-15)	A-G – will increase by 5%	A-G – will increase by 5%	A-G – will increase by 5%
Physical Fitness tests will increase yearly in grades 5, 7, 9 as measured by PFT	Average score of 69.2% of grade 7 are in HFZ on PFT 2015-2016 Average score of 53% of grade 9 are in HFZ on PFT 2015-2016	Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.	Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.	Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments. To address this need LUSD teachers will: 1. Understand common core standards and assessments through professional development 2017-18.		

2. Understand project based learning and how to assess standards using it.
3. Learn to use data from Illuminate Data system to target individual student needs for standards mastery.
4. Develop Grade-level Rubrics through professional development during the 2017-2018 school year to ensure that each student is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level and will create benchmark assessments in all content areas.

LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $10,000 2. 35,000	1. $10,000 2. 35,000	1. $10,000

	3. 25,000 4. 40,000	3. 25,000 4. 40,000	2. 35,000 3. 25,000 4. 40,000
Source	S & C	S & C	S & C
Budget Reference	1. 5800 2. 4300,4400,5800 3. 430004 4. 5800	1. 5800 2. 4300,4400,5800 3. 430004 4. 5800	1. 5800 2. 4300,4400,5800 3. 430004 4. 5800

Action 2

<table>
<tr><td colspan="3">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)</td><td colspan="2">Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td></tr>
<tr><td></td><td colspan="2"></td></tr>
</table>

<div align="center">OR</div>

<table>
<tr><td colspan="3">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)</td><td>Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td><td>Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td></tr>
<tr><td>English Learners, Foster Youth, Low Income</td><td>LEA-wide</td><td>All Schools</td></tr>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The unduplicated students at LUSD have the lowest participation in AP courses and we believe this is partially due to the lack of knowledge unduplicated students have about what it takes to go to a college or post-secondary institution. To address this need, Laton High School will introduce our unduplicated population of students to post-secondary education through college visitations throughout their middle and high school experience. We want to make post-secondary education the expectation of every student. A. Grades 6-12 will make at least one college visit B. Grades 11-12 will visit at least one CTE program at a community college Our thought is if they have some familiarity with post- secondary institutions, they will be more interested in taking Advanced Placement classes that will help get them into college or at the very least doing some investigation into community college CTE courses		1. The unduplicated students at LUSD have the lowest participation in AP courses and we believe this is partially due to the lack of knowledge unduplicated students have about what it takes to go to a college or post-secondary institution. To address this need, Laton High School will introduce our unduplicated population of students to post-secondary education through college visitations throughout their middle and high school experience. We want to make post-secondary education the expectation of every student. A. Grades 6-12 will make at least one college visit B. Grades 11-12 will visit at least one CTE program at a community college Our thought is if they have some familiarity with post- secondary institutions, they will be more interested in taking Advanced Placement classes that will help get them into college or at the very least doing some investigation into community college CTE courses Modification: To increase participation and interest in AVID and college campus exposure, students will participate in AVID student recognition events, as a part of a college campus visit, such as AVID Magic Mountain Private Party and Universal

		Studios AVID Private Party. This action will support SED students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. 7,500 B. 3,000	A.7,500 B.3,000	A. 10,500 B. 3,000
Source	S & C	S & C	S & C
Budget Reference	1.5800 2.5800, 5200	1.5800 2.5800, 5200	1.5800 2.5800, 5200

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)	**Location(s)** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments. Literacy is the key to success in understanding and being able to show mastery of content standards. The district will: A. continue to retain a full-time reading Intervention Specialist to work with our unduplicated students in grades TK-3. B. Continue to provide two additional instructional aides in the K-3 RTI program. C. Purchase Illuminate, a web based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math D. Provide professional development for instructional aides, especially in the areas of English Language Arts and Math E. Continue E-Dynamic Learning program as a supplemental curriculum. F. Elective Instructors to teach Fine Arts	1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments. Literacy is the key to success in understanding and being able to show mastery of content standards. The district will: Address this need by hiring three Academic Coaches to provide targeted assistance to classroom teachers Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support. Continue with Illuminate, a web based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math Provide professional development for instructional aides, especially in the areas of English Language Arts and Math Continue E-Dynamic Learning program as a supplemental curriculum. Elective Instructors to teach Fine Arts/Music and supplemental supplies	1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments. Literacy is the key to success in understanding and being able to show mastery of content standards. The district will: Address this need by hiring three Academic Coaches to provide targeted assistance to classroom teachers Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support. Continue with Illuminate, a web based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math Provide professional development for instructional aides, especially in the areas of English Language Arts and Math Continue E-Dynamic Learning program as a supplemental curriculum. Elective Instructors to teach Fine Arts/Music and supplemental supplies

LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance for the unduplicated students on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments	LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance for the unduplicated students on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.	LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance for the unduplicated students on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments. Modification: LUSD will expand its music program to Laton Elementary School and Conejo Middle School. Performing band and marching band will be offered for both CMS and LHS. Instruments, sheet music, books, uniforms and supplemental materials for LES/CMS and LHS will be purchased. Recorders for 4th and 5th grades will be purchased as well as shelving for storage of instruments at LES/CMS and LHS. Participation in music competitions will be supported through providing the cost of competition fees, professional development for our music teacher and a district enclosed trailer to transport instruments to and from competitions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $77,273 (Base) B. 68,691 C. See Goal 3 Action 1(3) D. 10,000 E. 4,650	A. $267,634.46 (Base) B. 81,267 C. See Goal 3 Action 1(3) D. 10,000 E. 4,650	A. $267,634.46 (Base) B. 81,267 C. See Goal 3 Action 1(3) D. 10,000 E. 4,650

	F. 90,000	F. 180,769	F. 180,769 G. 150,000
Source	Base/S & C	Base/S & C	Base/S & C
Budget Reference	A. 1100,3000 B. 2100,3000 C. See Goal 3 Action 1(3) D. 5800 E. 5800 F. 1100,3000	A. 1100,3000 B. 2100,3000 C. See Goal 3 Action 1(3) D. 5800 E. 5800 F. 1100,3000	A. 1100,3000 B. 2100,3000 C. See Goal 3 Action 1(3) D. 5800 E. 5800 F. 1100,3000 G. 4300,4400,6400

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Our unduplicated students have performed poorly on the state physical fitness tests for years. The district will change from a part-time physical education teacher to a full-time teacher in the 2017-2018 school year to provide more time for physical fitness		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,400	$20,808
Source	Base	Base	Base
Budget Reference	1. 1100,3000	1. 1100,3000	1. 1100,3000

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA- wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modification

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living. The District will fund 50% of the afterschool ASES program in partnership with Fresno County Office of Education. Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of school work/homework and athletics. This will result in increased performance on state and local assessments for these students.		modification: Increase After School Program funding by $15, 000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$70,000	$85,000
Source	S & C	S & C	S & C
Budget Reference	1. 5800	1. 5800	1. 5800

Action 6

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Meet this need the LEA will: 1. Purchase supplemental materials, technology, one to one chromebooks grades 4-12, printers, headsets, peripheral equipment so	The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Meet this need the LEA will: 1. Purchase supplemental materials, technology, one to one chromebooks grades 2nd-12, printers, headsets, peripheral equipment so unduplicated students	The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Meet this need the LEA will: 1. Supplement and maintain materials and technological devices, printers, headsets and peripheral equipment grades K-12, so unduplicated

| unduplicated students can access a 21st century curriculum.
 2. All students will attend culturally enriching field trips.

 These actions will increase achievement on state and local assessments and increase attendance for the unduplicated students. | can access a 21st century curriculum.
 2. All students will attend culturally enriching field trips.

 These actions will increase achievement on state and local assessments and increase attendance for the unduplicated students. | students can access a 21st century curriculum.
 2. All students will attend culturally enriching field trips.

 These actions will increase achievement on state and local assessments and increase attendance for the unduplicated students.

 Modification: LUSD will Supplement and maintain materials and technological devices as needed. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $300,000 2. 35,000	1. $250,000 2. 35,000	1. $179,000 2. 35,000
Source	S & C	S & C	S & C
Budget Reference	1. 4300, 4400 2. 5800, 5200	1. 4300, 4400 2. 5800, 5200	1. 4300, 4400 2. 5800, 5200

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

LUSD is committed to engaging all stakeholders in creating a safe and welcoming environment where parents are comfortably engaged and all students participate with high attendance rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Identified Need:

The process of SART and SARB are not well-defined or understood by site leadership teams.

Providing more opportunity for parent participation through workshops, trainings, outreach.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents who attend school events measured by sign in sheets. More parents of unduplicated students will participate in the educational processes of their child and result in increased student achievement on assessments.	Percentage of parents who attended – n/a	Back-to-School Night – 85% Open House – 80% Conferences – 75%	Back-to-School Night – 90% Open House – 85% Conferences – 85% PIQE-75%	Back-to-School Night - 95% Open House – 90% Conferences – 95% PIQE-75%
Number of parents who attend decision-making committee meetings including: SSC, ELAC, DAC, DELAC, LCAP,	Average number of parents who attended: SSC -5 ELAC -5 DAC - 5 DELAC - 5	Increase average by 1	Increase average by 1	Increase average by 1

Site Committees, Interviews, etc.;	LCAP - 65			
Number of Parent LCAP surveys that are returned	2016-17 completed surveys – 83/375 surveys – 24%	Increase the number of parents who return completed surveys by 3% of total families	Increase the number of parents who return completed surveys by 3% of total families	Increase the number of parents who return completed surveys by 3% of total families
Percentage of parents who finish PIQE Program 2017-2018	Baseline Data	100%	100% Baseline data was not previously established. Therefore, the following baseline data was established during 2017-18: 100 % of parents finished PIQE program"	100%
Percentage of LEA chronic absences	LEA Chronic Absenteeism Percentage (PowerSchool) – 3.9%	LEA Chronic Absenteeism Rate – reduce rate by 1%	LEA Chronic Absenteeism Rate – reduce rate by 1%	LEA Chronic Absenteeism Rate – reduce rate by 1%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Our unduplicated pupils have the largest performance gap on the Dashboard for English Learner Progress. Communication between the school district and home is of utmost importance. To address this, need the district is employing several strategies aimed at creating a better partnership with parents. A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting. B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways. C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017 D. The district will continue to offer ESL classes for parents to learn English as a Second Language. E. Teacher-led workshops for K-3 parents F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary.		1. Our unduplicated pupils have the largest performance gap on the Dashboard for English Learner Progress. Communication between the school district and home is of utmost importance. To address this, need the district is employing several strategies aimed at creating a better partnership with parents. A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting. B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways. C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017 D. The district will continue to offer ESL classes for parents to learn English as a Second Language. E. Teacher-led workshops for K-3 parents F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary.

G. The district will provide refreshments for parent meetings including data-gathering "coffees," decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE. H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE Through these actions more parents of unduplicated students will participate in the educational process of their child and result in increased student achievement on assessments.		G. The district will provide refreshments for parent meetings including data-gathering "coffees," decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE. H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE Through these actions more parents of unduplicated students will participate in the educational process of their child and result in increased student achievement on assessments. Modification: LUSD will hire a full-time Community Laison to carry out home visits, coordinate and plan parent/district workshops and to establish and support a collaborative home/school relationship.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. 2,500 B. 5,000 C. 30,000 D. 5,000 E. 5,000 F. 5,000 G. 2,500 H. 1,111 I. 3,000	A. 2,500 B. 7,500 C. 30,000 D. 5,000 E. 5,000 F. 5,000 G. 2,500 H. 1,111 I. 3,000	A. 2,500 B. 7,500 C. 30,000 D. 2,500 E. 5,000 F. 5,000 G. 2,500 H. 1,111 I. 2,000 j. 54,584

Source	S & C	S & C	S & C
Budget Reference	A. 4300 B. 4300 C. 5800 D. 4300 E. 4300 F. 4300,4400 G. 4300 H. 4300 I. 4300	A. 4300 B. 4300 C. 5800 D. 4300 E. 4300 F. 4300,4400 G. 4300 H. 4300 I. 4300	A. 4300 B. 4300 C. 5800 D. 4300 E. 4300 F. 4300,4400 G. 4300 H. 4300 I. 4300 J. 2000,3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ $1,894,999	34.38 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The details of these expenditures are itemized in the Goals, Action and Services section of this plan and include:

Add which goal and action this is tied into.

 -A commitment to common core standards instruction (Goal 1, Action 2)

-Access to a broad course of study, social-emotional counseling so students feel safe at school (Goal 2, Action 1)

-Hiring a full time Special Education teacher for Laton Elementary School and will open a K-5 SDC class (Goal 1, Action 1)

- College visitations and incentives for AVID participation (Goal 3, Action 2)

-Professional development for staff to implement ELA, MATH, and ELD standards in all grades (Goal 1 , Action 2)

- Increased hours of safety personnel to include after school program hours (Goal 2, Action 1)

-Truancy prevention (Goal 2, Action 1)

-Continue Cyber High (Goal 2, Action1)

- Continue with Learning Director Goal 2, Action 1)

-Continue with Illuminate to establish data systems (Goal 3, Action1)

-Continue educational field trips (Goal 3, Action 6)

-Continue to supplement After School Program so that no student is turned away (Goal 3, Action 5)

-Continue to support and expand parent education and communication (Goal 4, Action 1)

-Continue to support and expand district music program (Goal 3, Action 3)

-Contract with CABE Professional Development Services (Goal 1, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services are keeping the needs of our unduplicated population in mind based on careful analysis of existing resources available, data, logistical considerations and input from our stakeholders. All actions are principally directed toward our unduplicated population in hopes of effectively meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of Laton Unified School District. Since our unduplicated student population count is 88.40% , all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the efficiency and effectiveness of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 34.38 % . Laton Unified School District has demonstrated that it has met the 32.85%. proportionality percentage by expending $ 1,849,999 in funds on actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services section.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,787,255	32.58 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Laton Unified School District has calculated that it will receive $1,787,255 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Action and Services section of this plan and include:

 a commitment to common core standards instruction,

access to a broad course of study, social-emotional counseling so students feel safe at school and

college visitations to introduce various pathways

professional development for staff to implement ELA, MATH, and ELD standards in all grades.

provide an RTI intervention system,

PBIS,

safety personnel,

Truancy prevention,

Cyber High,

supplemental curriculum,

a Learning Director,

data systems,

educational field trips,

after school programs,

technology,

parent education and communication.

All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated population to help the Laton Unified School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of Laton Unified School District. Since our unduplicated student population count is 87.75% , all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the efficiency and effectiveness of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 32.58 % . Laton Unified School District has demonstrated that it has met the 32.85%. proportionality percentage by expending $ 1,787,255 in funds on actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services section.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,602.774	29.76%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Laton Unified School District has calculated that it will receive $1,602.774 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Action and Services section of this plan and include a commitment to common core standards instruction, access to a broad course of study, social-emotional counseling so students feel safe at school and college visitations to introduce various pathways and better serve our highly at risk and mobile population. The district will engage in professional development for staff to implement ELA, MATH, and ELD standards in all grades. In addition, the LEA will provide an RTI intervention system, PBIS, safety personnel, Truancy prevention, Cyber High, supplemental curriculum, a Learning Director, data systems, educational field trips, after school programs, technology, parent education and communication. All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated population to help the Laton Unified School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of Laton Unified School District. Since our unduplicated student population count is 89.5%, all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the efficiency and effectiveness of the delivery of these actions and services. In addition using the same calculation tool the proportionality percentage has been calculated at 24.20%. Laton Unified School District has demonstrated that it has met the 29.76%. proportionality percentage by expending $ 1,602,774 in funds on actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services section.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a

description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

> List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve

services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

        (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

            (A) enrolled less than 31 days

            (B) enrolled at least 31 days but did not attend at least one day

            (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

                (i) are enrolled in a Non-Public School

                (ii) receive instruction through a home or hospital instructional setting

                (iii) are attending a community college full-time.

        (2) The number of students who meet the enrollment requirements.

        (3) Divide (1) by (2).

    (b) "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).

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

        (1) For a 4-Year Cohort Graduation Rate:

            (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

            (B) The total number of students in the cohort.

            (C) Divide (1) by (2).

        (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

            (A) The number of students who either graduated as grade 11 students or who earned any of the following:

                (i) a regular high school diploma

   (ii) a High School Equivalency Certificate

   (iii) an adult education diploma

   (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

  (B) The number of students in the DASS graduation cohort.

  (C) Divide (1) by (2).

 (d) "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).

 (e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 was the information 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
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?