

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Laton Unified School District Contact: Dr. Larry Audet, Superintendent, laudet@laton.k12.ca.us

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>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.</p> <p>The superintendent was directed by the School Board to conduct a communication plan that involved members of the local community including those who live in or work in Laton. The superintendent provided each constituent group a report on his findings, which served as data for District goals beginning this current school year.</p> <p>The following groups participated in surveys and feedback sessions:</p> <ul style="list-style-type: none"> • Student Feedback (Quantitative) <ul style="list-style-type: none"> ○ School Survey (from the Smaller Learning Schools) ○ School Meal Program Survey (designed by Laton) • Teacher Feedback (Quantitative) <ul style="list-style-type: none"> ○ School Survey (NEA KEYS Survey) ○ Computer Survey ○ Collaboration Time Preference Survey ○ Teacher Training Survey • Parent Survey (Quantitative) <ul style="list-style-type: none"> ○ (Take Home and Return) Quantitative ○ Parent LCAP Planning Meeting (Qualitative and Quantitative) <ul style="list-style-type: none"> ▪ 90 parents participated <ul style="list-style-type: none"> • English Learners • Low SES • High SES • English Speaking • Three bilingual teachers: k-5, 6-8, 9-12 grade levels facilitated a guided discussion and priority setting session for LCAP. Daycare was provided, attendance incentives were provided, snacks were provided, feedback was provided. • Support Staff <ul style="list-style-type: none"> ○ (Food Service – Office Morale) (Quantitative) ○ Meeting for all Support Staff with Superintendent (Qualitative) <p>LCAP information was provided to all employees, site councils, parents, and Board Members.</p>	<p>Using data collected from constituents, LCAP priorities were constructed. School Board Members, Teachers, and members of the Leadership Team reviewed all data, which was printed by the Fresno County Office of Education – on four posters. Priorities were established through a democratic process. The following changes were made:</p> <ul style="list-style-type: none"> • New District Website • Monthly Newsletter to all posted patrons • Add an additional position – daytime custodian • Add an additional time – Meals Program <ul style="list-style-type: none"> ○ Second Chance Breakfast ○ Increase Cooking From Scratch • Add an additional position – office assistant for middle school • Add an additional position – Kindergarten Teacher • Add a 3 hour Physical Ed Aide • Add an additional program – Servant Leadership (increase student efficacy) • Add nine new electives to High School Master Schedule • Add a new – alternative learning opportunity for high school students (My Life School Project) • Add New Positive Reinforcement for Behavior Program (PBIS) • Add seven new electives for Middle School Students • Participating in intervention research for Kindergarten with West Ed • New playground area and equipment for Kindergarten Students • Create uninterrupted planning times for K-8 Teachers • Provision of new desktop computers for each teacher, administrator, secretary • Full time Technology Support from FCOE • Provide staff training <ul style="list-style-type: none"> ○ New pre-in-service for new teachers ○ Teachers (approximately \$100,000.00 new services from FCOE, \$28,000.00 from University of Connecticut) <ul style="list-style-type: none"> ▪ Common Core <ul style="list-style-type: none"> • Professional Development Two days in August, 2014 • Curriculum Writing Support 2014-15 school year 2 ½ days per month • Teaching Support 2 ½ days per month ▪ College & Career Readiness Skills training throughout the year ▪ Professional Learning Community (PLC) training throughout the year ▪ Coach for Principal ▪ BTSA mentors provided by FCOE ▪ New Clinical Supervision - Teacher Development Model, constructed by teachers, leaders, and Dr. James Kaufman and Dr. Ron Beghetto (University of Connecticut), which includes

Involvement Process	Impact on LCAP
<p>Meeting Dates:</p> <p>October, 2013 – Teacher Survey October, 2013 – Student Survey December 19, 2013 – Support Staff Meeting February 12, 2014 – Leadership Meeting March 3, 2014 – LCFF/LCAP Meeting (All Staff) March 10, 2014 – LCAP Committee Meeting March 19, 2014 – Parent and Community Meeting April 1, 2014 – LCAP Committee Meeting April 11, 2014 – LCAP Committee Meeting June 5, 2014 – SSC Meeting June 6, 2014 – SSC/ELAC/DELAC Meeting June 11, 2014 – Public Hearing June 25, 2014 – Board Approval</p>	<ul style="list-style-type: none"> • Common Core Curriculum and Teacher Planning and Preparation • Teaching Models and Instruction • Classroom Environment • Equity and Equality in the Classroom (TESA and GESA) • Professional Responsibilities • Student Motivation • Creativity <ul style="list-style-type: none"> ○ Support Staff <ul style="list-style-type: none"> Microsoft Office skill enhancement for secretaries <ul style="list-style-type: none"> • Three Specific actions were taken to meet statutory requirements for stakeholder engagement: <ul style="list-style-type: none"> ○ An additional site council meeting at each site for review prior to final Board Approval ○ Parent LCAP Planning Meeting (Qualitative and Quantitative) ○ K-12 Staff review and LCAP presentation; Teacher Feedback <p>The involvement of these stakeholders supported improved outcomes for all pupils related to the state priorities by categorizing data into LCAP categories and using a democratic process prioritizing interventions into a single plan, which was approved by the School Board in June. Priority was given to English Language Learners by adding a new teaching position. As well, equity and equality were major considerations in the new Clinical Supervision Model.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1 Basic Services Highly Qualified Teachers 1A. Need Retain and hire teachers who meet State Standards for Highly Qualified <u>credential/license</u></p> <p>1A. Metric: Federal and State definition: "must hold at least a bachelors degree, be appropriately licensed by the state, and demonstrate subject matter competency"</p>	Retain/hire HQT for all core subjects	All	All		Sustain 100% HQT compliance	Sustain 100% HQT compliance	Sustain 100% HQT compliance	1
<p>1B. Need Increase professional development opportunities for teachers of EL and ELD students to become more Highly Qualified <u>practitioners</u> in the following areas:</p> <ul style="list-style-type: none"> • Common Core Curriculum – Planning and Preparation • Instruction and Teaching Models • Classroom Environment • Equity and Equality • Professional Responsibilities • Student Motivation • Creativity <p>1B. Metric: Newly designed District metric for Clinical Supervision – Teacher Centered Development Model - "Teacher Knowledge and Skills" for Beginning, Emerging, Advanced, and Mastery level teachers as described in the rubric</p>	<p>Introduce and implement new Teacher Evaluation Process "Teacher-Centered Development: A Model for Clinical Supervision for the Laton Unified School District</p> <p>Developing from: <i>Teacher improving in sequential and incremental steps by focusing on one element at a time</i></p> <p>Developing to: <i>Planning, teaching, in clinical, artful, and natural ways, viewing elements of the framework as an inter-related system</i></p>	All	All		<p>All Probationary teachers and the first half of tenured teachers scheduled for evaluation will demonstrate competence and a willingness to continuously improve in each element</p> <p>Improvement for Students: Increase student knowledge and their creative potential</p>	<p>All Probationary teachers and the second half of tenured teachers scheduled for evaluation will demonstrate competence and a willingness to continuously improve in each element</p>	<p>All teachers will demonstrate competence and a willingness to continuously improve in each element</p>	1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1C. Need: To maintain well maintained Facilities as measured by the Facilities Inspection Tool.</p> <p>1C. Metric: 5 year strategic plan which the Board will evaluate the progress according to the plan. August 2014 Board will revisit, review, resolve and revise to continue 5 year strategic plan. Board will take action on new plan on accountability plan.</p>	Improve Facilities for a safer well maintained environment for all students and staff	All	All	<p>Facilities will be well maintained as measured by the Facilities Inspection tool</p> <p>Sufficient materials will be measured by standard aligned curriculum and all students will have access to the standard aligned curriculum</p>	<p>Facilities will be well maintained as measured by the Facilities Inspection tool</p> <p>Sufficient materials will be measured by standard aligned curriculum and all students will have access to the standard aligned curriculum</p>	<p>Facilities will be well maintained as measured by the Facilities Inspection tool</p> <p>Sufficient materials will be measured by standard aligned curriculum and all students will have access to the standard aligned curriculum</p>	1,4	
	All students will have access to standard aligned curriculum	All	All				1,4	
<p>Goal 2 Student Engagement/Climax</p> <p>2A Need: Reduce suspensions and increase attendance.</p> <p>2A Metric: Data from PowerSchool (student records system) - Matrix for attendance and student discipline will be used.</p>	Improve student engagement, increase student attendance and reduce student discipline. Meet High School Graduation rate established by the state. Establish baseline data for a high school dropout rate.	All	All	<p>For all students and all sub groups:</p> <p>Current suspension rate is 26%, expulsion .01% and discipline is 31%</p> <p>Increase student attendance by 2%</p> <p>Current Dropout rate is 0% at middle school & .08% High School</p>	<p>For all students and all sub groups:</p> <p>Reduce suspensions/expulsion and discipline by 10%</p> <p>Increase student attendance by 2%</p> <p>Maintain Dropout rate at 0% at middle school & reduce High School to 0%</p>	<p>For all students and all sub groups:</p> <p>Reduce suspensions/expulsions and discipline by 15%</p> <p>Increase student attendance by 2%</p> <p>Maintain Dropout rate at 0% at middle school & reduce High School to 0%</p>	4, 5, 6	
<p>2B Metric: Truancy Intervention Program along with School Innovations and Advocacy (contracted services for student truant officer and record keeping) provide data for tracking students</p>	Improve student engagement, increase student attendance and reduce student discipline	All	All	<p>Increase student attendance by 2%</p> <p>Establish baseline data on Chronic absenteeism.</p>	<p>Increase student attendance by 2%</p> <p>Decrease Chronic absenteeism.</p>	<p>Increase student attendance by 2%.</p> <p>Decrease Chronic absenteeism.</p>	4, 5, 6	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
who habitually miss school.								
<p>Goal 3 Standard Achievement/ Other Student Outcome 3A Need: Establish baseline data and improve trend data for Smarter Balanced tests and increase scores for other state-mandated tests: 3A Metric: Regional, state and local assessment data</p>	All students will increase achievement proficiency levels in ELA, ELD, Math, and all academics as measured by regional, state and local assessments	All	All	<p>For all students and all sub groups:</p> <p>Establish baseline data for Smarter Balanced Tests CASHEE score increasing by 2% 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. Maintain or increase EL reclassification rate from 5% to 8%. API baseline will be established by the state. Establish baseline data for A-G, CTE, AP and EAP rates. Meet High School graduation rates established by the state. All students will be offered a broad course of study as measured by teacher schedules. Common Core implementation will be measured by student performance on state assessments. Determine which subjects will develop additional assessments.</p>	<p>For all students and all sub groups:</p> <p>Improve student scores on Smarter Balanced Tests by 2% CASHEE 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. Maintain or increase EL reclassification rate from 8% to 11%. API baseline will be established by the state. Increase A-G, CTE, AP and EAP rates. Meet High School graduation rates established by the state. All students will be offered a broad course of study as measured by teacher schedules. Common Core implementation will be measured by student performance on state assessments.</p>	<p>For all students and all sub groups:</p> <p>Improve student scores on Smarter Balanced Tests by 2% CASHEE score increasing by 3% or passing and students will show an increase in CELDT proficiency level and will show an increase in all curricular areas as measured by the raw scores of local assessments. Maintain or increase EL reclassification rate from 11% to 15%. API baseline will be established by the state. Increase A-G, CTE, AP and EAP rates. Meet High School graduation rates established by the state. All students will be offered a broad course of study as measured by teacher schedules. Common Core implementation will be measured by student performance on state assessments. Collect baseline data for new assessments.</p>	1, 2, 4, 7, 8	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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						Develop assessments for other courses.		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Goal 4 Parent/Guardian/Local and Extended Community Engagement Need: Increase engagement</p> <p>Metrics: 1. Percentage determined by number of participants compared to local population (ie: number of parents attending open house divided by total possible parents of children attending that school) 2. Trend data (ie: an increase or decrease of number of participants) involved with our school district.</p>	Increase engagement between internal (students and employees) And external stakeholders (parents, guardians, volunteers, employee applicants, higher education, and industries).	All	All	<p>Begin high school college and career advisory parent/community committee</p> <p>Improvement to students a) increase number of students employed by graduation, b) increase dollar amount of scholarships awarded to students, c) increase college acceptance letters to students. Increase formal relationships with higher education systems Improvement to students Increase applications to higher education Increase number of parent participants taking parent survey by 5%. Increase parent participation by 3% in: a) parent/teacher conferences, b) awards assemblies, c) open house Improvement to students improve student learning Begin involving domain specific community members as mentors for student seniors enrolled in "My Life Project" (new program for seniors who will earn credit by engaging</p>	<p>Increase parent participation and increase parent knowledge of how to successfully apply to higher education Improvement to students a) increase number of students employed by graduation, b) increase dollar amount of scholarships awarded to students, c) increase college acceptance letters to students. Increase number of parent participants taking parent survey by 3%. Increase parent participation by 3% in: a) parent/teacher conferences, b) awards assemblies, c) open house Improvement to students improve student learning Increase number of domain specific community members as mentors – one mentor for each student - for student seniors enrolled in "My Life Project"</p>	<p>Fully implement college and career advisory parent/community committee Improvement to students a) increase number of students employed by graduation, b) increase dollar amount of scholarships awarded to students, c) increase college acceptance letters to students. Increase parent participants taking parent survey by 3%. Increase parent participation by 3% in: a) parent/teacher conferences, b) awards assemblies, c) open house Improvement to students improve student learning Increase number of domain specific community members and non community members as mentors – one mentor for each student - for student seniors enrolled in "My Life Project" (new program for seniors who will earn credit by engaging in</p>	1,3,4,5,6	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					<p>in project based learning as entrepreneurs) Improvement to students Increase student creative potential, increase student efficacy, increase student knowledge Collect baseline data of number of potential employee applicants to specific pages on our new District website Improvement to students Increase quantity and quality of employee applicants that will best serve student needs. Begin to publish monthly newsletter "Laton Spirit" – mailed to all parents and postal patrons (bulk mailing).</p>	<p>(new program for seniors who will earn credit by engaging in project based learning as entrepreneurs) Improvement to students Increase student creative potential, increase student efficacy, increase student knowledge Improve on baseline data of number of potential employee applicants to specific pages on our new District website Improvement to students Increase quantity and quality of employee applicants that will best serve student needs. Publish monthly newsletter "Laton Spirit" – mailed to all parents and postal patrons (bulk mailing). One article will be written by community member</p>	<p>project based learning as entrepreneurs) Improvement to students Increase student creative potential, increase student efficacy, increase student knowledge Improve trend data of number of potential employee applicants to specific pages on our new District website Improvement to students Increase quantity and quality of employee applicants that will best serve student needs. Publish monthly newsletter "Laton Spirit" – mailed to all parents and postal patrons (bulk mailing). Partner with other community groups for a local newsletter</p>	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2,3	Priority 1, 2, 4, 7, 8	Purchase state approved Common Core curriculum for core subjects and supplemental materials to support common core in all subject areas	LEA- wide		Purchase core math curriculum, supplemental curriculum to support Core LCFF \$92,877	Purchase core language arts curriculum, supplemental curriculum to support core LCFF \$94,853	Purchase core science curriculum, supplemental curriculum to support Core LCFF \$97,138
2,3,4	Priority 3, 4, 5, 6, 7	Purchase instructional materials for Fine Arts instruction which will involve parents and community members. Monthly newsletter to inform parents and community members of school activities. Parent Workshops to teach parents to help students with homework	LEA-wide		Purchase supplies for Fine Arts instruction which will increase parent and community participation. Monthly newsletter to inform parents and community members of school activities. Parent workshops will be held to learn to help students with homework. New District Website LCFF \$46,289	Purchase supplies for Fine Arts instruction which will increase parent and community participation. Monthly newsletter to inform parents and community members of school activities. Parent workshops will be held to learn to help students with Homework LCFF \$47,215	Purchase supplies for Fine Arts instruction which will increase parent and community participation. Monthly newsletter to inform parents and community members of school activities. Parent workshops will be held to learn to help students with Homework LCFF \$48,159

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1	Priority 1, 2, 4, 7, 8	Retain/hire HQT for all core and elective courses as positions come available. Special Education teachers and paraeducators. Maintain clerical support for school operations, Administration costs, substitute teacher/paraeducator costs.	LEA-wide		Total Personnel costs Salaries & Benefits LCFF \$3,761,031 Spec Ed \$311,163	Total Personnel costs Salaries & Benefits LCFF \$3,873,862 Spec Ed \$320,498	Total Personnel costs Salaries & Benefits LCFF \$3,990,078 Spec Ed \$330,113
1	Priority 1, 2, 4, 7, 8	Maintain facilities in good repair. Retain/hire maintenance personnel, Home to School Transportation	LEA- wide		Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost \$557,801 Home to School \$157,958 LCFF \$873,717	Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost LCFF \$891,191	Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost LCFF \$909,015

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 1	2,4,5,8	Professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning	LEA-Wide		FCOE to provide Professional development to increase English Language Development (Contract) \$100,000 Professional Development – 2 Professors \$28,000 Professional Development – Consultant \$50,000 Materials and Supplies - \$15,000 Supplemental/concentration \$193,000	FCOE to provide Professional development to increase English Language Development (Contract) \$100,000 Professional Development – 2 Professors \$28,000 Professional Development – Consultant \$50,000 Materials and Supplies - \$15,000 Supplemental/concentration \$193,000	FCOE to provide Professional development to increase English Language Development (Contract) \$100,000 Professional Development – 2 Professors \$28,000 Professional Development – Consultant \$50,000 Materials and Supplies - \$15,000 Supplemental/concentration \$200,000
Goal # 1,2	2,4,5	For low income, English Learners, foster youth and RFP students, Resource Teacher and Paraprofessionals and clerical staff will provide support and services to all sites as well as Data collection of EL	LEA-wide		Resource Teacher and Paraprofessionals salaries and Benefits Supplemental/concentration \$151,616	Resource Teacher and Paraprofessionals salaries and Benefits Supplemental/concentration \$156,165	Resource Teacher and Paraprofessionals salaries and Benefits Supplemental/concentration \$160,850
Goal # 2	2,4,5,7,8	For low come, English learners, foster youth and RFP students additional support will be provided to ensure students attendance rates increase and Behavior issues	LEA-wide		Contract with Truancy Intervention Program (FCOE) Contract with Positive Behavior Intervention Support Supplemental/concentration \$7,000	Contract with Truancy Intervention Program (FCOE) Contract with Positive Behavior Intervention Support Supplemental/concentration \$7,500	Contract with Truancy Intervention Program (FCOE) Contract with Positive Behavior Intervention Support Supplemental/concentration \$8,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 3	2,3,4,5,8	For the parents of English learners, opportunities will be available to increase parent involvement	LEA-wide		Parent workshops will be provided to parents of EL students to learn how to support student with homework Materials and Supplies, Start-up Tables, Chairs Supplemental/concentration \$10,000	Parent workshops will be provided to parents of EL students to learn how to support student with homework Materials and Supplies Supplemental/concentration \$15,000	Parent workshops will be provided to parents of EL students to learn how to support student with homework Materials and Supplies Supplemental/concentration \$20,000
Goal # 1,2,3, 4		For English learners, Foster Youth, and RFP students additional Technology to support the core instruction			Laptops, I-pads, video cameras, digital cameras, printers, promethean boards, etc. to support the core instruction. Supplemental/concentration \$195,000	Laptops, I-pads, video cameras, digital cameras, printers, promethean boards, etc. to support the core instruction. Supplemental/concentration \$250,000	Laptops, I-pads, video cameras, digital cameras, printers, promethean boards, etc. to support the core instruction. Supplemental/concentration \$275,000
Goal # 1,2,3, 4		For English learners, Foster Youth, and RFP students purchase supplemental curriculum			Purchase supplemental materials; books, audio tapes, DVD's, workbooks, CD's, Phonics and reading instruction to aid in teaching of the Language Art and History/Social Science standards as needed for EL students. Support for visual equipment. Supplemental/concentration \$304,823	Purchase supplemental materials; books, audio tapes, DVD's, workbooks, CD's, Phonics and reading instruction to aid in teaching of the Language Art and History/Social Science standards as needed for EL students. Support for visual equipment. Supplemental/concentration \$529,778	Purchase supplemental materials; books, audio tapes, DVD's, workbooks, CD's, Phonics and reading instruction to aid in teaching of the Language Art and History/Social Science standards as needed for EL students. Support for visual equipment. Supplemental/concentration \$616,749

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

Using the Local Control Funding Formula calculator provided by Fresno County Office of Education (FCOE) has calculated that Laton Unified will receive \$861,439 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in section 3b of this plan and include intervention programs, professional development, course enrichment, and technology upgrades for data tracking to better serve are at risk population. Since our unduplicated population count is 86.0% all of these actions and services are being performed on a districtwide basis.

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

Using the calculation tool provided by the State Fresno County Office of Education (FCOE) has calculated that Laton Unified will receive \$861,439 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Using the calculator the proportionally percentage has been calculated at 18.39%. The proportionality percentage has been met by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student population as described in this plan.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.