Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Laton Joint Unified	Victor Villar, Superintendent	vvillar@latonunified.org 559-922-4015

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 looking great!

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. We are a small district with approximately 750 students in Preschool, Transitional Kindergarten, and the K-12 program. Most of our 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. We have approximately 13.5% of our students who are in the Special Education Program.

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 individual strengths.

LCAP Highlights

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

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 Curriculum Director and Instructional Coaches to build efficacy within each individual teacher. The partnership between the Principal, Learning Director, Curriculum Director, and Instructional Coaches will ensure a more focused training schedule and support for each and every one of our teachers.

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 is installing more video cameras to improve campus safety. As well as, adding a security officer at the high school and at the middle school. 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 of Positive Behavioral Interventions and Supports (PBIS) 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.

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.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Graduation Rates from the California State Dashboard increased by 13.8%. Status listed as very high 97.2 % of grades 9-12 students.

The indicator for English Learner Progress for Laton Unified increased significantly by 11.9%. English Learner status is high at 79.3%.

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 Curriculum Director and Learning Director as well as acquiring three district instructional coaches is the foundation of capitalizing on our success. More time will be spent in the classroom supporting and coaching teachers on best instructional practices and data collection for Professional Learning Collaboration (PLC) meetings.

We will continue to monitor students throughout their Laton Unified career by implementing vertical alignment procedures allowing for seamless transitions through elementary, middle and high schools. Strengthening relationships between parents and school builds trust, transparency and shared accountability.

Referring to the LCFF Evaluation Rubrics, 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 the California Dashboard, it was determined based on "Orange" Designations, as there were no "Red" designations for all students, the following areas will need to be addressed:

Mathematics Assessment Report from the California State Dashboard declined by 15.1 points. Status listed as low 74.7 below level 3 for grades 3 through 8 students.

English Language Arts Assessment Report from the California State Dashboard maintained by 1.2 points. Status listed as low 59.3 below level 3 for grades 3 through 8 students.

Suspension Rate Report from the California State Dashboard listed as high 6.8% for all students.

Based on this data, the staff and administration of Laton Unified School District will be implementing the following strategies to make progress on our Dashboard, "Orange" areas:

1) Professional development in standards-aligned instruction and assessment

2) Professional development in English Learner instructional strategies and other student engagement instructional strategies,

including differentiation, for both teachers and paraprofessionals.

3) A partnership between the Principal, Learning Director, Curriculum Director, and Instructional Coaches will ensure a more

focused training schedule and support for each and every one of our teachers.

4) Vertical articulation between grade levels

5) Professional Learning Collaboration (PLC) meeting release time for grade levels and individual departments to collaborate on

data which will then be used as formative information to guide instruction and differentiation of learning based on the levels and

progress of individual students.

6) Two full time counselors and up to six intern counselors for grades Transitional Kindergarten (TK)-12th grade

7) Additional training regarding formative assessments via Illuminate platform.

Referring to the LCFF Evaluation Rubrics, 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

See LCAP Highlights.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 11,310,160.50
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 9,186,769.46

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Basic Services including salaries and benefits; instructional materials; and facilities maintenance including utilities.

The difference of $2,123,391 not in the LCAP is $300,000 Salaries and Benefits for Subs both certificated and classified, and $1,823,391 is other consulting fees for land and building improvement and District Admin expenses.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 7,507,119

Annual Update

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 Measureable 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 2017-18 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	100% properly credentialed teachers 0 Vacancies or mis-assignments

Expected	Actual
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 2017- 2018 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, were available and accessible to students. Zero Williams Act Uniform Complaints.
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% 2017-18	Average percentage of 8 FIT categories: LES – 89.1% Fair CMS – 90.8% Good LHS - 92% Good

Expected	Actual
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
	Site based administrators hired a significant amount of teachers in late June/Mid July which then had the trickle down effect for March 15 Notices with these same hires. Laton Unified started its' recruitment of new staffing in early March once non-re-elect notices were decided.
	
	Laton Unified was able to retain two of the four Special Education Teachers. Laton Unified was able to retain approximately 70% of its' clerical support and paraeducators.
		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
			1. 5,080,794
			
			2. 0.00
			
			3. 38,600
			
			4. 822,605
			
			Base and Special Education
			  1. 1100, 1300, 2100, 2200, 2400 & 3000
			  2. 6200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Two Administrators were released and two new administrators were hired to fill these vacancies. 5 Portable classrooms and one portable restroom were not purchased. Facilities Master Plan for 5-10 years was created. Responded to site/facilities requests in a timely manner.	3. 5800 4. 4300,5600,5800	3. 5800 4. 4300,5600,5800

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	1. Professional Development in ELA and ELD strategies and curriculum, according to grade level appropriateness for multiple-subject credentialed teachers, along with SPED teachers was given. Continued with Curriculum Director and Learning Director.	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	1. $221,043 2. included above in #1 3. $65,716 4. $100,691 S & C 1. 1100,2100,3000 2. Included in #1 3. 5800

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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. | 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 20% 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. | 4. 1100, 3000 | 4. 1100, 3000 |

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

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

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

Overall, the actions/services for this goal were successfully implemented. We will continue to improve the facilities ratings. We successfully hired appropriately credentialed teachers and have provided technology and materials to our students. We will continue to implement our actions.

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

The actions/services articulated to achieve this goal were effective. The district continues to support the learning of teachers through professional development to refine best instructional practices. Qualified staff was hired to fill all vacant positions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no contract with Fresno County Superintendent of Schools for professional development. Substitutes were not paid out of S&C, but were instead, paid out of general fund. Portable classrooms and Portable restroom were not 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.

Facilities Master Plan was created. We will continue to follow it. Portable classrooms and Portable restroom were not purchased. We will continue to work toward their purchase.

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 2017-18: 100% of students needing transportation to school are being served appropriately	100% of students needing transportation to school were served appropriately.

	Expected	Actual
	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 2017-18: 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	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 Target: 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
	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 2017-18:	California Kids Survey was not given in 2017/18. This survey will be given in 2018/19. According to CHKS 59.2% of student felt safe the last time the survey was administered.

Expected	Actual
Percentage of students who feel school is a safe learning environment will increase by Increase by 10%	
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% 2017-18: Percentage of students who have experienced bullying in each category will be decreased by 3%	Based on the information gathered at both sites, LUSD was able to decrease the following categories by the following percentages: 1. Physical-11.2% 2. Non-Physical-18.9 % 3. Cyber Bullying- 6.5 %
Metrics/Indicators: PBIS/SWIS data Baseline: Reported number of incidences of bullying - no baseline data 2017-18: Reported number of incidences of bullying will decrease by 1%	PBIS/SWIS Data indicates: 1. Physical-11.2% 2. Non-Physical-18.9 % 3. Cyber Bullying- 6.5 %
Metrics/Indicators: Suspension rate Baseline: Suspension rate for district is .08% 2015-2016.	Suspension rate K-12: 6.8% English Learners: 7.6% Socioeconomically Disadvantaged: 7.9% Students with Disabilities: 9.9% African-Americans: 18.2% Hispanic: 6.8%

Expected	Actual
Suspension Rate by significant subgroup: all five subgroups fell into the yellow category based on 2014-15 data. 2017-18: Suspension Rate by subgroup will be maintained or decreased.	White: 7.5%
Metrics/Indicators: Expulsion Rate Baseline: 1% of middle and high school students expelled 2015-2016 2017-18: 1% of middle and high school students expelled 2016-2017	0-students expelled in 2017/18 0- students expelled in 2017/18
Metrics/Indicators: Middle School Dropout rate as measured by formula in LCAP appendix Baseline: 0% Middle School Dropouts 2017-18: Dropout rate will not increase	0- Drop out in 2017/18 for Middle School
Metrics/Indicators: High School Dropout rate as measured by DataQuest	Dropout rate 0%

Expected	Actual
Baseline: 97% High School graduation rate (3% dropout rate) at Laton High School 2016 2017-18: Dropout rate will not increase	
Metrics/Indicators: Attendance Rate as measured by district average Baseline: 95% Attendance 2017-18: Attendance rate will increase by 1%	Attendance Rate for Laton Unified was 95%.
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% 2017-18: LES: 0.8% CMS: 1.0% LHS: 10.0%	CA Dashboard Local Indicator: Chronic Absenteeism: LES: 12.5% CMS: 10.0% LHS: 18.9%

	Expected	Actual
	Metrics/Indicators: Graduation Rate Baseline: Dataquest report for Cohort Graduation Rate: 2015-16: 35/36 97.2% 2014-15: 36/49 73.5% 2017-18: Dataquest report for Cohort Graduation Rate: 97.7%	2016/17= 36/37 = 97.3%
	Metrics/Indicators: Number of students enrolled in CTE courses Baseline: 54 Students participated in CTE Programs at Laton Unified 2017-18: Students that will participate in CTE programs will increase by a minimum of 10 students to 64	78 Students participated in CTE Courses
	Metrics/Indicators: Percentage of English Learners that increase one level on state assessment Baseline: 56.7% 2017-18: 60%	Progress of our English Learners: 2017-53%

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. E. Implementing Safe School Ambassadors 4th - 12th	1.A. Academic counselor was retained and 5 counseling interns were hired and worked with students 6-12th in 2017/18. 1. B/C/D. PBIS training/professional development and funding was continued to increase bullying awareness/ intervention/ prevention for all stakeholders. 1. E. Did not implement Safe School Ambassadors. 1. F. Continued with KP Drug Dogs, Central Valley Detection KT 1.G. Continued with TIP-Truancy Intervention Program 1.H. Continued with Snack for Kindergarten beyond meal program. 2. A. LUSD continued with Campus Security Officer.	1. $104,691 2. 300,897 3. 17,500 S & C 1. 1100,3000 2. 4300,44000, 5800 3. 1100,3000,4300, & 5800	1. $116,975 2. $313,107 3. 12,165 S & C 1.1100,3000 2. 4300,4400,580 3. 1100,3000,4300 & 5800

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. B. Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program C. Hire Learning Director to coordinate SARB/SART program	2. B. Continued with SARB/SART and the Truant Officer from the Truancy Intervention Program 2. C. LUSD continued with a Learning 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. Contracted with PBIS at each site K-12. 3.B. Continued with counseling interns for 6-12 student support. 3. C. Provided professional presentations/assemblies to increase bullying awareness for all stakeholders. 3. D. Provided professional development for teachers and staff to		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	increase bullying awareness, prevention and intervention techniques.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. 164,835 Base 580010

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.

The implementation of the actions/services was successful. The counselor and interns as well as campus security facilitated the connections between the implementation of PBIS, anti-bullying training/prevention/intervention. These implementations ultimately support the district goal of creating a positive learning environment that encourages healthy social-emotional relationships.

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

The actions/services implemented to achieve the goal were effective in supporting the articulated goal. The Academic counselor was retained and five intern counselors were hired to support students. PBIS training/professional development and funding was continued to increase bullying awareness/ intervention/ prevention for all stakeholders. LUSD continued with Campus Security Officer. The Learning Director coordinated the SARB/SART program. Supplemental/ technology programs were continued and/or purchased as needed to support core instruction. The Cyber High program for high school students who need credit recovery was continued. 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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.

LUSD will continue with campus security officer, learning director as discussed in 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 Measurable 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 all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director) 2017-18: 100% of Teachers will commit to attend 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)
Metrics/Indicators: Grade-level rubrics for Student Practices of Proficiency as measured by district/school site grade level rubric expectations Baseline:	District benchmark assessments were not established. Benchmark assessments, rubrics and baseline proficiency scores will be established in the 2018-19 school year.

2017-2018 Baseline 2017-18: 70% 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 2017-18: 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	District benchmark assessments were not established. Benchmark assessments, rubrics and baseline proficiency scores will be established in the 2018-19 school year. ELA DF3 (3-8): -59.3 ELA DF3 (11): 3.6 MATH DF3 (3-8): -74.7 MATH DF3 (11): -118.9
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	ELA (3-8) ALL: -59.3 EL: -76.3 EL (EL only): -102.9 SED: -68.4 SWD: -160.4 H/L: -66.7 White: -24.5

(<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 2017-18: 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	MATH (3-8) ALL: 74.7 EL: 86 EL (EL only): 102.6 SED: -83.7 SWD: -171.4 H/L: -78.6 White: -53.5
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% CMS – 3/49 – 6.1% LHS – 21/65 - 32.3% 2017-18: Increase RFEP rate:	The students that were redesignated as measured by our CALPADS Report: LES-12/177=6.7% CMS-17/35=48% LHS-11/36-30.5%

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. 2017-18: 100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs.	100% of students had access to all new courses including any Fine Arts/Music and CTE courses and technological programs.
Metrics/Indicators: 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 2017-18 100% of 3rd-12th grades will have 1 to 1 Chromebook/Tablet for e-based learning	100% of 3rd-12th grades 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% 2017-18: 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	English Lit/Comp 1/10 = 10% US History 0/13 = 0% Spanish Lang 4/8 = 50%
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 2017-18: 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	Below reflects the acceptable rate for college readiness. EAP for ELA: 55% EAP for Math: 10%

Percentage of students completing A-G requirements will increase yearly; Baseline: A-G: 17/37 45.9% (2014-15) 2017-18: A-G – will increase by 5%	14/36=38.8% -Target Not Met
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 2017-18: Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.	Grade 5- 56.9 average in HFZ on PFT Grade 7- 71.2 average in HFZ on PFT Grade 9- 39.06 average 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:	Curriculum Director continued to facilitate professional development, academic coaching, and support services in order to increase academic achievement.	1. $10,000 2. 35,000 3. 25,000 4. 40,000	1. 10,000 2. 5,000 3. 25,000 4. 40,000

		S & C	
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.	Project based learning was not implemented. Training on Illuminate was facilitated to support teacher's familiarity with the platform and creation and use of formative 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.	1. 5800 2. 4300,4400,5800 3. 430004 5800	S & C 1. 5800 2. 4300,4400,5800 3. 430004 4. 5800

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 unduplicated students have about what it takes to go to a college or post-secondary institution.	Conejo Middle School-No College Trips Laton High School-Each grade level took a minimum of one College Field Trip through our AVID Program.	7,500 3,000	7,500 3,000

		S & C	S & C
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	No CTE Programs was visited at our local Community Colleges.	1. 5800 2. 5800,5200	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. 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.	Supplemental materials were purchased K-12 for ELA; K-5 for ELD. Professional development was provided for ELA K-12, ELD 6-12, and for Math K-5. Continued with a full-time reading Intervention Specialist to work with our unduplicated students in grades TK-3.	A. $77,273 (Base) B. 68,691 C. See Goal 3 Action 1(3) D. 10,000 E. 4,650 F. 90,000	A. 81,004 B. 68,686 C. 0.00 D. 0.00 E. 4,650 F. 0.00

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 achievement gap as measured by state and local assessments. | Continued to provide two additional instructional aides in the K-3 RTI program.

Purchased 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, especially in the areas of English Language Arts and Math

Continued E-Dynamic Learning program as a supplemental curriculum.

Additional Elective Instructors were not hired to teach Fine Arts | Base/S & C

A.   1100,3000
B.   2100,3000
C.   See Goal 3 Action 1(3)
D.   5800
E.   5800
F.   1100,3000 | Base/S & C

A.1100,3000
B.2100,3000
C. See Goal 3 Action 1(3)
D. 5800
E. 5800
F. 1100,3000 |

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 | 20,000

Base

1. 1100,3000 |

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 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.	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	70,000 S & C 1. 5800

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:	The district purchased supplemental materials and technology as needed. Grades 3-12 were equipped with one to one chromebooks, printers in all classrooms, headsets for	1. $300,000 2. 35,000 S & C 1. 4300,4400 2. 5800,5200	1. 66.739 2. 35,000 S & C 1. 4300,4400 2. 5800,5200

1. Purchase supplemental materials, technology, one to one 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.
	students and peripheral equipment as needed so 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.

To support the articulated goal; The Curriculum Director facilitated professional development, academic coaching, and support services in order to increase academic achievement. Training on Illuminate was facilitated to support teacher's familiarity with the platform and creation and use of formative 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. Continued E-Dynamic Learning program as a supplemental curriculum. Supplemental materials were purchased K-12 as needed. Professional development was provided for core content areas. Educational field trips were funded by the district.

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

Overall, the actions/services for this goal proved to be effective. Our district will continue to implement these actions to ensure that our students improve academically and college and career ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Project based learning program was not implemented. Project based learning will be integrated into classroom instruction. Separate professional development for instructional aides was not facilitated. Additional elective teachers for Fine Arts were not hired. Materials and supplies were overbudgeted.

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.

District benchmark assessments were not established. Benchmark assessments, rubrics and baseline proficiency scores will be established in the 2018-19 school year. To improve academic progress within the district, the district will hire three Academic/Instructional coaches. For the 2018-19 school year, the district will hire a K-12 music teacher. In regards to technology, all 2nd grade students will be provided with one to one technology devices.

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 attended school events:

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 2017-18: Back-to-School Night – 85% Open House – 80% Conferences – 75%	Data was not collected within the 2017-18 school. Baseline was not established in 2017-18.
Metrics/Indicators: Number of parents who attend decision-making committee meetings including: SSC, ELAC, DAC, DELAC, LCAP, Site Committees, Interviews, etc.; Baseline: Average number of parents who attended: SSC -5 ELAC -5 DAC - 5 DELAC - 5 LCAP – 65 2017-18: Increase average by 1	SSC-7 ELAC-6 DAC-6 DELAC-5 LCAP-16
Metrics/Indicators: Number of Parent LCAP surveys that are returned	LCAP Parent surveys returned: 92/375= 24.5%

Baseline: 2016-17 completed surveys – 83/375 surveys – 24% 2017-18: Increase the number of parents who return completed surveys by 3% of total families	
Metrics/Indicators: Percentage of parents who finish PIQE Program 2017-2018 Baseline: Baseline Data 2017-18: 100%	100% of Parents that participated in our two (2) PIQE Classes finished the program
Metrics/Indicators: Percentage of LEA chronic absences Baseline: LEA Chronic Absenteeism Percentage (PowerSchool) – 3.9% 2017-18: LEA Chronic Absenteeism Rate – reduce rate by 1%	LEA Chronic Absenteeism: 13.7%

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. 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	The district offered both beginner and intermediate ESL classes for parents, day and evening classes, through West Hills College on the Laton High School campus. The PIQE program successfully held workshops at both the middle school and the high school in both the fall and spring semesters. These workshops covered such topics as: How to access parent portal for attendance and grade/progress reporting. A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways The district provided materials, supplies, refreshments, child care and facilities for parent workshops. LUSD continued to improve communication to notify parents of new student programs. No teacher led workshops were established.	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 E. 4300 F. 4300,4400 G. 4300 H. 4300 I. 4300	A. 2,500 B. 5,000 C. 7,500 D. 0.00 E. 0.00 F. 0.00 G. 1,006 H. 888 I. 3,000 S & C A. 4300 B. 4300 C. 5800 D. 4300 E. 4300 F. 4300,4400 G. 4300 H. 4300 I. 4300

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.			

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.

The district offered both beginner and intermediate ESL classes for parents, day and evening classes, through West Hills College on the Laton High School campus. These workshops covered such topics as: How to access parent portal for attendance and grade/progress reporting. A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways The district provided materials, supplies, refreshments, child care and facilities for parent workshops.

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

The actions/services were effective in achieving the articulated goal. Parent attendance and engagement during workshops was successful as evidenced by sign in sheets. Parents requested more similar workshops during subsequent school years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PIQE program was overbudgeted. ESL classes were offered, however, West Hills Community College incurred the cost, LUSD supplied facilities.

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.

There will be no changes.

Stakeholder Engagement

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?

Laton Unified School District places a high value on stakeholder involvement in developing, reviewing, and supporting the District Strategic Plan, which includes the Local Control and Accountability Plan (LCAP). Stakeholders include parents (English and English learners), community members, students, union and non-union employees, and employees from Fresno County Office of Education.

The following groups participated in surveys, both qualitative and quantitative, and feedback sessions:

Student Feedback (4th, 6th, 8th, 9th, 10th, 11th, 12th)

School Survey – 98% of all students surveyed.

Certificated and classified bargaining units- 98%

Teacher Feedback- 98% of all teachers participated in our LCAP informational/survey meetings.

Classified staff survey – 95%

Parent informational/survey meeting- 25 parents

Superintendent, Directors, Counselor, and Translators provided a presentation and feedback opportunity.

Daycare and dinner was provided.

LCAP information was provided to all employees, certificated and classified Bargaining unions, school site councils, DELAC, DAC, parents, community members and Board Members. The draft was available for public comment before the June 13, 2018 Board Meeting. A DELAC/DAC meeting was held with those parents to review LCAP and to receive additional input from those committee members. Laton Unified then transitioned into it's regular LCAP community parent meeting. The data shared with the Stakeholders at the informational/feedback meeting will also be available to the public via our LUSD District Office/Curriculum Office.

2017-18 LCAP TIMELINE:

April 16, 2018- LCAP Teacher/Bargaining Unit Meeting

April 19, 2018- LCAP Classified/Bargaining Unit Meeting

April 19, 2018- DELAC/DAC/LCAP Parent Meeting

April 23, 2018- Draft LCAP provided to DELAC/DAC; no comments for the Superintendent were provided.

Public comment period was from May 1 through May 10, 2018

May 3, 2018- Student surveys were given to obtain student input.

May 10, 2017 – LCAP & Budget Public Hearing at Board Meeting

June 13, 2018 – Public Hearing, Board review and Public Comment of LCAP & Budget

June 28, 2018 –Board approval of LCAP & Budget

June 30, 2018- Submit approved LCAP & Budget to FCSS

Impact on LCAP and Annual Update

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

Using data collected from constituents, LCAP priorities were constructed. School Board Members, Teachers, and members of the Leadership Team reviewed all data, and prioritized goals and actions. The following changes were made:

Re-establish the music program by hiring a Music Teacher

Hire a K-8 counselor. Based on all of the socio-emotional and behavioral issues displayed by our K-8 students, PBIS goals will best be met by hiring a full time K-8 counselor to facilitate peer group discussions.

Hire a district Psychologist to assist with the support our new Counselor and our Special Education Teachers.

Hire a district Speech Pathologist to provide consistent speech services to our students

Hire an armed security guard. Our community continues to be concerned with the safety and security of our children on an everyday basis. We are taking preemptive measures by hiring an armed security guard to augment our existing Campus Culture Supervisor.

Hire a retired police officer. Our community continues to be concerned with the safety and security of our children on an everyday basis. We are taking preemptive measures by hiring an armed security guard to augment our existing Campus Culture Supervisor.

Re-establish summer school. Our stakeholders gave feedback and direction that additional intervention programs during the summer needed to be implemented.

Maintain all other new positions from previous LCAP.

Increase the hours for the IT Technician to be a 7-hour employee. Goal 3, Action 3

Continue with a data/assessment program for use in the PLCs for data-driven instructional decision making - Staff survey and meetings indicated that since more complete data will be needed from many different sources, and because the district does not have a system that disaggregates data, staff made the recommendation to purchase Illuminate to go along with our current SIS system. Goal 3, Action 3

Focus on standards-aligned curriculum, instructional planning, and common assessments came from committee meetings, Goal 3, Action 1

Continue or expand Parent Workshops and form a PIQE (Parent Institute for Quality Education) institute Goal 4 Action 1

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 Measureable 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 have100% 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, are 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	verage 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students. Zero 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: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (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: (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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. Provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education. 2. Continue with portable classroom replacement 3. Follow 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	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. 4,856,862 2. 1,000,000 3. 15,000 4. 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

Year	2017-18	2018-19	2019-20
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)

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, 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
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 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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.		

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. 63,199
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

(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 has been identified as an ongoing issue and may contribute adversely to suspension and expulsion rates and overall student engagement and school climate perceptions.

Awards, Rewards and Incentives for positive school climate and attendance,

SARB/SART Facilitator/coordinator

Learning Director

Drug Free School Environment

K-8 Counselor

K-12 Music Teacher

Armed Security Guard

Psychologist

Speech Pathologist

Expected Annual Measureable 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 are being 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	Percentage of students who have experienced	Percentage of students who have experienced	Percentage of students who have experienced	Percentage of students who have experienced

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
perception of bullying on campuses	bullying (228 4th, 6th, 8th, and 9-12th surveyed): Physical – 15.8% Non-Physical – 25.9% Cyber – 10.5%	bullying in each category will be decreased by 3%	bullying in each category will be decreased by 3%	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% Baseline: Physical-11.2% Non-Physical-18.9 % Cyber Bullying- 6.5 %	Reported number of incidences of bullying will decrease by 1%
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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% LHS: 11.3% LEA: 3.9%	LES: 0.8% CMS: 1.0% LHS: 10.0%	LES: 0.5% CMS: 0.8% LHS: 7.5%	LES: 0.5% CMS: 0.5% LHS: 5.0%
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	56.7%	60%	61%	63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
that increase one level on state assessment				

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):

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	Unchanged

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 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,	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. 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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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: 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 referrals, awareness of cultural differences, more time for learning and therefore increased performance on CAASPP, CELDT, A-G	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: Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12. Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues as well as hiring a Psychologist and Speech Pathologist Providing professional presentations/assemblies to increase bullying awareness for all stakeholders 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	

	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	courses, and a more positive outlook on school in general.	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.	

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. $106,785 2. $352,016 3. $239,729
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:

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

All

Location(s):

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

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
Home to School Transportation		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. 177,142	1. 174,154	1. 174,154
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
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:

Students are not prepared for the rigor and expectations of CAASPP assessments, college or career.

Not all English Learners are making sufficient progress annually in ELA or math.

Not all English Learners are making sufficient progress on CELDT

Students are not prepared to achieve on physical fitness tests.

Teachers need professional development, coaching and collaboration on common core standards and project based learning.

Teachers need professional development on physical fitness standards and 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 grade level rubric expectations	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. Baseline: TBD in 2018-19.	80% of students will meet the end-of-year (EOY) grade-level rubric expectations
Benchmark assessments in all core content areas as measured by District Writing	Core Benchmarks – n/a Writing Benchmarks – n/a ELA DF3 (3-8): -60.5	Core Benchmarks – 65% P Writing Benchmarks – 65% P ELA DF3 (3-8, 11) -	Core Benchmarks – Baseline: TBD Writing Benchmarks – Baseline: TBD	Core Benchmarks – 75% P Writing Benchmarks – 75% P

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks and SBAC/CAASPP;	ELA DF3 (11): -59.8 MATH DF3 (3-8): -59.5 MATH DF3 (11): -144.9	increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points	ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points	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

EL reclassification as measured by prior year number	2015-16 Reclassification Fluent English Proficient (RFEP) Rate: LES – 14/191 – 7.3%	Increase RFEP rate: LES – 3% CMS – 2%	Increase RFEP rate: LES – 3% CMS – 2%	Increase RFEP rate: LES – 3% CMS – 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of predesignated students	CMS – 3/49 – 6.1% LHS – 21/65 - 32.3%	LHS – 1%	LHS – 1%	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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,	Average score of 69.2% of grade 7 are in HFZ on PFT 2015-2016	Increase average score by 5 percentage points in both grade 7th and	Increase average score by 5 percentage points in both grade 7th and	Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7, 9 as measured by PFT	Average score of 53% of grade 9 are in HFZ on PFT 2015-2016	grade 9th in the HFZ on PFT.	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:	**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, 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.		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $10,000 2. 35,000 3. 25,000 4. 40,000	1. $10,000 2. 35,000 3. 25,000 4. 40,000	1. $10,000 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

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, 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. 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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. 7,500 B. 3,000	A.7,500 B.3,000	A.7,500 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

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)

Students to be Served	Scope of Services	Location(s)
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	Unchanged

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:	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:	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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	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.	

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 F. 90,000	A. $267,634.46 (Base) B. 81,267 C. See Goal 3 Action 1(3) D. 10,000 E. 4,650 F. 180,769	A. $77,273 (Base) B. 68,691 C. See Goal 3 Action 1(3) D. 10,000 E. 4,650 F. 90,000
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

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):

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
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

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	Unchanged	Unchanged

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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.		

Budgeted Expenditures

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

Action   6

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

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	Modified	Unchanged

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 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.	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 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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $300,000 2. 35,000	1. $250,000 2. 35,000	1. $250,000 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.

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, Site Committees, Interviews, etc.;	Average number of parents who attended: SSC -5 ELAC -5 DAC - 5 DELAC - 5 LCAP - 65	Increase average by 1	Increase average by 1	Increase average by 1

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

(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:	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	Unchanged

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.		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.		

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. 5,000 C. 30,000 D. 5,000 E. 5,000 F. 5,000 G. 2,500 H. 1,111 I. 3,000

Year	2017-18	2018-19	2019-20
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

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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.
    - 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 Academic Performance Index;
  C. 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;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. 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.   S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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?