

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

[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 M. 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 (LUSD) is a great place to grow and achieve. Although the school sites are just over 50 years, the excellent maintenance staff at LUSD has helped keep the school sites looking great!

Laton Unified School District 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 preschool 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 75% of our students are Hispanic/Latino. English Learners make up over 41% of our students. We have approximately 13.9% of our students who are in the Special Education Program.

Our vision at Laton Unified School District 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 solves 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.

Our LEA focus includes:

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 an armed 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 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 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. The change shows that the student group has fewer than 11 students and is not reported for privacy reasons.

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

LCAP Year Reviewed: 2018–19

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

Goal 1

Hire Highly Qualified Teachers and Implement New Teacher Clinical Supervision Model which is a rigorous Development Model for continuous growth for teachers ranging from "new to the profession to those that are experienced in the profession". To provide Professional Development to Teachers to increase the HQT rate. School Facilities are to be well maintained and Home to School transportation is to be continually provided to students.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measurable Outcomes

Expected

Actual

| | |
|--|--|
| 100% properly credentialed teachers. | 100% properly credentialed teachers |
| No vacancies or mis-assignments | 0 Vacancies or mis-assignments |
| Will continue to improve school facilities with more up to date equipment. | Improved and maintained facilities with all sites rated as being "good" or higher on the FIT report. |

| | |
|--|--|
| Maintain facilities in good repair as measured by the FIT tool. | |
| Will continue to provide students with transportation | Transportation was provided |
| Provide Professional Development for all Teachers | <p>Pearson, ILit ELL/ELD 9-12 August 12, 6-8 August 13</p> <p>Publisher's Professional Development - English Language Arts, English Language Development, Mathematics *DATE*</p> <p>English Language Arts/English Language Development Wonders - K-5 October 18, 20 and 21 All day</p> <p>Houghton Mifflin California Collections ELA 6-8 November 4th All day</p> |
| Add Curriculum Director position to increase test scores and maintain a high graduation rate of students | C & I Director was able to articulate comprehensive Professional Development schedule for 2017-2018 which included time during each Monday "early out" to address areas of weakness within the district. High graduation rates of students was listed as "very high" 97.2 % of grades 9-12 students as indicated by the California Dashboard. |

Comment [1]: check iLit dates
Add Date for Publishers PD?

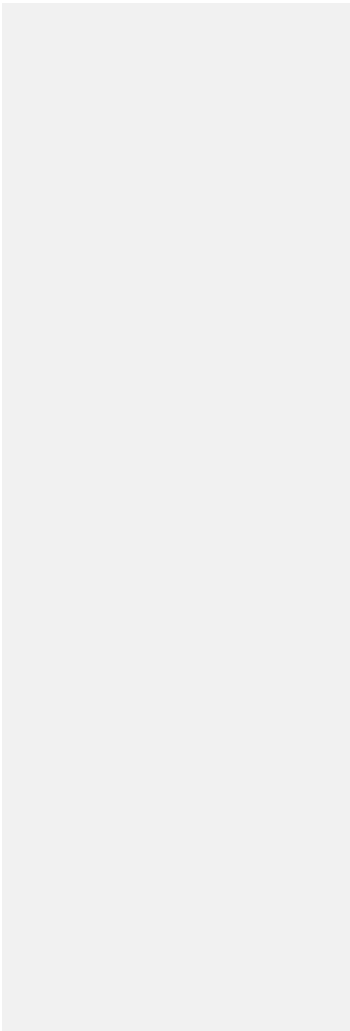
Actions / Services

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 |
|---|--|---|---|
| Retain/hire HQT for all core and elective courses as positions come available. | 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. | Total Personnel costs Salaries & Benefits LCFF \$2,923,153 Spec. Ed \$241,733 | Total Personnel costs Salaries & Benefits LCFF \$2,902,672 Spec. Ed \$241,733 |
| Special Education teachers and Paraeducators and clerical support will be retained. | | EL Paraprofessionals and RTI Aides \$232,951 Supplemental & | EL Paraprofessionals and RTI Aides \$213,515 Supplemental & |
| Maintain clerical support for school operations. | Laton Unified was able to retain two of the four Special Education Teachers. Laton | | |

| | | | |
|--|---|--------------------------------|--------------------------------|
| <p>Administration costs and substitute teacher/Paraeducator costs within the school district</p> | <p>Unified was able to retain approximately 70% of its' clerical support and paraeducators.</p> | <p>Concentration (S&C)</p> | <p>Concentration (S&C)</p> |
| <p>No Teacher mis- assignments or vacancies.</p> | <p>Two Administrators were released and two new administrators were hired to fill these vacancies.</p> | | |
| <p>Increasing current Staff: Continue with Director of Curriculum, four RTI Paraeducators, 4 hour Custodian/Grounds, IT Technician, and 5th Grade teacher. In addition, LUSD will add a K-8 counselor, Music teacher, armed security, Psychologist, Speech Pathologist, 3 Academic Coaches and a Districtwide Athletic Director.</p> | <p>Substitute teacher/Paraeducator costs were increased.</p> | | |
| | <p>No Teacher mis- assignments and Partial vacancies.</p> | | |
| | <p>Current Staff: Laton Unified continued with Curriculum Director position, Four RTI Paraeducators. A new Custodian/Grounds/Maintenance position was hired to replace an individual that vacated a Maintenance/Grounds position and in addition a 4 hour custodian was hired to ensure that all classrooms were cleaned on a consistent basis. IT technician position continued with his duties. The 5th grade position was hired and will continue for 2018/19 school year.</p> | | |
| | <p>Increase in staff: We will have a K-8 Counselor, District Psychologist, District Speech Pathologist, a District-Wide Athletic Director and three Academic Coaches that will focus on the following areas:</p> <ol style="list-style-type: none"> 1. Dual Language Immersion/English Learners/Technology 2. Math/Science | | |



| | | | |
|--|---|--|--|
| | 3. English Language Arts/Social Studies | | |
|--|---|--|--|

Actions / Services

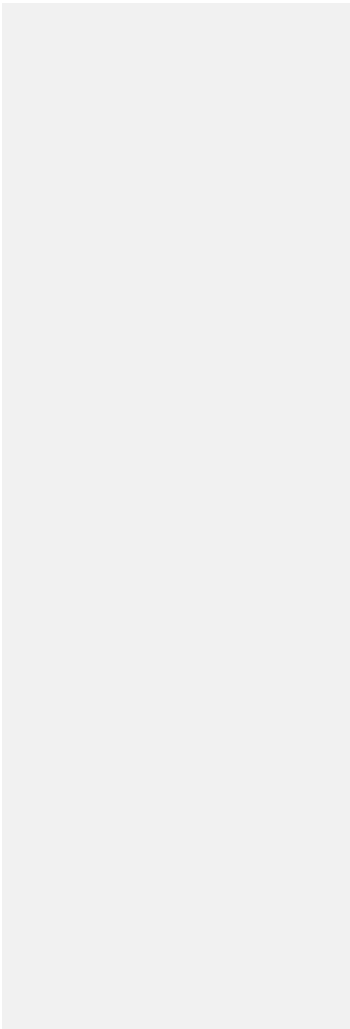
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>Increase professional development opportunities for all teachers of EL and ELD students. This will assist them to become highly qualified. Laton Unified School District will be contracting two professors from Connecticut and a new Director of Curriculum.</p> <p>Office furniture and equipment will be purchased for the District Curriculum Director to provide office accommodations.</p> | <p>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. Professors were not contracted during this school year.</p> <p>Curriculum Room was fully furnished and used repeatedly for professional development of all teachers.</p> <p>Additional upgrades for the Curriculum Room will be done to accommodate an additional 3 Coaches</p> | <p>Professional Development \$40,000 S&C</p> <p>Furniture and Equipment for Professional Development & Directors office \$40,000 S&C</p> | <p>Professional Development \$30,976.98 S&C</p> <p>Furniture and Equipment for Professional Development & Director's office \$31,064.82 S&C</p> |

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.



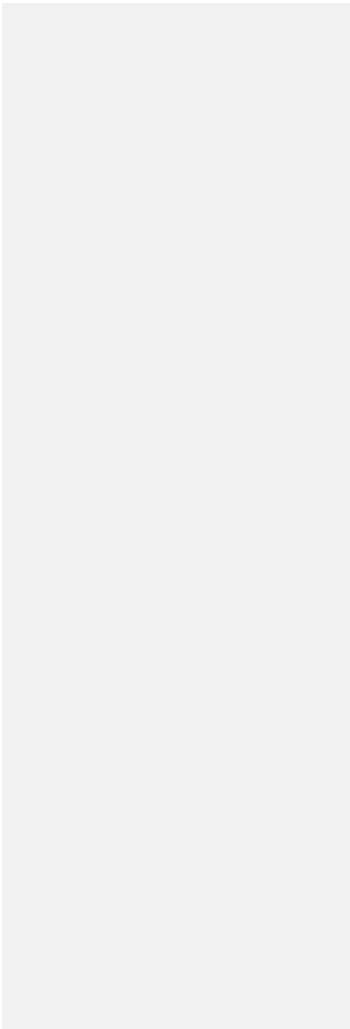
Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>Retain/Hire maintenance personnel and purchase tractor for facilities. Maintain Facilities in good repair.</p> <p>Add Security Gate to High School Campus with added video cameras.</p> <p>Home to School Transportation.</p> | <p>1 Maintenance/Custodial/Grounds person was hired along with a new 4 hour Custodian. Tractor was purchased and put into use.</p> <p>Security Gate has not been added. Additional video cameras were installed at both campuses.</p> <p>Transportation is provided for all students that necessitate transportation. We continued with our contract with Southwest Transportation as part of our Joint Powers Agreement (JPA).</p> | <p>Ongoing facilities Maintenance/ Repairs costs, Maintenance: Salaries & Benefits Cost LCFF \$ 456,801</p> <p>Operational costs LCFF \$816,925</p> <p>Tractor LCFF \$40,000</p> <p>Security Gate LCFF \$5,000</p> <p>Home to School LCFF \$186,765</p> | <p>Ongoing facilities Maintenance/ Repairs costs, Maintenance: Salaries & Benefits Cost LCFF \$ 410,277.26</p> <p>Operational costs LCFF \$904,478.35</p> <p>Tractor LCFF \$40,000</p> <p>Security Gate LCFF \$0.00</p> <p>Home to School LCFF \$186,764</p> |

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 Goal 1 was fully implemented, although retention of staff was still below what had been hoped for. Professional development with university professors was not realized due to dates of services so the district did not contract with them and instead had the district curriculum director provide the PD.

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

Overall Goal 1 actions were somewhat effective in retaining staff; improving teaching and learning; improving facilities; and continuing to provide students with transportation. Operation budget is over by \$87,000 of which \$67,000 is a remodel to science lab which was supposed to be done in 2016-17, but ran into difficulties. In 2017-18, the science lab remodel was still not completed. \$20,000 is an increase to our utility bills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budgeted and estimated actual expenditures comes from the inclusion of hiring the two professors to do professional development and coaching in the budget, but not finding a need to hire them during this school year. In 2017-18, the My Life Project was completely disband and the funds re-allocated to additional onsite professional development and a new Campus Culture Supervisor.

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.

The only critical change to goal 1 was in not hiring two professors to facilitate ELA and ELD professional development. A contract could not be agreed upon for the additional time with the professors, however, principals at each site and the curriculum director worked to facilitate ELA and ELD teaching exercises during their PLC time weekly. Professional development will be contracted locally in the 2017-2018 school year.

Goal 2

Improve student engagement, increase student attendance and reduce student discipline. Meet High School Graduation rate as established by the state.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Annual Measurable Outcomes

Expected

Actual

Reduce suspensions and discipline by 1%

During 2017-2018 the district showed a .04% decrease in suspension rates going from 65 in 2016-2017 to 41 in 2017-2018
Met Goal

Reduce expulsions by 1%

During 2017-2018 the district did not expel any students, with so few students in the district the numbers distort our success. -Met Goal

Increase student attendance by 2%

2017-18 attendance was 97.5%. -Goal Met

Maintain Dropout rate at 0% at middle school & reduce High School to 0%

Increase Graduation rate by 1%

Graduation rate increased dramatically from the data published in the State Indicators on the CA Dashboard site: 2015-16 @ 73.5% and 2016-17 @ 97.2% Met Goal

Decrease Chronic Absenteeism by 1%

0% drop out rate for Conejo Middle School 2015-2016 and 2016-2017. Met Goal

Chronic absenteeism is being studied, 2015-2016 had absentee rate of .09%. ... 2016-2017 had an absentee rate of .02% reaching the goal. Met Goal

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 |
|---|--|--|---|
| <p>Establish baseline data for a high school dropout rate.</p> <p>Resource Teacher and Paraeducators salaries and benefits.</p> <p>Maintain 6-12 grade Academic/Guidance counselor.</p> <p>Counseling Interns will be added to help students with academic and social support K-12.</p> <p>Purchase core language arts curriculum, supplemental curriculum to support core.</p> <p>Purchase supplies for Fine Arts/Drama instruction.</p> | <p>Baseline data was established by utilizing Dataquest Cohort Outcome Multi-Year Summary: 2015-16 @ 12.2% and 2016-17 @ 0%. This data point will not be available for 2017/18 until the Fall of 2018.</p> <p>Negotiations were settled both certificated and classified employees in 2017/18. It will be a two year agreement with reopeners in 2018/19 and negotiations beginning in 2019/20.</p> <p>Academic counselor was retained and 5 counseling interns were hired and worked with students 6-12th in 2017/18 Collections ELA curriculum continued to be used and additional supplemental materials were purchased for grades 6-12</p> | <p>Core Curriculum & Supplemental Curriculum \$ 245,300 LCFF</p> <p>Resource Teacher, Counselor, & Paraprofessionals Salaried & Benefits \$312,500 S&C Fine Arts Supplies \$40,000 S&C</p> | <p>Core Curriculum & Supplemental Curriculum \$ 259,599.86 LCFF</p> <p>Resource Teacher, Counselor, & Paraprofessionals Salaried & Benefits \$302,863 S&C Fine Arts Supplies \$1,935.84 S&C</p> |

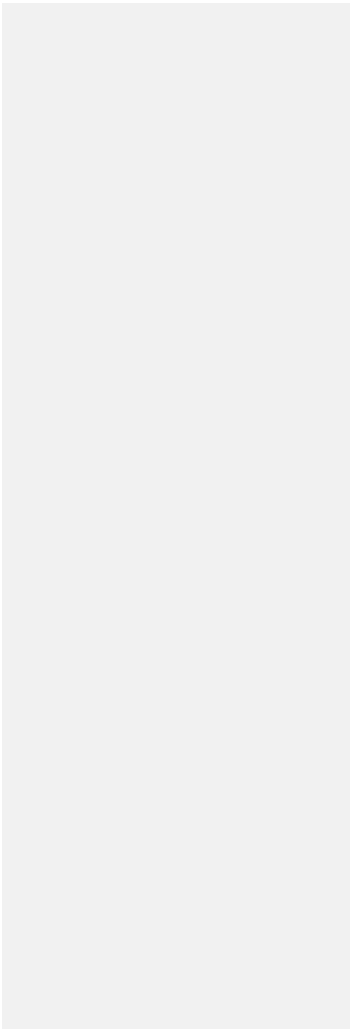
| | | | |
|--|--|--|--|
| | <p>iLit online program was purchased to support the core curriculum including English Language Development. This curriculum although bought by previous administration was not used as recommended based on the fact that no professional development was scheduled at the beginning of the year. This purchase will be discontinued in 2018/19</p> <p>Supplies for the Fine Arts/Drama Instruction were purchased and utilized by students.</p> | | |
|--|--|--|--|

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 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>Truancy Intervention Program along with School Innovations and Advocacy (contracted services for student truant officer and record keeping) provide data for tracking students.</p> <p>Contract with Positive Behavior Interventions Support.</p> <p>Snacks for Kindergarten classroom beyond meal program.</p> | <p>SWIS data was input and provided to all stakeholder during weekly meeting to discuss site based Truancy. School Innovations and Advocacy will not be renewed for 2018/19</p> <p>PBIS was used at Laton Elementary, Conejo Middle School and Laton High School in 2017/18</p> | <p>\$17,500 TIP \$7,000 S&C PBIS \$5,000 S&C Drug K-9 \$3,000 S&C Snack \$2,500 S&C</p> | <p>\$17,500 TIP \$7,000 S&C PBIS \$ 2,552 S&C Drug K-9 \$ 800 S&C Snack \$ 2,500 S&C</p> |



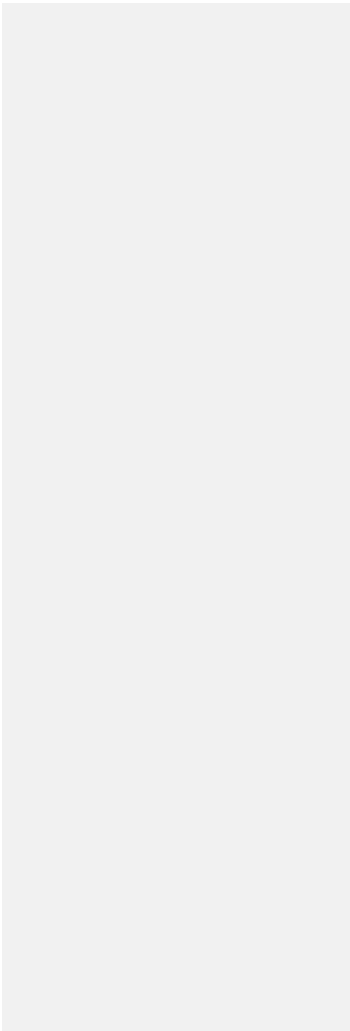
| | | | |
|--|---|--|--|
| | Afternoon snacks – for extended Kindergarten day were provided for Kindergarten students. | | |
|--|---|--|--|

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 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>Cyber High is a program for 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. eDynamic Learning online career and elective courses.</p> <p>Purchase technology for the core instruction and purchase supplemental curriculum.</p> | <p>Cyber High and eDynamic Learning online courses were offered as appropriate to students that were deficient in their high school credits and or grades</p> <p>Technology was purchased to support the core instructional and supplemental curriculum. Additional Chromebooks and Chromebook carts were bought for 2nd grade, and high school classrooms.</p> | <p>Cyber High \$8,500 S&C</p> <p>eDynamic Learning \$4,650 S&C</p> <p>Technology \$300,000 S&C</p> <p>Supplemental curriculum \$61,806 S&C</p> | <p>Cyber High \$8,500 S&C</p> <p>eDynamic Learning \$4,650 S&C</p> <p>Technology \$76,595 S&C</p> <p>Supplemental curriculum \$61,569 S&C</p> |



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 Goal 2 was implemented. Improvements for State Indicators 5, 6, and 7: Pupil Engagement, School Climate, and Course Access were evidenced by improved and/or maintained data.

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

Overall Goal 2 Actions were effective especially in regards to truancy and counseling/intern counseling services provided for socio-emotional and academic success for our 6th through 12th grade students.

Truancy is down according to Civil Rights data:

K-5 in 2015 11% - 2016 1% - 2017-

6-8 in 2015 6% - 2016 1% -2017-

9-12 in 2015 2% - 2016 1% -2017-

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and estimated actual expenditures stemmed from new and inexperienced administration not knowing what was in the LCAP and how to spend it. Laton Unified had to make administrative changes mid-way through the year and there we had two new administrator that needed to come in and understand the nuances of the budgets and LCAP processes. The new Superintendent had to for approximately a month and a half, run the leadership at Laton Elementary, Conejo Middle School, Laton High School as well as his Superintendent duties. These dynamics were the "perfect storm" but after the new Principals were hired, intensive weekly "Leadership Meetings" took place on a weekly basis to review budgets and overall leadership processes that tied in to the

LCAP. These two Principals will be coming back and therefore the district will have stable leadership for 2018/19 (Principals/Directors/and Superintendent will be the same as it was in 2017/18.

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.

The main differences for the new Goal 2 is:

The inclusion of a focus on the issue of bullying, bullying awareness and prevention.

A focus on preparing for the next grade-level and retaining educational knowledge and skills over the summer.

An expanded view of preparing students for college and career.

Goal 3

Increase student achievement and improve scores for all state mandated tests, provide State Standards implementation, Broad course of study, other outcomes and sufficient materials for all students

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measurable Outcomes

Expected

Actual

All students will increase achievement proficiency levels in ELA, ELD, Math and all academics as measured by regional, state and local/interim assessments.

Principal walking through classrooms. State Standards implementation will be measured by walk through forms.

Improve student scores on Smarter Balanced Tests by 2% score increasing by 2.5% or passing and students will show an increase in CELDT one proficiency level and will show an increase in all curricular areas as measured by the raw scores of local assessments.

All Students have sufficient materials.

All Students, including all subgroups, will have access to a broad course of study as measured by a review of teacher's schedules.

All students, including all subgroups, will show other outcomes of a broad course of study as measured by more than 2% increase in students completing an AP course by the end of the school year." Alternatively, "All students, including all subgroups, will demonstrate other outcomes of a broad course of study by meeting or exceeding state averages on the annual Physical Fitness Test (PFT)

Laton Unified is currently working on getting this data from the Spring 2018 CAASPP Assessment. As these scores are extracted and our Dashboard is updated, we will analyze our district ELA/ELD and Math Assessments

Principals completed weekly site classroom walk-throughs and monthly district-wide classroom walk-throughs. Walk-throughs focused on building positive perspectives of site leaders. Unfortunately, based on the mid-year administrative turnover, there was substantial union "pushback" to evaluative processes that the new administrators put in place, including but not limited to classroom walk-throughs, evaluative timelines, and bell to bell teaching expectations. The addition of new staff members and consistency at our leadership positions will allow us to mitigate this issue in 2018/19

We will update this section as this data is updated by the California Department of Education.

All students have sufficient materials as evidenced by the Board Approved "Sufficiency of Materials Resolution for 2017-18". Th

All students had access to a broad course of study as measured by a review of teacher's schedules.

Courses that were added to the Master Schedule this year were:

This year students took an A-G elective called EDynamic Learning which offered 60 different classes inside of it

AP completion rate: 21/21 or 100%

AP success rate (3+):

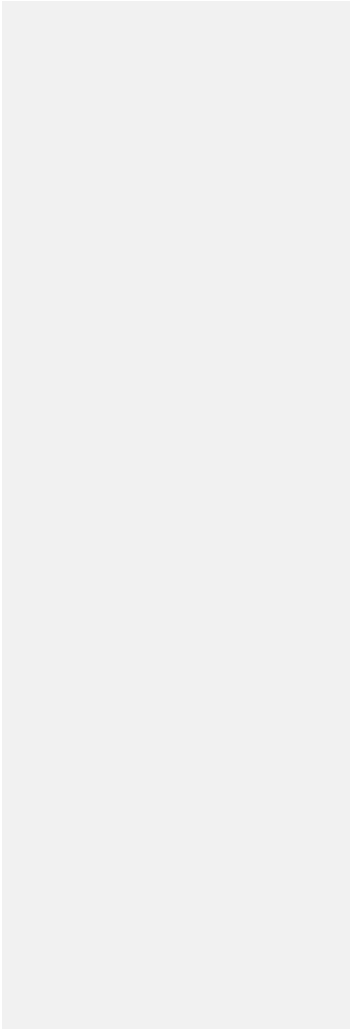
English Lit/Comp 0/5 = .0%

US History 0/5 = .0%

Spanish Lang 5/6 = 83.3%

Physical Fitness Test 2015-16 data: Not Meeting or exceeding

| | |
|--|---|
| | <p>state averages on the annual Physical Fitness Test. 5th: 45% State Average Health Fitness Zone (HFZ) 63% 7th: 52% State Average Health Fitness Zone (HFZ) 61% 9th: 24% State Average Health Fitness Zone (HFZ) 63%</p> |
| <p>----- Maintain or increase EL reclassification rate from 8% to 11%. API is suspended by the state.</p> | <p>----- RFEP 2017-18 rate: This data point will be updated as our Data Dashboard becomes current with 2017/18 data</p> |
| <p>----- Increase A-G, CTE, AP and EAP rates</p> | <p>-----</p> |
| <p>----- Meet High School graduation rates established by the state</p> | <p>----- A-G completion rate: 16/17 completed A-G 2016-17 39% Met this Goal CTE participation rate: EAP: Ready: 2/37 English; 0/37 Math Conditionally Ready: 10/37 English; 3/37 Math Goal Not Met ----- Graduation rate increased dramatically from the data published in the State Indicators on the CA Dashboard site: 2014-15 @ 73.5% and 2015-16 @ 97.2% Met Goal</p> |



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 |
|---|---|--|---|
| <p>A Curriculum Director will be hired to facilitate professional development, academic coaching, and support services in order to increase academic achievement.</p> <p>The District will supplement the After-School Program with expanding the number of support staff and classes in order to increase student participation.</p> <p>A full-time Reading Intervention Specialist to work with at-risk students in TK-2 grades to improve literacy skills.</p> <p>Additional four instructional aides will be hired to work with the students in the RTI program.</p> <p>A new computer-based program, Waterford, will assist students in K-2 to improve knowledge and skills in ELA, math, and science.</p> | <p>Curriculum Director continued to facilitate professional development, academic coaching, and support services in order to increase academic achievement.</p> <p>The District supplemented the After-School Program with expanding the number of support staff and classes in order to increase student participation.</p> <p>A full-time Reading Intervention Specialist worked with at-risk students in TK-2 grades to improve literacy skills.</p> <p>Additional four instructional aides were hired to work with the students in the RTI program.</p> <p>The new computer-based program, Waterford, was not purchased. Over \$60,000 in additional computer based programs were found to have been purchased but never rolled out to teachers for implementation.</p> | <p>Salaries & Benefits \$117,688 S&C</p> <p>Contract with FCOE \$70,000 S&C</p> <p>Salaries & Benefits \$71,010 LCFF</p> <p>Material & Supplies \$50,000 S&C</p> <p>Site License \$15,000 LCFF</p> | <p>Salaries & Benefits \$83,004 S&C</p> <p>Contract with FCOE \$70,000 S&C</p> <p>Salaries & Benefits \$67,088 LCFF</p> <p>Material & Supplies \$20,880 S&C</p> <p>Site License \$15,000 LCFF</p> |

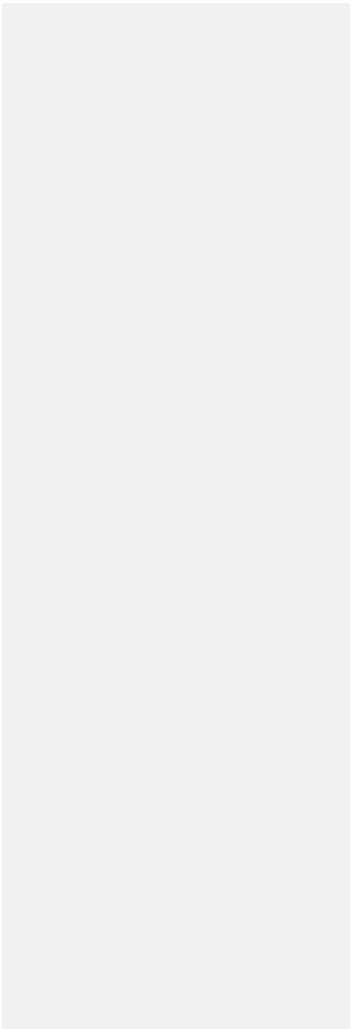
| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>My Life School will continue to provide students with real world problem solving learning opportunities as entrepreneurs. Resources will include an increased budget for technology and supplies. This program will also provide students support from professors to help support teachers with data, deep thinking, and creativity in the Common Core classroom.</p> <p>All students, including all subgroups, will have sufficient materials, access to broad course of study. Purchase supplemental materials for Art, Music, and Drama.</p> | <p>My Life Program was discontinued based on both cost and effectiveness.</p> <p>Laton Unified School District Board of Trustees passed the sufficiency of materials resolution on September 13, 2017.</p> | <p>Materials & Supplies, Equipment \$35,000 S&C</p> <p>Materials & Supplies \$96,825 S&C</p> | <p>Materials & Supplies, Equipment \$33,772 S&C</p> <p>Materials & Supplies \$96,825 S&C</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Purchase Supplemental materials for ELA, ELD, Math and common core support. State Standards Implementation and sufficient materials for all students.</p> <p>The district will fund educational field trips</p> | <p>Supplemental materials were purchased K-12 for ELA; K-5 for ELD.</p> <p>Professional development was provided for ELA K-12, ELD 6-12, and for Math K-5.</p> | <p>Material & Supplies \$66,291 S&C</p> <p>Buses & Entrance Fees \$25,000 S&C</p> | <p>Material & Supplies \$66,291 S&C</p> <p>Buses & Entrance Fees \$ 11,248 S&C</p> |



that support academics.

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.

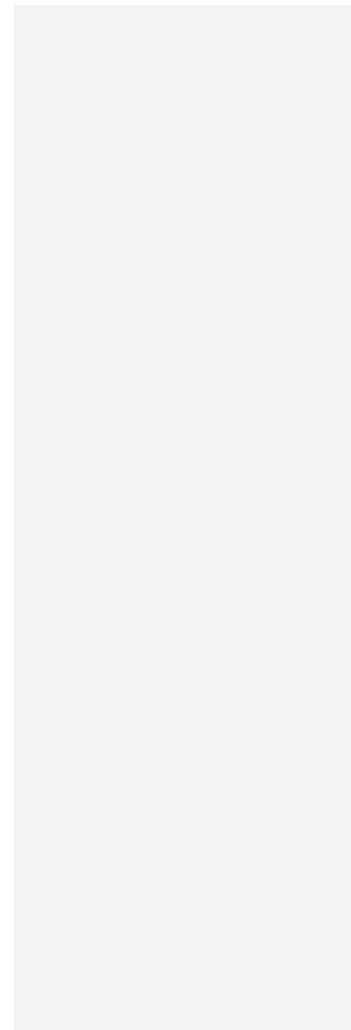
Getty Museum - AVID

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.

The RTI program was found to not be effective in both structure and progress. The main deficiency was collecting viable data that would provide justification to continue the program. The RTI Program was still assessing students in December of 2017. In lieu of this program, LUSD developed its own curriculum department by shifting these resources into three academic coaches.

Continuing with a Curriculum Director and hiring the three Academic Coaches will provide targeted assistance and support in the areas of Math/Science, ELA/ History, EL/DI and technology.

MyLife classes brought a broad selection of curricula from which students could try but ultimately failed because there was too much being offered. Students were in the same room with students from another subject area but had the same teacher trying to teach different topics. Small school district suffers this malady. The My Life program was only available to students who voluntarily entered the program and although it was project based, not all students had access.

LUSD continued with its proposed field trips to encourage and expose students to learning beyond the classroom.

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

Overall Goal 3 Actions have proven to be ineffective and therefore, a change of direction has occurred with the implementation of the academic coaching model.

College visitations support the district's vision to support our students in the pursuit of higher education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and estimated actual expenditures stemmed overestimating the costs for college campus visits. It was estimated that students would do more overnight visitations, but programing and scheduling conflicts proved to be too time consuming for students. District decided to visit campuses closer to Laton and not do overnight visits.

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.

The main difference for the new Goal 3 is the district's focus will shift to ensure that we have Academic Support for all teachers and that we increase our mental health support for our students. We will be doing this by hiring a another Special Ed Teacher, hiring a district psychologist, hiring a district Speech Pathologist and hiring a new Elementary/Middle School Counselor. In addition an emphasis on weekly articulated Professional Learning Communities between grade levels will ensure that the progress of our students is being monitored on a consistent basis.

Goal 4

Increase engagement between internal (students and employees) and external stakeholders (parents, guardians, volunteers, employee applicants, higher education, and industries).

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

Annual Measurable Outcomes

Expected

Increase parent and community participation by 3% for all school activities.

Actual

The percentage of parent participation at school events was increased by adding two 9 week Parent Institute for Quality Education (PIQE). The fall workshop was at the

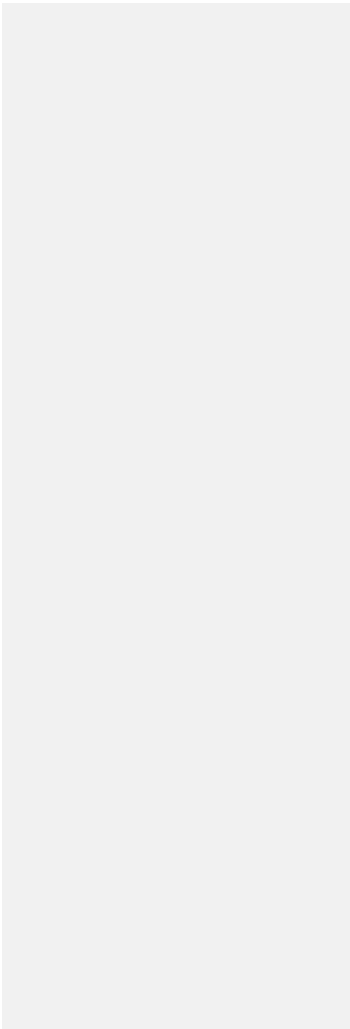
| | |
|---|---|
| <p>Increase college acceptance letters to students.</p> | <p>Elementary/Middle School and the Spring workshop was at Laton High School. In addition, our Site Council Meetings also took place on a consistent basis once our new Principals were put in place.</p> |
| <p>Increase number of parent participants taking parent survey by 3%.</p> | <p>The number of college acceptance letters to students for 2016 was 6; 2017 was 8 and 2018 is still to be determined</p> |
| <p>Increase parent participation by 3% in: parent/teacher conferences, awards assemblies, open house.</p> | <p>In lieu of parent surveys, Laton Unified offered two PIQE Workshops where feedback was gathered by staff.</p> <p>The percentage of parents who participated in parent/teacher conferences in 2017/18 was: LES - 98% CMS - 89% LHS - 96%</p> |

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 |
|--|--|---|--|
| <p>The district will offer classes for parents to learn English.</p> | <p>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.</p> | <p>Materials \$10,000 S & C</p> | <p>Materials \$5,000 S & C</p> |



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 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---------------------------------------|
| Purchase equipment, materials and supplies for parent classes and workshops | Requests for supplies have included markers, papers, and copying. | Materials & Supplies \$35,000 S & C | Materials & Supplies \$1,000 S & C |

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 Goal 4 was well-implemented. ESL classes have been very successful and well-attended by 97 parents during 2017-2018

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

Overall Goal 4 Actions were effective especially where it comes to the partnership created with Laton Unified and West Hills College.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and estimated actual expenditures stemmed from the utilization of West Hills College personnel to teach the ESL classes instead of LUSD personnel. West Hills College paid for their instructors to do the program.

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.

The main differences for the new Goal 4 is creating an emphasis for State Indicator #3, parent engagement, not only for school events, but for participation in the educational decision-making opportunities for their own student, school site, and the district. In addition, a focus on State Indicators 5 and 6, pupil engagement and school climate, by working on improvement for SART and SARB processes and success.

Stakeholder Engagement

LCAP Year: **2018–19**

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 will be available for public comment before the June 13, 2018 Board Meeting. the DAC and DELAC meeting May 16, 2017 until the public hearing June 14, 2017. 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 Meeting

April 19, 2018- LCAP Classified Meeting

April 19, 2019- LCAP Parent Meeting

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.

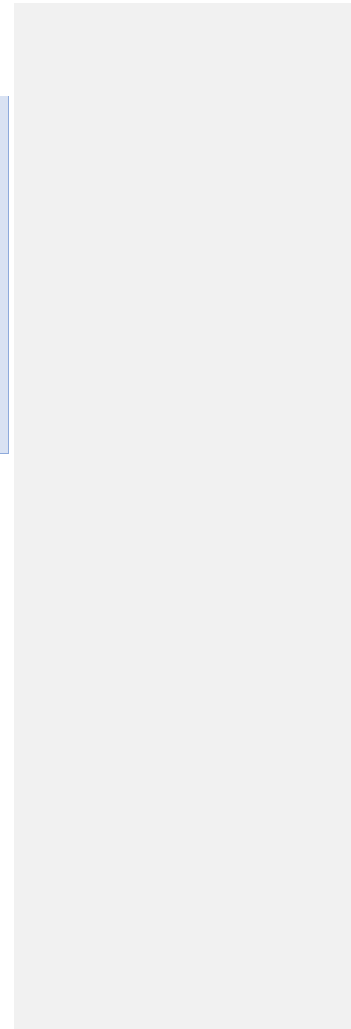
Increase the hours for the IT Technician to be a 7-hour employee. Goal 3, Action 3

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)

New

Modified

Unchanged

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 2 3 4 5 6 7 8

COE: 9 10

Local Priorities: _____

Identified Need:

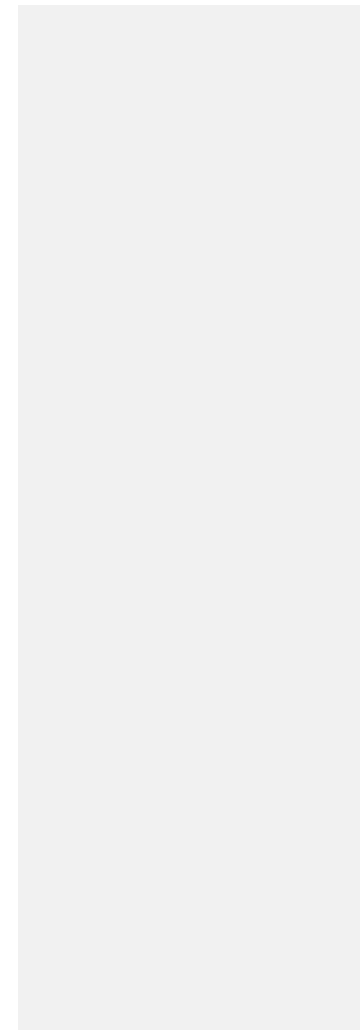
More competitive salaries and benefits to attract and retain LUSD prospective and existing employees as evidenced by larger number of newly credentialed or intern personnel and high turnover rate

Safe and Clean facilities

Standards Aligned textbooks and materials

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Percentage of fully credentialed teachers as measured by 2017-2018 SARC | 100% fully credentialed teachers 2017-2018 (45/45) | 95% fully credential Teachers We will have two teachers that will be working on passing their RICA Assessment. (anticipated 43/45) | LUSD intends to have 100% fully credential Teachers in 2018-19 and no vacancies | LUSD intends to have 100% fully credential Teachers in 2019-20 and no vacancies |
| Number of missassignments and vacancies | 0 missassignments and vacancies | 0 missassignments and vacancies | 0 missassignments and 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, 2017 found it sufficient 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 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 |
| Facilities Maintained as measured by annual FIT or SARC | Average percentage of 8 FIT categories: LES - 97% Good CMS - 92% Good LHS - 99% Good Good Rating= 90%-100% | 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 - 96% Good LHS - 99% Good | Average percentage of 8 FIT categories: LES - 99% Good CMS - 98% Good LHS - 99% Good |



| | | | | |
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| | | | | |
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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): |
| <input checked="" type="checkbox"/> All Group(s)] _____ <input type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> All schools _____ <input type="checkbox"/> Specific Schools: _____ 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) |
| <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s) | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ spans: _____ |

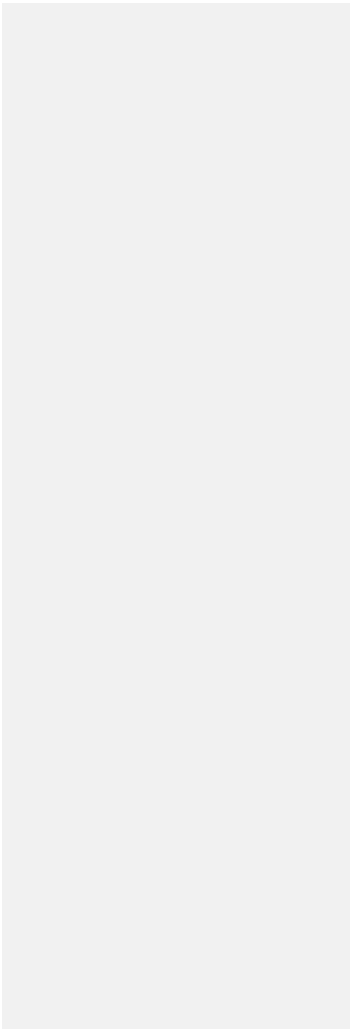
Actions/Services

| | | |
|--|--|--|
| 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 |
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



| | | |
|--|---|---|
| <p>1. Provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.</p> <p>2. Purchase 5 portable classrooms and One portable restroom for LES/CMS</p> <p>3. Create 5 -10 year Facilities Master Plan</p> <p>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</p> | <p>1. Provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.</p> <p>2. Continue with portable classroom replacement</p> <p>3. Follow Master Plan</p> <p>4. Continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. BASE</p> | <p>1. Provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.</p> <p>2. Continue with portable classroom replacement</p> <p>3. Follow Master Plan</p> <p>4. Continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. BASE</p> |
|--|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | <p>1. 4,856,862</p> <p>2. 1,000,000</p> <p>3. 15,000</p> <p>4. 777,257</p> | <p>1. 5,117,084</p> <p>2. 1,000,000</p> <p>3. 28,000</p> <p>4. 777,257</p> | <p>1. 5,342,548</p> <p>2. 0.00</p> <p>3. 7,500</p> <p>4. 777,257</p> |
| Source | Base and Special Education | Base and Special Education | Base and Special Education |
| Budget Reference | <p>1. 1100, 1300, 2100, 2200, 2400 & 3000</p> <p>2. 6200</p> <p>3. 5800</p> <p>4. 4300,5600,5800</p> | <p>1. 1100, 1300, 2100, 2200, 2400 & 3000</p> <p>2. 6200</p> <p>3. 5800</p> <p>4. 4300,5600,5800</p> | <p>1. 1100, 1300, 2100, 2200, 2400 & 3000</p> <p>2. 6200</p> <p>3. 5800</p> <p>4. 4300,5600,5800</p> |

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 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 Group(s)] _____

Students with Disabilities

Location(s):

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

All schools spans: _____

Specific Schools

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)

English Learners Income

Foster Youth

LEA-wide Limited to Unduplicated Student Group(s)

Schoolwide

Location(s):

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

All schools

Specific Schools

Schools: _____

spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Modified

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Modified

Unchanged

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83%

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT

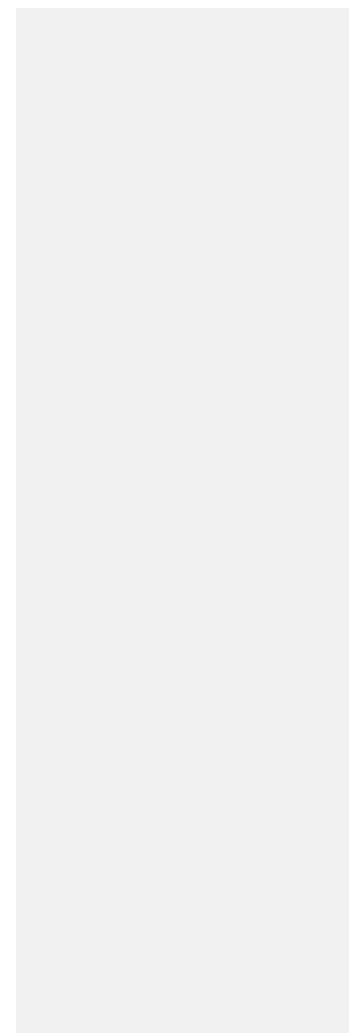
1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83%

2019-20 Actions/Services

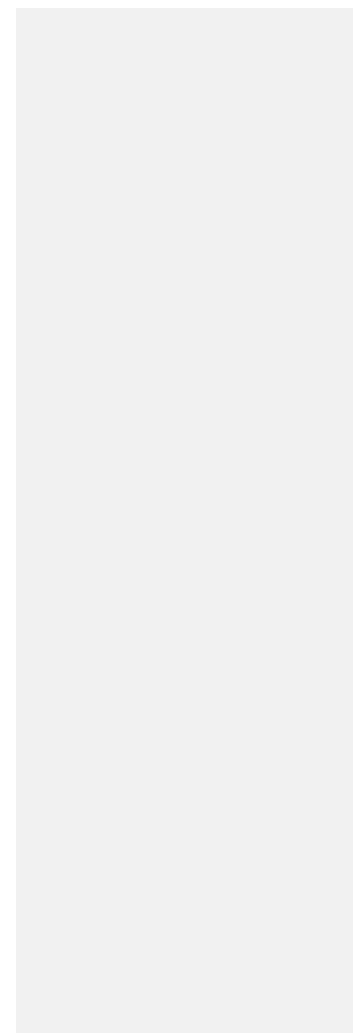
PROFESSIONAL DEVELOPMENT

1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 83%

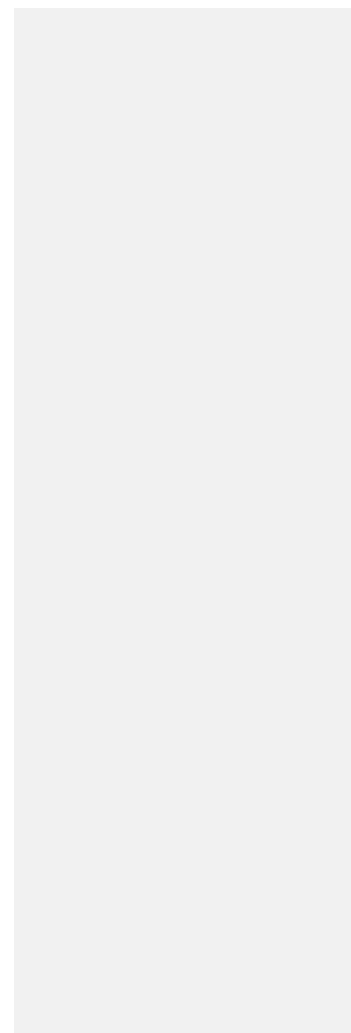
| | | |
|---|---|---|
| <p>of students not meeting or nearly meeting standards on CAASPP.</p> | <p>of students not meeting or nearly meeting standards on CAASPP.</p> | <p>of students not meeting or nearly meeting standards on CAASPP.</p> |
| <p>To address this need, Laton Unified School District will 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</p> | <p>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</p> | <p>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</p> |
| <p>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.</p> | <p>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 with our Curriculum Director, Learning Director and 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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>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</p> | <p>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</p> | <p>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</p> |



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| <p>and learning in order to close the achievement gap for our unduplicated students.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> | <p>and learning in order to close the achievement gap for our unduplicated students.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> | <p>and learning in order to close the achievement gap for our unduplicated students.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> |
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| <p>standards in Mathematics on CAASPP.</p> <p>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</p> <p>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.</p> <p>4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.</p> <p>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.</p> <p>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.</p> | <p>standards in Mathematics on CAASPP.</p> <p>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</p> <p>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.</p> <p>4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.</p> <p>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.</p> <p>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.</p> | <p>standards in Mathematics on CAASPP.</p> <p>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</p> <p>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.</p> <p>4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.</p> <p>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.</p> <p>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.</p> |
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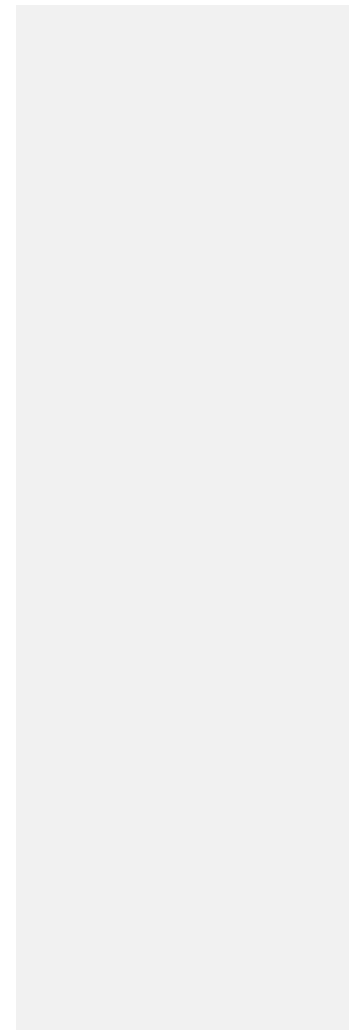


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Budgeted Expenditures

| 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 2. Included in #1 3. 5800 4. 1100, 3000 | 1. 1100,2100,3000 2. Included in #1 3. 5800 4. 1100, 3000 | 1. 1100,2100,3000 2. Included in #1 3. 5800 4. 1100, 3000 |

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



New Modified Unchanged

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: 1 2 3 4 5 6 7 8
COE: 9 10
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

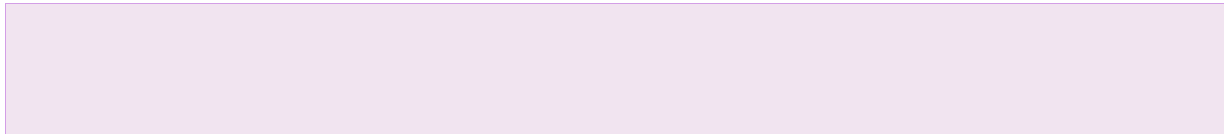
K-8 Counselor

K-12 Music Teacher

Armed Security Guard

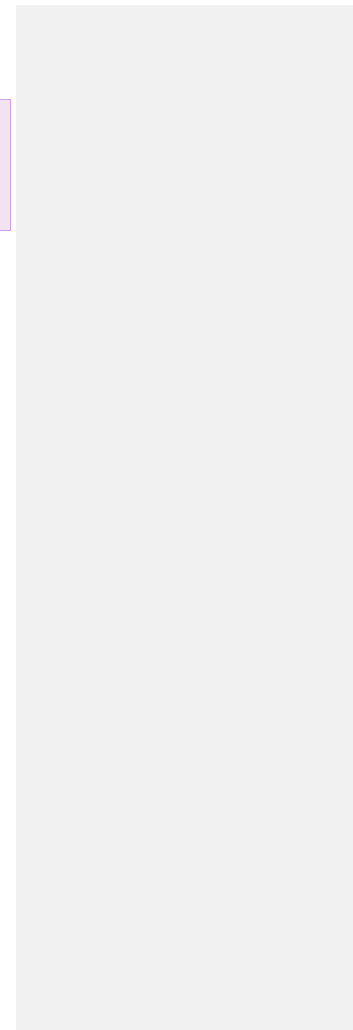
Psychologist

Speech Pathologist

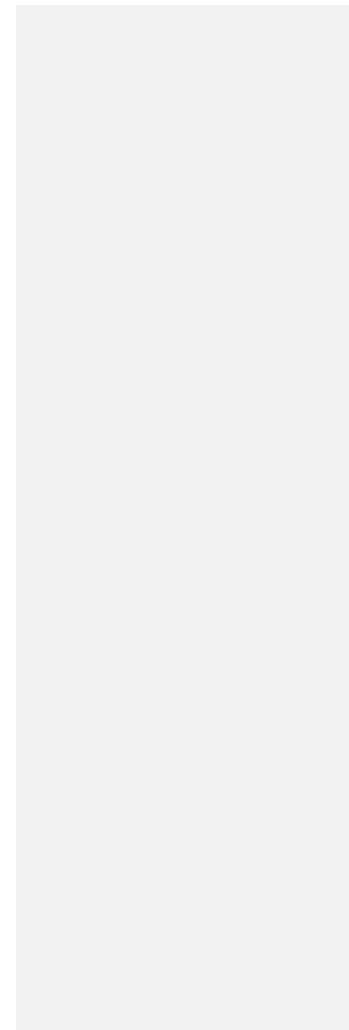


Expected Annual Measurable Outcomes

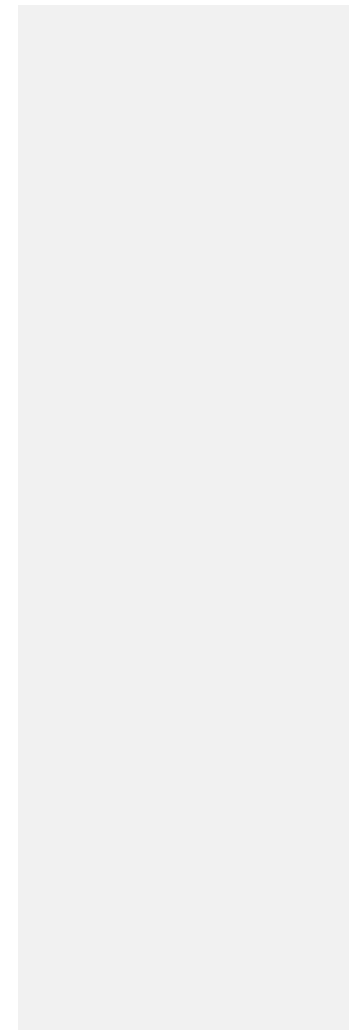
| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|--|--|
| Students who need transportation are being transported every day. | 100% of students needing transportation to school are being served appropriately | 100% of students needing transportation to school are being served appropriately | 100% of students needing transportation to school are being served appropriately | 100% of students needing transportation to school 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 at LHS 28/158 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 Kid 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 10% | Percentage of students who feel school is a safe learning environment will increase by 10% | Percentage of students who feel school is a safe learning environment will increase by 10% |
| Student surveys indicating perception of bullying on campuses | Percentage of students who have experienced bullying (228 4th, 6th, 8th, | Percentage of students who have experienced bullying in each category will be | Percentage of students who have experienced bullying in each category will be | Percentage of students who have experienced bullying in each category will be |



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| | and 9-12th surveyed): Physical – 15.8% Non-Physical – 25.9% Cyber – 10.5% | decreased by 3% | decreased by 3% | decreased by 3% |
| PBIS/SWIS data | Reported number of incidences of bullying - no baseline data 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. | Reported number of incidences of bullying will decrease by 1% Suspension Rate by subgroup will be maintained or decreased. | Reported number of incidences of bullying will decrease by 1% Suspension Rate by subgroup will be maintained or decreased. | Reported number of incidences of bullying will decrease by 1% Suspension Rate by subgroup will be maintained or decreased. |
| Suspension rate | 1% of middle and high school students expelled 2015-2016 | 1% of middle and high school students expelled 2015-2016 | 1% of middle and high school students expelled 2015-2016 | 1% of middle and high school students expelled 2015-2016 |
| Expulsion Rate | 0% Middle School Dropouts | Dropout rate will not increase | Dropout rate will not increase | Dropout rate will not increase |
| Middle School Dropout rate as measured by formula in LCAP appendix | 97% High School graduation rate (3% dropout rate) at Laton High | Dropout rate will not increase | Dropout rate will not increase | Dropout rate will not increase |



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| | School 2016 | | | |
| High School Dropout rate as measured by DataQuest | 95% Attendance | Attendance rate will increase by 1% | Attendance rate will increase by 1% | Attendance rate will increase by 1% |
| Attendance Rate as measured by district average | 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% |
| CA Dashboard Local Indicator: Chronic Absenteeism | 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% |
| Graduation Rate | 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 | Students that will participate in CTE programs will increase by a minimum of 10 students to 64 | Students that will participate in CTE programs will increase by a minimum of 10 students to 64 |
| Number of students enrolled in CTE courses | 56.7% | 60% | 61% | 63% |



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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): |
| <input type="checkbox"/> All Group(s)] _____ <input type="checkbox"/> Students with Disabilities _____ | <input type="checkbox"/> All schools spans: _____ <input type="checkbox"/> Specific Schools: _____ |

OR

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

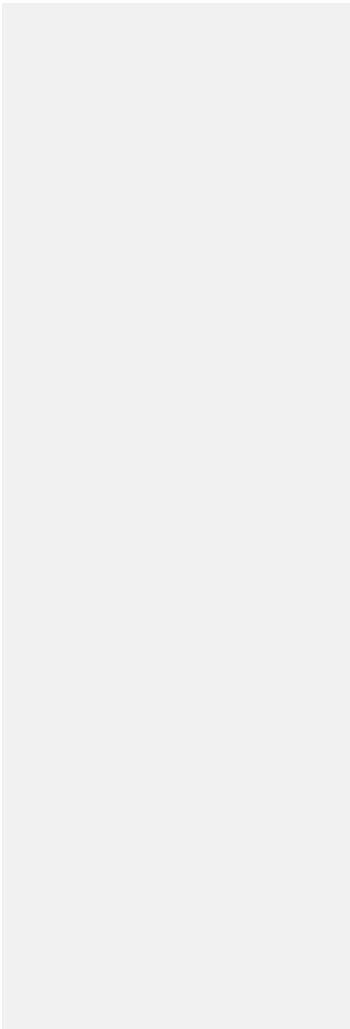
| | | |
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| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | <input checked="" type="checkbox"/> LEA-wide Limited to Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s) | <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> 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



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2017-18 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

Continuing with Counselor and Counseling Interns for 6th – 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

Snack for kindergarten beyond meal

2018-19 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

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

Snack for kindergarten beyond meal program

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

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.

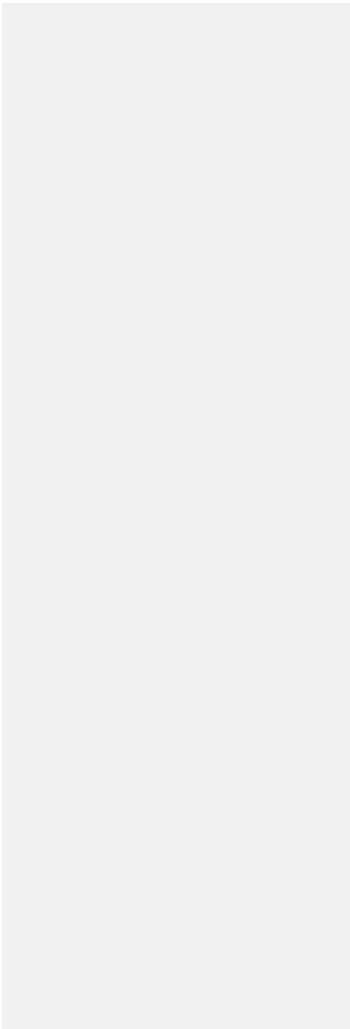
Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.

Implementing Safe School Ambassadors 4th - 12th

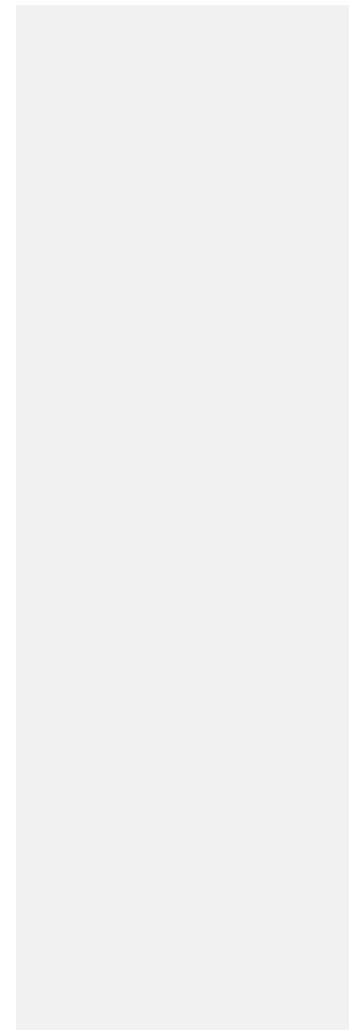
K9 Drug Dogs, Central Valley Detection KT

TIP - Truancy Intervention Program

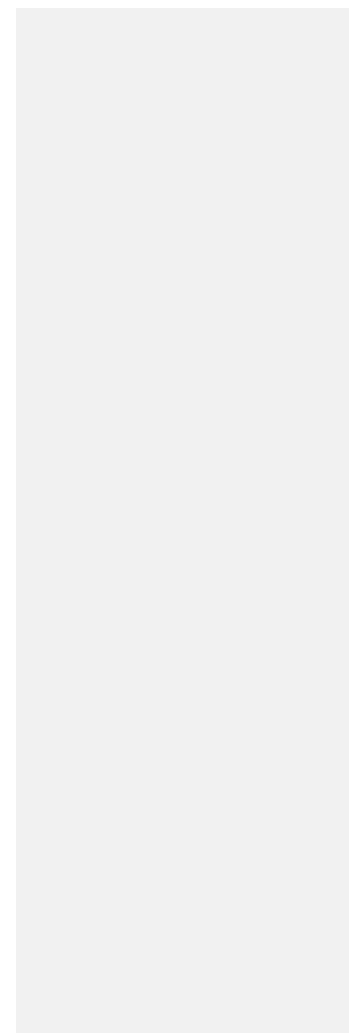
Snack for kindergarten beyond meal program



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| <p>program</p> <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.</p> <p>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:</p> <p>Hiring a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.</p> <p>Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program</p> <p>Hire Learning Director to coordinate SARB/SART program</p> <p>Purchasing supplemental curriculum or technology, as needed in support of these programs</p> | <p>2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.</p> <p>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:</p> <p>Hiring a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.</p> <p>Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program</p> <p>Hire Learning Director to coordinate SARB/SART program</p> <p>Purchasing supplemental curriculum or technology, as needed in support of these programs</p> <p>Continue Cyber High program for high</p> | <p>2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.</p> <p>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:</p> <p>Hiring a Campus Security Officer and increase security cameras to affect a calmer, safer, and more nurturing environment from which to learn.</p> <p>Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program</p> <p>Hire Learning Director to coordinate SARB/SART program</p> <p>Purchasing supplemental curriculum or technology, as needed in support of these programs</p> <p>Continue Cyber High program for high</p> |



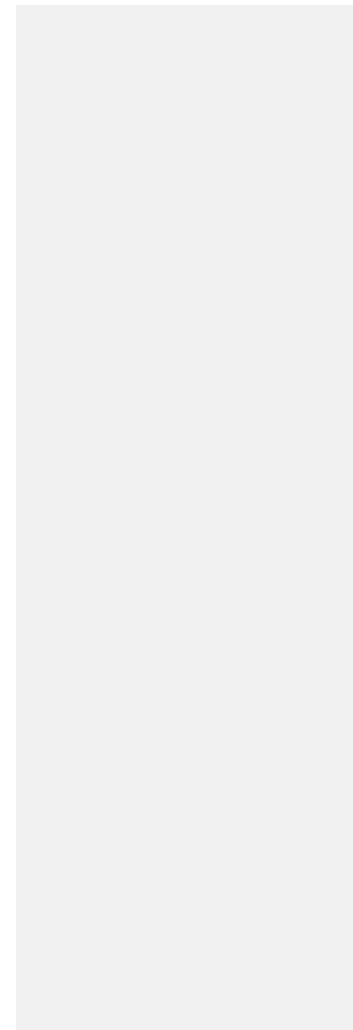
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| <p>Continue Cyber High program for high school students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web-based program offered by Fresno County Office of Education.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> |
| <p>3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group.</p> <p>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:</p> <p>Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.</p> <p>Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues</p> <p>Providing professional presentations/assemblies to increase bullying awareness for all stakeholders</p> | <p>3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group.</p> <p>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:</p> <p>Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.</p> <p>Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues as well as hiring a Psychologist and Speech Pathologist</p> <p>Providing professional presentations/assemblies to increase</p> | <p>3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group.</p> <p>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:</p> <p>Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12.</p> <p>Continuing with Counseling Interns for 6th – 12th grade student support to address social/emotional issues</p> <p>Providing professional presentations/assemblies to increase 918bullying awareness for all stakeholders</p> |



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| <p>Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.</p> <p>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.</p> | <p>bullying awareness for all stakeholders</p> <p>Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.</p> <p>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.</p> | <p>Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.</p> <p>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.</p> |
|---|--|---|

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 | Base and Special Education | 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 |



| | | | |
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Action 2

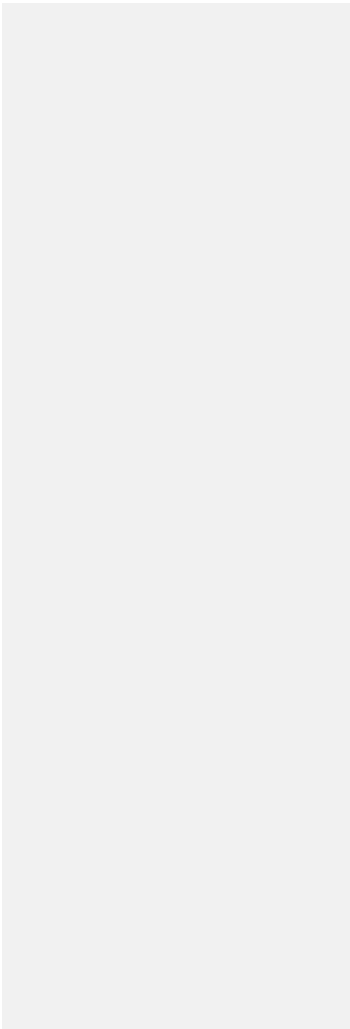
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|--|--|
| 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): |
| <input checked="" type="checkbox"/> All Group(s)] _____ | <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> All schools 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 | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to | Location(s): (Select from All Schools, Specific Schools, and/or Specific |
|--|---|--|



| | | |
|---|--|---|
| Income) | Unduplicated Student Group(s) | Grade Spans) |
| <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Limited to Unduplicated Student Group(s) | <input type="checkbox"/> LEA-wide <input type="checkbox"/> School | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ spans: _____ |

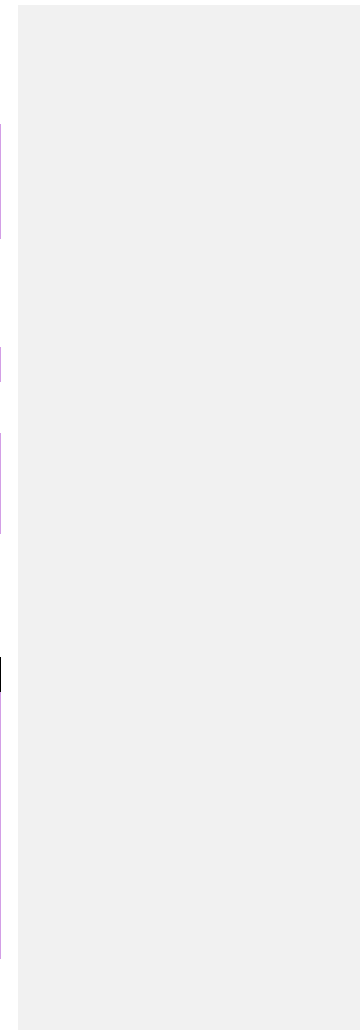
Actions/Services

| | | |
|--|--|--|
| 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 |
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Home to school transportation | Home to school transportation | 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 |
| Budget Reference | 580010 | 580010 | 580010 |



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

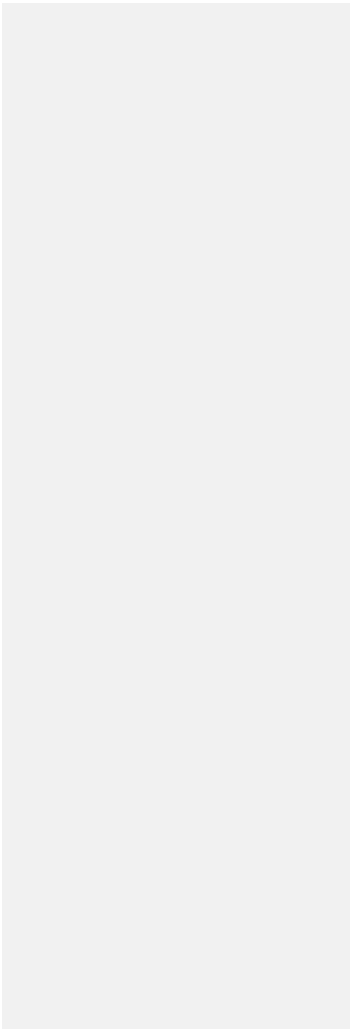
New

Modified

Unchanged

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:

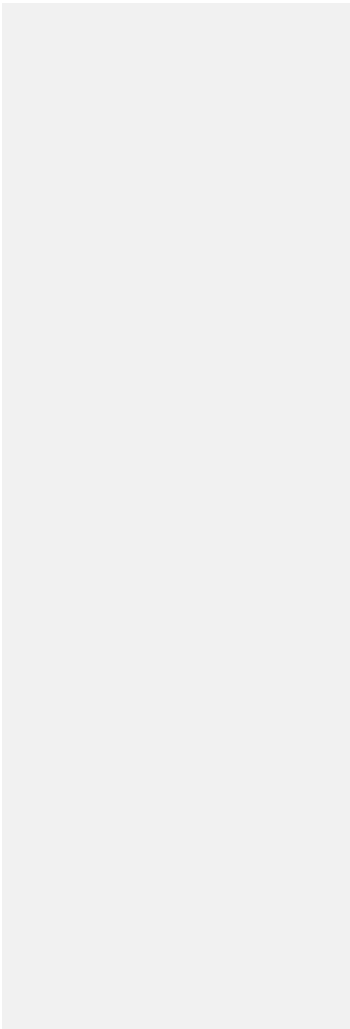
State Priorities: 1 2 3 4 5 6 7 8
 COE: 9 10
 Local Priorities: _____

Identified Need:

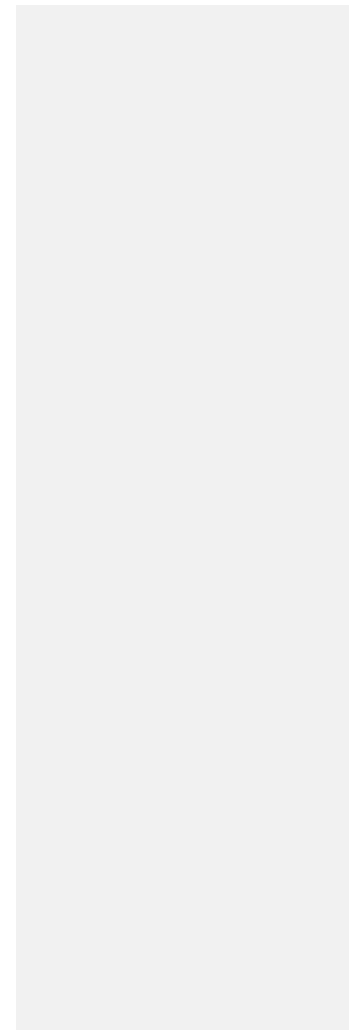
Students are not prepared for the rigor and expectations of CAASPP assessments, college or career.
 Not all English Learners are making sufficient progress annually in ELA or math.
 Not all English Learners are making sufficient progress on CELDT
 Students are not prepared to achieve on physical fitness 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 Measurable Outcomes

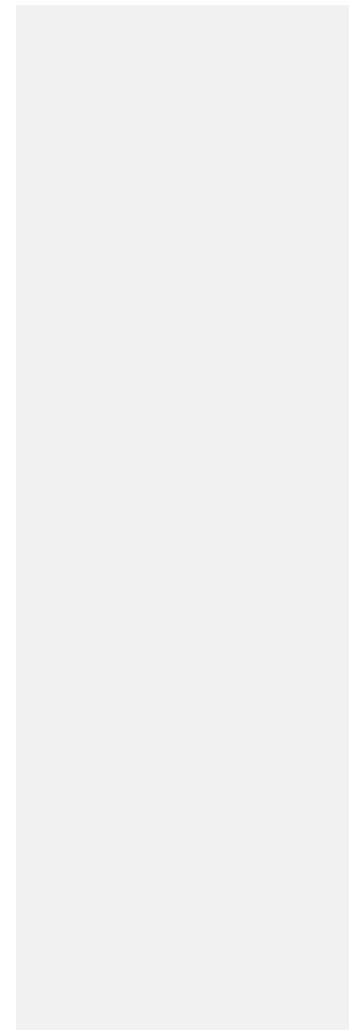
| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| 100% of Teachers achieve mastery of common core standards and project based learning through professional development as measured by the district professional development calendar | 100% of Teachers attended all professional 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) |



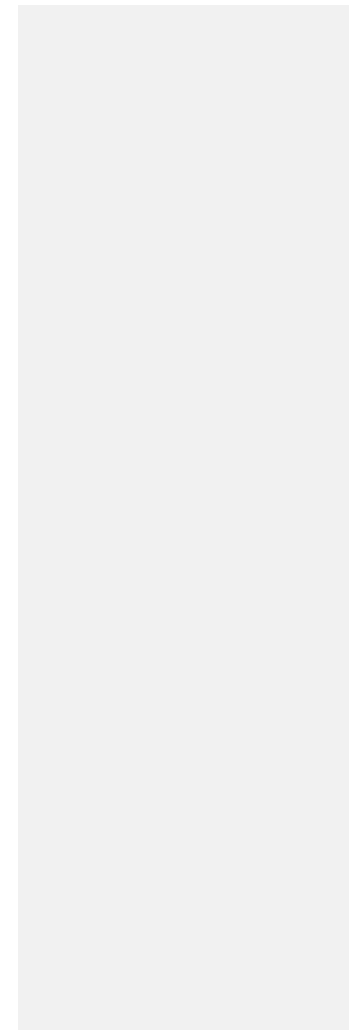
| | | | | |
|--|--|--|--|--|
| and sign in sheets | | | | |
| Grade-level rubrics for Student Practices of Proficiency as measured by district/school site grade level rubric expectations | 2017-2018 Baseline | 70% of students will meet the end-of-year (EOY) grade-level rubric expectations | 75% of students will meet the end-of-year (EOY) grade-level rubric expectations | 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 Benchmarks and SBAC/CAASPP; | Core Benchmarks – n/a Writing Benchmarks – n/a ELA DF3 (3-8): -60.5 ELA DF3 (11): -59.8 MATH DF3 (3-8): -59.5 MATH DF3 (11): -144.9 | Core Benchmarks – 65% P Writing Benchmarks – 65% P ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points | Core Benchmarks – 70% P Writing Benchmarks – 70% P ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points | Core Benchmarks – 75% P Writing Benchmarks – 75% P ELA DF3 (3-8, 11) - increase 7-20 points MATH DF3 (3-8, 11) - increase 5-15 points |
| Decrease achievement gaps as measured by CAASPP scores for student subgroups | ELA (3-8) ALL: -60.2 EL -66.8 EL (EL only) -68.7 SED -69.9 SWD -129.3 (<30 students) H/L -63.5 White -48 MATH (3-8) ALL: -58.9 EL -75.5 EL (EL only) -85.3 | 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 |



| | | | | |
|---|---|---|--|--|
| | <p>SED -72.8 SWD -134.9 (<30 students) H/L -63.7 White -36.8</p> | | | |
| <p>EL reclassification as measured by prior year number of predesignated students</p> | <p>2015-16 Reclassification Fluent English Proficient (RFEP) Rate: LES – 14/191 – 7.3% CMS – 3/49 – 6.1% LHS – 21/65 - 32.3%</p> | <p>Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%</p> | <p>Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%</p> | <p>Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%</p> |
| <p>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</p> | <p>100% of students will have access to all new courses including on-line technological programs. Base Year: 100% of 4th-12th grade students have 1 to 1 Chromebooks/Tablet for e-based learning</p> | <p>100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs. 2017-18: 100% of 3rd-12th grades will have 1 to 1 Chromebook/Tablet for e-based learning</p> | <p>100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs 2018-19: 100% of 2nd-12th grades will have 1 to 1 Chromebook/Tablet for e-based learning</p> | <p>100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs 2019-20: 100 of TK-12th grades will have 1 to 1 Chromebook/Tablet for e-based learning</p> |
| <p>Percentage of AP success will increase yearly for AP success (3+)</p> | <p>AP Base AP success rate (3+): English Lit/Comp 0/5 = .0% US History 0/5 = .0%</p> | <p>AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will</p> | <p>AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will</p> | <p>AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will</p> |



| | | | | |
|--|--|--|--|--|
| | Spanish Lang 5/6 = 83.3% | be +3 | be +3 | be +3 |
| EAP College acceptance rate will increase yearly | 0% of 11th graders tested ready in both Math and ELA as measured by their assessment scores in the EAP for CSU straight out of Laton High School | ELA-2% increase in students scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges | ELA-2% increase in students scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges | ELA-2% increase in students scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges |
| Percentage of students completing A-G requirements will increase yearly; | A-G: 17/37 45.9% (2014-15) | A-G – will increase by 5% | A-G – will increase by 5% | A-G – will increase by 5% |
| Physical Fitness tests will increase yearly in grades 5, 7, 9 as measured by PFT | Average score of 69.2% of grade 7 are in HFZ on PFT 2015-2016 Average score of 53% of grade 9 are in HFZ on PFT 2015-2016 | Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT. | Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT. | Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT. |



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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): |
| <input type="checkbox"/> All Group(s)] _____ <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> All schools spans: _____ <input type="checkbox"/> Specific 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) |
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s) | <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade Spans: _____ |

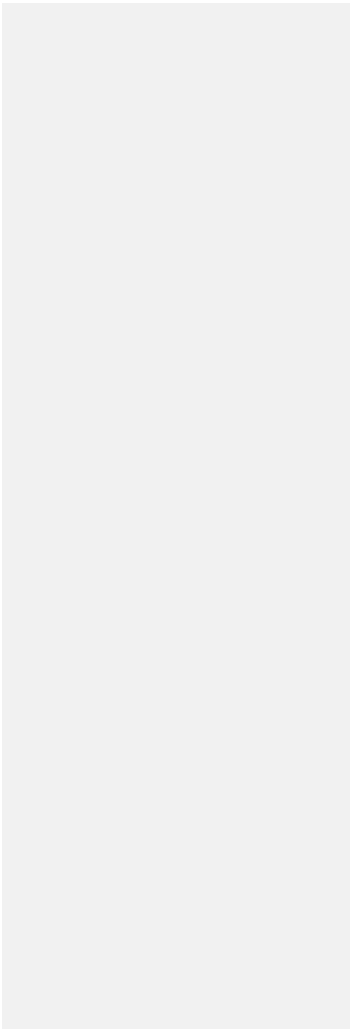
Actions/Services

| | | |
|--|--|--|
| 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 |
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

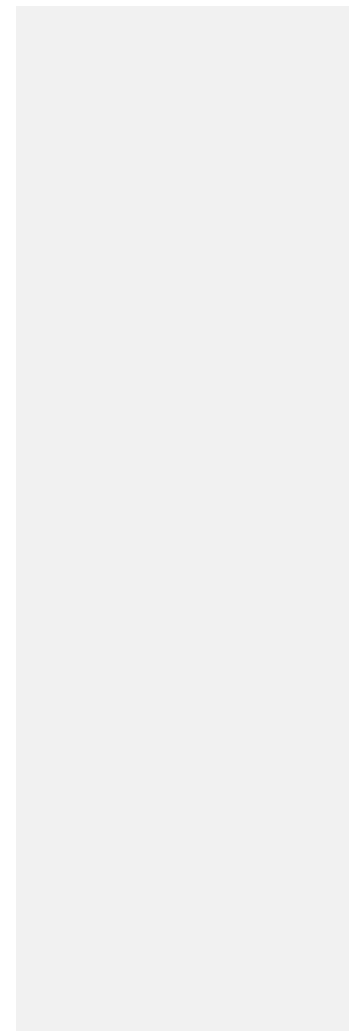
2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



| | | |
|---|---|--|
| <p>1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> <p>To address this need LUSD teachers will:</p> <p>Understand common core standards and assessments through professional development 2017-18.</p> <p>Understand project based learning and how to assess standards using it.</p> <p>Learn to use data from Illuminate Data system to target individual student needs for standards mastery.</p> <p>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.</p> <p>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</p> | <p>1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> <p>To address this need LUSD teachers will:</p> <p>Understand common core standards and assessments through professional development 2018-19.</p> <p>Understand project based learning and how to assess standards using it.</p> <p>Learn to use data from Illuminate Data system to target individual student needs for standards mastery.</p> <p>Develop Grade-level Rubrics through professional development during the 2018-2019 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.</p> <p>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</p> | <p>1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> <p>To address this need LUSD teachers will:</p> <p>Understand common core standards and assessments through professional development 2018-19</p> <p>Understand project based learning and how to assess standards using it.</p> <p>Learn to use data from Illuminate Data system to target individual student needs for standards mastery.</p> <p>Develop Grade-level Rubrics through professional development during the 2019-2020 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.</p> <p>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</p> |
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Budgeted Expenditures

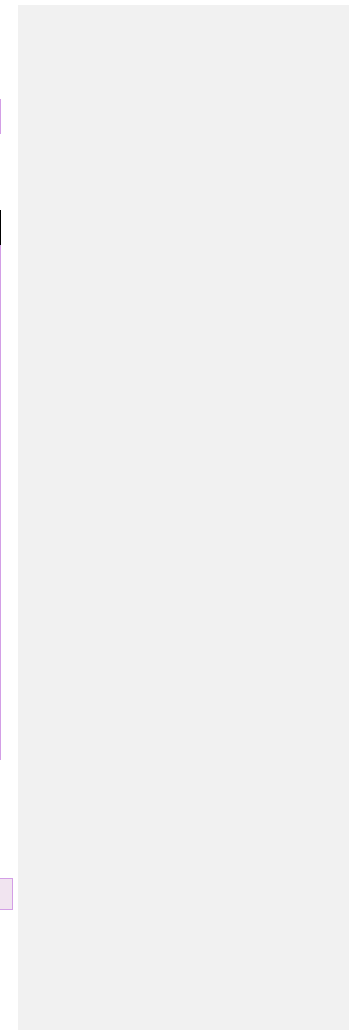
| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 1. \$10,000 2. 35,000 3. 25,000 4. 40,000 | 1. \$10,000 2. 35,000 3. 25,000 4. 40,000 | 1. \$10,000 2. 35,000 3. 25,000 4. 40,000 |
| Source | S & C | S & C | S & C |
| Budget Reference | 1. 5800 2. 4300,4400,5800 3. 430004 4. 5800 | 1. 5800 2. 4300,4400,5800 3. 430004 4. 5800 | 1. 5800 2. 4300,4400,5800 3. 430004 4. 5800 |

Action 2

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):

| | | | |
|--|---|---|--|
| <input type="checkbox"/> All Group(s)] _____ | <input type="checkbox"/> Students with Disabilities _____ | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific 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)

| | | | | | |
|--|--|-------------------------------------|---|--|---------------------------------------|
| <input checked="" type="checkbox"/> English Learners Income | <input checked="" type="checkbox"/> LEA-wide Limited to Unduplicated Student Group(s) | <input type="checkbox"/> Schoolwide | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> 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

| | | | | | | | | |
|------------------------------|--|------------------------------------|------------------------------|-----------------------------------|---|------------------------------|-----------------------------------|---|
| <input type="checkbox"/> New | <input checked="" type="checkbox"/> Modified | <input type="checkbox"/> Unchanged | <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> 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.

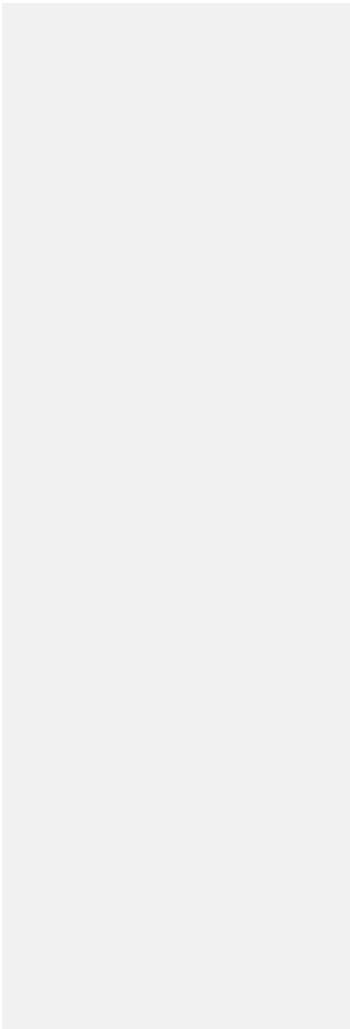
1. The unduplicated students at LUSD have the lowest participation in AP courses and we believe this is partially due to the lack of knowledge unduplicated students have about what it takes to go to a college or post-secondary institution.

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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

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

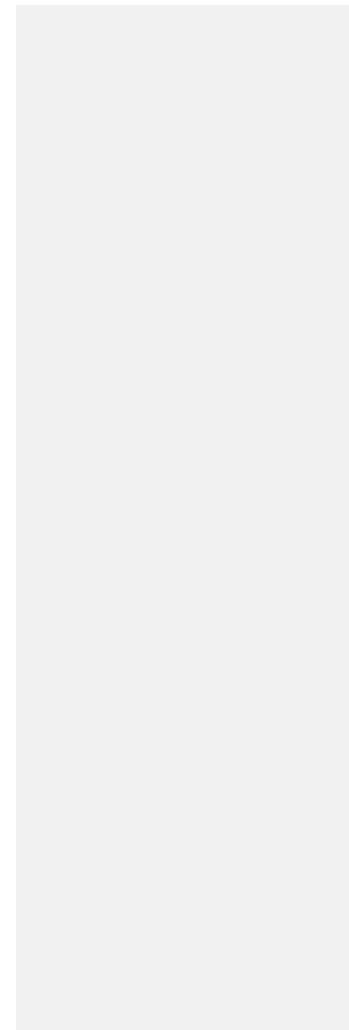
To address this need, Laton High School will introduce our unduplicated population of students to post-secondary education through college visitations throughout their middle and high school experience. We



| | | |
|---|---|---|
| <p>want to make post-secondary education the expectation of every student.</p> <p>Grades 6-12 will make at least one college visit</p> <p>Grades 11-12 will visit at least one CTE program at a community college</p> <p>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.</p> | <p>want to make post-secondary education the expectation of every student.</p> <p>Grades 6-12 will make at least one college visit</p> <p>Grades 11-12 will visit at least one CTE program at a community college</p> <p>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.</p> | <p>want to make post-secondary education the expectation of every student.</p> <p>Grades 6-12 will make at least one college visit</p> <p>Grades 11-12 will visit at least one CTE program at a community college</p> <p>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.</p> |
|---|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------|--------------------|--------------------|
| Amount | 7,500 3,000 | 7,500 3,000 | 7,500 3,000 |
| Source | S & C | S & C | S & C |
| Budget Reference | 5800 5800, 5200 | 5800 5800, 5200 | 5800 5800, 5200 |



Action 3

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 Group(s)] _____

Students with Disabilities

Location(s):

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

All schools spans: _____

Specific 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)

English Learners Income

Scope of Services:

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

LEA-wide Limited to Unduplicated Student Group(s)

Schoolwide

Location(s):

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

All schools Schools: _____ spans: _____

Specific Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 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.

2018-19 Actions/Services

1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.

2019-20 Actions/Services

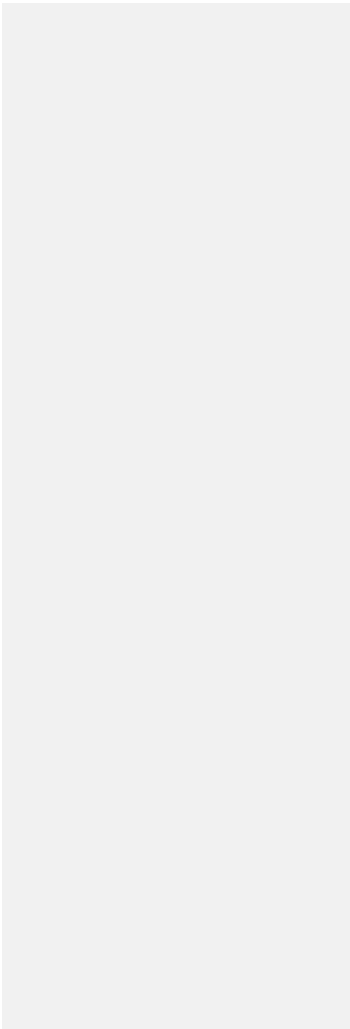
1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.

Literacy is the key to success in understanding and being able to show mastery of content standards.

| | | |
|--|---|---|
| <p>The district will:</p> <p>continue to retain a full-time reading Intervention Specialist to work with our unduplicated students in grades TK-3.</p> <p>Continue to provide two additional instructional aides in the K-3 RTI program.</p> <p>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.</p> | <p>Literacy is the key to success in understanding and being able to show mastery of content standards. The district will:</p> <p>Address this need by hiring three Academic Coaches to provide targeted assistance to classroom teachers</p> <p>Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support.</p> <p>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</p> <p>Provide professional development for instructional aides, especially in the areas of English Language Arts and Math</p> <p>Continue E-Dynamic Learning program as a supplemental curriculum.</p> <p>Elective Instructors to teach Fine Arts/Music and supplemental supplies</p> <p>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.</p> | <p>The district will:</p> <p>Address this need by continuing with the three academic coaches that will continue to provide targeted assistance to classroom teachers</p> <p>Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support.</p> <p>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</p> <p>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.</p> <p>Elective Instructors to teach Fine Arts</p> <p>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.</p> |
|--|---|---|

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):

| | | | |
|---|---|--|--------------------------|
| <input checked="" type="checkbox"/> All Group(s)] _____ | <input type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> |
|---|---|--|--------------------------|

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)

| | | | | | |
|--|--|---------------------------------|--|-----------------------------------|--------------------------|
| <input type="checkbox"/> English Learners Income | <input type="checkbox"/> LEA-wide Limited to Unduplicated Student Group(s) | <input type="checkbox"/> School | <input type="checkbox"/> All schools Schools: _____ spans: _____ | <input type="checkbox"/> Specific | <input type="checkbox"/> |
|--|--|---------------------------------|--|-----------------------------------|--------------------------|

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 |
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

2017-18 Actions/Services

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.

2018-19 Actions/Services

Our unduplicated students have performed poorly on the state physical fitness tests for years.
 1. The district will continue with a full-time teacher in the 2018-2019 school year to provide more time for physical fitness.

2019-20 Actions/Services

Our unduplicated students have performed poorly on the state physical fitness tests for years.
 1. The district will continue with a full-time teacher in the 2019-2020 school year to provide more time for physical fitness.

Budgeted Expenditures

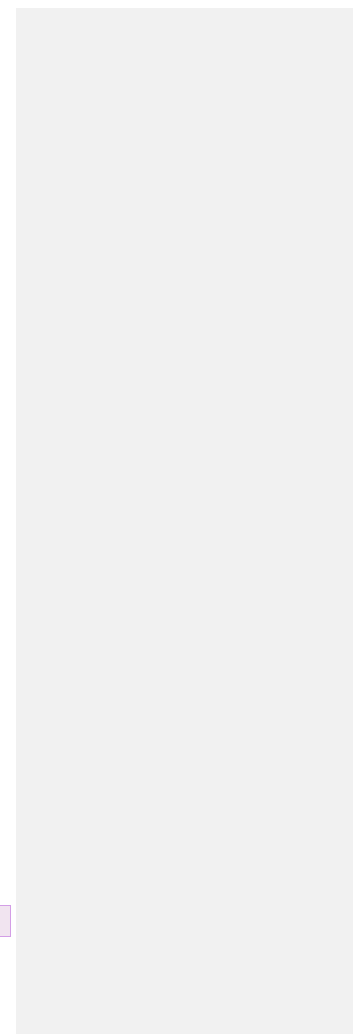
| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------|--------------|--------------|
| Amount | \$20,000 | \$20,400 | \$20,808 |
| Source | Base | Base | Base |
| Budget Reference | 1. 1100,3000 | 1. 1100,3000 | 1. 1100,3000 |

Action 5

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

Students to be Served:

Location(s):



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

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

| | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> All Group(s)] _____ | <input type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific 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)

| | | | | |
|---|---|-------------------------------------|--|---|
| <input type="checkbox"/> English Learners Income | <input type="checkbox"/> LEA-wide Limited to Unduplicated Student Group(s) | <input type="checkbox"/> Schoolwide | <input type="checkbox"/> All schools CMS: _____ spans: _____ | <input checked="" type="checkbox"/> Specific Schools <input type="checkbox"/> 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

| | | | | | | | | |
|------------------------------|--|------------------------------------|------------------------------|-----------------------------------|---|------------------------------|-----------------------------------|---|
| <input type="checkbox"/> New | <input checked="" type="checkbox"/> Modified | <input type="checkbox"/> Unchanged | <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> Unchanged |
|------------------------------|--|------------------------------------|------------------------------|-----------------------------------|---|------------------------------|-----------------------------------|---|

2017-18 Actions/Services

The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living. The District will fund 50% of the afterschool ASES program in partnership with Fresno County Office of Education.

Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of school

2018-19 Actions/Services

The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living. The District will fund 50% of the afterschool ASES program in partnership with Fresno County Office of Education.

Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of school

2019-20 Actions/Services

The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living. The District will fund 50% of the afterschool ASES program in partnership with Fresno County Office of Education.

Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of school

| | | |
|---|------------------------------|------------------------------|
| work/homework and athletics. This will result in increased performance on state and local assessments for these students. | work/homework and athletics. | work/homework and athletics. |
|---|------------------------------|------------------------------|

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:

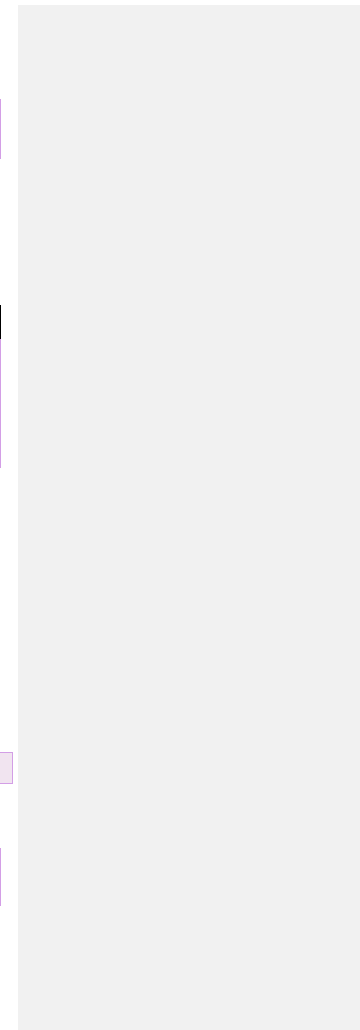
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

| | | | |
|---|---|--|--------------------------|
| <input checked="" type="checkbox"/> All Group(s)] _____ | <input type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> |
|---|---|--|--------------------------|

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) |
|---|---|--|
| <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s) | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade Spans: _____ |

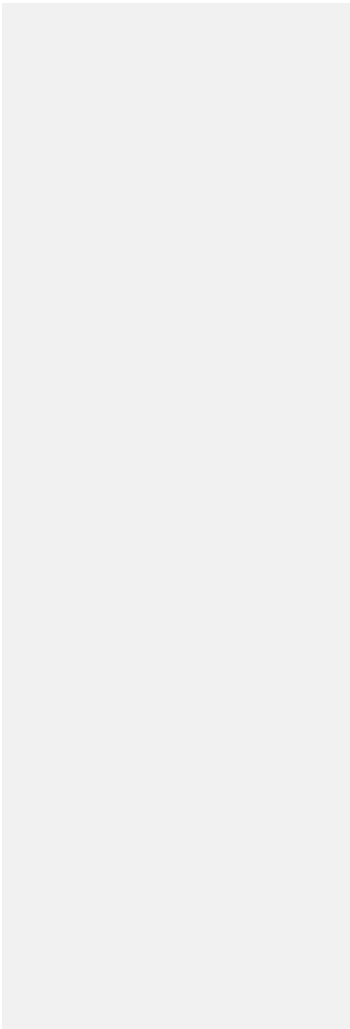
Actions/Services

| 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 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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. | 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)

New Modified Unchanged

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: 1 2 3 4 5 6 7 8

COE: 9 10

Local Priorities: _____

Identified Need:

There is a lack of parent participation, especially for decision-making opportunities.

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

Expected Annual Measurable 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 |
| 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% | 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): | |
| <input checked="" type="checkbox"/> All Group(s)] _____ | <input type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific 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) | |
| <input type="checkbox"/> English Learners Income | <input type="checkbox"/> LEA-wide Limited to Unduplicated Student Group(s) | <input type="checkbox"/> All schools Schools: _____ spans: _____ | <input type="checkbox"/> Specific 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 |
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

2017-18 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.

2018-19 Actions/Services

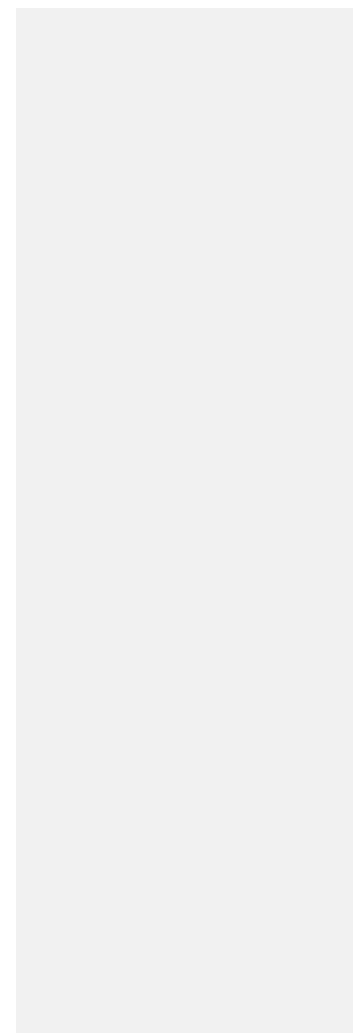
1. Our unduplicated pupils have the largest performance gap on the Dashboard for English Learner Progress. Communication between the school district and home is of utmost importance.

2019-20 Actions/Services

1. Our unduplicated pupils have the largest performance gap on the Dashboard for English Learner Progress. Communication between the

| | | |
|---|---|--|
| <p>To address this, need the district is employing several strategies aimed at creating a better partnership with parents.</p> <p>A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting.</p> <p>B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways.</p> <p>C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017</p> <p>D. The district will continue to offer ESL classes for parents to learn English as a Second Language.</p> <p>E. Teacher-led workshops for K-3 parents</p> <p>F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary.</p> <p>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.</p> <p>H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities</p> <p>I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE</p> <p>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.</p> | <p>To address this, need the district is employing several strategies aimed at creating a better partnership with parents.</p> <p>A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting.</p> <p>B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways.</p> <p>C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2018</p> <p>D. The district will continue to offer ESL classes for parents to learn English as a Second Language.</p> <p>E. Teacher-led workshops for K-3 parents</p> <p>F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary.</p> <p>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.</p> <p>H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities</p> <p>I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE</p> <p>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.</p> | <p>school district and home is of utmost importance.</p> <p>To address this, need the district is employing several strategies aimed at creating a better partnership with parents.</p> <p>A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting.</p> <p>B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways.</p> <p>C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017</p> <p>D. The district will continue to offer ESL classes for parents to learn English as a Second Language.</p> <p>E. Teacher-led workshops for K-3 parents</p> <p>F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary.</p> <p>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.</p> <p>H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities</p> <p>I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE</p> <p>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.</p> |
|---|---|--|

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 |
| 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 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 23.87%. 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.

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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.

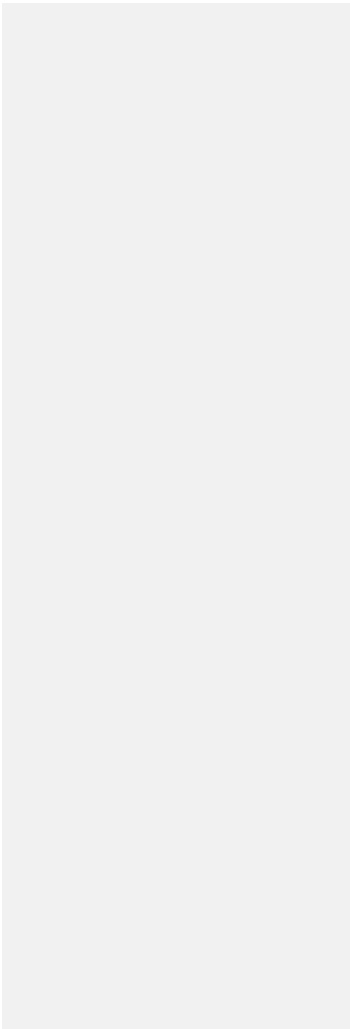
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include 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/fq/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.

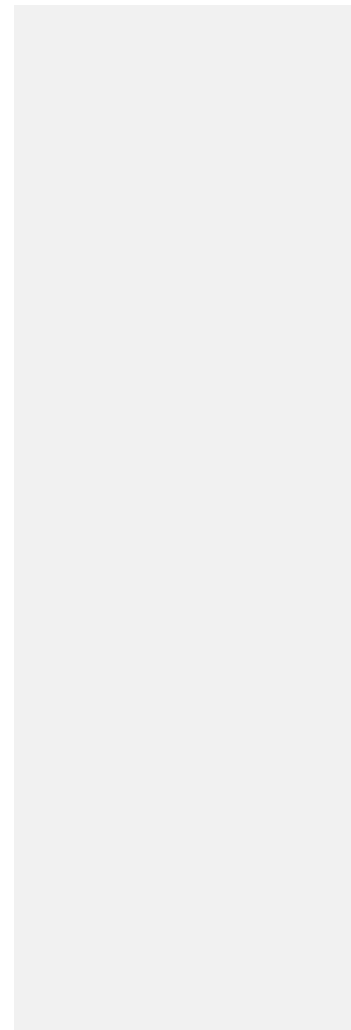
For those services being provided on an LEA-wide basis:

- 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.

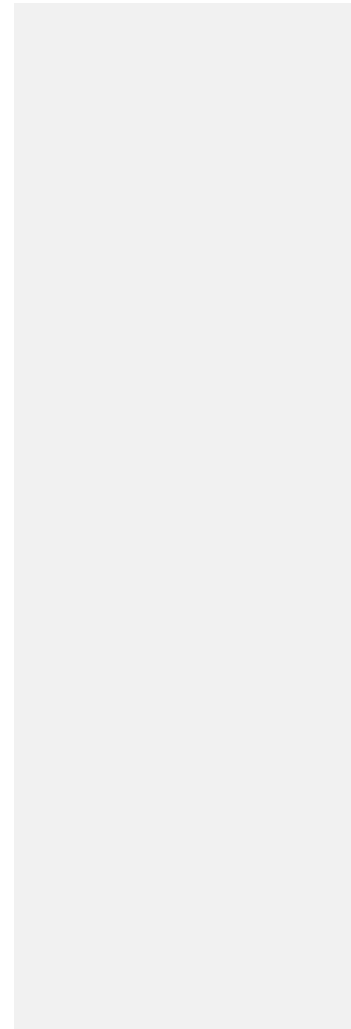
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

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).

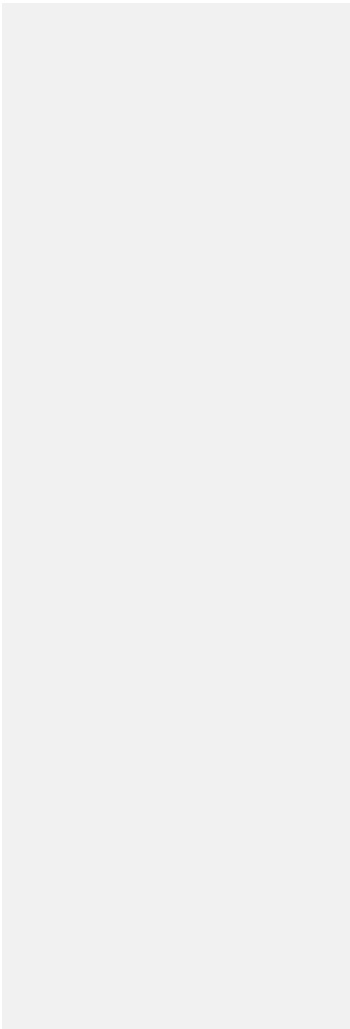
(f) "Expulsion rate" shall be calculated as follows:

(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?

Prepared by the California Department of Education, October 2016

