

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: Laton Unified School District

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LCAP Year: 2015-2016

### ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>Laton Unified School District places a high value on <b>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.</b></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"> <li>• Student Feedback (Quantitative) <ul style="list-style-type: none"> <li>○ School Survey (from the Smaller Learning Schools)</li> <li>○ School Meal Program Survey (designed by Laton)</li> </ul> </li> <li>• Teacher Feedback (Quantitative) <ul style="list-style-type: none"> <li>○ School Survey (NEA KEYS Survey)</li> <li>○ Computer Survey</li> <li>○ Collaboration Time Preference Survey</li> <li>○ Teacher Training Survey</li> </ul> </li> <li>• Parent Survey (Quantitative) <ul style="list-style-type: none"> <li>○ (Take Home and Return) Quantitative</li> <li>○ Parent LCAP Planning Meeting (Qualitative and Quantitative) <ul style="list-style-type: none"> <li>▪ 32 parents participated <ul style="list-style-type: none"> <li>• English Learners</li> <li>• Low SES</li> <li>• High SES</li> <li>• English Speaking</li> <li>• 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, and feedback was provided.</li> </ul> </li> </ul> </li> </ul> </li> <li>• Support Staff <ul style="list-style-type: none"> <li>○ (Secretaries, Custodial &amp; Technology) (Quantitative)</li> <li>○ Meeting for all Support Staff with Superintendent (Qualitative)</li> </ul> </li> </ul> <p>LCAP information was provided to all employees, Bargaining unions, school site councils, DELAC, DAC, parents, community members and Board Members. The draft was posted on the website for comment after the DAC and DELAC meeting June 5, 2015 and the public hearing June 10, 2015.</p>	<p>Using data collected from constituents, LCAP priorities were constructed. School Board Members, Teachers, and members of the Leadership Team reviewed all data, and placed on four posters. Priorities were established through a democratic process. The following <b>changes were made:</b></p> <ul style="list-style-type: none"> <li>• Add an additional position – Grade 6-12 Counselor</li> <li>• Add 2 Permanent Substitutes</li> <li>• Add snack to – Kindergarten classrooms</li> <li>• Add 2 Bilingual Aides – one Middle School and one High School</li> <li>• Add Campus Security</li> <li>• Add Mower to Maintenance Department</li> <li>• My Life School materials</li> <li>• Educational Field trips</li> <li>• Add Full time Technology Support</li> <li>• Add Technology to the classrooms</li> <li>• Continue Parent Workshops</li> <li>• Provide Professional Development \$180,000 <ul style="list-style-type: none"> <li>○ Two Professors University of Connecticut</li> <li>○ T3 Network - Dr. Andretti</li> <li>○ Fresno County Office of Education</li> <li>○ West Ed</li> <li>○ Support Staff</li> </ul> </li> <li>• <b>Three Specific actions were taken to meet statutory requirements</b> for stakeholder engagement: <ul style="list-style-type: none"> <li>○ An additional site council meeting at each site for review prior to final Board Approval</li> <li>○ Parent LCAP Planning Meeting (Qualitative and Quantitative)</li> <li>○ K-12 Staff review and LCAP presentation; Teacher Feedback</li> </ul> </li> </ul> <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>

<p><b>Meeting Dates:</b></p> <p>January 28, 2015 – LCAP Planning Meeting          February 4, 2015 – LCAP meeting with Cabinet          February 11, 2015 – Report to Board LCAP process          February 24, 2015 Surveys begin, Teachers, Support Staff, Parents, Students          February 26 – SSC, DELAC, DAC &amp; ELAC meetings          March 4, 2015 – LCAP Planning Meeting          April 8, 2015 – Stakeholder Meeting – Parents/Community members          April 15, 2015 – LCAP meeting to review Parent/Community input with Stakeholders, Unions, Board, DELAC          May 20, 2015 – LCAP Draft complete          June 5,, 2015 – LCAP draft to SSC, DAC &amp; DELAC          June 10, 2015 – LCAP Hearing Public Comment          June 24, 2015 – Adopt LCAP</p>	
<p><b>Annual Update:</b></p> <p>This year the certificated staff was provided with Professional Development which helped them improve their teaching skills and their knowledge of Common Core which will help improve the student’s scores. The LCAP process allowed for the stakeholders to become more involved and have their concerns heard. Parent workshops were provided which improved parent participation. An additional Custodian was hired and this increased the cleanliness of the facilities. The LCAP was reviewed with Community stakeholders, Parents, SSC, DELAC, DAC and Staff members and was given the data on suspension rates, expulsion rates, graduation rates, truancy rates, attendance rates, CASHEE scores and the Broad study that were implemented in the current Art, Music and Drama. Also shared with the stakeholders were the actions/services and the estimated expenditures and amounts for the current year. The District posted the draft on the District website for review by stakeholders along with the Superintendent name and address for comment.</p>	<p><b>Annual Update:</b></p> <p>After evaluating the LCAP, stakeholders along with administration are now implementing the necessary needs for our unduplicated population to better serve them by adding a counselor, more English learner aides, Campus safety, Technology support along with Technology upgrades and supplemental materials to support Common Core, ELA, ELD, Math, and CASHEE. Professional Development will be provided to teachers.</p>

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

### Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code Sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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? 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<b>GOAL:</b>	<p><b>#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”. A Counselor will be hired to help analysis all student</b></p>	<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>  </u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u>                  COE only: 9 <u>  </u> 10 <u>  </u></p>
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data and help prepare students for graduation requirements. 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 provided to students.

Local: Specify \_\_\_\_\_

<b>Identified Need:</b>	HQT Compliance for evaluation will demonstrate competence learning for teachers who were not properly credentialed or properly trained A bigger mower to be purchased to allow the mowing to be done in less time to allow maintenance staff more time to maintain facilities Home to School transportation to be provided to transport students to and from school Provide Professional Development to teachers to reach and maintain 100% HQT Hire Counselor to analysis data and graduation requirements for all students
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<b>Goal Applies to:</b>	<b>Schools:</b> All <b>Applicable Pupil Subgroups:</b> All
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Will increase from 98.5% to 100% HQT compliance. No vacancies and misassignments Will continue to improve school facilities with more up to date equipment Maintain facilities in good repair as measured by the FIT tool. Will continue to provide students with transportation Provide Professional Development for all Teachers Hire Counselor to increase test scores and maintain a high graduation rate of students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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, and substitute teacher/paraeducator costs. No Teacher Missassignments or vacancies. Increase Highly Qualified Teachers from 98.5% to 100%	All Schools	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Total Personnel costs Salaries & Benefits <b>LCFF \$3,871,310</b> <b>Spec Ed \$329,301</b>
	Districtwide		Resource Teacher <b>Supplemental &amp; Concentration \$75,904</b>
Provide English Learner Staff and Counselor Adding two positions to current staff ( EL Paraprofessionals one at Middle School and an additional one at High School) Adding Counselor Grades 6-12.	Districtwide		English Learner Paraprofessional & Support Staff <b>\$127,610 Supplemental &amp; Concentration</b>
	Districtwide		Counselor <b>\$75,133 Supplemental &amp; Concentration</b>

<p>Increase professional development opportunities for all teachers of EL and ELD students to become more Highly Qualified Teachers with contracting Fresno County Office of Education, T3 Network and two Professors from Connecticut.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Development \$180,000 Supplemental &amp; Concentration</p>
<p>Maintain Facilities in good repair. Retain/Hire maintenance personnel, purchase new mower for facilities.</p> <p>Home to School Transportation</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries &amp; Benefits Cost LCFF \$344,403 Home to School LCFF \$180,015</p> <p>Mower LCFF \$35,000</p>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Will maintain 100% HQT compliance. Will continue to improve school facilities with more up to date equipment Maintain facilities in good repair as measured by the FIT tool. Will continue to provide students with transportation Provide Professional Development for all Teachers Retain Counselor to increase test scores and maintain a high graduation rate of students</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
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<p>Retain/hire HQT for all core and elective courses with no miss assignments or vacancies. Special Education teachers and paraeducators. Maintain clerical support for school operations, Administration costs, substitute teacher/paraeducator costs No Teacher Missassignments or vacancies. Increase Highly Qualified Teachers from 98.5% to 100%</p>	<p>All Schools</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Total Personnel costs Salaries &amp; Benefits  LCFF \$3,987,449 Spec Ed \$339,180</p>
<p>Provide English Learner Staff and Counselor support salaries and benefits</p> <p>Increase professional development opportunities for teachers of EL and ELD students to become more Highly Qualified Teachers.</p>	<p>Districtwide  Districtwide  Districtwide  Districtwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource Teacher \$78,181  Paraprofessional &amp; Support Staff \$131,438 Supplemental &amp; Concentration  6-12 Counselor \$78,189 Supplemental &amp; Concentration  Professional Development \$180,000 Supplemental &amp; concentration</p>
<p>Maintain Facilities in good repair. Retain/Hire maintenance personnel, Home to School Transportation.</p>	<p>All Schools</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries &amp; Benefits Cost LCFF \$354,735  Home to School LCFF \$180,015</p>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

Will maintain 100% HQT compliance.  
 Will continue to improve school facilities with more up to date equipment  
 Maintain facilities in good repair as measured by the FIT tool.  
 Will continue to provide students with transportation  
 Provide Professional Development for all Teachers  
 Retain Counselor to increase test scores and maintain a high graduation rate of students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 teachers/paraeducator costs. Increase Highly qualified Teachers from 98.5% to 100%	All Schools	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Total Personnel costs Salaries & Benefits  LCFF \$4,107,072 Spec Ed \$349,355
Provide English Learner Staff and Counselor support  Increase professional development opportunities for teachers of EL and ELD students to become more Highly Qualified Teachers.	Districtwide  Districtwide  Districtwide  Districtwide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Resource Teacher \$80,526  Paraprofessional & Support Staff \$135,381 Supplemental & Concentration  6-12 Counselor \$80,535 Supplemental & Concentration  Professional Development \$180,000 Supplemental &

			concentration
Maintain Facilities in good repair. Retain/Hire maintenance personnel, Home to School Transportation		X_ALL	Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost
Improve Facilities for a safer well maintained environment for all students and staff	All Schools	OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	LCFF \$365,377
	All Schools		Home to School LCFF \$180,015

<b>GOAL:</b>	#2 Improve Student engagements, increase student attendance and reduce student discipline. Meet High School Graduation rate and established by the state.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
<b>Identified Need:</b>	Decrease Truancy Reduce Suspension and Increase Attendance			
<b>Goal Applies to:</b>	<b>Schools:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	Reduce suspensions/expulsion and discipline by 1% Increase student attendance by 2% Maintain Dropout rate at 0% at middle school & reduce High School to 0% Increase Graduation rate by 1% Decrease Chronic Absenteeism			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>

<p>Truancy Intervention Program along with School Innovations and Advocacy (contracted services for student truant officer and record keeping) provide data for tracking students. Contract with Positive Behavior Intervention Support. Hire Campus Security.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p><b>\$32,000</b> TIP <b>\$7,000 S&amp;C</b> PBIS <b>\$5,000 S&amp;C</b> Drug K-9 <b>\$20,000 S&amp;C</b></p>
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**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Reduce suspensions/expulsion and discipline by 2% Increase student attendance by 3% Maintain Dropout rate at 0% at middle school &amp; reduce High School to 0% Increase Graduation rate by 1% Decrease Chronic Absenteeism</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Establish baseline data for a high school dropout rate. Purchase core language arts curriculum, supplemental curriculum to support core. Purchase supplies for Fine Arts instruction. Resource Teacher and Paraprofessionals salaries and Benefits. Retain 6-12 grade Academic/Guidance counselor</p>	<p>All Schools  Districtwide  Districtwide  Districtwide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p><b>\$458,027</b> Core Curriculum &amp; Supplemental Curriculum <b>\$145,880 LCFF</b> Fine Arts supplies <b>\$50,000 S&amp;C</b> Salaries &amp; Benefits <b>\$278,647 S&amp;C</b> Cyber High &amp; EADAM <b>\$13,500 S&amp;C</b></p>
<p>Truancy Intervention Program along with School Innovations and Advocacy (contracted services for student truant officer and Record keeping) provide data for tracking students. Contract with Positive Behavior Intervention Support.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p><b>\$32,000</b> TIP <b>\$7,000 S&amp;C</b> PBIS <b>\$5,000 S&amp;C</b> Drug K-9 <b>\$20,000 S&amp;C</b></p>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

- Reduce suspensions/expulsion and discipline by 1%
- Increase student attendance by 1%
- Maintain Dropout rate at 0% at middle school & reduce High School to 0%
- Increase Graduation rate by 1%
- Decrease Chronic Absenteeism

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Establish baseline data for a high school dropout rate. Purchase core language arts curriculum, supplemental curriculum to support core. Purchase supplies for Fine Arts instruction. Resource Teacher and Paraprofessionals salaries and Benefits. Retain 6-12 grade Academic/Guidance counselor</p>	<p>All Schools Districtwide Districtwide Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p><b>\$458,027</b> Core Curriculum &amp; Supplemental Curriculum <b>\$145,880 LCFF</b> Fine Arts supplies <b>\$60,000</b> Supplemental &amp; Concentration Salaries &amp; Benefits <b>\$278,647</b> Supplemental &amp; Concentration Cyber High &amp; EADAM <b>\$13,500 S&amp;C</b></p>
<p>Truancy Intervention Program along with School Innovations and Advocacy (contracted services for student truant officer and record keeping) provide data for tracking students. Contract with Positive Behavior Intervention Support.</p>	<p>Districtwide Districtwide Districtwide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p><b>\$32,000</b> TIP <b>\$7,000</b> Supplemental &amp; Concentration PBIS <b>\$5,000</b> Supplemental &amp; Concentration Drug K-9 <b>\$20,000 S&amp;C</b></p>

Purchase technology for the core instruction and purchase supplemental curriculum.	Districtwide	<u>X</u> ALL	<b>\$280,000</b>
		-----	Technology
		OR:	<b>\$300,000</b>
		<u>  </u> Low Income pupils <u>  </u> English Learners	Supplemental & Concentration
	Districtwide	<u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient	Supplemental curriculum
		<u>  </u> Other Subgroups:(Specify) _____	<b>\$66,456</b>
Snack for Kindergarten classroom beyond meal program	Elementary		Supplemental & Concentration
			<b>\$2,500</b>
Educational Fieldtrips	Districtwide		Concentration & Supplemental
			<b>\$10,000</b>
			Concentration & Supplemental

GOAL:	<b>#3</b> 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.	Related State and/or Local Priorities:	
		1 <u>X</u> 2 <u>x</u> 3 <u>  </u> 4 <u>x</u> 5 <u>  </u> 6 <u>  </u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u>  </u> 10 <u>  </u> Local: Specify _____	
Identified Need:	Improve Trend Data for Smarter Balanced tests and increase scores		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Subgroups	

<b>LCAP Year 1: 2015-16</b>	
Expected Annual Measurable Outcomes:	<p>All students will increase achievement proficiency levels in ELA, ELD, Math and all academics as measured by regional, state and local assessments. Principal walking through classrooms. State Standards implementation will be measured by walk through forms.</p> <p>Increase performance by state test</p> <p>Improve student scores on Smarter Balanced Tests by 2%</p> <p>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.</p> <p>Maintain or increase EL reclassification rate from 8% to 11%. API baseline will be established by the state.</p> <p>Increase A-G, CTE, AP and EAP rates.</p> <p>Meet High School graduation rates established by the state</p>



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase Supplemental materials for ELA, ELD, Math, CASHEE and common core support. State Standards Implementation and sufficient materials for all students.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplemental Materials \$128,000 S&amp;C</p>
<p>Providing sufficient materials and supplies for all students in broad course of study and other outcomes. Music, Art and Drama classes.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials &amp; Supplies \$35,740 S&amp;C</p>
		<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

All students will increase achievement proficiency levels in ELA, ELD, Math and all academics as measured by regional, state and local assessments. Principal walking through classrooms. State Standards implementation will be measured by walk through forms.  
 Increase performance by state test  
 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Supplemental materials for ELA, ELD, Math, CASHEE and common core support. State Standards Implementation and sufficient materials for all students.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental Materials \$239,000 S&C
All students will be offered a broad course of study. Common Core implementation will be measured by student performance on state assessments	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials & Supplies \$76,644 S&C

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>All students will increase achievement proficiency levels in ELA, ELD, Math and all academics as measured by regional, state and local assessments. Principal walking through classrooms. State Standards implementation will be measured by walk through forms.</p> <p>Increase performance by state test</p> <p>Improve student scores on Smarter Balanced Tests by 2%</p> <p>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.</p> <p>Maintain or increase EL reclassification rate from 8% to 11%. API baseline will be established by the state.</p> <p>Increase A-G, CTE, AP and EAP rates.</p> <p>Meet High School graduation rates established by the state</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Supplemental materials for ELA, ELD, Math, CASHEE and common core support. State Standards Implementation and sufficient materials for all students.	Districtwide	__X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Materials \$253,000 S&C

<p>All students will be offered a broad course of study. Purchase supplemental materials for Art, Music, and Drama.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Materials &amp; Supplies \$105,740 S&amp;C</p>
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<p><b>GOAL:</b></p>	<p><b>#4</b> Increase engagement between internal (students and employees) and external stakeholders (parents, guardians, volunteers, employee applicants, higher education, and industries).</p>	<p>Related State and/or Local Priorities: 1 <u> X </u> 2 <u> X </u> 3 <u> X </u> 4 <u> x </u> 5 <u> X </u> 6 <u> </u> 7 <u> X </u> 8 <u> X </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify _____</p>	
<p><b>Identified Need:</b></p>	<p>Parent/ Community Participation at school activities/meetings</p>		
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> All Subgroups</p>	
<p align="center"><b>LCAP Year 1: 2015-16</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Increase parent and community participation by 3% for all school activities Increase number of students employed by graduation, Increase college acceptance letters to students. Increase number of parent participants taking parent survey by 3%. Increase parent participation by 3% in: parent/teacher conferences, awards assemblies, open house</p>		
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>

<p>Provide Parents/Community members with workshops to increase parent knowledge of how to successfully apply to higher education and help their students with their school work. Purchase tables/ chairs and materials and supplies for parent involvement and workshops.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials \$10,000 S&amp;C</p>
<p>Increase number of domain specific community members as mentors – one mentor for each student - for student seniors enrolled in “My Life Project”</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 Supplemental &amp; Concentration</p>

<p><b>LCAP Year 2: 2016-17</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Increase parent and community participation by 3% for all school activities Increase number of students employed by graduation, Increase college acceptance letters to students. Increase number of parent participants taking parent survey by 3%. Increase parent participation by 3% in: parent/teacher conferences, awards assemblies, open house</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide Parents/Community members with workshops to increase parent knowledge of how to successfully apply to higher education and help their students with their school work. Purchase tables/ chairs and materials and supplies for parent involvement and workshops.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials \$10,000 S&amp;C</p>

<p>Purchase materials and supplies for parent involvement and workshops.</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$15,000 Supplemental &amp; Concentration</p>
<p>Increase number of domain specific community members as mentors – one mentor for each student - for student seniors enrolled in “My Life Project”</p>	<p>High School</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$25,000 Supplemental &amp; Concentration</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Increase parent and community participation by 3% for all school activities                  Increase number of students employed by graduation,                  Increase college acceptance letters to students.                  Increase number of parent participants taking parent survey by 3%.                    Increase parent participation by 3% in: parent/teacher conferences, awards assemblies, open house</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Provide Parents/Community members with workshops to increase parent knowledge of how to successfully apply to higher education and help their students with their school work. Purchase tables/ chairs and materials and supplies for parent involvement and workshops.</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$10,000 Supplemental &amp; Concentration</p>
<p>Purchase materials and supplies for parent involvement and workshops.</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 Supplemental &amp; Concentration</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 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 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	<p><b>#1</b> Retain/hire HQT for all core subjects                  Introduce and Implement new Teacher Evaluation Process "Teacher-Centered Development: A Model for Clinical Supervision for the Laton Unified School District  <b>Developing from:</b> <i>Teacher improving in sequential and incremental steps by focusing on one element at a time</i>  <b>Developing to:</b> <i>Planning, teaching, in clinical, artful, and natural ways, viewing elements of the framework as an inter-related system</i>                  Improve Facilities for a safer well maintained environment for all students and staff                  All students will have access to standard aligned curriculum</p>	<p>Related State and/or Local Priorities:                  1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/>                  COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/>                   Local : Specify _____</p>
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Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All Schools</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All Subgroups</td> </tr> </table>	Schools:	All Schools	Applicable Pupil Subgroups:	All Subgroups
Schools:	All Schools				
Applicable Pupil Subgroups:	All Subgroups				

Expected Annual Measurable Outcomes:	<p>Sustain 100% HQT compliance                  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  <b>Improvement for Students:</b> Increase student knowledge and their creative potential                  Facilities will be well maintained as measured by the Facilities Inspection tool                  Sufficient materials will be measured by standard aligned curriculum and all students will have access to the standard aligned curriculum</p>	Actual Annual Measurable Outcomes:	<p>The District did not sustain 100% the district is close we are at 98.5%                  Used District metric for Clinical Supervision                   Hired an additional Custodian and maintained facilities.                   Students had access to standard aligned curriculum</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	Total Personnel costs Salaries & Benefits LCFF \$3,761,031 Spec Ed \$311,163	Personnel cost Salaries & Benefits	Salaries & Benefits LCFF \$3,806,128 Spec Ed \$310,581
Scope of service:	All Schools	Scope of service:	All Schools

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Maintain facilities in good repair		Ongoing facilities Maintenance/ Repairs costs, <b>\$137,958 LCFF</b>	Maintenance /Repairs		Maintenance/Repair <b>\$155,000 LCFF</b>
Retain/hire maintenance personnel		Maintenance Salaries & Benefits Cost <b>\$557,801 LCFF</b>	Salaries & Benefits		Costs & Salaries & Benefits <b>\$524,016 LCFF</b>
Home to School Transportation		Home to School <b>\$157,958 LCFF</b>	Home to School Transportation		Home to School <b>\$157,958 LCFF</b>
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____		

<p>Professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning</p>	<p>FCOE to provide Professional development to increase English Language Development (Contract) \$100,000</p> <p>Professional Development – 2 Professors \$28,000</p> <p>Professional Development – Consultant \$50,000</p> <p>Materials and Supplies - \$15,000</p> <p>Supplemental/concentration <b>\$193,000</b></p>	<p>Professional Development provided to teachers</p>	<p>Professional Development with FCOE, two Professors, Leadership Coach <b>\$178,000</b> Supplemental &amp; Concentration</p>
<p>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</p>	<p>Resource Teacher and Paraprofessionals salaries and Benefits Supplemental/concentration <b>\$151,616</b></p>	<p>Resource teacher and paraprofessionals – salaries and benefits</p>	<p>Salaries &amp; Benefits <b>\$168,368</b> Supplemental &amp; Concentration</p>

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District will hire an Academic Counselor, grades 6-12 along with Technology staff and two additional English Learner aides. Professional Development actual costs were lower than projected and Salaries and Benefits were slightly higher due to a higher percentage raise than projected.</p>
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<b>Original GOAL from prior year LCAP:</b>	<p><b># 2</b> Improve student engagements, 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. Improve student engagement, increase student attendance and reduce student discipline</p>	<p>Related State and/or Local Priorities:            1_ 2_ 3_ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ 8_            COE only: 9_ 10_            Local : Specify _____</p>
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<b>Goal Applies to:</b>	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups
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<b>Expected Annual Measurable Outcomes:</b>	<p>For all students and all sub groups:            Current suspension rate is 26%, expulsion .01% and discipline is 31%</p> <p>Increase student attendance by 2% 2013-14 Attendance rate 95.88%</p> <p>Current Dropout rate is 0% at middle school &amp; .08% High School</p> <p>Establish baseline data on Chronic absenteeism</p> <p>CALPADS &amp; Powerschool by Subgroups</p>	<b>Actual Annual Measurable Outcomes:</b>	<p>Using 2013-14 rates due to current rates not available Suspension rate is 4.4% and Expulsion rates are .10% lowering the rates</p> <p>The district did not meet the target by increasing attendance by 2% the rate decreased by 1.33% 2014-15 rate is 94.55%</p> <p>The middle school maintained a 0% dropout rate the High school lowered their rate to 0%.</p> <p>No Chronic absenteeism data collected, Contracting with TIP and SI&amp;A truancy was lower by letters being sent out</p> <p>No Data was collected for subgroups</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
For low come, English learners, foster youth and RFP students additional support will be provided to ensure students attendance rates increase and Behavior issues		Contract with Truancy Intervention Program (FCOE) Contract with Positive Behavior Intervention Support  Supplemental/concentration <b>\$7,000 S&amp;C</b>	Contracted with Truancy Intervention Program (FCOE)		<b>\$7,000 S&amp;C</b>
<b>Scope of service:</b>	All Schools		<b>Scope of service:</b>	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:	All		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The District will need to make a plan to increase attendance rates and collect data using Powerschool and CALPADS by subgroups.			
Original GOAL from prior year LCAP:	#3 All students will increase achievement proficiency levels in ELA, ELD, Math, and all academics as measured by regional, state and local assessments		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3___ 4 <input checked="" type="checkbox"/> 5___ 6___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9___ 10___ Local : Specify _____		
Goal Applies to:	Schools:	All Schools	Applicable Pupil Subgroups:	All Schools	

<b>Expected Annual Measurable Outcomes:</b>	<p>For all students and all sub groups:                      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.</p>		<b>Actual Annual Measurable Outcomes:</b>	<p>There was no API data posted for 2014 school year and no state assessment test results the 2013 data show that the LEA decreased 5 points from prior year. Breakdown as follows: Hispanics decreased by 9 points, white was the same, Socioeconomically disadvantaged decrease by 3 points and English Learners decreased by 9 points, Special Education had no change from prior year. CELDT proficiency levels met the target by 4%. CASHEE testing 94% of the test takers passed the first time.</p>	
	<p>Maintain or increase EL reclassification rate from 5% to 8%. API baseline will Be established by the state.</p> <p>Establish baseline data for A-G, CTE, AP and EAP rates.</p> <p>Meet High School graduation rates established by the state.</p> <p>All students will be offered a broad course of study as measured by teacher schedules.</p> <p>Common Core implementation will be measured by student performance on state assessments.</p> <p>Determine which subjects will develop additional assessments.</p>			<p>EL reclassification rates were maintained</p> <p>All incoming High School students are being placed in prep classes for the A_G, CTE, AP and EAP rates. No baseline data was collected for A-G, CTE, AP or EAP.</p> <p>High School Graduation rate was 100%</p> <p>Teachers schedules reflected a broad course of study. Students were offered Art, Music and Drama classes</p> <p>Common Core was implemented and Common Core assessment by the state testing is to be determined.</p> <p>This will be determined once baselines are established</p>	
Purchase state approved Common Core curriculum for core subjects and supplemental materials to support common core in all subject areas		Purchase core math curriculum, supplemental curriculum to support Core <span style="color: green;">\$92,877 LCFF</span>	Purchased Textbooks and computers for Common Core and Smarter Balanced testing		Textbooks <span style="color: green;">\$53,736 LCFF</span> Computers <span style="color: green;">\$84,287 LCFF</span>
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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		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  \$46,289LCFF	Purchased Art supplies and materials, mailed newsletters, have a new website		\$46,289 LCFF
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	Purchased Technology to support common core		\$122,572 S&C
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	Purchased Supplemental materials		\$59,584 S&C
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify) \_\_\_\_\_

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other  
Subgroups:(Specify) \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The District will continue to have parent workshops and activities to continue to improve parent involvement. Not as much supplemental materials and technology were purchased as to implementing new services so \$317,000 was not spent. The district will continue to purchase technology needs as well as supplemental EL materials.



Original GOAL from prior year LCAP:

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

Related State and/or Local Priorities:  
 1\_X 2\_ 3\_X 4\_X 5\_X 6\_X 7\_ 8\_  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Goal Applies to: Schools: All Schools  
 Applicable Pupil Subgroups: All Subgroups

Expected Annual Measurable Outcomes:

Begin high school 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 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 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).

Actual Annual Measurable Outcomes:

A) Solicit -local businesses to provide students employment, work internships, ROP course certificate of competency for entry level employment.  
 B) Learning Director administered scholarship program to secure local and outside scholarship opportunities  
 C) Cal Grant/FAFSA parent-student application submission to increase money for college entrance opportunities and funding  
 100% of seniors are required to submit Cal Grant and FAFSA applications  
 Survey links are embedded on computers desktop for easy access to complete electronic surveys. Parents can also submit information form paper surveys taken home and returned to teachers. Surveys are in English and Spanish.  
 A) Evidence of increase in parent participation is through scheduling times for parent conferences for an entire week of early out bell schedule. This gives parents flexibility the schedule an appropriate time with school secretaries.  
 B) Awards assemblies have increased in parent and student's participation with evidence of not enough seating for all as predicted from past assemblies.  
 C) Open House is scheduled same day/ different times as Awards assemblies to attract capture parent participation this increased parent participation by 1%  
 Domain specific businesses and advisors have assisted our My Life students through their projects. Floral Design, Local Construction Contractors and Stage Design experts have assisted students with learning and experiencing real life industry.  
 No Data collected for student creative potential, efficacy or knowledge  
 No Baseline data collected for number of potential applicants from website  
 Published monthly newsletter "Laton Spirit" – mailed to all parents and postal patrons (bulk mailing).  
 No Data collected for quantity and quality of employee applicants

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
For the parents of English learners, opportunities will be available to increase parent involvement		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  <b>\$10,000</b>	Purchased tables and chairs, visual equipment for parent workshops		<b>\$10,000 S&amp;C</b>
Scope of service:	All Schools		Scope of service:	All Schools	
<u>X</u> ALL			<u>X</u> ALL		
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		
Scope of service:	Districtwide		Scope of service:	Districtwide	
<u>X</u> ALL			<u>X</u> ALL		
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The District will continue services to improve services by adding EADAM assessment tool and Cyber High. There will also two English learner aides hired along with a 6-12 grades counselor.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>1,281,534</u>
<p>The details of these expenditures are itemed in Section 2 of this-plan and include an Academic Counselor, two English Learner aides, Technology support, Technology upgrades, Professional Development, and supplemental materials to better serve our targeted student population. Our unduplicated count is 87.64% and we are a Kindergarten through 12<sup>th</sup> grade school district all of these actions and services are being performed on a districtwide basis. All actions and expenditures of Supplemental and concentration funds were taken with the needs of our unduplicated population in mind based on analysis of data and input from stakeholders. The high percentage of our unduplicated population makes the delivery of services as districtwide the most efficient use of funds.</p>	

B. In the box below, 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).

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). 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.

23.59	%
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Using the LCFF calculator provided by the state Laton Unified School District has calculated that they will receive \$1,281,534 in Supplemental and Concentration funds under the Local Control funding Formula (LCFF). In addition to using the LCFF calculator the proportionally percentage has been calculated at 23.59%. 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.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).