

Introduction:

LEA: Laton Unified School District

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LCAP Year: 2016-2017

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 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>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 changes were made:</p> <ul style="list-style-type: none"> • Add an additional position – Curriculum Director • Add an additional position - 5th Grade teacher • Add 4 Instructional Aides – RTI program

The following groups participated in surveys and feedback sessions:

- Student Feedback (Quantitative)
 - School Survey (from the Smaller Learning Schools)
- Teacher Feedback (Quantitative)
 - School Survey (NEA KEYS Survey)
 - Computer Survey
 - Collaboration Time Preference Survey
 - Teacher Training Survey
- Parent Survey (Quantitative)
 - (Given at LCAP stakeholder meeting) Quantitative
 - Parent LCAP Planning Meeting (Qualitative and Quantitative)
 - 58 parents participated
 - English Learners
 - Low SES
 - High SES
 - English Speaking
 - The Resource Teacher and Counselor along with the Latino Translation “My Life” class facilitated a guided discussion and priority setting session for LCAP. Daycare was provided, attendance incentives were provided, snacks were provided, and feedback was provided.
- Support Staff
 - (Secretaries, Custodial & Technology) (Quantitative)
 - Meeting for all Support Staff with Superintendent (Qualitative)

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 May 31, 2016 and the public hearing June 8, 2016. The data shared with the Stakeholders at the meetings were the metrics for all Goals and Actions for the eight priorities. There were no public comments to the Superintendent that needed respond in writing from the DAC, DELAC or public hearing

Meeting Dates:

October 22, 2015 – LCAP Planning Meeting
December 1, 2015 – Review LCAP planning meeting
December 3, 2015 – SSC & ELAC meeting – Parent Workshop
December 10, 2015 – LCAP meeting with Cabinet
March 9, 2016 – Report to Board LCAP process
March 14, 2016 - Surveys begin, Teachers, Support Staff, Parents, Students
February 26 – SSC, DELAC, DAC & ELAC meetings
April 6, 2016– LCAP Planning Meeting
April 12, 2016 – Stakeholder Meeting – Parents/Community members
May 16, 2016 – LCAP meeting to review Parent/Community input with Stakeholders, Unions, Board, DELAC
May 27, 2016 – LCAP Draft complete
May 31, 2016 – LCAP draft to SSC, DAC & DELAC
June 8, 2016 – LCAP Hearing Public Comment
June 22, 2016 – Adopt LCAP

- Add an additional position – Custodian/Grounds
- Add Campus Security Gate
- Add Tractor to Maintenance Department
- My Life School materials – increase dollar amount
- Educational Field trips – increase dollar amount
- Add Technology Support – IT Technician
- Add Technology to the classrooms
- Continue Parent Workshops
- Provide Professional Development \$80,000
 - Two Professors University of Connecticut
 - Curriculum Director equipment/furniture
- **Three Specific actions were taken to meet statutory requirements** for stakeholder engagement:
 - 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

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>Annual Update:</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, Counselor, Technology Director and Bilingual Aides were hired and this increased the cleanliness of the facilities, more college awareness along with keeping students on task and getting our technology up to date and running smoothly. The Bilingual Aides helped the students in the classrooms with the classroom assignments. 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>Annual Update:</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 Curriculum Director, RTI program and RTI aides, Custodian/Grounds, 5th Grade Teacher, Campus safety, Technology support along with Technology upgrades and supplemental materials to support Common Core, ELA, ELD, and Math. Professional Development will be provided to teachers</p>
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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?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual 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 schools/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<p>#1 Hire Highly Qualified Teachers and Implement new Teacher Clinical Supervision Model which is a rigorous Development Model for continuous growth for teachers ranging from “new to the profession to those that are experienced in the profession”. To provide Professional Development to Teachers to increase the HQT rate. School Facilities are to be well maintained and Home to School transportation is to be continually provided to students.</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>	
Identified Need :	<p>HQT and Implement new Teacher Clinical Supervision Model Provide Professional Development to teachers to increase the HQT rate School Facilities are to be well maintained. Purchase of a tractor will help with maintaining grounds Home to School transportation to be provided to transport students to and from school Hire Director of Curriculum to help improve test scores Hire four RTI Aides to work with at risk students in RTI program Counseling Interns will be hired as consultants to support K-12</p>			
Goal Applies to:	Schools:	All		
Goal Applies to:	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<p>100% properly credentialed teachers. 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 Curriculum Director to increase test scores and maintain a high graduation rate of students</p>			
Actions/Services	Scope of	Pupils to be served within identified scope of service		Budgeted

	Service		Expenditures
<p>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.</p> <p>Increasing current Staff: Adding Director of Curriculum, four RTI paraeducators, Custodian/Grounds, IT Technician, and 5th Grade teacher</p>	<p>All Schools</p> <p>Districtwide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><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>Total Personnel costs Salaries & Benefits LCFF \$2,923,153 Spec. Ed \$241,733</p> <p>EL Paraprofessionals and RTI Aides \$232,951 Supplemental & Concentration</p>
<p>Increase professional development opportunities for all teachers of EL and ELD students to become more Highly Qualified Teachers with contracting two professors from Connecticut and the new Director of Curriculum</p> <p>Office furniture and equipment will be purchased for the District Curriculum Director to provide office accommodations. Work space tables and chairs dedicated to professional development work space will be purchased</p>	<p>Districtwide</p> <p>Districtwide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><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>Professional Development \$40,000 Supplemental & Concentration</p> <p>Furniture and Equipment for Professional Development & Directors office \$40,000 Supplemental & Concentration</p>
<p>Maintain Facilities in good repair. Retain/Hire maintenance personnel and purchase tractor for facilities.</p> <p>Add Security Gate to High School Campus</p> <p>Home to School Transportation</p>	<p>All Schools</p> <p>Laton High School</p> <p>All Schools</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><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>Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost LCFF \$ 456,801</p> <p>Operational costs LCFF \$816,925</p> <p>Tractor LCFF \$40,000</p> <p>Security Gate LCFF \$5,000</p> <p>Home to School LCFF \$186,765</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 100% properly credentialed teachers.
- 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 Curriculum Director 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
		<u>X</u> ALL	

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.	All Schools Districtwide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Total Personnel costs Salaries & Benefits LCFF \$2,923,153 Spec. Ed \$241,733 EL Paraprofessionals and RTI Aides \$232,951 Supplemental & Concentration
Increase professional development opportunities for all teachers of EL and ELD students to become more Highly Qualified Teachers with contracting two professors from Connecticut and the Director of Curriculum	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development \$40,000 Supplemental& Concentration Furniture and Equipment for Professional Development & Directors office \$40,000 Supplemental & Concentration
Maintain Facilities in good repair. Retain/Hire maintenance personnel Home to School Transportation	All Schools All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost LCFF \$ 456,801 Tractor LCFF \$40,000 Home to School \$186,765

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% properly credentialed teachers. 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 Curriculum Director 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.	All Schools Districtwide	<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 \$2,923,153 Spec. Ed \$241,733 EL Paraprofessionals and RTI Aides \$232,951 Supplemental & Concentration
Increase professional development opportunities for all teachers of EL and ELD students to become more Highly Qualified Teachers with contracting two professors from Connecticut and the Director of	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Professional Development \$40,000 Supplemental& Concentration

Curriculum		__Other Subgroups: (Specify)_____	Furniture and Equipment for Professional Development & Directors office \$40,000 Supplemental & Concentration
Maintain Facilities in good repair. Retain/Hire maintenance personnel	All Schools	X ALL	Ongoing facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost LCFF \$ 456,801
Home to School Transportation		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Tractor LCFF \$40,000 Home to School \$186,765

GOAL:	#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_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Decrease Truancy Reduce Suspension and Increase Attendance
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 by 1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish baseline data for a high school dropout rate. Resource Teacher and paraeducators salaries and benefits. Maintain 6-12 grade Academic/Guidance counselor Counseling Interns will be added to help students with academic and social support K-12. Purchase core language arts curriculum, supplemental curriculum to support core.	All Schools Districtwide Districtwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Core Curriculum & Supplemental Curriculum \$ 245,300 LCFF Resource Teacher, Counselor, & Paraprofessionals Salaried & Benefits \$312,500 Supplemental & Concentration Fine Arts Supplies \$40,000 S&C
Purchase supplies for Fine Arts/Drama instruction.	Districtwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$17,500 TIP \$7,000 S&C PBIS \$5,000 S&C Drug K-9
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 interventions Support.	Districtwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

Snack for Kindergarten classroom beyond meal program	Elementary School	<input type="checkbox"/> Other Subgroups:(Specify) _____ <hr/>	\$3,000 S&C Snack \$2,500 S&C
Cyber High is a program for students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web based program offered by Fresno County Office of Education. eDynamicLearning online career and elective courses. Purchase technology for the core instruction and purchase supplemental curriculum.	Laton High School	<input checked="" type="checkbox"/> ALL <hr/> 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) _____ <hr/>	Cyber High \$8,500 S&C eDynamicLearning \$4,650 S&C Technology \$300,000 S&C Supplemental curriculum \$61,806 S&C

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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 by 1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish baseline data for a high school dropout rate. Resource Teacher and paraeducators salaries and benefits. Maintain 6-12 grade Academic/Guidance counselor Counseling Interns will be added to help students with academic and social support K-12. Purchase core language arts curriculum, supplemental curriculum to support core. Purchase supplies for Fine Arts/Drama instruction.	All Schools Districtwide Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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) _____ <hr/>	Core Curriculum & Supplemental Curriculum \$ 245,300 LCFF Resource Teacher, Counselor, & Paraprofessionals Salaried & Benefits \$312,500 Supplemental & Concentration Fine Arts Supplies \$40,000 S&C
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 interventions Support. Snack for Kindergarten classroom beyond meal program	Districtwide Elementary School	<input checked="" type="checkbox"/> ALL <hr/> 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) _____ <hr/>	\$17,500 TIP \$7,000 S&C PBIS \$5,000 S&C Drug K-9 \$3,000 S&C Snack \$2,500 S&C
Cyber High is a program for students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web based program offered by Fresno County Office of Education Purchase technology for the core instruction and purchase supplemental curriculum.	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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) _____ <hr/>	Cyber High \$8,500 S&C Technology \$300,000 S&C Supplemental

curriculum
\$66,456
S&C

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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 by 1%

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. Resource Teacher and paraeducators salaries and benefits. Maintain 6-12 grade Academic/Guidance counselor Counseling Interns will be added to help students with academic and social support K-12. Purchase core language arts curriculum, supplemental curriculum to support core. Purchase supplies for Fine Arts/Drama instruction.</p>	All Schools	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	<p>Core Curriculum & Supplemental Curriculum \$ 245,300 LCFF Resource Teacher, Counselor, & Paraprofessionals Salaried & Benefits \$312,500 Supplemental & Concentration Fine Arts Supplies \$40,000 S&C</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 interventions Support.</p> <p>Snack for Kindergarten classroom beyond meal program</p>	<p>Districtwide</p> <p>Elementary School</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	<p>TIP \$7,000 S&C</p> <p>PBIS \$5,000 S&C</p> <p>Snacks \$2,500 S&C</p>
<p>Cyber High is a program for students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by administration. This is a web based program offered by Fresno County Office of Education</p> <p>Purchase technology for the core instruction and purchase supplemental curriculum.</p>	Districtwide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	<p>Cyber High \$8,000 S & C</p> <p>Technology \$300,000 S&C Supplemental curriculum \$66,456 S&C</p>

GOAL:

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

Related State and/or Local Priorities:

1 X 2 X 3 ___ 4 ___ 5 X 6 X 7 X

Identified Need : Improve Trend Data for smarter Balanced tests and increase scores

Goal Applies to: Schools: All Schools

Applicable Pupil Subgroups: All subgroups

LCAP Year 1: 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/interim assessments.
 Principal walking through classrooms. State Standards implementation will be measured by walk through forms.
 Improve student scores on Smarter Balanced Tests by 2% score increasing by 2.5% or passing and students will show an increase in CELDT one proficiency level and will show an increase in all curricular areas as measured by the raw scores of local assessments.
 All Students have sufficient materials.
 All Students, including all subgroups, will have access to a broad course of study as measured by a review of teacher’s schedules.
 All students, including all subgroups, will show other outcomes of a broad course of study as measured by more than 2% increase in students completing an AP course by the end of the school year.” Alternatively, “All students, including all subgroups, will demonstrate other outcomes of a broad course of study by meeting or exceeding state averages on the annual Physical Fitness Test
 Maintain or increase EL reclassification rate from 8% to 11%. API is suspended 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
<p>A Curriculum Director will be hired to facilitate professional development, academic coaching, and support services in order to increase academic achievement.</p> <p>The District will supplement the After School Program with expanding the number of support staff and classes in order to increase student participation.</p> <p>A full-time Reading Intervention Specialist to work with at-risk students in TK-2 grades to improve literacy skills.</p> <p>Additional four instructional aides will be hired to work with the students in the RTI program.</p> <p>A new computer-based program, <i>Waterford</i>, will assist students in K-2 to improve knowledge and skills in ELA, math, and science.</p>	<p>Districtwide</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>Salaries & Benefits \$117,688 S&C</p> <p>Contract with FCOE \$70,000 S&C</p> <p>Salaries & Benefits \$71,010 LCFF</p> <p>Material & Supplies \$50,000 S&C</p> <p>Site License \$15,000 LCFF</p>
<p>My Life School will continue to provide students with real world problem solving learning opportunities as entrepreneurs. Resources will include an increased budget for technology and supplies. This program will also provide students support from professors to help support teachers with data, deep thinking, and creativity in the Common Core classroom.</p> <p>All students, including all subgroups, will have sufficient materials, access to broad course of study. Purchase supplemental materials</p>	<p>Laton High School</p> <p>Districtwide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>Materials & Supplies, Equipment \$35,000 S&C</p> <p>Materials & Supplies \$96,825 S&C</p>

for Art, Music, and Drama.			
Purchase Supplemental materials for ELA, ELD, Math and common core support. State Standards Implementation and sufficient materials for all students.	Districtwide	<u>X</u> ALL	Material & Supplies \$66,291 S&C
The district will fund educational field trips that support academics.	Districtwide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Buses & Entrance Fees \$25,000 S&C

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will increase achievement proficiency levels in ELA, ELD, Math and all academics as measured by regional, state and local/interim assessments.</p> <p>Principal walking through classrooms. State Standards implementation will be measured by walk through forms.</p> <p>Improve student scores on Smarter Balanced Tests by 2% score increasing by 2.5% or passing and students will show an increase in CELDT one proficiency level and will show an increase in all curricular areas as measured by the raw scores of local assessments.</p> <p>All Students have sufficient materials.</p> <p>All Students, including all subgroups, will have access to a broad course of study as measured by a review of teacher's schedules.</p> <p>All students, including all subgroups, will show other outcomes of a broad course of study as measured by more than 2% increase in students completing an AP course by the end of the school year." Alternatively, "All students, including all subgroups, will demonstrate other outcomes of a broad course of study by meeting or exceeding state averages on the annual Physical Fitness Test</p> <p>Maintain or increase EL reclassification rate from 8% to 11%. API is suspended 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
<p>The Curriculum Director will facilitate professional development, academic coaching, and support services in order to increase academic achievement.</p> <p>The District will supplement the After School Program with expanding the number of support staff and classes in order to increase student participation.</p> <p>A full-time Reading Intervention Specialist to work with at-risk students in TK-2 grades to improve literacy skills.</p> <p>Four instructional aides will work with the students in the RTI program.</p> <p><i>Waterford</i>, will assist students in K-2 to improve knowledge and skills in ELA, math, and science.</p>	<p>Districtwide</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p>	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Salaries & Benefits \$117,688 S&C</p> <p>Contract with FCOE \$70,000 S&C</p> <p>Salaries & Benefits \$71,010 LCFF</p> <p>Material & Supplies \$50,000 S&C</p> <p>Site License \$15,000 LCFF</p>
<p>My Life School will continue to provide students with real world problem solving learning opportunities as entrepreneurs. Resources will include an increased budget for technology and supplies. This program will also provide students support from professors to help support teachers with data, deep thinking, and creativity in the Common Core classroom.</p>	<p>Laton High School</p> <p>Districtwide</p>	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Materials & Supplies, Equipment \$35,000 S&C</p>

All students will have sufficient materials, access to broad course of study. Purchase supplemental materials for Art, Music, and Drama.			Materials & Supplies \$96,825 S&C
Purchase Supplemental materials for ELA, ELD, Math and common core support. State Standards Implementation and sufficient materials for all students. The district will fund educational field trips that support academics.	Districtwide Districtwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Material & Supplies \$66,291 S&C Buses & Entrance Fees \$25,000 S&C

LCAP Year 3: 2018-19

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/interim assessments.
Principal walking through classrooms. State Standards implementation will be measured by walk through forms.
Improve student scores on Smarter Balanced Tests by 2% score increasing by 2.5% or passing and students will show an increase in CELDT one proficiency level and will show an increase in all curricular areas as measured by the raw scores of local assessments.
All Students have sufficient materials.
All Students, including all subgroups, will have access to a broad course of study as measured by a review of teacher's schedules.
All students, including all subgroups, will show other outcomes of a broad course of study as measured by more than 2% increase in students completing an AP course by the end of the school year." Alternatively, "All students, including all subgroups, will demonstrate other outcomes of a broad course of study by meeting or exceeding state averages on the annual Physical Fitness Test
Maintain or increase EL reclassification rate from 8% to 11%. API is suspended 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
<p>The Curriculum Director will facilitate professional development, academic coaching, and support services in order to increase academic achievement.</p> <p>The District will supplement the After School Program with expanding the number of support staff and classes in order to increase student participation.</p> <p>A full-time Reading Intervention Specialist to work with at-risk students in TK-2 grades to improve literacy skills.</p> <p>Four instructional aides will work with the students in the RTI program.</p> <p><i>Waterford</i>, will assist students in K-2 to improve knowledge and skills in ELA, math, and science.</p>	<p>Districtwide</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p> <p>Elementary/ Conejo School</p>	<p>X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Salaries & Benefits \$117,688 S&C</p> <p>Contract with FCOE \$70,000 S&C</p> <p>Salaries & Benefits \$71,010 LCFF</p> <p>Material & Supplies \$50,000 S&C</p> <p>Site License \$15,000 LCFF</p>
My Life School will continue to provide students with real world problem solving learning opportunities as entrepreneurs. Resources will include an increased budget for technology and supplies. This program will also provide students support from professors to help support teachers with data, deep thinking, and creativity in the Common Core classroom.	Laton High School	X ALL	Materials & Supplies, Equipment \$35,000 S&C

All students will have sufficient materials, access to broad course of study. Purchase supplemental materials for Art, Music, and Drama.	Districtwide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials & Supplies \$96,825 S&C
Purchase Supplemental materials for ELA, ELD, Math and common core support. State Standards Implementation and sufficient materials for all students. The district will fund educational field trips that support academics.	Districtwide Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Material & Supplies \$66,291 S&C Buses & Entrance Fees \$25,000 S&C

GOAL:	#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_X 3_X 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Parent/Community Participation at school activities/meetings
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will offer classes for parents to learn English.	Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials \$10,000 S & C
Purchase equipment, materials and supplies for parent classes and workshops	Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials & Supplies \$35,000 S & C
		__ALL	

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

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will offer classes for parents to learn English.	Districtwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Materials \$10,000 S & C
Purchase equipment, materials and supplies for parent classes and workshops	Districtwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Materials & Supplies \$35,000 S & C
		<input type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will offer classes for parents to learn English.	Districtwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	Materials \$10,000 S & C

Purchase equipment, materials and supplies for parent classes and workshops	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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 \$35,000 S & C
		<input type="checkbox"/> ALL <hr/> 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) _____	

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

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:	#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 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.	Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	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	Actual Annual Measurable Outcomes:	The District did not sustain 98.5% HQT the percentage went down to 88% HQT The District had no vacancies or misassignments No misassignments or vacancies Purchased new promethean boards, laptops and chromebooks Maintained facilities in good repair as measured by FIT tool. Transportation is provided to all students. Professional development to all teachers has been ongoing with PD services from FCOE Full time Academic Counselor hired to address student success rates. High school graduation rate for 15/16 was 93.2%.
LCAP Year: 2015-16			
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, and substitute teacher/paraeducator costs. No Teacher Missassignments or vacancies. Increase Highly Qualified Teachers from 98.5% to 100%	Total Personnel costs Salaries & Benefits LCFF \$3,871,310 Spec Ed \$329,301 Resource Teacher Supplemental & Concentration \$75,904	The District did not sustain 98% HQT the percentage went down to 88%. The District had no vacancies or misassignments.	Total Personnel costs Salaries & Benefits LCFF \$3,812,476 Spec Ed \$337,996 Resource Teacher Supplemental & Concentration \$76,682
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.	English Learner Paraprofessional & Support Staff \$127,610 Supplemental & Concentration Counselor	Added Counselor to Grade 6 – 12 and EL Paraprofessional to Middle and High School. Also added Bilingual Clerk to High School and Technology Director.	

		\$75,133 Supplemental & Concentration			English Learner Paraprofessional & Support Staff Supplemental & Concentration \$131,296.14 Counselor Supplemental & Concentration \$75,306.50
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.		Professional Development \$180,000 Supplemental & Concentration	Professional Development was provided to teachers using Fresno County Office of Education, T3 Network, and the two professionals from Connecticut. Professional Development costs were lower due to not using all services as planned from T3 network.		Professional Development Supplemental & Concentration \$144,962
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. Retain/Hire maintenance personnel, purchase new mower for facilities.		Facilities Maintenance/ Repairs costs, Maintenance Salaries & Benefits Cost LCFF \$344,403 Mower LCFF \$35,000	Added one additional custodian. Purchased a new mower.		Facilities Maintenance/Repairs costs, Maintenance Salaries & Benefits cost LCFF \$366,655 Mower LCFF \$32,148
Home to School Transportation		Home to School LCFF \$180,015	Home to School Transportation		Home to School LCFF \$164,835
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)_____		
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 hire a Computer Technician and four EL aides to help with RTI program. Professional Development costs were lower than projected and Salaries and Benefits were slightly higher due to substitute costs.				

Original GOAL from prior year	#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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___
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LCAP:

COE only: 9__ 10__
Local : Specify _____

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

<p>Expected Annual Measurable Outcomes:</p>	Reduce suspensions/expulsion and discipline by 1%	<p>Actual Annual Measurable Outcomes:</p>	In the 15/16 school year suspension rates increased at LHS by 36% and there was one expulsion in the district which was a decrease of 80% from the previous year when there were 5 expulsions. LES/CMS has reduced suspensions/expulsions and discipline by 1%.
	Increase student attendance by 2%		The district did not meet the target by increasing attendance by 2% the rate Laton High School decreased student attendance by 1.09% to 93.46%.
	Maintain Dropout rate at 0% at middle school & reduce High School to 0%		LES did not meet the target increasing attendance by 2%. Although LES did not meet the 2% target, we did increase by 0.042%. CMS did not meet the target increasing attendance by 2%. However, CMS did increase by 1.69%. There was a 0% dropout rate at LHS.
	Increase Graduation rate by 1%		The graduation rate for Laton High School for 15/16 school year was 92.3%. This is a decrease from last years graduations rate of 96%.
	Decrease Chronic Absenteeism		SART and SARB committee meetings with parents and truant officer were initiated to decrease chronic absenteeism No Chronic absenteeism data collected, Contracting with TIP and SI&A truancy was lower by letters being sent out.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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>\$32,000</p> <p>TIP \$7,000 S&C PBIS \$5,000 S&C Drug K-9 \$20,000 S&C</p>	Contracted with Truancy Intervention Program along with School Innovations and Advocacy. Contract with Positive Behavior Intervention Support. Central Valley Detection Canines.	<p>TIP \$7,000 Supplemental & Concentration PBIS \$5,000 Supplemental & Concentration Drug K-9 \$850 Supplemental & Concentration</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<p><input checked="" type="checkbox"/> ALL</p> <p>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</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<u>Other Subgroups:(Specify)</u> _____	<u>Other Subgroups:(Specify)</u> _____	
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 contract with Truancy Intervention Program, School Innovation and Advocacy, Positive Behavior Intervention Support and Central Valley Detection Canines. Campus security was not hired, but the District did install security cameras for all sites for better security. \$77,655 Supplemental & Concentration.	

Original GOAL from prior year LCAP:	#3 Increase student achievement and improve scores for all state mandated tests, provide State Standards implementation, Broad course of study, other outcomes and sufficient materials for all students	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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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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.</p> <p>Principal walking through classrooms. State Standards implementation will be measured by walk through forms.</p> <p>Increase performance by state test Improve student scores on Smarter Balanced Tests by 2%</p>	Actual Annual Measurable Outcomes:	<p>All schools will wait for 2015/16 state assessment scores to arrive to compare 2014/15 increase in achievement proficiency in ELA and math. The CASHEE test in no longer a requirement to graduate.</p> <p>Based on classroom walk-through documentation, principal has indicated that all K-8 teachers implemented common core state standards during instruction as observed on a daily basis. Additionally, the principal has monitored weekly PLC meetings and monthly grade level/dept. Meetings that teachers are sharing dialogue on the progress of student achievement on mastering the common core state standards.</p> <p>LUSD SBAC RESULTS Based on SBAC 2014/15 data, 24% of all LUSD students met or exceeded the CCSS in ELA and 16% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, 20% of all Hispanic LUSD students met or exceeded the CCSS in ELA and 14% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, 48% of all White LUSD students met or exceeded the CCSS in ELA and 32% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, 6% of all Special Ed LUSD students met or exceeded the CCSS in ELA and 5% in math met the CCSS, 0% exceeded. Based on SBAC 2014/15 data, 21% of all Low Income LUSD students met or exceeded the CCSS in ELA and 14% in math met or exceeded the CCSS.</p> <p>LES SBAC RESULTS Based on SBAC 2014/15 data, 26% of all LES students met or exceeded the CCSS in ELA and 23% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, 19% of all Hispanic LES students met or exceeded the CCSS in ELA and 20% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, there were not more than 30 individuals in the White student subgroup for ELA and Math. Based on SBAC 2014/15 data, 15% of all EL LES students met or exceeded the CCSS in ELA and 21% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, there were not more than 30 individuals in the Special Ed student subgroup for ELA and Math. Based on SBAC 2014/15 data, 21% of all Low Income LES students met or exceeded the CCSS in ELA and 20% in math met or exceeded the CCSS.</p> <p>CMS SBAC RESULTS</p>
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	<p>CASHEE score increasing by 2.5% or passing and students will show an increase in</p> <p>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.</p> <p>Increase A-G, CTE, AP and EAP rates.</p>	<p>Based on SBAC 2014/15 data, 16% of all CMS students met or exceeded the CCSS in ELA and 11% in math. Based on SBAC 2014/15 data, 15% of all Hispanic CMS students met or exceeded the CCSS in ELA and 10% in math met or exceeded the CCSS. Based on SBAC 2014/15 data, there were not more than 30 individuals in this White student subgroup for ELA and Math. Based on SBAC 2014/15 data, 3% of all EL CMS students met the CCSS in ELA and 0% exceeded; 3% in math met the CCSS 0% exceeded. Based on SBAC 2014/15 data, there were not more than 30 individuals in the Special Ed student subgroup for ELA and Math. Based on SBAC 2014/15 data, 14% of all Low Income CMS students met or exceeded the CCSS in ELA and 9% in math met or exceeded the CCSS.</p> <p>LHS SBAC RESULTS Based on SBAC 2014/15 data, 52% of all LHS students met or exceeded the CCSS in ELA and 14% in math met the CCSS. Based on SBAC 2014/15 data, 53% of all Hispanic LHS students met or exceeded the CCSS in ELA and 13% in math met the CCSS and 0% exceeded the CCSS standard. Based on SBAC 2014/15 data, there were not more than 30 individuals in this White student subgroup for ELA and Math. Based on SBAC 2014/15 data, there were not more than 30 individuals in the EL student subgroup for ELA and Math. Based on SBAC 2014/15 data, there were not more than 30 individuals in the Special Ed student subgroup for ELA and Math. Based on SBAC 2014/15 data, 50% of all Low Income LHS students met or exceeded the CCSS in ELA and 17% in math met or exceeded the CCSS.</p> <p>Gov. Jerry Brown signed legislation canceling the CAHSEE as a requirement for graduation in 2015.</p> <p>All English Learners who have been enrolled in LUSD less than 5 years decreased by 2.1% attaining the English Proficient Level on CELDT All English Learners who have been enrolled in LUSD for more than 5 years decreased 1.1% attaining the English Proficient Level on CELDT. The district had a 30% EL reclassification rates which was an increase from 30 students being reclassified in the 14/15 school year to 39 students being reclassified in the 15/16. There is no API data posted for 2015 school year.</p> <p>A-G 2016 12th grade seniors: Based on A-G requirements for 2016, 10% of Hispanic seniors were A-G ready. Based on the A-G requirements the following subgroups had below thirty individuals: White, EL, Special Ed. Based on A-G requirements for 2016, 15% of low income seniors were A-G ready.</p> <p>CTE 15/16 results: Based on the CTE record, 69 Hispanics enrolled in a CTE program offered at LHS. Based on the CTE the following subgroups had below thirty individuals: White, EL, Special Ed. Based on the CTE record, 86 low income students enrolled in a CTE program offered at LHS.</p> <p>AP 15/16 results: Based on the EAP 2015 da</p> <p>EAP 2015 results: Based on the EAP 2015 data, 53% of Hispanic students were ready or conditionally</p>
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	Meet High School graduation rates established by the state		<p>ready for college. Based on the EAP 2015 data,there were not more than 30 individuals in the White student subgroup for EAP 2015 results. Based on the EAP 2015 data,there were not more than 30 individuals in the EL student subgroup for EAP 2015 results. Based on the EAP 2015 data,there were not more than 30 individuals in the Special Ed student subgroup for EAP 2015 results. Based on the EAP 2015 data, 0% of Low income student were deemed ready for college and 17% were conditionally ready.</p> <p>Based on the 2016 graduation rate 90% of Hispanics - 27 out of 30 graduated. Based on the 2016 data for graduation rate the following subgroups did not have more than 30 individuals in this subgroup no data was recorded: While, EL, Special Ed. Based on the 2016 data for graduation rate, 92% of low income students graduated in 2016, 36 out of 39. The most recent statewide average graduation rate for California was for the 12/13 school year was 80.4%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Purchase Supplemental materials for ELA, ELD, Math, CASHEE and common core support. State Standards Implementation and sufficient materials for all students.		Supplemental Materials \$128,000 S&C	Supplemental Materials \$135,483 Supplemental & Concentration
Providing sufficient materials and supplies for all students in broad course of study and other outcomes. Music, Art and Drama classes.		Materials & Supplies \$35,740 S&C	Materials and supplies \$7,500 Supplemental & Concentration
Scope of service:	Districtwide		
<input checked="" type="checkbox"/> ALL			
Scope of service:	Districtwide		
<input checked="" type="checkbox"/> ALL			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District saw a large participation in parent involvement due to Drama and music performances
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GOAL from prior year LCAP:

volunteers, employee applicants, higher education, and industries).

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local : Specify _____

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Increase parent and community participation by 3% for all school activities	Actual Annual Measurable Outcomes:	District met and exceeded parent and community participation by 15% for all school activities by adding: Grandparents' Luncheon, Fifth grade Re-enactment of History Day on May 20, 2016 and during Open House on May 26, 2016. Additionally, we added two parent meetings (1) CMS Graduation Requirements and (2) Powerschool. Parent training. District increased parent participation by 3% in parent/teacher conferences, awards assemblies, awards assemblies, Open House, and Back to School Night as evidenced by sign in sheets.
	Increase number of students employed by graduation.		For the 15/16 school year 6 students had a job by graduation.
	Increase college acceptance letters to students.		For the 15/16 school year 32 graduating Seniors responded and said they are attending college, 23 students said they were going to a community college and 7 students are going to a 4 year college.
	Increase number of parent participants taking parent survey by 3%.		The district has met the 3% increase with additional surveys taken by parents.
	Increase parent participation by 3% in: parent/teacher conferences, awards assemblies, open house		The district has met the goal of increasing parent participation by 3% during parent teacher conferences, awards assemblies, back to school and open house events.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
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.		Materials \$10,000 S&C	Materials purchased to increase parent involvement	Materials \$10,000 Supplemental and Concentration
Increase number of domain specific community members as mentors – one mentor for each student - for student seniors enrolled in “My Life Project”		\$25,000 Supplemental & Concentration	Materials and supplies purchased for “My Life” projects	Materials & Supplies \$21,477 Supplement and Concentration
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 type="checkbox"/> English Learners			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ 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?	Parent involvement improved due to performances, open house and various activities.		

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:	\$ 1,563,711
The details of these expenditures are itemized in Section 2 of this plan and include an Director of Curriculum, four RTI aides, additional funds for paraprofessionals for the Afterschool program to FCOE, Technology support, Technology upgrades, Professional Development, and supplemental materials to better serve our targeted student population. Our unduplicated count is 87.77% and we are a Transitional Kindergarten through 12th grade school district. All these actions and services are being performed on a districtwide basis. All actions and expenditures of supplemental and concentration funds were 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.	

- 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.

28.36	%
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Using the LCFF calculator provided by the state Laton Unified School District has calculated that they will receive \$1,275,626 in supplemental and concentration funds under the Local Control Funding Formula (LCFF). In addition to using the LCFF calculator the proportionality percentage has been calculated at 27.88%. 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.

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).