LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laton Unified School District

CDS Code: 10-62281-00000000000

School Year: 2022-23

LEA contact information:
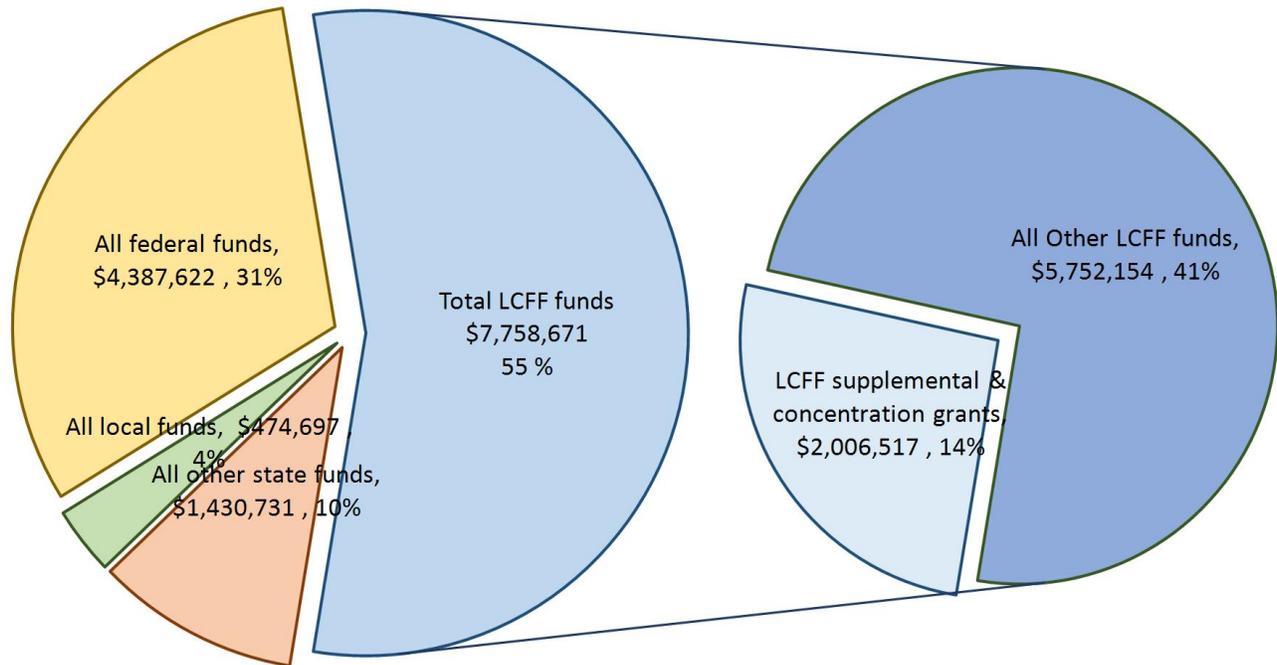
Lupe Gutierrez-Nieves

Superintendent

lnieves@latonunified.org

559.922.4015

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $4,387,622 , 31%

All local funds, $474,697 4%

All other state funds, $1,430,731 , 10%

Total LCFF funds $7,758,671 55 %

All Other LCFF funds, $5,752,154 , 41%

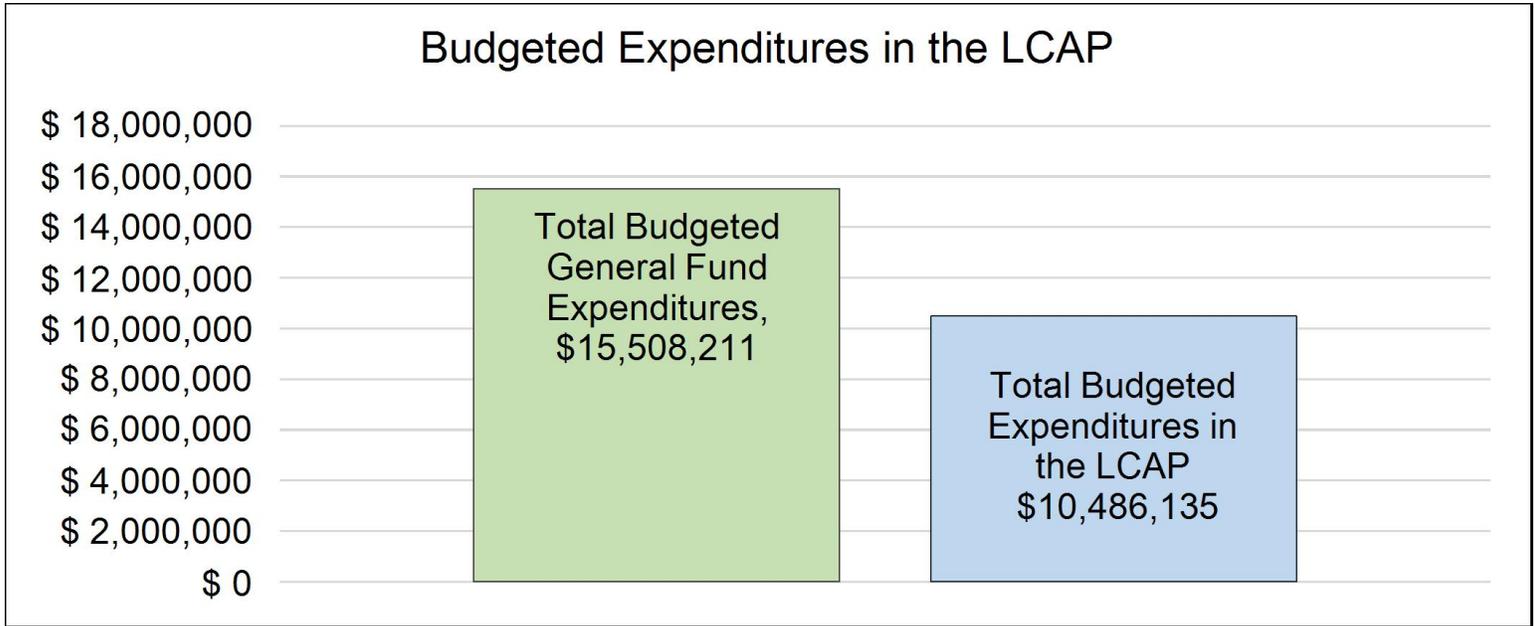LCFF supplemental & concentration grants, $2,006,517 , 14%

This chart shows the total general purpose revenue Laton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laton Unified School District is $14,051,721, of which $7,758,671 is Local Control Funding Formula (LCFF), $1,430,731 is other state funds,

$474,697 is local funds, and $4,387,622 is federal funds. Of the $7,758,671 in LCFF Funds, $2,006,517 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $15,508,211

Total Budgeted Expenditures in the LCAP $10,486,135

This chart provides a quick summary of how much Laton Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Laton Unified School District plans to spend $15,508,211 for the 2022-23 school year. Of that amount, $10,486,135 is tied to actions/services in the LCAP and $5,022,076 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures not included in the LCAP are for operational expenses such as water, power, etc. Also not included are budgeted general administrative costs, Governing Board and Superintendent expenses, funds to conduct the annual audit, and fiscal operations expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Laton Unified School District is projecting it will receive $2,006,517 based on the enrollment of foster youth, English learner, and low-income students. Laton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Laton Unified School District plans to spend $3,008,731 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $2,453,731
- Actual Expenditures for High Needs Students in LCAP: $1,070,501
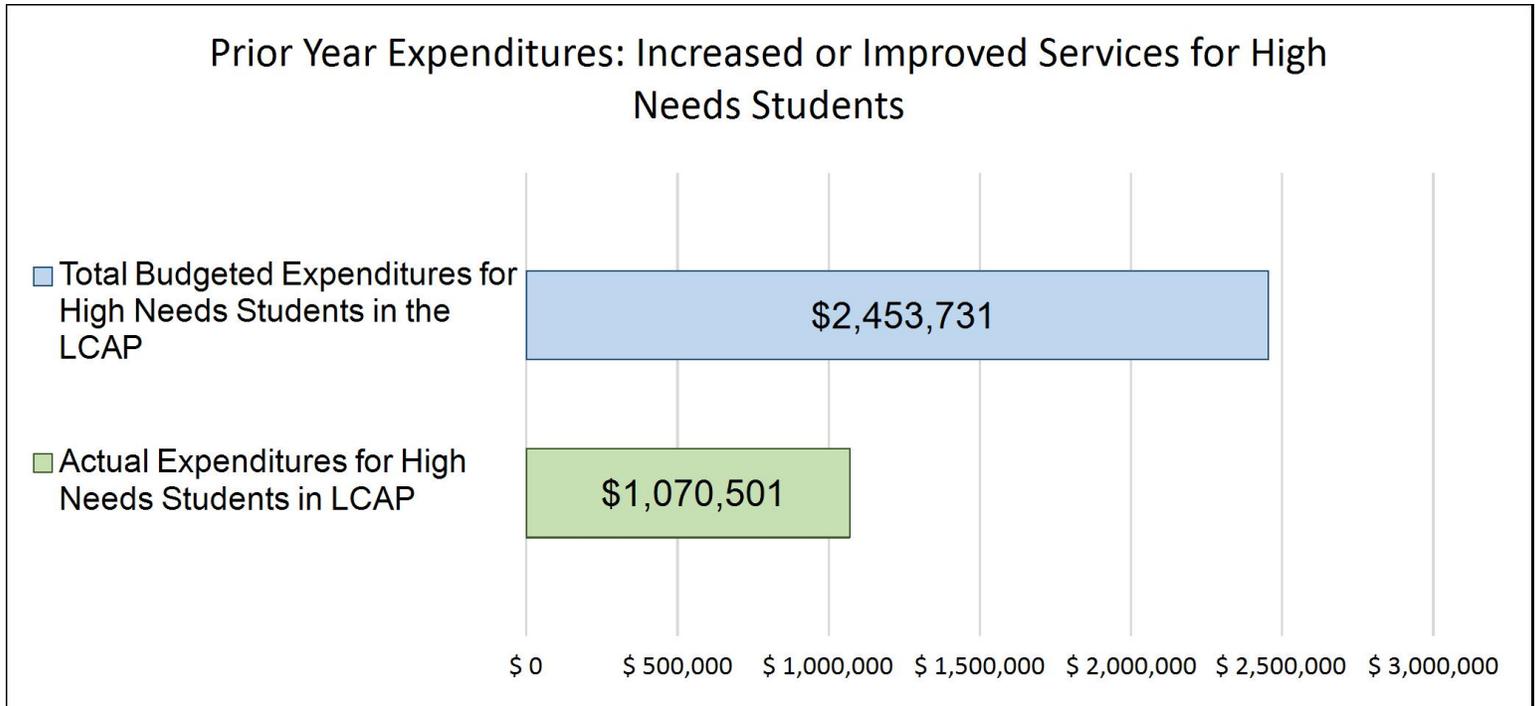
This chart compares what Laton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Laton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Laton Unified School District's LCAP budgeted $2,453,731 for planned actions to increase or improve services for high needs students. Laton Unified School District actually spent $1,070,501 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-1,383,230 had the following impact on Laton Unified School District's ability to increase or improve services for high needs students:

The impact on the overall increased or improved services difference is ($1,383,230) this is due to the the one time CARES funds that were being used for supplies and services. This difference did not impact the services intended for students, only the source of funding to provide those services.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Laton Unified School District	Lupe Gutierrez-Nieves Superintendent	lnieves@latonunified.org (559) 922-4020

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Laton Unified School District has consistently and meaningfully engaged educational partners in developing District and school plans, including the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged educational partners throughout the 2020-21 school year and again at the beginning of the 2021-22 school year to gather community input and feedback as part of the District's decision-making process, which focused on providing instructional supports and interventions for students. The District English Learner Advisory Committee (DELAC) also met to review and provide input on topics that included providing support to students who are English Learners, meeting the needs of individual ELs struggling to keep pace in English language acquisition, and accessing core subject-matter knowledge and skills.

The District's proposed actions to support and accelerate learning for our neediest students were a primary topic and a focus at all meetings. Students, parents, teachers, support staff, community, and administration were surveyed, and responses from those surveys were examined to inform the development of District plans. Additionally, the District engaged in a community engagement process to gather perspectives and insights of each of the educational partner groups in identifying the unique needs of our students, primarily related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs. The LHS student leaders liked the focus of the District's plans and commented that it seemed very well thought out. The actions have consistently been driven by each site's needs to improve the school environment and help the students falling behind because of distance learning and COVID.

Proposed actions were shared with all families, including families that speak languages other than English, through school communications and SSC and ELAC meetings on September 29, 2021. A community input meeting was held on October 4, 2021, and Individuals or advocates representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on the proposed actions.

All meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's curriculum building. Meetings were also made accessible virtually through Zoom so the public could access them via electronic device or by phone call. All materials, surveys, communications, and presentations were provided in English and Spanish. A Spanish translator was available in the event parents needed to access those services. The District's community Liason was available to provide additional support to community partners.

The Public Comment periods ran from May 5 to May 12, 2021. From September 27 through October 5, 2021, all interested educational community members were invited to respond to a survey posted on the District's website. The Fresno ACLU Chapter and the Education and Leadership Foundation were offered an opportunity to provide feedback.

As a result of this consistent practice, educational partners identified the following needs to increase staffing to provide increased or improved services to our low-income, English learners, Foster Youth, and homeless students:
- Focus on improving middle school GPA
- Hire enough staff for social-emotional curriculum and more counseling
- Hold Science/Math/Literacy Nights
- More outdoor learning opportunities.
- Learning recovery and acceleration by increasing academic services to students that promote equity

Laton Unified will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners' engagement opportunities in the first half of 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

1. School sites that have an enrollment of unduplicated student groups greater than 55% are Laton High (80.9%), Laton Middle School (90.0%), and Laton Elementary (86.3%).

2. All schools in the District have over 55% unduplicated students enrollment. The methodology we used for determining sites that have the greatest need for additional staffing was to examine the percentages of unduplicated pupils at each school, to analyze state and local data, to consider suggestions from our educational partners, and to consider the circumstances (schedules, grade spans, etc.), at each school.

3. Based on suggestions from its educational partners, the District will utilize the add-on funds available to address the educational gaps that

existed before the pandemic but have widened in access, opportunities, achievement, and outcomes. While also addressing access to students with the most significant educational need and fewer opportunities for engagement, social-emotional support, and academic development.

4. The District will address the educational gap, mental health, and student's social-emotional well-being by the following:
- Hiring a part-time student support teacher to target essential skills.
- After school-tutorial intervention and enrichment piloted by teachers - stipends for teacher volunteers.

Data from 2020-21show that, through eighth-grade levels, our Unduplicated Pupils showed levels of mastery on the District Reading inventory landed in the mid-20 percentiles, meaning that almost 75% of those students are not reading on grade level, a necessary condition for academic success. Nearly 50% of students were below standard on the District's ELA assessment in the high school. For that same year in math, the difference between students meeting or exceeding grade-level expectations has decreased by roughly 5%. Based on the Math Inventory, we currently have less than 10% of our 1st-8th grade students meeting or exceeding the standard in math. In high school math, when comparing the academic proficiencies from the CAASPP in 2017-2018 and 2018-2019 to the Algebra and Functions I (IAB) and Seeing Structure in Expressions/Polynomial Expressions (FIAB), we see a similar trend that a very small portion of our 11th-grade students is meeting or exceeding the standard. Our experience since starting the 2021-22 school year and input from our educational partners confirm available research on learning loss, which indicates that students experienced less growth in ELA in 2020-21 and more so in mathematics.
 The part-time student support teacher to support small group practice will aid academic gains. Feedback and acceleration in a small group setting are expected to affect the improvement of almost twice (.76) the threshold for gains.
 Across grades, K–12, increased learning time programs had a small but statistically meaningful and positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. We expect to see these outcomes as a result of the implementation of the after-school tutorial program.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Laton Unified School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged partners throughout the 2020-21 school year to gather perspectives and insights of each group in identifying the unique needs of our students, primarily related to the effects of the COVID-19 Pandemic, and to determine the most effective strategies and interventions to address these needs and identify additional staffing to support the academic and emotional health needs of our students.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery from the COVID-19 Pandemic.

- Learning Continuity and Attendance Plan https://www.latonunified.org/News/62 (pgs. 5-11)
- Expanded Learning Opportunities Grant Plan
https://www.latonunified.org/userfiles/5/my%20files/2021_expanded_learning_opportunities_grant_plan_laton_unified_school_district_20210505.pdf?id=1035 (pgs. 1-3)
- Local Control and Accountability Plan https://www.latonunified.org/Content2/6 (pgs. 7-9)
- ESSER III Expenditure Plan https://www.latonunified.org/Content2/6 (pgs. 2-5)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and safety of students, educators, and other staff
- Successes: The District has adopted policies including, but not limited to, the following: mask-wearing, modification of facilities where appropriate, hand washing and respiratory etiquette, maintaining clean facilities, improved ventilation, contact tracing with isolation and quarantine, collaboration with various health departments, diagnostic and screening testing, efforts to provide vaccinations, accommodations for children with disabilities, and coordination with health officials. Those policies have been successfully implemented throughout the District. Students and staff members have been provided with sufficient PPE, and rapid testing and follow-up have been made promptly when there has been a possibility of exposure. Administrators communicate regularly with county health officials and other districts within Fresno County. As appropriate, important information is immediately shared with families and other educational partners.
- Challenges: The policies cited above have been reviewed and revised when the pandemic appeared to be abating and again with the wave of the Omicron variant. Adopting and implementing policies and procedures since the beginning of the Omicron wave have been challenging due to the rapidly changing guidance from the CDC and the unexpected speed and pervasiveness of the variant's infectiousness.

Continuity of services
- Successes: Laton USD has provided services to all students that include academic support, social, emotional, mental health, student health, and food services to ensure students grow both academically and emotionally. Supports have included social-emotional learning, building relationships, community-building activities, and increased access to mental health/wellness services. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. The District provides information and supports access to a wide variety of resources to help families with their social and emotional needs. Parents can access Counseling and Psychology Services by calling their child's

school or the District Office. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine. Students with disabilities and English learners continue to be prioritized with support for each learner. District and school staff are committed to supporting students' social-emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social-emotional learning, building relationships, community-building activities, and increased access to mental health/wellness services.

- Challenges: While the District is proud that it has maintained the above continuity of services, we have not been able to implement it to the expected degree due to illnesses related to the pandemic and the lack of available certificated and support staff. Finding subs and filling open positions has been and remains a challenge and has resulted in administrators' academic coaches. Support staff often work outside their regular duties to maintain essential instructional and support services.

Implementation of the ESSER III Expenditure Plan

Successes -- At the time of this report, the only ESSER III expenditure was for the kindergarten playground equipment, which has yet to be installed. ---DO I list the other projects starting over the summer months??? TO PROVIDE AN UPDATE???

Challenges -- The challenge in implementing the plan is the long delays and lack of workers that our vendors are experiencing due to the pandemic. Also, being a small district presents a challenge because we are commenting with larger districts that are also utilizing ESSER funds to initiate extensive facilities upgrades and construction projects. Everyone is fighting for the same resources. For this reason, It has been challenging for the District to get companies to bid on projects.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan

- Laton Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing and providing PPE Ensuring adequate supplies to support healthy hygiene behaviors, including soap, tissues, face coverings, and hand sanitizers for staff and children who can safely use hand sanitizer. The District has ensured that students have access to clean drinking water other than through a drinking fountain and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition. Fiscal resources have been directed to hiring and sustaining maintenance staff and support staff to maintain safe facilities, to modify facilities where appropriate, to maintain improved ventilation, and to clean frequently touched surfaces by disinfecting common area high-touch surfaces once a day, ensuring surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals and that classrooms and offices are cleaned and disinfected once a day to sufficiently remove any potential virus that may be on surfaces.

Additional resources go to support and administrative staff to provide contact tracing with isolation and quarantine, conduct diagnostic and screening testing and support efforts to provide vaccinations, provide accommodations for children with disabilities, and administrators' time to coordinate with health officials.
 The District has maintained staff to provide behavior intervention and support, focused on providing services to high-needs students in grades TK-12 impacted by the pandemic, their parents, and the staff who work with them, including counseling and psychological services, continuing use of PBIS structures at each site TK-12; steps to increase bullying awareness, prevention and intervention; and Implementing Character Counts at each site, TK-12, in order to support social, emotional, and character development as well as a positive school/district climate. We have provided transitional services, social/emotional, and academic supports to Foster Youth and homeless students.
 Budgeted expenditures also include academic coaching for teachers to scaffold instruction to support learning recovery of missed standards, concepts, and skills. A multi-tiered system of support is being implemented to meet and appropriately address each student's academic needs. An Online Academy has been implemented to continue services in the cases of students who are in isolation or quarantine.

- The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the Character Counts and PBIS, counseling, and other social-emotional services that are part of Goal 2 in the LCAP. The Online Academy and the multi-tiered system of support provide the continuity of instruction and academic services described in the LCAP Goal 1.

ESSER III Expenditure Plan

 Laton Unified School District used its fiscal resources to implement the ESSER III Expenditure Plan requirements by ordering kindergarten playground equipment, which has yet to be installed.

- The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP Goal 2, as this equipment will support a more positive school climate and safe distancing practices.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Laton Unified School District	Lupe Gutierrez-Nieves Superintendent	lnieves@latonunified.org 559.922.4015

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

At Laton Unified School District, our vision of "Closing the Achievement Gap" means ensuring each student reaches their full potential, regardless of ethnic background or economic status. We are proud of our students, and we value our students and their unique backgrounds. We strongly believe in celebrating the cultural diversity of our community.

Laton Unified is comprised of five schools: Laton High School, Laton Middle School, Laton Elementary School, Laton Preschool, and Laton Online Academy(LOA). Most Laton Unified School District (LUSD) students are born and raised in the community of Laton and attend kindergarten through twelfth grade. LUSD is a small district with approximately 625 students in Preschool, Transitional Kindergarten, and the K-12 program. Most students qualify for the Free and Reduced Lunch, with 82.4% considered Socioeconomically Disadvantaged or Low-Income. We are a diverse district, with 84% of our students Hispanic/Latino, 12% White, <1% African American, and 4% of students declining to report an ethnicity. English Learners make up over 29% of our students. Just over 1%, or four, of our students are Foster Youth, so data are seldom reported for their group due to privacy concerns. Almost 15% of LUSD students are in the Special Education Program.

Our Beliefs and Values, developed by teachers, principals, superintendents, and school board members, are based upon a unified effort dedicated to helping students increase their knowledge and creative potential that includes:
- Developing a culture that builds partnerships across the District with mutual trust and respect;
- Creating a working and learning environment that encourages the necessary critical thinking and creative ideas that solve diverse challenges and problems;
- Belief in work-group support is characterized by feedback, collaboration, flexibility, trust, and a safe environment that encourages risk-taking while building rapport and positive communication from the student level to the governance team.

Because we work in a small district, we want to capitalize on building capacity amongst our staff to support common goals.

One of the District's proudest initiatives is the K-8 Dual Immersion Program, which has been in existence for over 20 years. The Dual Language Immersion Program has made bilingualism and bi-literacy possible for many students and has prepared elementary and middle school students to meet the demands of the Spanish AP exam in high school while making high school students eligible for the California State Seal of Bi-literacy upon graduation.

Laton Unified is committed to providing all students with an enriching and impactful educational experience. We offer safe, welcoming schools and employ many caring and talented people dedicated to our students and the District. The District's goal is to create an environment of respect and inclusion, making data-driven decisions that empower all students to embrace learning and become innovative leaders. It is a great place where students can grow and achieve!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Prior to the pandemic, Laton Unified School District students showed significant improvement overall, and for most student groups, in English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension rates. The results for Students with Disabilities (SWD) also showed those students closing performance gaps in ELA, Absenteeism, and Suspension. [Student groups include: English Learners (EL), Students with Disabilities (SWD), Low Income (LI), Hispanic, White, and Two or More Races. The District's 2020 Graduation Rate increased to all-time highs. The overall rate was 95.2%, with Low-Income students increasing to 95.0% and 97.1% of Hispanic students graduating. Though not strictly comparable, we were pleased to see that 52.4% of students in the 2020 graduation cohort met the College and Career readiness requirements. This was an increase of 20% over 2019. 17.5% of the 2020 graduation cohort earned the State Seal of Biliteracy. Unfortunately, this success was undermined by the pandemic, as noted below in the "Identified Needs" section.

For the current year (2021-22), Quarter 2 STAR Math Inventory showed the percentage of assessed students meeting standard as 24%, an increase of over 14% points from 2021, a possible indicator that we are making headway in recovering from declines experienced during the pandemic. Also, it can be seen in the SBAC data in the "Identified Need" box below that our Students with Disabilities showed increases from 2019 to 2021 in the percentages meeting or exceeding standard. As we expand our differentiated supports for struggling students, we will look to the supports we have provided to our SWD as guides to effective supports.

The District has improved it's A-G completion rate for Low-Income students from a baseline of 35% to 58% in 2021. Likewise, the percentage of students passing an A.P. exam has improved from 18% to 58%. While the CTE completion rate dropped in 2021, it still remains high at 61.5%. However, Low-Income students lag 2% points behind, and English Learners 28% points below.

The overall suspension rate (1%) and those for student groups remains significantly below the baseline year. A significant factor in this improvement is that students were at home for a large part of the year, limiting the potential for incidents requiring suspension. The District will continue to provide behavior supports and at-risk intervention services to maintain low suspension rates among all students at all school

sites as outlined in Goal 2, Action 3.

The District has completed the construction of a new multipurpose room on the Laton Elementary School campus.

Based on data cited above, the District believes that the activities in which it has engaged have generally met the needs of our students, in the context of a national pandemic, and many of those actions will be continued, with emendations in the 2021-2024 LCAP. We also recognize that additional actions can amplify those results. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by reviewing research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, the training to use them effectively, and the dedicated time to do so, we will target instruction for high-needs students to increase academic outcomes. Providing systematic interventions and supports is also a means by which we can continue better to meet our students' needs and close performance gaps. Hattie's research (2008) showed an effect size of .77 for comprehensive interventions.

The District will provide tiered academic supports that include, but are not limited to:
- Teachers that allow the District to provide smaller class sizes at the elementary and middle school.
- Instructional aides will provide smaller group instructional support and more individualized attention in ELD, ELA, and Math.
- Academic Coaches to provide targeted assistance to classroom teachers
- Additional instructional aides in K-2 grade levels to provide classroom and reading support
- MTSSA multi-tier system of support (MTSS) to offer a more comprehensive system of support.
- Universal Design for Learning, allowing the focus to be on planning instruction to meet the varied needs of students with multiple means of engagement, representation, and action and expression.
- Laton Online Academy to provide an alternative to traditional learning.
- Edgenuity online curriculum, the most extensive standards-aligned course catalog available for LOA students used as core curriculum and credit recovery.
- Paper Education will provide our 3-12 students with unlimited live tutoring support 24/7.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standards due to the disruptions in instruction and traumatic experiences of the pandemic. Taking the test was not mandatory, and about 97% of eligible students chose to do so. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to 2019 must be done with caution. The state notes on its SBAC web page, "Due to factors surrounding

the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As was anticipated, due to the impacts of the pandemic on instructional delivery and student participation in school, declines were seen in all groups in both ELA and math, with the exception of students with disabilities. Declines in math were less than expected but still very concerning due to the generally low assessment results for all groups in that subject. Significant gaps continue between the overall assessment performance and that of English Learners in both ELA and math and Students with Disabilities in ELA.

For the current year (2021-22) Quarter, the 2 STAR Reading Inventory shows the percentage of assessed students meeting standards is 24%, 2% points lower than 2021.   Math Inventory: Percentage Meeting Standard: 24%

Early Assessment Program (EAP) ELA --	EAP Math--
All Students: 10.34%	All Students: 0%
Low Income: 9.52%	Low Income: 0%
Hispanic 13.64%	Hispanic 0%

The percentages shown above of our students meeting the EAP readiness standard were also substantially lower than in 2019. Math scores, especially, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities. We will continue to allocate resources to enable our Low-Income students to close those achievement gaps.

As we move forward, it is imperative that we solidify an assessment plan that will be implemented yearly with fidelity. The district will take into account individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2022-2023 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.

Only 16.3% of our English Learners scored at "Well-Developed" on the most recent ELPAC assessment.

Educational partners' input resulting from our actions to engage students in emotional support services, and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus is increasing in that area. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after participating in distance learning for so long.

The percentages of students who indicated that they felt safe at school fell by 12% points from 2019 results, while those who felt connected to the school fell by 8% points from that time. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports.

Graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person. In 2021, they fell to 84.2% Overall, 88.2% for Hispanic, and 84.2% for Low-Income students. Compared to similar districts in Fresno County, the graduation rate for our Low-Income students lags behind by 6% or more. The number of students earning the State Seal of Bi-literacy fell from 17 to four.

The district remains committed to identifying and reaching out to students who might benefit from participation in social-emotional supports.

Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive support.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LUSD LCAP is a clear and direct outline of who we are, what we stand for, and where our district is headed. Our first priority is to make sure our students are well physically, socially, and emotionally before engaging them in positive learning environments.

The Dual Immersion Program has made bilingualism and bi-literacy possible for many students and has prepared elementary and middle school students to meet the demands of the AP Spanish Language and Culture and the AP Spanish Literature and Culture Exams in high school, making it possible for many Laton High School students eligible for the California State Seal of Bi-literacy upon graduation. An English Learner Master Plan to align with the English Learner Roadmap will better support the needs of English Learners and guide the Dual Immersion program implementation with integrity.

We will continue to implement a consistent system to collect, analyze and compare achievement data from month to month and year-to-year will make an enormous difference in our response to students' needs and to support teachers in analyzing student data that will inform and drive their instruction, professional development, and support to be provided. Providing coordinated and consistent time for Professional Learning Communities where data analysis and opportunities for collaboration among teams will be scheduled throughout the 2022/2023 school year will empower teachers and build team efficacy. The continued implementation of systematic and deliberate data analysis will allow more evidence-based collaboration among teachers and between classrooms and homes. Teacher collaboration times will be more powerful with authentic, useful data that will power them to plan targeted instruction based on student needs.

Interventions and supports for our high-needs students will be determined through a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, mental health, social-emotional, and other integrated student supports. Using the "intervention pyramid" as a reference point, academic and social-emotional support will be part of instruction for all students, increasing as individual students are identified for more intensive supports. The two pyramids will be complementary, with one focused on academic supports and the other on social-emotional. Tiered supports for social-emotional learning will begin with all students participating in:

2nd Step Curriculum for K-8
*Bell schedule that supports 2nd Step
*PBIS systems that target positive reinforcement and engage educational partners
*PBIS routines ingrained in every aspect of our school environment and practice
*LHS Breaking Down the Walls program
*High School Prep course requirement for all 9th graders.
*Positive Behavior Recognition Awards/Assemblies

The next tier will include:
*Targeted behavior intervention groups led by the site counselor
*Student Support/Resource Center
*LHS mentors and leadership at LES/LMS
*PBIS Focus Intervention\

At the most intensive level, targeted intervention will be:
*All4Youth
*Behavior Plans
*One-on-One Counseling/Psychologist
*PBIS Intense Support

Integrated with those in a corresponding pyramid, academic supports will begin with all students participating in:
*Good first instruction for all that targets essential standards, 21st-century learning, and standards-based curriculum
* ED. Tech Team-using technology to enhance instruction
*Viable assessment system is driven by essential standards that shape targeted instruction
*Small group instruction provided by a teacher and driven by students' needs
*LMS intervention elective class
*Structured Intervention (scheduled daily) in grades K-5
*High School Prep course requirement for all 9th graders
*Standards-Based Report cards
* Academic Achievement Awards/Assemblies

The next academic support tier will include:
*Reading groups for ELA, Math, and ELD
*After school tutoring for ELA, Math, and ELD for LHS and LMS
*Systematic SSTs and 504 plans

At the most intensive level, targeted intervention will be:
*One-on-One Intervention with Resource Teacher/Reading specialist

The District offers a preschool program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of pre-school-age children on the importance of early education and literacy, including a three-week "launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Since the beginning of the pandemic, the District has an ongoing practice of engaging educational partners throughout the school year to discuss providing instructional supports and interventions. That process continued into the 2021-22 school year. The District Superintendent, site administrators, and school liaisons reach out to families to encourage participation. Laton Unified School District regularly holds meetings with educational partners to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners. Educational partners are presented with current goals, actions, expenditures, and data, and invited to ask questions, suggest changes, or confirm the direction of the District's efforts to implement initiatives that are broadly understood and supported.

The District English Learner Advisory Committee (DELAC) met to review and provide input on topics that included providing support to students who are English Learners (EL) and meeting the needs of those ELs struggling to keep pace in English language acquisition accessing core subject-matter knowledge and skills.

All meetings are accessible to the public. A Spanish translator is available in the event that parents needed to access those services.

The following formal meetings and consultations were held to gather comments and suggestions regarding the Goals, Actions/Services, Outcomes, and Evaluation of the District's Plan in considering changes for 2022-23:
Administration/Principals Meeting – Ongoing through the school year.
Classified Bargaining Unit including all Classified Staff Educational Partners Input Meeting, April 26, 2022. Support Staff was also surveyed during the month of March, 2022.
Certificated Bargaining Unit including Teacher Educational Partners Input Meeting, April 25 and May 2, 2022. Certificated Staff were also surveyed during the month of March, 2022.
Families and Community Educational Partners Input Meeting, April 27 and April 28, 2022. Families were also surveyed during the month of March, 2022.
Students were surveyed during the month of March, 2022.

Parent Advisory Committee (PAC) Input Meeting on April 28, 2022. A draft of the plan was presented to the PAC at this meeting. District English Learner Advisory Committee (DELAC) Input Meeting on April 27, 2022. A draft of the plan was presented to the DELAC at this meeting. During both of these meetings, the respective Committees were asked for suggestions, and questions were invited. Neither the PAC or the DELAC had questions that required a written response from the Superintendent.

The Public Comment period ran from May 2 through May 13, 2022. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

SELPA Consultation -- The District consulted with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation with staff. Student records for students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. The District was identified for significant disproportionality and is working with a state-approved consultant to develop and implement a plan to address the circumstances.

The LCAP submitted for LUSD Governing Board approval was posted on the District's website, and a link included in the Board agenda was posted 72 hours prior to the meeting. At the June 22, 2022 Board meeting, the Local Indicators report was presented to the Board prior to LCAP approval. The District's 2022-23 budget was approved subsequent to the LCAP.

Public Hearing, June 8, 2022
Board Adoption, June 22, 2022
Submitted to FCSS, June 23, 2022

A summary of the feedback provided by specific educational partners.

Teacher Input, 2021 (Verbatim):
- Dedicate planning time most Mondays, with more time to plan and prep and administrators present during group planning
- Full time designated ELD Teacher K-2; Reading lab teacher English/Spanish
- Aides for struggling students, not designated as students with disabilities; more aides for students with disabilities
- Emotional support counselor full time
- Expand electives at LHS to offer more than A-G; expand STEM program; increase VAPA implementation
- AVID and AVID strategies schoolwide; prizes for attendance and character recognition involve the Mexican consulate with the State Seal of Biliteracy; partner with colleges & technical schools to encourage higher education attendance; implement leadership/mentoring programs supported by district
- Transportation for afterschool sports and more individual sports - cross country, track, etc.; more after school clubs,
- Monthly community activities to bring a positive culture
- Continue security measures

Teacher Input, 2022 (Verbatim):
- I appreciate the ongoing commitment to tutoring services and the push for more Para Educators.
- Continue Academic Coaches and the Extended Learning Program. Thankful for ELP opportunities when electives are not available.
- Dual Immersion & the closing of our achievement gap are appreciated.
- Suggest increased tutoring; complete the student mentoring.
- Appreciate the ongoing improvements to the campus and commitment to a clean safe environment.
- The SEL support of our counselor is valuable.

- Continue to develop the Mentoring Program and seek ways to increase parent involvement.
- Common Behavior Expectations from the staff are needed. Increase SEL support.
- Our interactions with parents and the respect of our staff is excellent, as are our attempts to involve the community and collaboration.

Teacher Input, 2022 (Theme):
- Several teachers mentioned the need for improved home/school communication.

Student Input, 2021 (Verbatim):
- Parent technology courses
- New mascot uniform
- Replace benches in stadium and add a student section
- Career Center-Technician/Full time librarian
- Assessment Coordinator -- Manage all testing and assist teachers/students to prepare
- More student activities and advertisement throughout campus
- Student Store
- Monthly character and academics recognition
- Workshops for parents
- Security at both sites at all times

Student Input, 2022 (Themes):
- Two-thirds believe that teachers want them to be successful.
- One-fifth requested more time to compete homework.
- Over 40% believe that the school grounds need improvement.
- Almost 50% of English Learner reported getting the support they need to be successful; 15% responded that they do not get sufficient support.
- Almost 60% of English Learners were confident that they will improve academically.
- Only 21% of Low-Income students who responded to surveys were satisfied with the conditions of their school grounds, and less than half agreed that they feel happy at school.

Other Educational Partners input, 2021 (Verbatim):
- Focus on improving middle school GPA;
- Breakfast and lunch should be provided for all students;
- Enough staff for social-emotional curriculum, including more counseling;
- Educative field trips;
- Science/Math/Literacy Nights

Parent Input, 2022 (Verbatim):

- The teachers are wonderful and are willing to address any issues around the children. The majority of the teachers are very pleasant and wonderful. Teachers are caring, thoughtful and involved in students daily lives. My child school is fair to all students in both academics and socially. My school is fair to all students no matter ethnicity.
- The office staff could be more welcoming.
- The teachers are encouraging. I would love to see more help for students that are having a hard time.
- Better lunch food. Change to healthier food options for children.
- Best things are Avid and Dual programs. Children are learning a lot of Spanish.
- There should be zero tolerance for bullying. I believe that the way this school handles bullying etc need to change. It is not right to not notify a parent when their child and or children are being hit or verbally attacked. There also should be better communication between the office and teachers etc. Stricter policies on bullying.
- There is a strong sense of community.
- More fun opportunities for the kids.
- More SpEd aides are needed in elementary school

Parent Input, 2022 (Themes):
- The Dual Immersion program was repeatedly mentioned as a strength.
- While some parents lauded parents/teacher/principal communication, several more suggested communication between home and schools should be improved.
- Several parents requested the District start an honors program.
- Providing more extracurricular activities and opportunities for sports were mentioned by many parents.
- "Healthy Lifestyle" was selected as an area of focus by 47% of respondents.
- The Parent Liaison has increased parent participation; the outreach is greatly appreciated.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After the numerous opportunities for educational partner's input, the following elements were included in the LCAP:
- A social-emotional curriculum (The Leader in Me) with staff to implement (Goal 2, Action 2.4)
- Counselor and counseling interns (Goal 2, Action 2.4)
- Educative field trips to create a culture of post-secondary success (Goal 1, Action 1.11)
- Science/Math/Literacy Nights (Goal 3)
- Transportation for greater participation in after-school activities (Goal 1, Action 1.7)
- Security Measures (Goal 2, Action 2.5)
- Increased rigor of Dual Immersion Program (Goal 1, Action 1.2)
- Consult with instructional staff in identifying areas in which to provide professional development opportunities (Goal 1, Action 1.4)
- Addition of resource teachers and aides for struggling students (Goal 1, Action 1.5)

Goals and Actions

Goal

Goal #	Description
1	Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision making.

An explanation of why the LEA has developed this goal.

Studies completed by the Alliance for Excellent Education found that a U.S. 90% high school graduation rate would result in 250,000 additional graduates, $3.1 billion in increased income, $664 million in tax revenues, $16.1 billion in health care savings, $5.7 billion in economic growth, and more than 14,000 new jobs. In short, the positive impacts are enormous for Laton USD students who successfully complete high school and are prepared for college and career.

After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standards due to the disruptions in instruction and traumatic experiences of the pandemic. Taking the test was not mandatory, and about 97% of eligible students chose to do so. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. As was anticipated, due to the impacts of the pandemic on instructional delivery and student participation in school, declines were seen in all groups, with the exception of students with disabilities, in both ELA and math. Declines in math were less than expected but still very concerning due to the generally low assessment results for all groups in that subject. Significant gaps continue between the overall assessment performance and that of Low-Income students and English Learners in both ELA and math, and Students with Disabilities as well. The District did not reach its expected outcomes in the most recent (2019) English Learner (EL) Progress, with a "low" result of 49.7%.

Only 16.3% of our English Learners scored at "Well-Developed" on the most recent ELPAC assessment.

The District provides a tiered system of supports to address this outcome, augmented by a systematic program for collecting, examining, and acting upon data to accelerate English learners' language acquisition. Additionally, the District plans to revise its English Learner Master Plan to align with the English Learner Roadmap and guide the Dual Immersion program implementation with integrity.

We must refine our assessment plan that we are implementing yearly with fidelity as we continue forward. The District will continue to consider individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2022-23 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.

Instructional decisions will be student-centered and informed by excellent data collection and analysis. Research clearly demonstrates that teacher quality is a significant factor in predicting student achievement. In our experience,fully credentialed and appropriately assigned teachers who are provided high-quality, ongoing professional development and coaching have an unparalleled impact that is progressively higher in the upper grades.

Small enrollment limits elective options for such classes like music, fine arts, etc. The District seeks to offer the broadest possible curriculum within those constraints.

The principles of a Multi-Tiered Support System and the Universal Design for Learning infuse and inform ever part of this plan. While explicitly stated in this goal, every goal and action undertaken in the District are understood to be for the purpose of supporting our students to be successful and has a place on the tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, mental health, social-emotional, and other integrated student supports. Every action should be judged by its results, and applied or modified based on whether it contributes to the academic, social, and emotional well-being of our children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	All Students: 50.7 points below EL: 71.7 points below SWD: 104.1 points below Hispanic: 51.7 points below LI: 54.9 points below White: 25.1 points below [2019 California School Dashboard]	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.			All Students: 20 points below EL: 30 points below SWD: 60 points below Hispanic: 20 points below LI: 20 points below White: 5 points above [California School Dashboard]
California School Dashboard: Math Distance from Standard	All Students: 75.6 points below EL: 83.3 points below	Data for this year are not available. The CA School Dashboard has not published			All Students: 40 points below EL: 40 points below SWD: 80 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 128 points below Hispanic: 75.1 points below LI: 76.1 points below White: 58.9 points below [2019 California School Dashboard]	"Distance from Standard" data since the 2019 year.			Hispanic: 40 points below LI: 40 points below White: 25 points below [California School Dashboard]
District Benchmark Assessments: Reading Inventory Math Inventory	Reading Inventory: Percentage Meeting Standard: 26% Math Inventory: Percentage Meeting Standard: 9.68% [Winter 2021 Local Data]	Reading Inventory: Percentage Meeting Standard: 24% Math Inventory: Percentage Meeting Standard: 24% [2022 Q2 STAR Assessment Data]			Reading Inventory: Percentage Meeting Standard: 60% Math Inventory: Percentage Meeting Standard: 40% [2024 Q2 STAR Assessment Data]
California School Dashboard: English Learner Progress -- Percentage of EL students who make one or more year's progress on the ELPAC.	49.7% [2019 California School Dashboard English Learner Progress Indicator Status]	The ELPI is suspended for 2021, so the following data are reported as an alternate measure of English Learners' progress. Percentages of students scoring at: "Well-Developed" -- 16.3%			65% [California School Dashboard English Learner Progress Indicator Status]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		"Moderately Developed" -- 34.2% "Somewhat Developed" -- 35.8% "Minimally Developed" -- 13.7% [2020-21 CAASPP ELPAC Summative Results]			
English Learner Reclassification Rate	9.9% [2019-20 DataQuest English Learner Annual Reclassification Rate]	8.3% [2020-21 DataQuest English Learner Annual Reclassification Rate]			23% [DataQuest English Learner Annual Reclassification Rate]
Advanced Placement Exams: % of pupils scoring 3 or higher	Overall:18.2% [2020 AP College Board]	Overall: 58.0% [2021 AP College Board]			Overall 40% [AP College Board]
Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready"	EAP ELA – All Students: 16.28% Low Income: 20.59% Hispanic: 17.14% EAP Math – All Students: 2.33% Low Income: 2.94% Hispanic: 2.86%	EAP ELA -- All Students: 10.34% Low Income: 9.52% Hispanic 13.64% EAP Math-- All Students: 0% Low Income: 0% Hispanic 0%			EAP ELA – All Students: 30% Low Income: 35% Hispanic: 35% EAP Math – All Students: 20% Low Income: 20% Hispanic: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019 CAASPP Assessments]	[2021 CAASPP Assessments]			[CAASPP Assessments]
A-G Completion Rate	Overall: 35% Low Income: 35% [2020 DataQuest 4-Year Graduation Report]	Overall: 58% Low Income: 58% [2021 DataQuest 4-Year Graduation Report]			Overall: 65% Low Income: 65% [DataQuest 4-Year Graduation Report]
CTE Completion Rate	100% of the 2020 Graduation Cohort completed a CTE course of study [2020 CALPADS EOY 3.14, 3.15]	61.5% of the 2021 Graduation Cohort completed a CTE course of study. 59.4% Low-Income 33.3% English Learner [2021 CALPADS EOY 3.14, 3.15]			96% of the Graduation Cohort will complete a CTE course of study. 96% Low-Income 96% English Learner [CALPADS EOY 3.14, 3.15]
Combined CTE and A-G Completion Rates	34.1% of the 2020 Graduation Cohort completed both the A-G requirements and a CTE course of study. [2020 CALPADS EOY 3.14, 3.15]	46.2% of the 2021 Graduation Cohort completed both the A-G requirements and a CTE course of study. [2021 California School Dashboard Additional Reports]			55% of the 2023 Graduation Cohort will complete both the A-G requirements and a CTE course of study. [2023 California School Dashboard]
California School Dashboard: College	All Students: 52.4% Hispanic: 54.3%	The All Students and student groups'			All Students: 65% Hispanic: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Career Indicator - - % of students meeting "Prepared" requirements.	LI: 55.0% [2020 California School Dashboard Reports]	percentages of "Prepared" on the College and Career Indicator were not reported for 2021.			LI: 70% [California School Dashboard]
California Physical Fitness Test (PFT): Increase average percentage in Healthy Fitness Zone	Grade 5 46.1% Grade 7 50.9% Grade 9 72.4% [2018-19 California PFT]	PFT was not administered in 2021.			Grade 5 60% Grade 7 65% Grade 9 85% [California PFT]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.0 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum.	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.2 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum.			MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. [Report to LUSD Governing Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June, 2021, Report to LUSD Governing Board]	[June, 2022, Report to LUSD Governing Board]			
Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2021, Report to LUSD Governing Board]	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2022, Report to LUSD Governing Board]			MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study. [Report to LUSD Governing Board]
Percentage of teachers fully credentialed and appropriately assigned.	MET -- Results Reported 100% of teachers fully credentialed. 0 mis-assignments.	MET -- Results Reported 100% of teachers fully credentialed. 0 mis-assignments.			MET -- Results Reported 100% of teachers fully credentialed. 0 mis-assignments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2021 Report to LUSD Governing Board]	[2022 Report to LUSD Governing Board]			[Report to LUSD Governing Board]
Percentage of students with sufficient access to standards-aligned materials.	MET -- Results Reported All necessary core and supplemental materials and technology were available and accessible to 100% of students. [2021 Report to LUSD Governing Board]	MET -- Results Reported All necessary core and supplemental materials and technology were available and accessible to 100% of students. [2022 Report to LUSD Governing Board]			MET -- Results Reported All necessary core and supplemental materials and technology are available and accessible to 100% of students. [Report to LUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Outstanding Staff	The District will provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.	$6,484,460.00	No
1.2	Dual Immersion Language Program	In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and those statewide, the District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be: 1. To promote high levels of oral language proficiency and literacy in both Spanish and English for English Learners and Low-Income students.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. To achieve proficiency for English Learners and Low-Income students in all academic subjects, meeting or exceeding district and state standards. 3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community. 4. To increase the number of English Learners and Low-Income students who qualify for the State Seal of Bi-literacy. The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are: (a) pedagogical equity, (b) effective bilingual teachers, (c) active parent participation, (d) knowledgeable leadership and continuity. Teachers will be provided training, time, and resources to support implementation of the program with integrity, including monitoring implementation with regard to students' progress and the four success factors listed above. The Dual Immersion Master Plan has been revised and updated, and will be implemented to reflect the above principles and practices.		
1.3	Teacher Collaboration for Improving Instruction	In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners, Low-Income students, and Foster Youth, and those statewide, the District will: • Provide professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. • Support teachers in refining their abilities to use data from Illuminate Data system and other data systems to target	$259,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individual Low-Income student and English Learner needs for standards-mastery. • Continue development and improvement of Grade-level Rubrics to ensure that each Low-Income student and English Learner is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level. • Maintain a full-time physical education teacher for K-8 students in order to provide teachers at those levels time to collaborate on data review and planning to address the needs of Low-Income students, English Learners, and Foster Youth. • Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners • Use standards-based report cards that reports the progress identified above.		
1.4	Effective Professional Development	In order to improve students' academic outcomes and close achievement gaps in ELA and Math that exist between our English Learners and Low-Income students and those statewide, the District will: Consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for Low-Income students, English Learners, and Foster Youth, including students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments. As described by Dr. Michael Fullan in Coherence, staff will connect professional learning with the District's mission and vision, and administrators will function as lead learners. Professional development will support standards-based instruction for Low-Income students, English Learners, and Foster Youth in all	$337,896.00	Yes

Action #	Title	Description	Total Funds	Contributing
		subject areas that are taught, focused on essential standards and 21st-century learning needs.This will include professional development in English Language Development, Mathematics, and English Language Arts. Provide substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and for vertical articulation of instructional planning to meet the needs of Low-Income students, English Learners, and Foster Youth. Continue professional development for instructional aides in providing support for Low-Income students, English Learners, and Foster Youth, especially in the areas of English Language Arts and Math. Allocate funding for professional development for staff through the California Association for Bilingual Education (CABE) to support the Laton Unified Dual Immersion Program students and teachers in mastery of Spanish.		
1.5	Tiered Academic Supports	In order to improve students' academic outcomes and close achievement gaps in literacy and mathematics that exist between our English Learners and Low-Income students and those statewide, the District will: Hire additional properly credentialed teachers that allow the district to provide smaller class sizes at the elementary and middle school, grades 4-8 that will enable teachers to provide more individual support for Low-Income students, English Learners, and Foster Youth. Provide Resource Teachers and part-time paraprofessionals so Low-Income students and English Learner students will receive more one-on-one support in the areas of Math, ELA and Reading. Each Resource teacher will be assigned a paraprofessional to assist with	$1,194,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups and data collection. Paraprofessionals will be provided the same training as the RT. However, the RT will be overseeing the para and be available to provide guidance during the sessions with students. The para will also provide assistance with end of cycle assessment. Hire qualified instructional aides that will provide smaller group instructional support and more individualized attention to Low-Income students, English Learners, and Foster Youth. Continue Academic Coaches to provide targeted assistance to classroom teachers in better meeting the instructional needs of Low-Income students, English Learners, and Foster Youth. Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support for Low-Income students, English Learners, and Foster Youth. Continue professional development for instructional aides in strategies to support Low-Income students, English Learners, and Foster Youth, especially in the areas of English Language Arts and Math. Provide a Multi-Tiered System of Support and Universal Design for Learning that will identify the needs of struggling Low-Income students, English Learners, and Foster Youth, identify interventions and supports, and monitor the effects on those students. Laton Online Academy that uses a curriculum supplemental to the Board-adopted base curriculum for our Low-Income, English Learners, and/or Foster Youth students whose needs, conditions, or circumstances have resulted in academic distress and the need for educational options. Provide PAPER Education, a 24/7 online tutoring program for Low-Income students, English Learners, and Foster Youth in grades 3 -12 that provides real-time instructional help from credentialed teachers.		

Action #	Title	Description	Total Funds	Contributing
1.6	Access to a Broad Curriculum	The District will plan master schedules at the secondary level to ensure that English Learners and students with exceptional needs have access to a broad course of study in the middle school and high school. Research adding AP A-G Course (Plant Science). Upgrades to shop to provide up-to-date equipment that contributes to increased students' success in securing post-secondary careers.	$113,205.00	No
1.7	After School Program	In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and those statewide, the District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners and Low-Income students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.	$75,000.00	Yes
1.8	Supplemental/Intervention Materials	To support academic gains and to close achievement gaps on state and local assessments, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for English Learners and Low-Income students who have demonstrated achievement gaps between	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their performance levels and those of the overall performance of students at local and state levels. Provide and maintain technology that enhances Low Income students, Foster Youth, English Learners, including students with exceptional needs, access to a broad variety of online and in-person enrichment experiences to create a expanded base of experiences that support language acquisition, improved academic outcomes, and access to a broad course of study through technology-based materials and programs. The District will create an evaluation timeline and process to determine if supplemental /intervention materials are having positive impact on student outcomes.		
1.9	English Learner Supports	To support academic gains and to close achievement gaps on state and local assessments, the District will provide English Language Development (ELD) supplemental materials (e.g., Rosetta Stone) and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties. These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County Superintendent of Schools' staff to support the best use of these materials and programs in order to support the broadest possible access to the curriculum. The District will revise and implement its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.	$78,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Summer School Program	To support academic gains and to close achievement gaps on state and local assessments, the District will provide a summer extended learning program for Low Income students, Foster Youth, English Learners to provide learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12.	$117,108.00	No
1.11	Create a Culture of Post-Secondary Success	To increase the number of Low Income students, Foster Youth, and English Learners completing requirements for admission to U.C. and/or C.S.U., those taking and passing AP classes, and/or those completing a CTE pathway, the District will:: Ensure Low Income students, Foster Youth, and English Learners in grades 6-12 will make at least one college visit where they can see what a college campus looks like, and talk to college educators and students from similar circumstances who will encourage them to attend. Ensure Low Income students, Foster Youth, and English Learners in grades 11-12 will visit at least one CTE program at a community college so they can learn about a greater variety of post-secondary career paths than it is possible to provide at a small high school like Laton High. Use a new green house as the driver for creating a student-run farmer's market and entrepreneurial program that will provide Low Income students, Foster Youth, and English Learners with opportunities to experience business planning and management. They will learn about the associated CTE or college pathways associated with running an ag business. Increase participation and interest in AVID and college campus exposure by promoting Low Income students', Foster Youth, and	$62,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners' participation in AVID student recognition events, as a part of a college campus visit. Expand use of AVID strategies that support the success of Low Income students, Foster Youth, and English Learners throughout District.		
1.12	Early Childhood Education	The District offers a pre school program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of pre-school age English Learners and Low-Income children on the importance of early education and literacy, including three-week "launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten.	$20,000.00	Yes
1.13	Students with Exceptional Needs	To increase academic outcomes for Students with Disabilities and decrease the achievement gaps between them and higher-performing student groups, the District will: • Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum. • Implement a Comprehensive Coordinated Early Intervening Services (CCEIS) plan to support proper identification of students who qualify for Special Education services, and to ensure a Student Success Team (SST) is in place to support meeting the continued needs of those students.	$63,051.87	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 1.1, 1.2, 1.7, and 1.8, in Goal 1 were implemented as planned. The summer school program was successful despite limits due to short staffing. We were able to offer academic support, and address social-emotional concerns with our enrichment classes. There is a concern that, due to a projected lack of staffing, we will not be able to offer as extensive a program (Action 1.10) in the summer of 2022. The Math Resource Teacher (Action 1.5) has been a success, as shown in the iReady math data which increased from less than 10% meeting standard in 2021 to 24% meeting standard in 2022. The Plant Science course referenced in Action 1.6 is a new offering at the high school.

1.3,1.4, and 1.9: Finding sufficient sub teachers was a challenge. This limited our ability to provide as much collaboration time and professional development opportunities as planned.

1.5: Hiring staff was challenging and often not able to be accomplished. We had no applicants for the Resource Teacher position so that was not implemented; some of the paraprofessional positions also went unfilled. We were unable to find sufficient sub teachers to conduct the planned professional learning activities.

1.6: Some of the planned upgrades were completed, but some remain to be done.

1.10: Teachers and support staff all reported being exhausted by the end of the 2021-22 regular school year. Due to a lack of staff interested in teaching summer school, we were not be able to offer as extensive a program as planned in the summer of 2021.

1.11: Due to COVID restrictions and a dearth of bus drivers, the planned visits were not carried out. The greenhouse was not built, and has been carried over to 2022-23. Due to a lack of subs, we were not able to provide the training to expand AVID strategies.

1.12: The "launchpad program was not implemented, as all of our incoming TK students had pre-school experience; we intend to continue to make it available for families of low-income whose children have not had any pre-school exposure or preparation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are significant material differences because state and federal monies the District received were used to fund many of the budgeted LCFF contributing actions. Additionally, hiring staff -- both in and outside the District -- was challenging and often not able to be accomplished. Actions with material differences:
1.2 -- We were unable to find sufficient sub teachers to conduct the planned professional learning activities.
1.3 -- An inability to find sufficient sub teachers was limited our ability to provide as much collaboration time and professional development opportunities as planned.

1.4 -- We were unable to find sufficient sub teachers to conduct the planned professional learning activities, or to release staff to attend conferences and workshops outside the district.

1.5 -- Hiring staff was challenging and often not able to be accomplished. Some of the paraprofessional positions also went unfilled. We were unable to find sufficient sub teachers to conduct the planned professional learning activities. Additionally, we have added Resource Teachers and additional aides to the action after recognizing that the 2021-22 LACP budget amount was much more than needed and would allow for those additional positions.

1.6 -- Some of the planned upgrades were completed, but not all.

1.9 -- We were unable to find sufficient sub teachers to conduct the planned professional learning activities.

1.10 -- Due to a lack of staff interested in working summer school, we were not be able to offer as extensive a program as planned in the summer of 2021.

1.11 -- Due to COVID restrictions and a dearth of bus drivers, the planned visits were not carried out. The greenhouse was not built, and has been carried over to 2022-23. Due to a lack of subs, we were not able to provide the training to expand AVID strategies.

1.12 -- The "launchpad program was not implemented, as all of our incoming TK students had pre-school experience; we intend to continue to make it available for families of low-income whose children have not had any pre-school exposure or preparation.

An explanation of how effective the specific actions were in making progress toward the goal.

In examining the effectiveness of the actions under this goal, one bright spot is the current year (2021-22) Quarter 2 STAR Math Inventory which shows the greater-than 14% points increase since the 2021 assessment, which indicates that the Math Resource Teacher has had a salutary effect (Action 1.5). Another is that the A-G completion rate for our 2021 graduation cohort increased from 35% to 58%, indicative of an increasing culture of post-secondary success at the high school (Action 1.11). A third was that the percentage of students scoring 3 or above on the AP exam increased to 58%, mainly due to an 83.4% pass rate for the AP Spanish exam. We believe that this shows that the Dual Immersion Program (Action 1.2) lays a strong foundation for students who continue to study Spanish in high school, and indicates we are on the right course as we continue implementation. We were pleased that 100% of our teachers were appropriately credentialed and assigned, evidence of the effectiveness of Action 1.1. All students had access to a broad course of study, indicating that Action 1.6 was successful.

Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5

Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As was anticipated, due to the impacts of the pandemic on instructional delivery and student participation in school, declines were seen in all groups, with the exception of students with disabilities, in both ELA and math. Declines in math were less than expected, but still very concerning due to the generally low assessment results for all groups in that subject. Significant gaps continue between the overall assessment performance and that of Low-Income students and English Learners in both ELA and math, and Students with Disabilities in ELA and math, as well.

For the current year (2021-22) Quarter 2 STAR Reading Inventory shows the percentage of assessed students meeting standards is 24%, 2% points lower than 2021. Results from the 2021 Early Assessment Program (EAP) also reflect the impact of the pandemic on Low-Income students, with a 11% points decline in ELA readiness (20.6% to 9.5%), and a 3% points decline in math readiness (2.9% to 0%) from 2019 levels.

Based on the data cited above, Actions 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, and 1.12 under this goal have not had the intended effect of increasing academic outcomes for students on state and local assessments. Much of this may be due to the many action that were not fully implemented, as described in the "implementation" and "material differences" boxes above. The impacts of the school closures and distance learning on students' academic progress are still being felt, as well, and it will take time to recoup those losses for our children.

Considering the lingering effects of the pandemic, and the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 1, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. Prior to the pandemic, Laton Unified School District students showed significant improvement overall, and for most student groups, in English Language Arts (ELA) and Mathematics. English Learner progress and reclassification rates were increasing. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on educational partners' input, the District will use Concentration Grant add-on funds to add hiring "Resource Teachers and part-time paraprofessionals so Low-Income students and English Learner students will receive more one on one support in the areas of Math, ELA, and Reading" to Action 1.5.

To address achievement gaps between overall student performance and that of Low-Income and English Learner students, the District will add "PAPER Education 24/7 Tutoring for grades 3 -12" to its Tiered Academic Supports (Action 1.5).

In order to better respond to the needs of our Low-Income students, English Learners, and students with exceptional needs in closing achievement gaps, "The District will create an evaluation timeline and process to determine if supplemental /intervention materials are having positive impact on student outcomes" as an addition to Action 1.8.

"CTE field trips" dropped as redundant from Action 1.11.

To ensure the needs of Students with Disabilities are explicitly addressed in the LCAP, the District has added Action 1.13.

In Measuring and Reporting Results, the data source in Year 1 and Desired Outcome was identified as "Q2 STAR Assessment Data" to increase transparency.

In Measuring and Reporting Results, "and ELD Standards" added to "State Standards Implementation and English Learner Access to Core Curriculum" metric to ensure clarity for Educational Partners.

In Measuring and Reporting Results, the source for Year 1 "Combined CTE and A-G Completion Rate" was changed to the Dashboard data, which was not available in the baseline year, and better reflects the state's accountability measures.

The ELPI is suspended for 2021, so the 2020-21 CAASPP ELPAC Summative Results data are reported as an alternate measure of English Learners' progress for the "English Learner Progress -- Percentage of EL students who make one or more year's progress on the ELPAC".

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.

An explanation of why the LEA has developed this goal.

Our first priority is to make certain our students are well, physically, socially, and emotionally before engaging them in positive learning environments. After more than two years of disruption in and away from school, we must address the traumas our children experienced if they are to be well and successful in school.

A critical component to student success in learning is a positive school climate that engages students in learning. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

Educational partners' input resulting from our actions to engage students in emotional support services, and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus is increasing in that area. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after participating in distance learning for so long.

Graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person. Compared to similar districts in Fresno County, the graduation rate for our Low-Income students lags behind by 6% or more.

The percentages of students who indicated that they felt safe at school fell by 12% points from 2019 results, while those who felt connected to the school fell by 8% points from that time. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports.

Under this goal, the District has gathered those measures that are related to positive school climate and student engagement, and also those actions that have had positive results, complemented by new or revised actions that have evidence of contributing to continuous improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair based on average score of Facilities Inspection Tool (FIT).	MET -- Results Reported Average percentage of 8 FIT categories: LES – 77.7% Fair CMS – 86.1% Fair LHS – 83.1% Fair [Fall, 2019 FIT]	MET -- Results Reported to the LUSD Governing Board Average percentage of 8 FIT categories: LES – 93.6% Good LMS – 91.8% Good LHS – 90% Good LOA – 100% Exemplary [Fall, 2021 FIT]			MET -- Results Reported Average percentage of 8 FIT categories: LES – 90% Good CMS – 90% Good LHS – 90% Good LOA – 100% Exemplary [FIT]
Percentage of students who feel safe and connected to school. California Healthy Kids Survey	MET -- Results Reported Percentage of students who feel safe at school -- 49% Percentage of students who feel connected to school -- 50% [2019 California Healthy Kids Survey]	MET -- Results Reported Percentage of students who feel safe at school -- 37% Percentage of students who feel connected to school -- 42% [District 2022 Student Survey]			MET -- Results Reported Percentage of students who feel safe at school -- 65% Percentage of students who feel connected to school 65% [District 2024 Student Survey]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Overall: 5.8% EL: 5.7% SWD: 10.5% Hispanic: 5.3% LI: 6.1% White: 9.7% African American: 0.0% [DataQuest 2019-20 Suspension Rate]	Overall: 1.0% EL: 0.4% SWD: 3.0% Hispanic: 0.9% LI: 1.0% White: 1.5% African American: 0.0% Foster Youth: 7.7% [DataQuest 2020-21 Suspension Rate]			Overall: 3.5% EL: 3.5% SWD: 5.2% Hispanic: 3.2% LI: 3.0% White: 5.0% African American: 0.0% [DataQuest Suspension Rate]
Expulsion Rate	0.58% [DataQuest, 2019-20 Expulsion Rate]	0% [DataQuest, 2020-21 Expulsion Rate]			0.38% [DataQuest Expulsion Rate]
Middle School Dropout Rate	0% [2020 CALPADS Report 8.1]	0% [2021 CALPADS Report 8.1]			0% [CALPADS]
High School Dropout Rate	0.0% [DataQuest, 2019-20]	2.6% (1 student) [DataQuest, 2020-21]			0.0% [DataQuest]
Attendance Rate: District Average	94.13% [2019-2020 District Data]	94.29% [2020-21 District Data]			95% [District Data]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Chronic Absenteeism: Overall: 3.1% Hispanic: 2.4% LI: 2.9% White: 4.3% [CALPADS 2020 EOY Report 14.1 & 14.2]	Chronic Absenteeism (K-8) Overall: 0:4% Hispanic: 0.5% LI: 0.5% White: 0.0% [DataQuest 2020-21]			Overall: 2.1% Hispanic: 1.4% LI: 1.9% White: 3.0% [DataQuest 2022-23]
Graduation Rate	Overall: 95.2% Hispanic: 97.1% LI: 95.0% [DataQuest 2020 Four Year Adjusted Cohort Graduation Rate]	Overall: 84.2% Hispanic: 88.2% LI: 84.2% [DataQuest 2021 Four Year Adjusted Cohort Graduation Rate]			Overall: 95.2% Hispanic: 97.1% LI: 95% [DataQuest Four Year Adjusted Cohort Graduation Rate]
Percentage of parents: • Who believe their children feel safe at school. • Who feel connected to school.	Baseline established in 2022.	Percentage of parents who believe their children feel safe at school -- 70.4% Percentage of parents who feel welcome at school -- 66.7% [Spring, 2022, Distrct Survey]			Percentage of parents who believe their children feel safe at school -- 95% Percentage of parents who feel welcome at school -- 100% [Spring, 2024, Distrct Survey]
Percentage of teachers: • Who feel safe at school.	Baseline to be established in 2023.	These elements not surveyed this year.			Percentage of teachers who feel safe at school -- 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Who feel connected to school.					Percentage of teachers who feel connected to school -- 100% [Spring, 2024, Distrct Survey]

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Well-Maintained Facilities	The District will maintain safe, welcoming facilities for all educational partners and continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure appropriate learning environments for all students. The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students. The District will follow the Facilities Master Plan and review possible portable classroom replacement.	$390,366.00	No
2.2	Transportation	Ensure that our students have access to safe, reliable transportation to and from school every day.	$176,583.00	No
2.3	Positive School Climate	In order to improve student outcomes related to student engagement and school climate for our English Learners, Foster Youth, and Low-Income students, the District will implement and continue to use programs already in place, including: • Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses;	$50,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Providing professional presentations/ assemblies to increase bullying awareness for all educational partners; - Continuing use of PBIS structures at each site K-12; - Providing professional development for staff to increase bullying awareness and for prevention and intervention techniques; - Implementing Safe School Ambassadors 4th - 12th; - A daily healthy snack beyond the meal program will be provided to all kindergarten students; - Provide transitional services, social/emotional, and academic supports to Foster Youth and homeless students.		
2.4	Social/Emotional Learning and Supports	In order to improve student outcomes related to student engagement and school climate, for our English Learners, Foster Youth, and Low-Income students, the District will offer social/emotional programs for middle school and high school students. The District will track students' participation in order to evaluate the impact of the programs. - Continuing with Counselor and Counseling Interns for K – 12th grades English Learners, Foster Youth, and Low-Income students' support, and a full-time school psychologist to address social/emotional issues; - Implementing Character Counts at each site, K-12, in order to support social, emotional, and character development for English Learners, Foster Youth, and Low-Income students, as well as a positive school/district climate; - LHS/LMS Mentorship -- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger English Learners, Foster Youth, and Low-Income students;	$214,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Increase English Learners, Foster Youth, and Low-Income students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.		
2.5	Safe Schools	In order to respond to requests from our educational partners, and to ensure our students have a safe physical environment, the District will contract with K9 Drug Dogs, Central Valley Detection KT. This service will include: • Ensuring safety & security by minimizing the presence of illegal drugs, gunpowder-based items and weapons in addition to commonly abused medication. • Reducing the contraband related suspension and expulsion rate. • An educational component to help build a relationship between the security team and the students The presence of canines on campus will not only provide a deterrent to the presence of illegal items at school, but is also expected to provide a deterrent to individuals seeking to cause problems or incite violence on campuses.	$880.00	No
2.6	Improve Attendance	In order to improve attendance and students' connectedness to school, the District will contract with FCSS Truancy Intervention Program. This program will not only intervene with truant students, but will also be proactive in providing strategies for prevention truancy before it happens.	$2,750.00	No
2.7	Restorative Practices	In order to improve student outcomes related to school climate for English Learners, Foster Youth, and Low-Income students, the District will provide professional development training to teachers that focus	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on restorative practices. The aim of this professional development is to work as a team to teach and empower English Learners, Foster Youth, and Low-Income students to manage their feelings and behavior. Restorative practices support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents.		
2.8	Expand Access to Athletic Fields and Recreational Areas	Within the Laton community, the only safe, clean, and wide-open spaces equipped for outdoor physical education, extracurricular, and open play areas are the school fields at our elementary school and high school. Laton lacks recreational areas where students can participate in physical or athletic activities. Maximizing participation and access to these activities have a direct effect on low-income students. It is evident that our educational partners feel it's important to focus on providing opportunities for our students to engage in school and maximize their potential. In the District's most recent parent survey, "Healthy Lifestyle" was selected as an area of focus by 47% of respondents. Only 21% of Low-Income students who responded to surveys were satisfied with the conditions of their school grounds, and less than half agreed that they feel happy at school. These feelings of dissatisfaction among our Low-Income students are underscored by declining percentages of Low-Income students who feel connected to school. Less than half of English Learners who responded felt connected to school, as well. LUSD is addressing the limited access to outdoor play areas/fields and access to extracurricular activities by expanding playfields and sports fields to increase access. The expansion will also provide Low-Income students with year-round access to those areas. Providing these spaces will increase students' feelings of connectedness and school engagement. Additionally, in order to most effectively use the expanded playfields and sports fields for our Low-Income students, English Learners, and Foster Youth, the District will hire a part-time Guided Playtime	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Facilitator. This person will develop opportunities for students to engage in structured playtime during recess and lunch.		
2.9	School Safety and Connectedness	The percentages of students who indicated that they felt safe at school and those who felt connected to the school have declined significantly since the baseline year. While we believe that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports, we understand that these are data that need to be specifically addressed. To that end, each school will create a school climate task force to implement a multi-phase approach to identifying the causes of students' perceptions: • Discussions with students who represent the breadth of groups in our schools • In-depth empathy interviews with students and staff • Protocols for identifying and analyzing root causes • Identifying how current District initiatives are providing solutions to the problems The budgeted funds will cover staff non-duty time to: • Research and develop instruments for gathering information • Meet to identify root causes and possible solutions • Preparation of a summary of findings.	$50,000.00	No

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions under Goal 2 were implemented as planned. Our community liaison is making a difference. "Leader in Me" is a huge success at LMS and LHS. Kindergarten students sustained energy and engagement with the provision of an afternoon snack. Parents were very appreciative that their children received healthy snacks to support their health and well-being in the afternoon.

There were no substantive differences in implementation, and no challenges encountered.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The single material difference in expenditures was for Action 2.3, which was under-budgeted by $39,000. The additional funds were used to support training and materials for social-emotional learning.

An explanation of how effective the specific actions were in making progress toward the goal.

Many of the metrics used to measure the effectiveness of the Goal 2 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated and revised, so they may not be completely indicative of an action's effectiveness or lack of the same. In the case of this goal, several of the metrics are from 2020-21 and were significantly impacted by the pandemic.

The suspension rate decreased by almost 5% points, significantly below the baseline year. This improvement for all students must continue. The District will continue to provide behavior supports and at-risk intervention services to maintain low suspension rates among all students at all school sites as outlined in Goal 2, Action 3. Chronic absenteeism rates also plummeted. As with other metrics, the unusual circumstances of 2020-21 make it difficult to make bold statements about the efficacy of these actions, but we are confident that Action 2.4 -- Counselor and Counseling Interns, a full-time school psychologist. implementing Character Counts at each site, and implementing the "Leader in Me" program to build self-confidence, resilience, and leadership skills have contributed to these positive results.

Graduation rates declined, as many students found it difficult to sustain interest in school when they were not able to attend class in-person, and may be more of a social-emotional issue than academic. Continuing the behavior supports, and adding restorative practices in Goal 2, Action 7, should result in increased engagement and students graduating. Student surveys are more current indicators and indicate that students continue to feel the effects of the pandemic, underscoring the continued need to address those feelings with social and emotional supports.

As with last year's data, we are convinced that this year's metrics have also been significantly impacted by the pandemic and its small traumas of lost school activities, and greater traumas of lost jobs lost security, or lost loved ones. Due to the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 2, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. Prior to the pandemic, Laton Unified School District students showed significant improvement overall, and for most student groups, in Chronic Absenteeism, and Suspension rates. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

To increase students feelings of safety and connectedness, positive engagement with their school and classmates, and empower students to monitor their own behavior, the District will add Action 2.7, and "provide professional development training to teachers that focuses on restorative practices. The aim of this professional development is to work as a team to teach and empower students to manage their feelings and behavior".

Also to increase students feelings of safety and connectedness, positive engagement with their school and classmates, and empower students to monitor their own behavior, the District will add "Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses" to Action 2.3. Deleted was "Purchasing supplemental curriculum or technology in social-emotional learning, as needed in support of these programs" as it was determined that those purchases are seldom needed to support these activities.

In order to improve student outcomes related to student engagement, school climate, and school connectedness, the District will add Action 2.8, "Expand Access to Athletic Fields and Recreational Areas".

In order to address declining percentages of students feeling safe and connected to school, the District will add Action 2.9, "School Safety and Connectedness".

Measuring and reporting Results section:
The data source for students' safety and connectedness changed to the District survey to collect data more tailored to District's students' needs.
Chronic Absenteeism rates for 2020 were not reported in DataQuest, so CAPADS data were used to report that, as it was the most recent data available when the plan was written. For this year, the most recent data from 2021 was again available in DataQuest, so we returned to using that resource.
"School connectedness and safety" metrics added for teacher and parent data to meet the requirement found in 52060(d)(6)(c).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Collaborative Culture that Impacts Student Achievement: By building a culture based on trust, stability, and consistency that values and promotes a high level of parent and community involvement in decision-making opportunities that directly impact school programs and our diverse population of students.

An explanation of why the LEA has developed this goal.

Parent in-person participation in LUSD and school events has generally been sustained over several years. Parent participation in committees, and input into decisions affecting their children, though experiencing a decline in 2018-19, then increased to or exceeded former levels in 2019-20 as school closed and outreach to families intensified. The impact of the pandemic and school closure, with the heavy reliance on remote participation, appeared to have a negative impact on parent participation during the last and current (2021-22) school years.

Educational partners agree that the newly-hired Parent Liaison is positively impacting the quality of parent participation, including parents of English Learners, Low-Income students, and Foster Youth, and parents of students with exceptional needs.

The District is attempting to discover why the PIQE completion rate was down.

As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to implement actions and services under this goal fully and resulted in lost or uncollected information.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool	MET -- Results Reported	MET -- Results Reported			The state's self-reflection tool will reflect an average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reported to the LUSD Governing Board	3.8 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool MET [June, 2021, Report to the LUSD Governing Board]	4.5 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool MET [June, 2022, Report to the LUSD Governing Board]			rating of 4.5 (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) for parent and family engagement MET [Report to the LUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community Outreach and Family Engagement	The District will increase family engagement opportunities principally focused on the families of English Learners, Low-Income students, and Foster Youth, including families of students with exceptional needs, TK–12: • Support District Family Liaison • Improved lines of communication with our community by expanding the use of communication systems and software applications • Provide childcare for parents of English Learners, Low-Income students, and Foster Youth to make it easier for them to attend meetings. The information garnered at the educational partner's advisory meetings will be disseminated and discussed at District and school level department and leadership meetings. In order to increase family engagement opportunities principally focused on the families of English Learners, Low-Income students,	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Foster Youth, and including families of students with exceptional needs, TK–12, the District will also provide: • Parent-Requested Workshops • Site hosted Family Nights (STEM, Literacy, Math, Art, Technology, etc.) Back to School Night Open House Academic Awards		
3.2	Support Our Greater Learning Community	To support increased family engagement, the District will establish well-defined procedures to address the needs of our families and the greater learning community. Procedures will include, but not be limited to: • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support the family health and wellness and enhance behavioral and academic success for students.	$5,000.00	Yes
3.3	Partner-Informed Decision Making	To support increased family engagement, the District will use multiple sources of information to make decisions that affect our school communities. This includes the use of survey data, advisory committee meetings, and Family Empowerment Workshops such as PIQE.	$10,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

None of the three actions was implemented as planned. Due to the implementation of safety measures associated with the COVID-19 pandemic, holding planned family engagement opportunities such as Parenting Workshops and the site-hosted Family Nights for student recognition and parent training was a challenge and they were not held any time of the year. Parents were not able to be on campus most of the year. Information about how to access school and community resources was not widely distributed. Parent University was attempted via ZOOM but was unsuccessful due to a lack of attendance and a lack of instructors.

Thanks to the efforts of the Community Liaison and site administrators, we were able to maintain the community and our educational partners to the extent possible under COVID restrictions. Communication efforts regarding students' safety and preventative measure were communicated frequently and effectively through online announcements, email, or telephone calls. Parent events such as plays, school carnivals, athletics with family attendance, and educational partner meetings were resumed near the end of the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 -- Under-budget, as only a portion of the Family Liaison's salary was expended under this action. The planned events did not take place.
Action 3.2 -- Under-budget, as the planned events did not take place. Parents were not able to be on campus most of the year. Information about how to access school and community resources was not widely distributed.
Action 3.3 -- Under-budget, as the planned events did not take place. PIQE was attempted but was unsuccessful.

An explanation of how effective the specific actions were in making progress toward the goal.

The District has frequently, through in-person and online means as described in Action 3.1 and 3.3, engaged families and other educational partners in decision-making during the last 24 months. For the most part, a large percentage of educational partners engaged in decision-making activities through surveys. The Family Liaison in Action 3.1 regularly reached out to parents. As described in the Educational Partners Engagement section, the comments and suggestions from family partners had an important impact on the evaluation and revision of the District's LCAP.

For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities. These were suspended until the Spring semester due to the restrictions associated with the pandemic.

Efforts to secure parent input this Spring, 2022, strongly suggest that the limited implementation of Actions 3.1 and the workshops delineated in 3.3 but not held due to the pandemic, have had a negative impact on family participation and relationships between the District and families. Meetings that generally had 20 or more participants had two or three. Parent surveys received only a small fraction of responses compared to last year. These data suggest that the actions for this goal must be implemented with vigor next year, now that families can return to campuses and traditional activities can be resumed. Actions 3.1-3.3, implemented with integrity and sincerity, will go a long way towards rebuilding relationships and trust.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The purpose language in the descriptions of Actions 3.1, 3.2, and 3.3 were changed to provide more clarity regarding the specific purposes of the actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,006,517	246,979

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.36%	19.29%	$1,093,232.30	55.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following describes the actions and/or services that are increased or improved services that will be provided for Foster Youth, English Learners, and Low-Income students:

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for English Learners, Low-Income students, and Foster Youth are being provided on an LEA-wide basis and are consistent with 5 C.C.R. Section 15496(b). The exceptions are Action 1.9, which is limited to English Learners, and Action 2.8, which is specifically for Low-Income students. As described in the Instructions to the 2021-24 LCAP, these actions are principally directed towards and effective in meeting the L.E.A.'s goals for unduplicated students when the L.E.A. explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated Goal.

Input from educational partners was also a significant consideration in determining students' needs, resulting actions, and potential

effectiveness. Indicators for English Learners, Low-Income students, and Foster Youth groups are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remain centered on outcomes for these students.

Goal 1: Promote Academic Success for All by providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision making.

Action 1.2

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's English Learners and Low-Income students, the District examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math. Additional high school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities.

ELA --		EAP Math--
Low Income:	9.52%	Low Income: 0%

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Our Low-Income students and English Learners have limited access to public libraries and extra reading materials outside of school, due to limited library hours in our branch (four days/week, 10 am to 2 pm) and the cost of traveling to the nearest bookstore and buying books.

Our Low-Income and English Learner students overwhelmingly come from families in which college attendance has not been an expectation; the 2020 US Census found that 2.1% of Laton residents had a Bachelor's degree or higher. The Education Commission of the States (E.C.S.) found that "students and parents are misinformed about what it takes to prepare for college. Fewer than 12 percent of high-schoolers even know what courses they should take…students whose parents did not go to college are at a particular disadvantage. Just 19 percent were found to be "very qualified" to enroll in a four-year college, compared to 31 percent of students whose parents had completed some college."

Some of our low-income students hold part-time jobs to help support their families. Some also have day-care issues in which they cannot afford supervision for pre-school-age children, and older children at home provide that supervision. Due to these conditions, these low-income students need an online or virtual alternative to be able to attend school while fulfilling family obligations.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. As shown above, English Learners' achievement on the most recent state assessment data was only one-third of that of our students overall in both ELA and math. Low-Income students also lag significantly behind the Overall performance. The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs: pedagogical equity, effective bilingual teachers, active parent participation, knowledgeable leadership, and continuity. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.

In a summary of the 2019 study of dual immersion learners in elementary school Serafini, Rozell, and Winsler), "the researchers found that E.L.s who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models…as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (G.P.A.). Specifically, students in two-way programs met English proficiency criteria on their District's English for Speakers of Other Languages (ESOL) assessment and exited E.L. status earlier than their peers in other programs."

Our experience tells us that our most academically successful students are those who are truly bi-lingual. Data supports this, as our RFEP students scored more than twice as well as the overall population on the 2021 SBAC ELA and Math assessments. Recent research (Barac, Moreno, Bialystok, 2016) (Adesope, Lavin, Thompason, 2010) (Grundy and Timmer, 2016) has shown that dual immersion programs can sharpen student focus, boost working memory, and increase reading comprehension for all students, a definite boon to our Low-Income students who are lagging behind the overall population in ELA and math achievement.

We expect to see similar results for our English Learners and Low-Income students, including increased achievement on state ELA and math assessments, higher percentages of high school students scoring "ready" on the EAP, and more rapid progress in acquiring English language skills as our program is implemented with integrity.

In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. This is truly an equity issue. Our Low-Income students and English Learners have the least access to enrichment outside the school environment which will help make connections among different subject areas, support language development and background knowledge, and increase their engagement at school. "Wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872) while low-income families remained stagnant at around $1,000." (EdSurge, October, 2020) "There is a clear gap in the access students have to these important summer enrichment activities that can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student's cultural capital, improve students' critical thinking, and increase social tolerance" (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018). Providing enrichment to our Low-Income students and English Learners will help them make connections among different subject areas, support language development and background knowledge, and increase their engagement at school. Among the benefits will be accelerated English language development for redesignation, enhanced vocabulary acquisition to support increased reading comprehension, a wider bank of experiences form which to draw on when writing or reading, and increased opportunities for teachers to connect math concepts to real-world experiences.

Action 1.3

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's English Learners, Low-Income students, and Foster Youth, the District examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math. Additional high school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities

ELA --   EAP Math--

Low Income: 9.52%   Low Income: 0%

Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Teachers have expressed the need for more time to collaborate and plan.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will provide professional learning and collaboration opportunities for teachers; support teachers in refining their abilities to use data to target individual student needs for standards-mastery by English Learners, Low-Income students, and Foster Youth; improve rubrics to ensure that each student is evaluated by the same grade level criteria; use benchmark assessments in all core content areas, and use standards-based report cards. Maintaining a full-time physical education teacher for K-8

students will provide teachers at those levels time to collaborate on data review and planning to address the needs of Low-Income students, English Learners, and Foster Youth.

District data clearly show there are achievement gaps between student groups in our District. Even after those students have received appropriate interventions, it is possible that "some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed …" (Bailey, et. al., 2018). Data also show that the impact has been most felt by our English Learners and Low-Income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, the training to use them effectively, and the dedicated time to do so, we will target instruction for English Learners, Low-Income students, and Foster Youth to get increased academic outcomes.

Action 1. 4

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's English Learners, Low-Income students, and Foster Youth, the District examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math. Additional high school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities

ELA --	EAP Math--
Low Income: 9.52%	Low Income: 0%

Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will consult with instructional staff to identify areas in which to provide professional development opportunities for teachers and paraprofessionals to enhance instructional skills and increase available instructional strategies to promote learning for English Learners,

Low-Income students, and Foster Youth, including those students with exceptional needs. This will include professional development in English Language Development, Mathematics, and English Language Arts.

Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators is expected to significantly impact our English Learners', Low-Income students', and Foster Youth's academic and other outcomes. The District will provide professional development and support that builds each teacher's self-efficacy. Substitute teachers will enable teachers to attend professional development activities designed to meet the needs of Low-Income students, English Learners, and Foster Youth that are held off-campus, during the duty day, including those provided by the California Association of Bilingual Educators (CABE) that focus on English Learners; needs. Professional learning activities that have been identified through survey input and that are evidence-based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008).

Action 1. 5

Needs, Conditions, or Circumstances:
 In determining the need for increased services for the District's English Learners, Low-Income students, and Foster Youth, the District examined available data for objective indicators of academic risk.
 2021 Results, Students Meeting or Exceeding Standard: ELA, % (Change from 2019) Math, % (Change from 2019)
 Overall -- 16.7 -11.2 10.6 -5.6
 Students with Disabilities -- 2.7 + 2.7 7.7 +5.3
 Low-Income -- 13.1 -11.3 8.2 -6.9
 English Learners -- 5.3 -6.6 3.7 -4.2
 RFEP -- 36.1 -16.7 21.7 -0.5
 Hispanic -- 16.5 -11.5 10.3 -5.5
 White -- 20.6 -15.3 17.7 -7.9
As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math. Additional high school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities
 ELA -- EAP Math--
Low Income: 9.52% Low Income: 0%
 Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.
 We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).
 The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Some of our low-income students hold part-time jobs to help support their families. Some also have day-care issues in which they cannot afford supervision for pre-school-age children, and older children at home provide that supervision. Due to these conditions, these low-income students need an online or virtual alternative to be able to attend school while fulfilling family obligations.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
District will provide tiered academic supports to English Learners, Low-Income students, and Foster Youth that include, but are not limited to:

- Teachers that allow the District to provide smaller class sizes at the elementary and middle school, grades 4-8
- Resource Teachers and part-time paraprofessionals so Low-Income students and English Learner students will receive more one-on-one support in the areas of Math, ELA and Reading.
- Instructional aides that will provide smaller group instructional support and more individualized attention.
- Continue Academic Coaches to provide targeted assistance to classroom teachers in better meeting the instructional needs of Low-Income students, English Learners, and Foster Youth.
- Additional instructional aides in K-2 grade levels to provide classroom and reading support
- Provide a Multi-Tiered System of Support and Universal Design for Learning that will identify the needs of struggling Low-Income students, English Learners, and Foster Youth, identify interventions and supports, and monitor the effects on those students.
- Laton Online Academy that uses a curriculum supplemental to the Board-adopted base curriculum for our Low-Income, English Learners, and/or Foster Youth students whose needs, conditions, or circumstances have resulted in academic distress and the need for a educational options.

Hattie's research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged...There is little doubt, that other things being equal, more is learned in smaller classes." Based on research, having smaller class sizes with extra support in math to support acceleration is expected to increase learning outcomes for unduplicated students who are struggling.
Resource teachers and paraprofessionals to support small group practice will also aid academic gains. Each Resource teacher will be assigned a paraprofessional to assist with groups and data collection. Paraprofessionals will be provided the same training as the RT. The RT will be overseeing the para and be available to provide guidance during the sessions with students. The para will also provide assistance with end of cycle assessment. Feedback and acceleration in a small group setting are expected to affect the improvement of almost twice (.76) the threshold for gains.
The Laton Online Academy, which uses Edgenuity, provides an educational option for to English Learners, Low-Income students, and Foster Youth who cannot attend school in-person due to extenuating circumstances. Edgenuity provides scaffolds to support close reading, and teaching metacognitive skills, and is designed to include evidence-based instruction that better meets the needs of those students and also students with disabilities. It also meets the requirements for high school A-G completion. We expect the implementation of these coordinated efforts to result in increased achievement on state and local assessments, higher grade point averages, and more successful preparation for post-secondary opportunities.

Action 1. 7

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's to English Learners, Low-Income students, and Foster Youth, we examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math. Additional high school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities

ELA --	EAP Math--
Low Income: 9.52%	Low Income: 0%

Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Our educational partners have identified increased learning time as a need of Low-Income students and English Learners. Most of our Low-income students, English Learners, and Foster Youth live in rural areas, and do not have reliable access to transportation for extended day activities. They would not be able to attend extended day offerings without District transportation.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners, Low-Income students, and Foster Youth with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.

. Across grades, K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. We expect to see these outcomes as a result of the implementation of this action.

Action 1.8

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's English Learners, Low-Income students, and Foster Youth, we examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math. Additional high school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities

ELA --   EAP Math--

Low Income: 9.52%   Low Income: 0%

Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Some of our low-income students hold part-time jobs to help support their families. Some also have day-care issues in which they cannot afford supervision for pre-school-age children, and older children at home provide that supervision. Due to these conditions, these low-income students need an online or virtual alternative to be able to attend school while fulfilling family obligations.

Our Low-Income students and English Learners have limited access to public libraries and extra reading materials outside of school, due to limited library hours in our branch (four days/week, 10 am to 2 pm) and the cost of traveling to the nearest bookstore and buying books.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

To support academic gains and to close achievement gaps on state and local assessments, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for English Learners, Low-Income students, and Foster Youth, including students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels, and provide and maintain supplemental materials and technology that enhances their access to a broad variety of online and in-person enrichment experiences to create a expanded base of experiences that support language acquisition, improved academic outcomes, and access to a broad course of study.

We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs, 60 for phonics programs, and .67 for both vocabulary programs and repeated reading programs. The "What Works Clearinghouse" found that repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials and practices that have shown evidence of success with our neediest students. As a result, we expect English Learners, Low-Income students, and Foster Youth to show improvements on the metrics associated with this goal.

Action 1.9

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's English Learners, the District examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5
Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of English Learners in both ELA and math.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Our Low-Income students and English Learners have limited access to public libraries and extra reading materials outside of school, due to limited library hours in our branch (four days/week, 10 am to 2 pm) and the cost of traveling to the nearest bookstore and buying books.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties. These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County Superintendent of Schools' staff to support the best use of these materials and programs. The District will revise and implement its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of E.L. students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Paraprofessionals to support small group practice will also aid language acquisition. Feedback and acceleration in a small group setting is expected to have an effect size on the improvement of almost twice (.76) the threshold

for gains (.40). As noted throughout this section, culturally responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing support, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to redesignation will help those students maintain academic success.

Action 1.11

Needs, Conditions, or Circumstances:
The District has improved it's A-G completion rate for Low-Income students from a baseline of 35% to 58% in 2021. Likewise, the percentage of students passing an A.P. exam has improved from 18% to 58%. While the CTE completion rate dropped in 2021, it still remains high at 61.5%. However, Low-Income students lag 2% points behind, and English Learners 28% points below.
High school data for the Early Assessment Program (EAP), especially math scores, are cause for concern. Our Low-Income students are performing at levels below low-income students in neighboring districts, putting them at a disadvantage for college admission and carer opportunities
ELA -- EAP Math--
Low Income: 9.52% Low Income: 0%
Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
In order to sustain these improvements in A-G completion and AP passage rates, and to close gaps in CTE completion rates, the District will take the following steps and others to increase the number of English Learners, Low-Income students, and Foster Youth completing requirements for admission to U.C. and/or C.S.U., and those taking and passing A.P. classes:

- Ensure Low Income students, Foster Youth, and English Learners in grades 6-12 will make at least one college visit where they can see what a four-year college campus looks like, and talk to college educators and students from similar circumstances who will encourage them to attend.
- Ensure Low Income students, Foster Youth, and English Learners in grades 11-12 will visit at least one CTE program at a community college so they can learn about a greater variety of post-secondary career paths than it is possible to provide at a small high school like Laton High. Additionally, they will talk to college educators and students from similar circumstances who will encourage them to attend. We have Low-Income students and English Learners who have never been as far from home as Fresno, and it will help as a first step toward the transition to college or career to make these trips.
- Use a new green house as the driver for creating a student-run farmer's market and entrepreneurial program that will provide Low Income students, Foster Youth, and English Learners with opportunities to experience business planning and management.

They will learn about the associated CTE or college pathways associated with running an ag business.

- Increase participation and interest in AVID and college campus exposure by promoting students' participation in AVID student recognition events as a part of a college campus visit and expand the use of AVID strategies throughout the District

The Education Commission of the States (E.C.S.) recommends that high school students and parents set clear goals, choose challenging high school courses and learn more about colleges' expectations -- all of which will raise students' chances of future success in college. The commission also calls for schools [to] provide parents with annual updates of their children's college readiness." The AVID white paper, "Making College and Career Readiness More Equitable (2019), states that "when California's statewide data is displayed next to AVID students' data from California, we see that almost all AVID students, regardless of their race/ethnic background, are poised for college entrance. In addition, AVID's impact on minimizing subgroup differences in achievement is evidenced when completion of college entrance requirements is used as an outcome measure."

Our Low-Income students, English Learners, and Foster Youth overwhelmingly come from families in which college attendance has not been an expectation; the 2020 US Census found that 2.1% of Laton residents had a Bachelor's degree or higher. To help spark their interest in attending college, we will take every one of them on at least one college visit, where they can see what a college campus looks like, and talk to college educators and students from similar circumstances who will encourage them to attend.

The Education Commission of the States (E.C.S.) found that "students and parents are misinformed about what it takes to prepare for college. Fewer than 12 percent of high-schoolers even know what courses they should take...students whose parents did not go to college are at a particular disadvantage. Just 19 percent were found to be "very qualified" to enroll in a four-year college, compared to 31 percent of students whose parents had completed some college."

For our English Learners, Low-Income students, and Foster Youth, we expect continued increases in the percentages of students taking and passing A.P. exams, in the percentages of students scoring "ready" on the E.A.P., and higher A-G and CTE completion as a result of this action.

Action 1.12

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's Unduplicated Pupils (Low-Income students, English Learners, and Foster Youth), the District examined available data for objective indicators of academic risk.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall --	16.7	-11.2	10.6	-5.6
Students with Disabilities --	2.7	+ 2.7	7.7	+5.3
Low-Income --	13.1	-11.3	8.2	-6.9
English Learners --	5.3	-6.6	3.7	-4.2
RFEP --	36.1	-16.7	21.7	-0.5

Hispanic --	16.5	-11.5	10.3	-5.5
White --	20.6	-15.3	17.7	-7.9

As can be seen, significant gaps continue between the overall assessment performance and that of Low-Income students, and more so for English Learners in both ELA and math.

Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

The District did not reach its expected outcomes in the most recent (2019) English Learner (E.L.) Progress, with a "low" result of 49.7%.

Our Low-Income students and English Learners have limited access to public libraries and extra reading materials outside of school, due to limited library hours in our branch (four days/week, 10 am to 2 pm) and the cost of traveling to the nearest bookstore and buying books.

Many of our Low-Income and English Learner families have been reluctant to send their children to preschool. Whether this hesitance is based on economic factors, cultural factors, or concerns that interactions with the District might lead to interactions with enforcement agencies, it is our best estimate that almost half of the preschool age children in our attendance area do not attend preschool, and come to T-K or Kindergarten lacking experiences and skills that place them behind many of their peers as soon as they start school.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

In order to address this circumstance and better prepare those students for success in school, the District will offer a pre school program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of preschool-age children on the importance of early education and literacy, including a three-week "launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten. Given this head start in preparing for school, we expect to see improved academic outcomes in Kindergarten and onward, as reflected in state and local assessments.

Goal 2: Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.
 Under this Goal, the District has gathered those measures that are related to positive school climate and student engagement, and also those actions that have had positive results, complemented by new or revised actions that have evidence of contributing to continuous improvement.

Action 2.3

Needs, Conditions, or Circumstances:
 Educational partners input concerning our actions to engage students in emotional support services and anecdotal data strongly indicate that English Learners, Low-Income students, and Foster Youth have needs for social-emotional supports, and the focus is increasing in that area. We know, and COVID-related data confirm, that the social-emotional impacts of the pandemic have been exacerbated among those student populations. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after long participation in distance learning.
 Suspension rates for 2021 were extremely low, which we attribute to students not being in school rather than as a result of the actions under this goal for that year. The District will continue to provide behavior supports and at-risk intervention services to reduce suspension rates for Low-Income at all school sites.
 Educational partners' input resulting from our actions to engage students in emotional support services, and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus is increasing in that area. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after participating in distance learning for so long.
 In our chronic absenteeism data, Low-Income students are above the overall rate for this measure. These are the same students who struggle academically; improved school attendance is crucial to their success in school.
 Graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person. Graduation rates declined significantly in 2021, to 84.2% Overall, 88.2% for Hispanic, and 84.2% for Low-Income students. The number of students earning the State Seal of Bi-literacy fell from 17 to four. Compared to similar districts in Fresno County, the graduation rate for our Low-Income students lags behind by 6% or more.
 The percentages of students who indicated that they felt safe at school fell by 12% points from 2019 results to 37%, while those who felt connected to the school fell by 8% points from that time to 42%. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports. The overwhelming majority of those students are Low-Income students and/or English Learners, from whom we have anecdotal reports of bullying and name-calling. We need to increase their feelings of safety and connectedness; until those needs are met, academics will continue to suffer.
 Most of our low-income students live in areas where the perception of physical security is lacking. Laton has a small police department with only two patrol officers. Rural areas are under the jurisdiction of the Sheriff's Office and far from prompt response if any danger threatens. Drive-by shootings have occurred in the city, and the threat of gang violence is real. For most of those students, the school and playground are where they feel comfortable and have the most access to safe study and play. Students and teachers both stressed the need to provide ongoing security in order for low-income students and English Learners to feel that school is a place where they can feel secure, where the basic needs outlined by Maslow -- physiological, safety, and relationships -- can be met and students can focus on learning.
 Virtually 100% of Our low-income Kindergarten students -- as with many others -- experience food insecurity. Almost all of these families work in the agriculture sector and experience low pay, and uneven work availability and are often dependent upon agencies outside the home to supplement their food resources. Food insecurity that affects a youngster's physiological needs can be an impediment to a student's attitude and brain functioning. These conditions, combined with the growing bodies and minds of early learners, create a daily need for snacks to be provided at school.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
The District will implement and continue to use programs already in place to improve outcomes for English Learners, Low-Income students, and Foster Youth, including:
- Presentations to increase bullying awareness for all educational partners, and training for staff on bullying prevention and intervention techniques;
- Continuing use of PBIS structures at each site K-12;
- Implementing Safe School Ambassadors 4th - 12th to nurture positive relationships among students to combat bullying and name-calling;
- A daily healthy snack beyond the meal program will be provided to all kindergarten students;
- Purchasing supplemental curriculum or technology, as needed in support of these programs;
- Provide transitional services, social/emotional, and academic supports to Foster Youth and homeless students.
A critical component to student success in learning is a positive school climate that engages English Learners, Low-Income students, and Foster Youth in learning. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. PBIS focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler, and Feinberg found that PBIS helped increase reading and math scores (http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf) and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well. Connectedness will improve attendance and maintain low suspension and chronic absenteeism rates.
Providing English Learners, Low-Income students, and Foster Youth nutritious snacks at school will mitigate the impact of food insecurity and meet their physical and psychological need so they can better engage in and focus on learning. Such snacks "are effective in alleviating food insecurity and poverty, supporting good nutrition, and improving health and learning." (School Research and Action Center, "School Meals, Health, and Learning", August, 2019). When we provide a snack for them, we are supporting their health and brain development, impacting the foster and homeless children even more so because of food insecurity. The District expects that providing daily snacks will help TK and kindergarten students better focus on learning, an impact that will be reflected through increased local Kindergarten assessments.
Safe School Ambassadors program identified leaders from the diverse groups and cliques on campus and equips them with nonviolent communication and intervention skills to stop bullying and violence among their peers, and to model pro-social behaviors. The Ambassadors complement the PBIS program to create a culture of strong personal relationships and effective role models. Ambassadors see, hear and know things that adults don't and can intervene in ways adults can't. Students struggling with social interactions receive a boost in self-worth from positive conflict resolution. These small victories build upon one another, from student to student, with the intention of lifting the school as a whole. Our Low-Income students, English Learners, and Foster Youth who have experienced pandemic trauma and feel disconnected from school are in need of a positive culture of connectedness. With the continued implementation of the Safe School Ambassadors program, we expect Low-Income students, English Learners, and Foster Youth to feel increasingly connected to school and safe there, as well.
Also complementing the PBIS are the anti-bullying assemblies and training. As noted above, we have repeated reports from Low-Income students and English Learners of bullying and name-calling. Only 37% of the students who responded, most of whom are Low-Income, and

include English Learners and Foster Youth, only 37% reported feeling safe at school. We believe that by being proactive in providing training for teachers in strategies to intervene when bullying takes place, and by promoting an anti-bullying message through assemblies, we can reduce the incidence of bullying and increase the percentage of Low-Income students, English Learners, and Foster Youth who feel safe at school.
Action 2.4

Needs, Conditions, or Circumstances:
 Educational partners input concerning our actions to engage students in emotional support services and anecdotal data strongly indicate that English Learners, Low-Income students, and Foster Youth have needs for social-emotional supports, and the focus is increasing in that area. We know, and COVID-related data confirm, that the social-emotional impacts of the pandemic have been exacerbated among our Low-Income, Foster Youth, and English Learner student populations. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after long participation in distance learning.
 Suspension rates for 2021 were extremely low, which we attribute to students not being in school rather than as a result of the actions under this goal for that year. The District will continue to provide behavior supports and at-risk intervention services to reduce suspension rates for Low-Income at all school sites.
 Educational partners' input resulting from our actions to engage students in emotional support services, and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus is increasing in that area. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after participating in distance learning for so long.
 Graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person. Compared to similar districts in Fresno County, the graduation rate for our Low-Income students lags behind by 6% or more. Graduation rates declined significantly in 2021, to 84.2% Overall, 88.2% for Hispanic, and 84.2% for Low-Income students. The number of students earning the State Seal of Bi-literacy fell from 17 to four.
 The percentages of students who indicated that they felt safe at school fell by 12% points from 2019 results, while those who felt connected to the school fell by 8% points from that time. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports. The overwhelming majority of those students are Low-Income students and/or English Learners. We need to increase their feelings of safety and connectedness; until those needs are met, academics will continue to suffer.
 Most of our low-income students live in areas where the perception of physical security is lacking. Laton has a small police department with only two patrol officers. Rural areas are under the jurisdiction of the Sheriff's Office and far from prompt response if any danger threatens. Drive-by shootings have occurred in the city, and the threat of gang violence is real. For most of those students, the school and playground are where they feel comfortable and have the most access to safe study and play. Students and teachers both stressed the need to provide ongoing security in order for low-income students and English Learners to feel that school is a place where they can feel secure, where the basic needs outlined by Maslow -- physiological, safety, and relationships -- can be met and students can focus on learning.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will offer social/emotional programs for middle school and high school English Learners, Low-Income students, and Foster Youth. The District will track students' participation to evaluate the programs' impact.

- Continuing with Counselor and Counseling Interns for K –12th grades student support, and increasing to a full-time school psychologist to address social/emotional issues. The Counselors, Interns, and increased Psychologist's time will ensure that English Learners, Low-Income students, and Foster Youth will have access to the social-emotional supports that both parent and teacher educational partners have requested to be provided. Additionally, having more staff to respond to mental and emotional health issues will allow more counseling time for checking progress of Low-Income, Foster, and English Learner students on fulfilling graduation requirements to increase their grad rates.
- Implementing Character Counts at each site, K-12. Input from our teacher educational partners indicates that during almost two years of virtually learning and school closures, many of our Low-Income students spent the vast majority of their time at home, much of it alone or in the care of an older sibling. In returning to school, they had lost that time of social maturation and appropriate social skills. The purpose of this program is for students to be able to demonstrate self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Self awareness and social awareness are keys to emotional intelligence, a skill that enhances a student's school life and personal life, as well. Students who are emotionally intelligent and responsible decision makers are more likely to develop positive relationships. These skills will benefit our Low-Income students who were forced to stay at home, and result in increased school connectedness.
- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students.
- Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.

Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011).

We expect to see increased connectedness to school for our English Learners, Low-Income students, and Foster Youth and increases in graduation rates for those students as a result of the programs implemented in this action.

Action 2.7

Needs, Conditions, or Circumstances:

Educational partners input concerning our actions to engage students in emotional support services and anecdotal data strongly indicate that English Learners, Low-Income students, and Foster Youth have needs for social-emotional supports, and the focus is increasing in that area. We know, and COVID-related data confirm, that the social-emotional impacts of the pandemic have been exacerbated among our Low-Income, Foster Youth, and English Learner student populations. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after long participation in distance learning.

The percentages of students who indicated that they felt safe at school fell by 12% points from 2019 results, while those who felt connected to the school fell by 8% points from that time. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports. The overwhelming majority of those students are Low-Income students and/or English Learners. We need to increase their feelings of safety and connectedness; until those needs are met, academics will continue to suffer.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

The District will provide professional development training to teachers that focus on restorative practices. The aim of this professional development is to work as a team to teach and empower English Learners, Foster Youth, and Low-Income students to manage their feelings and behavior. Restorative practices support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents.

The future implementation of restorative practices is expected to increase students feelings of school connectedness and increase the percentage of students reporting that they feel safe at school.

Action 2.8

Needs, Conditions, or Circumstances:

It is evident that our educational partners feel it's important to focus on providing opportunities for our students to engage in school and maximize their potential. In the District's most recent parent survey, "Healthy Lifestyle" was selected as an area of focus by 47% of respondents. Only 21% of Low-Income students who responded to surveys were satisfied with the conditions of their school grounds, and less than half agreed that they feel happy at school. These feelings of dissatisfaction among our Low-Income students are underscored by declining percentages of Low-Income students who feel connected to school. Less than half of English Learners who responded felt connected to school, as well.

Our low-income students have lacked access to the benefits of being active in co-curricular and extracurricular activities. The small size of our District has limited the resources we have to provide more play space and more activities. Additionally, after school and off-season sports and recreational programs that once existed in the community no longer do, a gap that the District has been unable to fill. Our meager resources have constrained the opportunities we are able to offer. Expansion of available field space would allow us to make these opportunities available to our Low-Income students whose families cannot afford to travel out-of-town to join those programs.

Within the Laton community, the only safe, clean, and wide-open spaces equipped for extracurricular and open play are the school fields at our elementary school and high school. Laton lacks recreational areas where students can participate in physical or athletic activities. Maximizing participation and access to these activities have a direct effect on low-income students.

Our Low-Income students have low participation and engagement in play due to often-limited access denying them the social-emotional and cognitive benefits. "In addition to sparking cognitive skills, experts also suggest that play can help children cope with the trauma of growing up during a pandemic. Leading pediatric experts recently declared a national emergency in children's mental health and the Surgeon General has called for a swift response to the deepening crisis among youth today...However, access to play and exercise is not equal. One recent study showed that low-income kindergartners often get less physical activity than their higher-income peers. Such disparities may only deepen achievement gaps." **

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

Engagement in a broad range of physical education and co-curricular and extracurricular activities has a direct impact on students' success, as evidenced in multiple research studies.   Promoting greater extracurricular participation for our Low-Income students is likely to improve their school connectedness and academic outcomes.

Expanding access to inviting school playgrounds/fields will provide the needed spaces for students to become engaged and increase the feelings of school connectedness that are lacking among our Low-Income students. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed, as they increasingly interact with caring adults such as coaches, teachers, aids, and community volunteers.   As James Comer stated, "No significant learning occurs without a significant relationship."

We will be able to identify specific student needs and develop targeted support that will increase opportunity to maximize educational outcomes for this specific group of students. The longer we can keep these students on our campuses, the better we will be able to understand their needs and provide them with the services that have been proven to impact their future.

Recent research suggests that participation in physical education programs and extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993). With study after study showing that participation in co-curricular and extracurricular activities can lead to success in school, then the availability of these activities to Low-income students becomes an important equity issue. *

Expanded outdoor green spaces will also allow additional opportunities for outdoor instruction, with particular attention to science instruction. 2020-21 CAASPP Science assessments showed that our Low-Income students were significantly behind Overall results (8% v. 11%, respectively). For English Learners, the gap was even greater (0% v. 11%). Outdoor spaces for project-based STEAM learning that can be delivered in smaller groups to better address the academic needs of our Low-Income students and English Learners would contribute to closing these gaps.

LUSD is addressing the limited access to outdoor play areas/fields and access to extracurricular activities by expanding playfields and sports fields to increase access. Expansion will also provide Low-Income students. with year-round access to those areas. Providing these spaces will increase students' feelings of connectedness and school engagement.

Additionally, in order to most effectively use the expanded playfields and sports fields for our Low-Income students, English Learners, and Foster Youth, the District will hire a part-time Guided Playtime Facilitator. This person will develop opportunities for students to engage in structured playtime during recess and lunch. In the most recent district survey, students reported feeling disconnected from school. When asked, "do you feel like they are part of the school" only 42% of students responded positively. Structured activities guided by a trusted adult will help students learn how to set and achieve goals, problem-solving, active listening, exploration, socialization, learning that it's ok to make mistakes, increasing confidence, and lowering the anxiety that can be produced by social pressure. As a result, we would expect significant increases in the percentages of those students who feel connected to school.

As a result, we would expect significant increases in the percentages of those students who feel connected to school.

Goal 3: Build a culture based on trust, stability, and consistency that values and promotes a high level of parent and community involvement in decision-making opportunities that directly impact school programs and our diverse population of students.

Action 3.1

Needs, Conditions, or Circumstances:

Parent participation in many schools and District activities is at lower levels than expected. Though 90% of students are Low-Income, less than 50% of the parent survey respondents were parents of Low-Income students. Similarly, the District's students are almost 40% English Learners, yet only about 10% of the respondents were E.L. parents. We are gratified that 80%-90% of the parents of English Learners, Low-Income students, and Foster Youth attend the traditional school events (Back to School Night, Open House, etc.), less than a quarter

participates in decision-making activities. As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information. Less than 70% of the parents of Low-Income students and English Learners responded that they felt the District provided them the tools to be involved with decision making or advocating for their children. In responding to parent surveys, every parent of a Low-Income student or English Learner ranked their top choices for parent workshops. The top five choices were: Homework Support, Healthy Lifestyles, Providing Social-Emotional Supports, Using Technology, Math.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

Increase Community Outreach and Family Engagement: The District provides family engagement opportunities principally focused on the families of English Learners, Low-Income students, and Foster Youth, and including families of students with exceptional needs, T.K.–12, through improved lines of communication with our community and educational partners, including events and activities.

The Family Liaison will have a primary focus of engaging Low-Income, English Learner, and Foster Youth families in their children's education. We are certain that providing the resource of a Family Liaison to identify and reach out to the families of Foster Youth and homeless students, in addition to English Learners ands Low-Income students, will increase their school connectedness and help improve attendance and behavior outcomes. The Liaison has already been key in increasing the responses to the 2022 parent surveys and in outreach to families. One theme that emerged from our parent educational partners was that the Family Liaison was greatly appreciated and that her efforts have increased parents participation.

By providing these opportunities of engagement, the District anticipates an increase in the score on the self-reflection instrument for family engagement.

Action 3.2

Needs, Conditions, or Circumstances:
 Parent participation in many schools and District activities is at lower levels than expected. Though 90% of students are Low-Income, less than 50% of the parent survey respondents were parents of Low-Income students. Similarly, the District's students are almost 40% English Learners, yet only about 10% of the respondents were E.L. parents. We are gratified that 80%-90% of the parents of Unduplicated Pupils attend the traditional school events (Back to School Night, Open House, etc.), less than a quarter participates in decision-making activities. As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the

associated goal:

To support our greater learning community, the District will establish well-defined procedures to address the needs of our Low-Income, English Learner, and Foster Youth families. Procedures will include, but not be limited to:

- Translation services for communications at family events
- Maintaining welcoming environments at schools and District facilities
- Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.

"Welcoming environments" will be maintained by ensuring that parents and family members are greeted cordially when they call or enter a school or District office, are provided translation services if they need in order to conduct business, are made to feel that their concerns are important and heard, that they are given accurate information in timely manner, and that they are always provided a response, whether or not it is the one they want. Additionally, enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement. We believe that creating this kind of atmosphere throughout the District will increase the engagement families have with their child's school, and improve outcomes as measured by the state's self-reflection instrument.

Action 3.3

Needs, Conditions, or Circumstances:

Parent participation in many schools and District activities is at lower levels than expected. Though 90% of students are Low-Income, less than 50% of the parent survey respondents were parents of Low-Income students. Similarly, the District's students are almost 40% English Learners, yet only about 10% of the respondents were E.L. parents. We are gratified that 80%-90% of the parents of English Learners, Low-Income students, and Foster Youth attend the traditional school events (Back to School Night, Open House, etc.), less than a quarter participates in decision-making activities. As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information. Less than 70% of the parents of Low-Income students and English Learners responded that they felt the District provided them the tools to be involved with decision making or advocating for their children. In responding to parent surveys, every parent of a Low-Income student or English Learner ranked their top choices for parent workshops. The top five choices were: Homework Support, Healthy Lifestyles, Providing Social-Emotional Supports, Using Technology, Math.

Actions and/or Services Based on These Considerations and how the action is intended to help achieve an expected measurable outcome of the associated Goal:

Partner-Informed Decision Making: To support improved outcomes for Low-Income students, English Learners, and Foster Youth in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, the

District will use multiple sources of information to make decisions that affect our school communities. This includes the Family Liaison, the use of survey data and Family Empowerment Workshops such as PIQE.

How the actions are intended to help achieve an expected measurable outcome of the associated Goal:

Enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement.

Through the parent programs, PIQE, and parent workshops, families of Low-Income students, English Learners, and Foster Youth will be empowered to be fully involved in the decisions regarding their child's education, and to advocate for them. Empowerment will naturally increase family engagement. Additionally, providing a schedule for parent engagement activities that will accommodate parents' availability will increase their ability to provide input in decisions that impact their students and increase parents' understanding of the educational system to better support their children.

Another significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." Based on this evidence we expect increased family engagement to result in improved student outcomes.

Most of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the positive impacts of these actions and services for our Low-Income students, English Learners, and Foster Youth. This means of delivering services and use of resources is believed to be the best way of engaging those students in ways that avoid tracking or forced segregation into a "class structure." C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture. The exception is Action 1.9, which is limited to English Learners.

Funded by Expanded Learning Opportunity Grant funds this year, the District will also provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12. Across grades, K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014], The expenditures for these actions will not be considered "contributing" to the District meeting its mandatory percentage of increased/improved services, but these supports are directed towards addressing the needs of our high-risk populations who have been disproportionately adversely affected – academically, emotionally, and physically -- by the pandemic.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Laton Unified School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of $7,758,671.00 in LCFF base funding constraints the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of $2,006,517 and other resources to provide the additional actions and services as described above. For example, in order to improve academic outcomes for our Low-Income and English Learner students, the District has implemented a comprehensive Dual Immersion Language program.

Most of the increased/improved services are LEA-Wide initiatives aimed at increasing the success Low-Income students, English Learners, and Foster Youth, though others may benefit. The exception is Action 1.9, which is limited to English Learners. These actions and services would not be provided or increased and/or improved to the degree to which they are available to those high-needs students without the availability of the S/C funds.

The actions/services described in this section are principally directed at increasing or improving services and outcomes for English Learners, Low-Income students, and Foster Youth, as they have been designed to meet the needs that are most closely associated with those student groups as described in the prompt above, though all students may receive some of the services, We believe no action provides a disproportionate increase or improvement in services for the students not included in the English Learner, Foster Youth, and Low-Income student groups.

The planned percentage to increase/improve services for English learners, foster youth, and low-income students is 54.53%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Based on educational partners' input, the District will use Concentration Grant add-on funds to add hiring "Resource Teachers and part-time paraprofessionals so Low-Income students and English Learner students will receive more one-on-one support in the areas of Math, ELA, and Reading" to Action 1.5.

All schools in the District are above 55% enrollment of Low-Income students, English Learners, and Foster Youth, and all schools will receive additional FTE to provide direct services to those students, so no methodology was required to prioritize services to individual schools.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,547,728.00	$602,680.87	$42,361.00	$293,365.00	$10,486,134.87	$7,501,007.00	$2,985,127.87

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Outstanding Staff	All	$5,805,213.00	$418,521.00	$42,361.00	$218,365.00	$6,484,460.00
1	1.2	Dual Immersion Language Program	English Learners Foster Youth Low Income	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
1	1.3	Teacher Collaboration for Improving Instruction	English Learners Foster Youth Low Income	$247,574.00	$0.00	$0.00	$12,000.00	$259,574.00
1	1.4	Effective Professional Development	English Learners Foster Youth Low Income	$337,896.00				$337,896.00
1	1.5	Tiered Academic Supports	English Learners Foster Youth Low Income	$1,194,421.00	$0.00	$0.00	$0.00	$1,194,421.00
1	1.6	Access to a Broad Curriculum	All	$113,205.00				$113,205.00
1	1.7	After School Program	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
1	1.8	Supplemental/Intervention Materials	English Learners Foster Youth Low Income	$180,000.00	$0.00	$0.00	$0.00	$180,000.00
1	1.9	English Learner Supports	English Learners	$50,000.00	$0.00	$0.00	$28,000.00	$78,000.00
1	1.10	Summer School Program	All		$117,108.00			$117,108.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Create a Culture of Post-Secondary Success	English Learners Foster Youth Low Income	$23,500.00	$4,000.00		$35,000.00	$62,500.00
1	1.12	Early Childhood Education	English Learners Low Income	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
1	1.13	Students with Exceptional Needs	Students with Disabilities		$63,051.87			$63,051.87
2	2.1	Well-Maintained Facilities	All	$390,366.00	$0.00	$0.00	$0.00	$390,366.00
2	2.2	Transportation	All	$176,583.00				$176,583.00
2	2.3	Positive School Climate	English Learners Foster Youth Low Income	$50,730.00				$50,730.00
2	2.4	Social/Emotional Learning and Supports	English Learners Foster Youth Low Income	$214,610.00	$0.00	$0.00	$0.00	$214,610.00
2	2.5	Safe Schools	All	$880.00				$880.00
2	2.6	Improve Attendance	All	$2,750.00				$2,750.00
2	2.7	Restorative Practices	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.8	Expand Access to Athletic Fields and Recreational Areas	Low Income	$500,000.00				$500,000.00
2	2.9	School Safety and Connectedness	All	$50,000.00				$50,000.00
3	3.1	Increase Community Outreach and Family Engagement	English Learners Foster Youth Low Income	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
3	3.2	Support Our Greater Learning Community	English Learners Foster Youth Low Income	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	3.3	Partner-Informed Decision Making	English Learners Foster Youth Low Income	$10,000.00	$0.00	$0.00	$0.00	$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,517,867.00	$2,006,517	36.36%	19.29%	55.65%	$3,008,731.00	0.00%	54.53 %	**Total:**	$3,008,731.00
								LEA-wide Total:	$2,988,731.00
								Limited Total:	$0.00
								Schoolwide Total:	$20,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Dual Immersion Language Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0.00
1	1.3	Teacher Collaboration for Improving Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,574.00	0.00
1	1.4	Effective Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$337,896.00	0.00
1	1.5	Tiered Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,194,421.00	0.00
1	1.7	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0.00
1	1.8	Supplemental/Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	English Learner Supports	Yes	LEA-wide	English Learners	All Schools	$50,000.00	0.00
1	1.11	Create a Culture of Post-Secondary Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,500.00	0.00
1	1.12	Early Childhood Education	Yes	Schoolwide	English Learners Low Income	Specific Schools: Laton Elementary Pre-school	$20,000.00	0.00
2	2.3	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,730.00	0.00
2	2.4	Social/Emotional Learning and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$214,610.00	0.00
2	2.7	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0.00
2	2.8	Expand Access to Athletic Fields and Recreational Areas	Yes	LEA-wide	Low Income	All Schools	$500,000.00	0.00
3	3.1	Increase Community Outreach and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0.00
3	3.2	Support Our Greater Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	0.00
3	3.3	Partner-Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,817,838.00	$8,138,264.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Outstanding Staff	No	$6,484,460.00	$6,387,340.00
1	1.2	Dual Immersion Language Program	Yes	$50,000.00	$25,000.00
1	1.3	Teacher Collaboration for Improving Instruction	Yes	$259,574.00	$195,108.00
1	1.4	Effective Professional Development	Yes	$337,896.00	$100,000.00
1	1.5	Tiered Academic Supports	Yes	$1,194,421.00	$200,000.00
1	1.6	Access to a Broad Curriculum	No	$113,205.00	$50,000.00
1	1.7	After School Program	Yes	$75,000.00	$75,000.00
1	1.8	Supplemental/Intervention Materials	Yes	$150,000.00	$141,024.00
1	1.9	English Learner Supports	Yes	$78,000.00	$5,000.00
1	1.10	Summer School Program	No	$117,108.00	$60,094.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Create a Culture of Post-Secondary Success	Yes	$62,500.00	0.00
1	1.12	Early Childhood Education	Yes	$20,000.00	0.00
2	2.1	Well-Maintained Facilities	No	$390,366.00	$390,366.00
2	2.2	Transportation	No	$176,583.00	$176,583.00
2	2.3	Positive School Climate	Yes	$50,730.00	$89,364.00
2	2.4	Social/Emotional Learning and Supports	Yes	$214,610.00	$232,505.00
2	2.5	Safe Schools	No	$880.00	$880.00
2	2.6	Improve Attendance	No	$2,505.00	$2,500.00
3	3.1	Increase Community Outreach and Family Engagement	Yes	$25,000.00	$7,500.00
3	3.2	Support Our Greater Learning Community	Yes	$5,000.00	0.00
3	3.3	Stakeholder-Informed Decision Making	Yes	$10,000.00	0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,163,733	$2,453,731.00	$1,070,500.70	$1,383,230.30	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Dual Immersion Language Program	Yes	$50,000.00	$25,000.00	0.00	0.00
1	1.3	Teacher Collaboration for Improving Instruction	Yes	$247,574.00	$195,108.00	0.00	0.00
1	1.4	Effective Professional Development	Yes	$337,896.00	$100,000.00	0.00	0.00
1	1.5	Tiered Academic Supports	Yes	$1,194,421.00	$200,000.00	0.00	0.00
1	1.7	After School Program	Yes	$75,000.00	$75,000.00	0.00	0.00
1	1.8	Supplemental/Intervention Materials	Yes	$150,000.00	$141,023.70	0.00	0.00
1	1.9	English Learner Supports	Yes	$50,000.00	$5,000.00	0.00	0.00
1	1.11	Create a Culture of Post-Secondary Success	Yes	$23,500.00	0.00	0.00	0.00
1	1.12	Early Childhood Education	Yes	$20,000.00	0.00	0.00	0.00
2	2.3	Positive School Climate	Yes	$50,730.00	$89,364.00	0.00	0.00
2	2.4	Social/Emotional Learning and Supports	Yes	$214,610.00	$232,505.00	0.00	0.00
3	3.1	Increase Community Outreach and Family Engagement	Yes	$25,000.00	$7,500.00	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Support Our Greater Learning Community	Yes	$5,000.00	0.00	0.00	0.00
3	3.3	Stakeholder-Informed Decision Making	Yes	$10,000.00	0.00	0.00	0.00

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,668,005.00	$2,163,733	0	38.17%	$1,070,500.70	0.00%	18.89%	$1,093,232.30	19.29%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

    See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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