

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Laton Unified School District	Lupe Gutierrez-Nieves Superintendent	Inieves@latonunified.org 559.922.4015

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

DRAFT

Goal 1

The LUSD believes that all students, including English Learners, students with special needs and students receiving intervention services should have access to and use of standards-aligned instructional materials for all content areas with the newest technology. That they will be taught by fully and appropriately credentialed teachers in safe and clean facilities that are in good repair and are maintained regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of fully credentialed teachers as measured by 2016-2017 SARC Number of missassignments and vacancies 19-20 LUSD intends to have 100% fully credential Teachers in 2019-20 and no vacancies 0 missassignments and vacancies Baseline 100% fully credentialed teachers 2016-2017 (45/45) 0 missassignments and vacancies	Percentage of fully credentialed teachers.TAMMY At its September 11, 2019, meeting, the Board confirmed through resolution that there were 0 mis-assignments and vacancies among LUSD teachers.
Metric/Indicator As measured by William's Act report; School Accountability Report Card (SARC); GE/RTI/SPED teacher surveys	At its September 11, 2019, meeting, the Board confirmed through resolution that all necessary core and supplemental materials and technology were available and accessible to students, with no Williams Act Uniform Complaints.

Expected	Actual
<p>annual board resolution of “Sufficiency of Instructional Materials”</p> <p>19-20 All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints Affirmation through Board Action August 2019</p> <p>Baseline All necessary core and supplemental materials, and technology, are available and accessible to students. Zero Williams Act Uniform Complaints were filed. Board Agenda Item each year signifying affirmation of sufficient or non-sufficient materials, 2016 found it sufficient August 2016</p>	
<p>Metric/Indicator Facilities maintained as measured by annual FIT or SARC.</p> <p>19-20 Average percentage of 8 FIT categories: LES - 99% Good CMS - 98% Good LHS - 99% Good</p> <p>Baseline Average percentage of 8 FIT categories: LES - 97% Good CMS - 92% Good LHS - 99% Good</p>	<p>Average percentage of 8 FIT categories: LES – 77.7% Fair CMS – 86.1% Fair LHS – 83.1% Fair</p>

Expected	Actual
Good Rating= 90%-100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education</p> <p>2. Review possible portable classroom replacement</p> <p>3. Follow Facilities Master Plan</p> <p>4. Continue to respond to prioritize classroom/site facilities requests in a timely manner to ensure the learning environment for students is maintained. Operation and Facilities expenses. BASE</p> <p>Modification:</p> <p>1. The district will hire a full time Special Education teacher for Laton Elementary School and will open a K-5 SDC class.</p> <p>2. Continue with a full-time speech language pathologist and a half time school psychologist (from goal 2; action 1).</p>	<p>1100, 1300, 2100, 2200, 2400 & 3000 Base and Special Education 5,516,892</p> <p>6200 Base 0.00</p> <p>6200 Base 7,500</p> <p>4300,5600,5800 Base and Special Education 777,257</p>	<p>1100, 1300, 2100, 2200, 2400 & 3000 Base and Special Education \$5,594,327</p> <p>6200 Base \$0.00</p> <p>6200 Base \$0.00</p> <p>4300,5600,5800 Base and Special Education \$723,996</p>
<p>PROFESSIONAL DEVELOPMENT</p> <p>1. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 76% of students not meeting or nearly meeting standards on CAASPP.</p> <p>To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in English Language Development and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students. SC</p> <p>Laton Unified School District's California Dashboard ELA performance indicator shows improvement is needed with respect to our</p>	<p>S & C 0</p> <p>included above in #1 5800 S & C 0</p> <p>5800 S & C 100,000</p> <p>2100,3000 S & C 64,937</p> <p>5800 S & C 50,000</p>	<p>5800, 5200 S & C \$21,025</p> <p>included above in #1 5800 S & C \$0.00</p> <p>5800 S & C \$100,000</p> <p>2100,3000 S & C \$66,118</p> <p>5800 S & C \$34,176</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>unduplicated students. It is our expectation that continuing to hire a Learning Director to provide focused professional development in ELA will result in unduplicated students and will result in increased performance on the ELA portion of the CAASPP over the course of the next three years.</p> <p>2. The unduplicated students are not progressing toward standards proficiency in Mathematics with nearly 90% of students not meeting or nearly meeting standards on CAASPP. To address this need, Laton Unified School District will provide professional development opportunities for teachers and paraprofessionals to increase their skill in grade level mathematics and other instructional strategies to support teaching and learning in order to close the achievement gap for our unduplicated students.</p> <p>Laton Unified School District's California Dashboard Math performance indicator shows improvement is needed with respect to our unduplicated students.</p> <p>3. The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 76% of students not meeting or nearly meeting standards and 90% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP. To address this, need the district will provide an increased budget for substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and for vertical articulation. SC</p> <p>The unduplicated students are not progressing toward standards proficiency in English Language Arts with nearly 76% of students not meeting or nearly meeting standards and 90% of unduplicated students not meeting or nearly meeting standards in Mathematics on CAASPP. In order to address this need, the district will provide follow-up professional development from the publishers for ELA K-12; Math K-5; ELD 6-12. SC</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students. It is our expectation that providing focused professional development in ELA and Math will result in an improvement with respect to our unduplicated students and will result in increased performance on the ELA and Math portions of the CAASPP over the course of the next three years.</p> <p>4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.</p> <p>To address this need, Laton Unified School District will hire properly credentialed teachers and qualified instructional aides at the elementary and middle school. This will allow smaller group and individualized instruction. It is our expectation that this reinforcement of the standards in ELA and math will result in increased performance on the ELA and Math portions of CAASPP.</p> <p>5. Modification: The district will allocate funding to California Association for Bilingual Education (CABE) to support Laton Unified Dual Immersion Program students and teachers in mastery of Spanish.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation was generally successful; however, some changes will need to take place moving forward with the new plan.

The District made it a priority to hire fully credentialed teachers in recent years. For a small, rural district, finding credentialed teachers in math, sciences, and special education is a challenge. Unexpected staffing changes during the course of the school year, including the Laton High Principal, also created challenges and resulted in several changes to the planned actions. Declining enrollment also caused challenges for staffing, so the District eliminated the full-time K-5 Special Education teacher. The Learning Director position was eliminated for the 2020-21 school year; the partnership with FCSS will provide those services.

The District was successful in providing professional development opportunities for teachers and paraprofessionals to increase their skill in English Language Development, math, Edgenuity, and other instructional strategies, including direct and targeted instruction. To support the implementation of this learning, the District provided an increased budget for two substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and for vertical articulation. The partnership with FCSS has provided much-needed support for teachers and will remain in order to continue ongoing expert support in all academic areas, and focused support in meeting the needs of unduplicated students.

Expert support providers from Fresno County Superintendent of Schools facilitated coaching in content areas. CAFE and ADLE supported improving skills in ELD instruction to improve the quality of the District's Dual Immersion Language Program for the purposes of developing bilingual and bi-literate students.

The District's appropriately credentialed teachers and paraprofessionals at the elementary and middle schools addressed the needs of Unduplicated Pupils through targeted small group intervention and individualized support.

Implementation of full-time psychologist and speech pathology services will remain to support students with specific needs.

A very bright note was that a construction bond was passed by the Laton community and plans moved forward to build a multi-purpose room on the Laton Elementary School campus. While existing facilities were safe, they are not yet in the excellent condition for which the District is striving.

Significant changes for the next LCAP include all goals being rewritten to increase transparency and clarity of purpose. After consultation with stakeholders, actions may be revised, re-organized, and deleted or added. The 2021-24 LCAP will be written to provide a direct and clear outline of who we are and where we are going.

Goal 2

Laton Unified School District (LUSD) believes that regular school attendance is essential to learning. LUSD is committed to preparing ALL students to be college or career ready. Students must have a positive learning environment with social-emotional support by staff and peers without fear of anti-social/bullying behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Students who need transportation are being transported every day.</p> <p>19-20 100% of students needing transportation to school are being served appropriately</p> <p>Baseline 100% of students needing transportation to school are being served appropriately</p>	<p>Students who need transportation were transported every day.</p> <p>100% of students needing transportation to school were served appropriately.</p>
<p>Metric/Indicator LHS students will participate in Social/emotional program offerings Middle School Students will participate in social/emotional program offerings</p> <p>19-20 40% at LHS 68 will participate</p> <p>40% at CMS</p>	<p>LHS students will participate in Social/emotional program offerings. Middle School Students will participate in social/emotional program offerings.</p> <p>27% at LHS participated.</p> <p>At CMS, 46 students participated. While not the expected outcome, it was not a decrease from the prior year.</p>

Expected	Actual
<p>63 students will participate and social emotional incidents will decrease</p> <p>Baseline 104/170 participate at LHS 28/158 participate at CMS</p>	
<p>Metric/Indicator Students will receive mental health/counseling support focused on feeling safe at school; anti-bullying; California Healthy Kids Survey;</p> <p>19-20 Percentage of students who feel school is a safe learning environment will increase by Increase by 10%</p> <p>Baseline Percentage of students who feel school is a safe learning environment – 59.2% said they feel safe or very safe on their campus</p>	[NEED DATA HERE]
<p>Metric/Indicator Student surveys indicating perception of bullying on campuses</p> <p>19-20 Discontinued - this metric will be revised to be more meaningful and useful and incorporated into the new LCAP for 2020-2021.</p> <p>Baseline Percentage of students who have experienced bullying (228 4th, 6th, 8th, and 9-12th surveyed):</p>	N/A

Expected	Actual
Physical – 15.8% Non-Physical – 25.9% Cyber – 10.5%	
Metric/Indicator PBIS/SWIS data 19-20 Reported number of incidences of bullying will decrease by 1% Baseline Reported number of incidences of bullying - no baseline data	The District did not implement a system for accurately collecting data regarding incidences of bullying.
Metric/Indicator Suspension rate 19-20 Suspension Rate by subgroup will be maintained or decreased. Baseline Suspension rate for district is .08% 2015-2016. Suspension Rate by significant subgroup: all five subgroups fell into the yellow category based on 2014-15 data.	Suspension Rate [California School Dashboard, 2019] Overall: Decreased 2.5% to 4.3% (Green Category) EL: Decreased 3.3% to 3.5% SWD: Decreased 5.9% to 8.7% LI: Decreased 2.6% to 4.7% White: Decreased 3.5% to 2.7% Two or More Races: Decreased 3.7% to 5.7%
Metric/Indicator Expulsion Rate 19-20 Expulsion rate will not increase. Baseline 1% of middle and high school students expelled 2015-2016	Expulsion Rate [DataQuest, 2018-19] 0%

Expected	Actual
Metric/Indicator Middle School Dropout rate as measured by formula in LCAP appendix 19-20 Dropout rate will not increase Baseline 0% Middle School Dropouts	[2019 CALPADS] 0% Middle School Dropout rate.
Metric/Indicator High School Dropout rate as measured by DataQuest 19-20 Dropout rate will not increase Baseline 97% High School graduation rate (3% dropout rate) at Laton High School 2016	High School Dropout Rate [DataQuest, 2018-19] Decreased from 10.5% the prior year to 2.2%
Metric/Indicator Attendance Rate as measured by district average 19-20 Attendance rate will increase by 1% Baseline 95% Attendance	[2018-19 P-2] The 2018-19 attendance rate declined by 1.9% to 93.1%.
Metric/Indicator CA Dashboard Local Indicator: Chronic Absenteeism 19-20 A 2% reduction to result in a rate no higher than 10.4%	Chronic Absenteeism [California School Dashboard, 2019] Overall: Reduced 8.5% to 3.9% (Blue Category) EL: Reduced 6.2% to 5.0% SWD: Reduced 19.1% to 3.1% Hispanic: Reduced 7.0% to 4.3% LI: Reduced 9.3% to 3.8% White: Reduced 15.0% to 3.4%

Expected	Actual	
19-20 Increase in levels 2 through 4 by a minimum of 5% Baseline 56.7%	Level 2 – 26.0% Level 3 – 40.9% Level 4 – 19.8%	Level 2 – 36.9% (+ 10.9%) Level 3 – 39.8% (-- 1.1%) Level 4 – 9.8% (-- 10.0%)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. A major portion of our LEA's suspension/expulsion/ discipline, issues are connected to the same unduplicated student group.</p> <p>To address these needs LUSD will implement and continue to use programs already in place in an attempt to reduce these rates and close the achievement gap for these unduplicated students.by:</p> <p>Continuing with Counselor and Counseling Interns for K – 12th grade student support to address social/ emotional issues;</p> <p>Providing professional presentations/ assemblies to increase bullying awareness for all stakeholders;</p> <p>Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12;</p> <p>Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques;</p> <p>Implementing Safe School Ambassadors 4th - 12th;</p> <p>K9 Drug Dogs, Central Valley Detection KT;</p> <p>TIP - Truancy Intervention Program;</p>	<p>1200,3000 S & C \$70,403</p> <p>4300,4400,5800 S & C \$254,500</p> <p>1100, 3000, 4300 & 5800 S & C \$223,934</p>	<p>1200,3000 S & C \$60,276</p> <p>4300,4400,5800 S & C \$233,535</p> <p>1200,2200,3000, 4300, 5800 S & C \$184,673</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Snack for kindergarten beyond meal Program;</p> <p>It is our expectation that providing these actions and supports for our unduplicated students will encourage fewer discipline referrals, suspensions and expulsions, leaving more time for learning and therefore, increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.</p> <p>2. A major portion of our LEA's attendance, absenteeism, and credit recovery issues are connected to the same unduplicated student group.</p> <p>To address these needs LUSD will implement and continue to use programs already in place in an attempt to improve attendance and close the achievement gap for these unduplicated students by:</p> <p>Increasing hours of campus security to extend into after school program hours with a Campus Security Officer to affect a calmer, safer, and more nurturing environment from which to learn;</p> <p>Continuing with SARB/SART and the Truant Officer from the Truancy Intervention Program;</p> <p>Continue with Learning Director to coordinate SARB/SART program;</p> <p>Purchasing supplemental curriculum or technology, as needed in support of these programs;</p> <p>Continue Cyber High program for high school students who need credit recovery. Students may also take Cyber High classes to improve previous grades or to excel as approved by the administration. This is a web-based program offered by Fresno County Office of Education.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>It is our expectation that providing these actions and supports for our unduplicated students will encourage better attendance.</p> <p>3. A major portion of our LEA's bullied/bullying incidents, are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to decrease these incidents and close the achievement gap for these unduplicated students by:</p> <p>I. The district will not receive PBIS funding and will therefore implement Character Counts at each site, K-12. programs at each site K-12;</p> <p>J. Continuing with Counseling Interns for 6th – 12th grade students and continue with a half time school psychologist to address student social/emotional issues;</p> <p>K. Providing professional presentations/ assemblies to increase bullying awareness for all stakeholders;</p> <p>L. Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques.</p> <p>It is our expectation that providing these actions and supports for our unduplicated students will encourage better communication and fewer discipline referrals, awareness of cultural differences, more time for learning and therefore increased performance on CAASPP, CELDT, A-G courses, and a more positive outlook on school in general.</p> <p>Modification:</p> <p>1. The district will allocate funding to implement the Character Counts Program K-12 in order to support social, emotional and character development as well as a positive school/district climate.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. The district will increase the number of contracted hours with Code 3 to extend campus security into after school program hours. 3. Installation of security cameras was not budget for this year. 4. The speech language pathologist and .5 FTE psychologist will be moved to Goal 1; Acton 1.		
Home to School Transportation	580010 Base \$184,268	580010 Base \$184,268

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Data for most metrics used to measure progress towards this goal indicate that the action and services that were implemented were successful and had the desired results.

The expected outcome was to maintain or decrease suspension rates among all student groups, and the data show we were successful. Overall, suspension rates decreased by 2.5%, putting the District in the Green (High) Category. Suspension rates for all student groups decreased -- English Learner students by 3.3%; Student with Disabilities, 5.9%; for Hispanic students, 2.2%; Low Income students, 2.6%; White students, 3.5%; and students of Two or More Races, 3.7%.

The expulsion rate continued to be 0%.

The high school dropout rate decreased from 10.5% the prior year to 2.2%.

Chronic Absenteeism rates also declined overall and among all student groups. Overall, chronic absenteeism decreased by 8.5%, putting the District in the Blue (Very High) Category. Declines in rates for student groups include: English Learner students by 6.2%; Student with Disabilities, 19.1%; for Hispanic students, 7.0%; Low Income students, 9.3%; and White students, 15.0%.

However, the overall Graduation rate of 89.1% was below District expectations and resulted in the Yellow (Medium) Category. This result reflects lower-than-expected rates for our student groups. The District remains committed to increasing graduation rates, and it is our belief that, as a result of the increases in attendance and engagement reflected in the positive results above, graduation rates will increase with future cohorts. The data from Goal 3 outcomes is indicative of a strong academic foundation for future graduation cohorts, also encouraging the expectation that grad rates will increase.

CTE completion rates are below expectations, partly as a result of changes from the way the District initially reported the data. Moving forward, the District will focus its efforts and outcome on completion of CTE pathways by graduation

Rather than continue with a Counselor and interns, the District was successful in hiring two full-time counselors, one for K-8 and one for 9-12 grades. Counselors will continue to be of critical importance to ensure students have necessary academic and social-emotional supports.

Implementing the Safe School Ambassadors and the Character Counts programs was a challenge that the District could not accomplish. Second Step was successfully implemented at the elementary and middle school levels and will be continued in the future LCAP. The All4Youth partnership with FCSS also positively impacted students and will be an ongoing program.

The A2A program enabled us to closely monitor attendance and try to target chronic absenteeism before it occurred. The data that was collected was used to inform parents before and during SARB meetings. We will also continue this program.

Family therapy services provided by the District's two clinicians, both on-site and in-home, were a boon to our families and their children.

Cyber High was replaced by Edgenuity for credit recovery and was more successful in providing students with a-g approved options.

SECURELY was a safe way for students to report bullying and any unsafe situations. It also enables us to monitor our network and flag improper usage. It has been a system that allows us to establish and monitor a safe and supportive learning environment, so we will continue its use. In that same vein, we will continue to use CODE 3 to secure and patrol our sites.

Goal 3

LUSD is committed to providing access to a broad course of study and assessment data to inform parents, students and teachers of progress towards College and Career Readiness and student fitness. LUSD believes all students can become proficient in common core content areas and that achievement gaps will be minimized for all sub-groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of Teachers achieve mastery of common core standards and project based learning through professional development as measured by the district professional development calendar and sign in sheets</p> <p>19-20 100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)</p> <p>Baseline 100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership (Principal/Learning Director)</p>	<p>100% of Teachers attended all professional development events as measured by sign in sheets and visual observation by both district office personnel and site leadership.</p>
<p>Metric/Indicator Grade-level rubrics for Student Practices of Proficiency as measured by district/school site grade level rubric expectations</p> <p>19-20</p>	<p>These data are not available. The District did not have a systemic process for accurately collecting these data.</p>

Expected	Actual
<p>80% of students will meet the end-of-year (EOY) grade-level rubric expectations</p> <p>Baseline 2017-2018 Baseline</p>	
<p>Metric/Indicator Benchmark assessments in all core content areas as measured by District Writing Benchmarks and SBAC/CAASPP;</p> <p>19-20 Core Benchmarks – 75% P Writing Benchmarks – 75% P</p> <p>ELA DF3 (3-8, 11) – will decrease 7-20 points MATH DF3 (3-8, 11) – will decrease 5-15 points</p> <p>Baseline Core Benchmarks – n/a Writing Benchmarks – n/a ELA DF3 (3-8): -60.5 ELA DF3 (11): -59.8 MATH DF3 (3-8): -59.5 MATH DF3 (11): -144.9</p>	<p>Benchmark assessments in all core content areas as measured by District Writing Benchmarks and SBAC/CAASPP.</p> <p>[Core Benchmarks – TBD] [Writing Benchmarks – TBD]</p> <p>ELA Distance from Standard (DF3) – [2019 Dashboard] Overall: Decreased by 19.8 points English Learners: Decreased by 21.0 points Students with Disabilities: Decreased by 32.8 points Hispanic Students: Decreased by 26.0 points Low Income: Decreased by 21.6 points White Increased by 5.4 points MATH Distance from Standard (DF3) – [2019 Dashboard] Overall: Decreased by 27.9 points English Learners: Decreased by 32.6 points Students with Disabilities: Decreased by 24.3 points Hispanic Students: Decreased by 33.5 points Low Income: Decreased by 33.4 points White Decreased by 8.6 points</p>
<p>Metric/Indicator Decrease achievement gaps as measured by CAASPP scores for student subgroups</p> <p>19-20 ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points</p> <p>MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points</p>	<p>Decrease achievement gaps as measured by CAASPP scores for student subgroups.</p> <p>[2019 California School Dashboard] All Students: 50.4 points below English Learners: Gap decreased by 1.2 points Students with Disabilities: Gap decreased by 13.0 points Hispanic Students: Gap decreased by 6.2 points Low Income: Gap decreased by 1.8 points White No defined gap existed</p>

Expected	Actual
<p>Baseline ELA (3-8) ALL: -60.2 EL -66.8 EL (EL only) -68.7 SED -69.9 SWD -129.3 (<30 students) H/L -63.5 White -48 MATH (3-8) ALL: -58.9 EL -75.5 EL (EL only) -85.3 SED -72.8 SWD -134.9 (<30 students) H/L -63.7 White -36.8</p>	<p>[2019 California School Dashboard] All Students: 75.6 points below English Learners: Gap decreased by 4.7 points Students with Disabilities: Gap increased by 3.6 points Hispanic Students: Gap decreased by 5.6 points Low Income: Gap decreased by 5.5 points White No defined gap existed</p>
<p>Metric/Indicator EL reclassification as measured by prior year number of predesignated students</p> <p>19-20 Increase RFEP rate: LES – 3% CMS – 2% LHS – 1%</p> <p>Baseline 2015-16 Reclassification Fluent English Proficient (RFEP) Rate: LES – 14/191 – 7.3%</p>	<p>2018-19 RFEP rate [from DataQuest]:</p> <p>LES – 0% CMS – 0% LHS – 0%</p> <p>District records show that 19 students were reclassified during the 2018-19 school year, a rate of 8.1%</p>

Expected	Actual
<p>CMS – 3/49 – 6.1% LHS – 21/65 - 32.3%</p>	
<p>Metric/Indicator Students who will have access to a broad course of study as measured by review of teacher and/or Master Schedules including E-Dynamic Learning; Cyber High; Project Based Learning</p> <p>19-20 100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs</p> <p>Baseline 100% of students will have access to all new courses including on-line technological programs.</p>	<p>100% of students had access to all new courses including any Fine Arts/Music and CTE courses and technological programs.</p>
<p>Metric/Indicator Percentage of AP success will increase yearly for AP success (3+)</p> <p>19-20 AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will be +3</p> <p>Baseline AP Base AP success rate (3+): English Lit/Comp 0/5 = .0% US History 0/5 = .0% Spanish Lang 5/6 = 83.3%</p>	<p>[College Board AP Central]</p> <p>AP English Lit/Comp – 0% AP History – 17% AP Spanish – 100%</p>
<p>Metric/Indicator EAP College acceptance rate will increase yearly</p>	<p>[From 2019 CAASPP Assessments]</p>

Expected	Actual
19-20 ELA-2% increase in students scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Math-2% increase in student scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges Baseline 0% of 11th graders tested ready in both Math and ELA as measured by their assessment scores in the EAP for CSU straight out of Laton High School	EAP ELA – All Students: 16.28% “Ready,” a 16.28% increase from 2017-18 (0%) Low Income: 20.59% increase Hispanic: 17.14% increase EAP Math – All Students: 2.33% “Ready” a 2.33% increase from 2017-18 (0%) Low Income: 2.94% increase Hispanic: 2.86% increase (Results not reported for other student groups)
Metric/Indicator Percentage of students completing A-G requirements will increase yearly; 19-20 A-G – will increase by 5% Baseline A-G: 17/37 45.9% (2014-15)	[DataQuest, 2018-19] 28.9%, a decline of 2.7% from 2017-18. (The small size of the graduation cohort makes the results very volatile.)
Metric/Indicator Physical Fitness tests will increase yearly in grades 5, 7, 9 as measured by PFT 19-20 Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT. Baseline Average score of 69.2% of grade 7 are in HFZ on PFT 2015-2016 Average score of 53% of grade 9 are in HFZ on PFT 2015-2016	[DataQuest, California Physical Fitness Report] Average Percentage in Healthy Fitness Zone (HFZ): 2017-18 2018-19 Change Grade 5 74.9% 46.1% -- 28.8% Grade 7 65.4% 50.9% -- 14.5% Grade 9 60.1% 72.4% + 12.3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> <p>To address this need LUSD teachers will:</p> <p>1. Understand common core standards and assessments through professional development 2017-18.</p> <p>2. Understand project-based learning and how to assess standards using it.</p> <p>3. Learn to use data from Illuminate Data system to target individual student needs for standards mastery.</p> <p>4. Develop Grade-level Rubrics through professional development during the 2017-2018 school year to ensure that each student is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level and will create benchmark assessments in all content areas.</p> <p>LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.</p>	<p>5800 S & C 85,000</p> <p>4300,4400,5800 S & C \$35,000</p> <p>4300004 S & C \$25,000</p> <p>5800 S & C \$40,000</p>	<p>5800 S & C \$97,000</p> <p>4300,4400,5800 S & C \$35,000</p> <p>4300004 S & C \$1,700</p> <p>5800 S & C \$40,000</p>
<p>1. The unduplicated students at LUSD have the lowest participation in AP courses and we believe this is partially due to the lack of knowledge unduplicated students have about the requirements to go to a college for post-secondary institution.</p>	<p>5800 S & C 20,500</p> <p>5800, 5200 S & C \$3,000</p>	<p>5800 S & C \$10,849</p> <p>5800, 5200 S & C \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To address this need, Laton High School will introduce our unduplicated population of students to post- secondary education through college visitations throughout their middle and high school experience. We want to make post-secondary education the expectation of every student.</p> <p>A. Grades 6-12 will make at least one college visit.</p> <p>B. Grades 11-12 will visit at least one CTE program at a community college. Our thought is if they have some familiarity with post-secondary institutions, they will be more interested in taking Advanced Placement classes that will help get them into college or at the very least doing some investigation into community college CTE courses.</p> <p>Modification: To increase participation and interest in AVID and college campus exposure, students will participate in AVID student recognition events, as a part of a college campus visit, such as AVID Magic Mountain Private Party and Universal Studios AVID Private Party.</p> <p>This action will support SED students.</p>		
<p>1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> <p>Literacy is the key to success in understanding and being able to show mastery of content standards. The district will:</p> <p>Address this need by hiring three Academic Coaches to provide targeted assistance to classroom teachers</p> <p>Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support.</p> <p>Continue with Illuminate, a web-based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math</p>	<p>1100, 3000 Base/S & C 267,634.46</p> <p>2100,3000 Base/S & C 81,267</p> <p>See Goal 3 Action 1(3) Base/S & C 0.00</p> <p>5800 Base/S & C \$10,000</p> <p>5800 Base/S & C \$4,650</p> <p>1100, 3000 Base/S & C 195,113</p> <p>4300, 4400 Base/S & C 150,000</p>	<p>1100, 3000 Base \$192,247</p> <p>2100,3000 S & C \$85,338</p> <p>See Goal 3 Action 1(3) Base/S & C \$0.00</p> <p>5800 Base/S & C \$10,000</p> <p>5800 S & C \$4,650</p> <p>1100, 3000 S & C \$72,880</p> <p>4300,4400,5800 S & C \$29,189</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for instructional aides, especially in the areas of English Language Arts and Math</p> <p>Continue E-Dynamic Learning program as a supplemental curriculum.</p> <p>Elective Instructors to teach Fine Arts/Music and supplemental supplies.</p> <p>LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance for the unduplicated students on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.</p> <p>Modification: LUSD will expand its music program to Laton Elementary School and Conejo Middle School. Performing band and marching band will be offered for both CMS and LHS. Instruments, sheet music, books, uniforms and supplemental materials for LES/CMS and LHS will be purchased. Recorders for 4th and 5th grades will be purchased as well as shelving for storage of instruments at LES/CMS and LHS. Participation in music competitions will be supported through providing the cost of competition fees, professional development for our music teacher and a district enclosed trailer to transport instruments to and from competitions.</p>		
<p>Our unduplicated students have performed poorly on the state physical fitness tests for years.</p> <p>The district will change from a part-time physical education teacher to a full-time teacher in the 2017-2018 school year to provide more time for physical fitness</p>	1100, 3000 Base \$20,808	1100, 3000 S & C \$72,880

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living. The District will supplement the after school ASES program in partnership with Fresno County Office of Education.</p> <p>Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of schoolwork/homework and athletics. This will result in increased performance on state and local assessments for these students.</p>	5800 S & C 85,000	5800 S & C \$85,000
<p>The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. To meet this need, the LEA will:</p> <ol style="list-style-type: none"> 1. Supplement and maintain materials and technological devices, printers, headsets and peripheral equipment grades K-12, so unduplicated students can access a 21st century curriculum. 2. All students will attend culturally enriching field trips. <p>These actions will increase achievement on state and local assessments and increase attendance for the unduplicated students.</p> <p>Modification: LUSD will Supplement and maintain materials and technological devices as needed.</p>	<p>4300, 4400 S & C 194,000</p> <p>5800, 5200 S & C \$45,000</p>	<p>4300, 4400 S & C \$69,400</p> <p>5800 S & C \$29,409</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Better-than-expected outcomes on academic achievement metrics associated with this Goal provide strong evidence that the actions and services were generally implemented successfully.

Reading and English Language Development intervention and professional learning activities were successfully led by the Reading/ELA and ELD/Dual Language coaches.

The percentage of students meeting or exceeding standard in ELA increased by almost 5.5%. In Math, the percentage of increase for our students meeting or exceeding standard was 6.5%.

District students showed significant progress in moving closer to standard and closing achievement gaps in ELA (+19.4 points) and Math (+27.9 points). English Learners (+20.7 points in ELA; +32.6 points in Math), Low Income students (+21.4 points in ELA; +33.4 points in Math) were Unduplicated student groups that also achieved excellent results. Students with Disabilities (+32.8 points in ELA; +24.3 points in Math) also showed significant improvements.

Every student group for which there was an achievement gap in ELA and Math made progress in closing those gaps, with the exception of Students with Disabilities in Math.

EAP results also show significant progress in preparing students for college success. The percentage of all 11th grade students “Ready” in ELA increased by 16.3% from 2017-18, with Low Income students showing a 20.6% increase over that time, and Hispanic students scoring “Ready” increasing by 17.1%. In EAP Math results, all 11th graders at the “Ready” level increased by 2.3%, with Low Income students showing a 2.9% increase, and Hispanic students increasing by 2.9%.

The District remains committed to increasing the percentages of students completing requirements for UC/CSU admission, and who pass one or more AP exams. The data shown above show that a strong academic foundation is being created to support our high school students is achieving greater success.

Nineteen English Learner students were reclassified as RFEP students during the 2018-19 school year. However, data-entry mistakes led to the district not submitting the data in time for inclusion in the DataQuest 2018-19 report. The District will be addressing data-entry and oversight as we move forward with the 2020-2023 LCAP.

The planned After School Programs were replaced by the FCSS Expanded Learning Program that provided LES, LMS, and LHS students opportunities to participate in extended learning activities with targeted academic and social-emotional supports.

Two full-time P.E teachers were successfully employed and provided needed physical education classes in 3rd through 8th and 9th through 12th grades.

Project-based learning strategies were not implemented, and will not be in future plans.

Due to the District's declining enrollment, supporting increased electives and music instruction and supplies for elementary and middle schools is no longer tenable. The District will examine possibilities for contracting with outside agencies to provide music instruction.

A new course similar to a "college success class" for freshmen was added as a graduation requirement.

Based on these data, and input from stakeholders, the District will continue the 2019-20 actions and services described in this plan, with the following modifications:

- Rather than introduce project-based learning, the District will provide structured professional development that will increase focus on state standards, best instructional practices, and aligned assessment systems that target essential standards under this goal.
- The District will explicitly address developing oversight for data entry in this goal.
- A sustainable assessment system that is implemented with integrity is a key focus within the District to continue providing students with access to academic standards and a rigorous curriculum. To support this effort, the District will add CERS for detailed student performance reports and CERS training for staff to this goal.
- Development of a standards-based report card will be added to this goal.
- As part of the Annual Update process, the District recognizes that some local metrics did not have assessments or systems to support the collection of accurate, reliable data. The District will eliminate some of these metrics, and add others that provide on-going, usable data to inform instruction.
- The District will require a "culminating experience" for both 8th and 12th grades students (e.g., graduation exit interview, graduating portfolios, student-centered college exhibitions, etc.)

As is the case with other goals, frequent changes in leadership within the District over the past three years appear to have resulted in an occasional lack of oversight of data and systems for collecting those results. 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.

Goal 4

LUSD is committed to engaging all stakeholders in creating a safe and welcoming environment where parents are comfortably engaged and all students participate with high attendance rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of parents who attend school events measured by sign in sheets. More parents of unduplicated students will participate in the educational processes of their child and result in increased student achievement on assessments.</p> <p>19-20 Back-to-School Night - 95% Open House – 90% Conferences – 95% PIQE-75%</p> <p>Baseline Percentage of parents who attended – n/a</p>	<p>Percentage of parents who attend school events measured by sign in sheets.</p> <p>Back-to-School Night – [TBD]% Open House – [TBD]% Conferences – [TBD]% PIQE- [TBD]%</p>
<p>Metric/Indicator Number of parents who attend decision-making committee meetings including: SSC, ELAC, DAC, DELAC, LCAP, Site Committees, Interviews, etc.;</p> <p>19-20 Increase average by 1</p> <p>Baseline Average number of parents who attended:</p>	<p>Number of parents who attend decision-making committee meetings.</p> <p>Average number of parents who attended: SSC - 15 ELAC - 15 DAC - [TBD] DELAC - 15 LCAP - [TBD]</p>

Expected	Actual
SSC -5 ELAC -5 DAC - 5 DELAC - 5 LCAP - 65	
Metric/Indicator Number of Parent LCAP surveys that are returned 19-20 Increase the number of parents who return completed surveys by 3% of total families Baseline 2016-17 completed surveys – 83/375 surveys – 24%	Number of Parent LCAP surveys that are returned. 1 Parent survey returned
Metric/Indicator Percentage of parents who finish PIQE Program 2017-2018 19-20 100% Baseline Baseline Data	Percentage of parents who finish PIQE Program 2018-19 60%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Our unduplicated pupils have the largest performance gap on the Dashboard for English Learner Progress. Communication between the school district and home is of utmost importance. To address this, need the district is employing several strategies aimed at creating a better partnership with parents.	4300 S & C 2,500 4300, 4400 S & C 52,500 5800 S & C 30,000 4300 S & C 2,500 4300 S & C 5,000 4300, 4400 S & C 5,000	4300 S & C \$1,814 4300, 4400 S & C \$0.00 5800 S & C \$0.00 4300 S & C \$2,500 4300 S & C \$0.00 4300, 4400 S & C \$0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting.</p> <p>B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways.</p> <p>C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017.</p> <p>D. The district will continue to offer ESL classes for parents to learn English as a Second Language.</p> <p>E. Teacher-led workshops for K-3 parents.</p> <p>F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary.</p> <p>G. The district will provide refreshments for parent meetings, including data-gathering “coffees,” decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE.</p> <p>H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities</p> <p>I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE.</p> <p>Through these actions more parents of unduplicated students will participate in the educational process of their child and result in increased student achievement on assessments.</p>	<p>4300 S & C 2,500</p> <p>4300 S & C 1,111</p> <p>4300 S & C 4,300</p> <p>2100,3000 S & C 54,584</p>	<p>4300 S & C \$500</p> <p>4300 S & C \$500</p> <p>4300 S & C \$500</p> <p>2100,3000 S & C \$53,928</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Modification: LUSD will hire a full-time Community Liaison to carry out home visits, coordinate and plan parent/district workshops and to establish and support a collaborative home/school relationship.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Initial results from the current (2019-20) school year indicate that the newly-hired Parent Liaison was a success and is having the expected positive impact on increasing parent participation, including parents of Unduplicated Pupils and parents of students with exceptional needs. This Liaison will continue to work closely with each school leadership team to ensure proper communication is established and parents are informed, fully and in a timely manner, in all matters related to the school and District.

Parent in-person participation in LUSD and school events has been generally sustained during the three-year course of the current LCAP. Parent participation in committees, and input into decisions affecting their children, though experiencing a decline in 2018-19, appears to be increasing to or exceeding former levels in 2019-20. Continuing those increases remain one of the District's overarching goals.

Counselors have supported families and students with completing FAFSA documentation and college applications.

Parent participation in the LCAP feedback process was a significant challenge; the District is attempting to discover why parent participation in the LCAP survey was almost non-existent, or surveys were lost, and why the PIQE completion rate was down last year.

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.

The District counselors and site administrators successfully worked together to provide access to college field trips and parent workshops that inform parents about higher education requirements and opportunities with the objective of making higher education accessible to all of our students.

Over the years, PIQE classes have informed and empowered parents, and will be offered in future plans.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District will purchase appropriate safety equipment (masks, face shields, etc.) to support safe interactions between students and staff in classrooms and on campuses.	150,000		No
The District will purchase appropriate equipment and materials (hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.	280,858		No
The District will train staff and follow rigorous safety protocols to ensure the well-being of students and staff on school campuses and other District facilities.	38,135		No
The District will contract for touchless classroom water dispensers.	50,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

District teams showed how to create success by collaborating and looking ahead to anticipate and solve problems with the resumption of in-person learning before they occurred. By performing “premortems,” they kept both hybrid and distance learning models running smoothly as they were implemented.

The District has recognized an equity challenge in providing Upward Bound and AVID opportunities for students who would benefit from either but do not qualify for participation. Increased use of AVID strategies and possibly creating an AVID teacher position are possibilities the District will examine to work toward making these experiences accessible to all.

Success

1. Hybrid Model that has been in place since October has proven to be successful as attendance percentages remain above 90%.

Attendance summary by grade for October and February:

Laton High School Attendance

10/1-10/30 = 97.29%

2/1-2/26 = 95.70%

Laton Elementary School Attendance

10/1-10/30 = 90.89%

2/1-2/26 = 94.33%

Laton Middle School Attendance

10/1-10/30 = 96.59%

2/1-2/26 = 95.59%

2. Teachers and students have developed greater technical skills. In discussion, teachers have claimed that they will continue using Classkick and Seesaw programs for homework in years to come.

3. Many teachers are using technology for a portion of their intervention and can provide their students with resources that they would not have been able to in previous years. Because of technology and the increased use of technology, teachers are using Google Classroom and parent communication apps, like Classdojo and Remind, more frequently. This has drastically increased the communication with families.

We have purchased programs such as Reflex math that supports building fact fluency in all four operations. We have also purchased MobyMax, Starfall, and Imagine Learning that is adaptive and supports students in their individual areas of need.

4. To support and improve our class interventions, FCSS academic coaches have been working closely with teachers to structure and develop assignments that can be done during independent or group work. Their focus is on providing web-based and interactive activities that address speaking, listening, reading, and writing.

5. Communication and an increase in parent involvement is the next huge success. We are seeing a greater connection with our families and want to continue to increase this engagement.

6. We would like to look into hosting classes for our parents that teach them strategies to support their students in all content areas.

7. Another positive action was the identification of areas of improvement in our day-to-day routines. For example, how and when we communicate with parents and families, or how transparent we are with our goals and expectations. We were also able to identify protocols and systems that needed a redesign or restructuring.

8. We have been able to streamline many of our programs with the use of technology, but the continuity and consistency have led to more collaboration and communication between staff members.

9. Teachers, parents, and students have been able to become more familiar and comfortable with the use of technology.

10. Communication with parents has increased significantly during this time. Parents have been open to becoming involved in their child's education.

11. One of the greatest successes of this unfortunate pandemic is our amazing staff's resilience, flexibility, and teamwork. Their willingness to do whatever was asked of them and the many changes in scheduling not only showed their character but demonstrated the love they have for our students and community. Every individual at our site has grown in a variety of ways, and we are stronger because of this unprecedented experience.

Challenges

1. Time has been the greatest challenge, both with our students in person and the time to plan or collaborate with colleagues and grade levels.

2. In lower grade levels, students are lacking basic skills such as being able to hold a pencil, cut with scissors, etc., due to the lack of practice.

3. Students have not been able to receive the amount of direct instruction that they would receive in a regular school year.

4. Teachers are having low homework completion rates and decreased student engagement. In turn, teachers are having to frequently reteach lessons.

5. The ability of teachers to provide instant instructional feedback is severely limited.

6. There has been an increase in Social-Emotional behaviors. More so than in previous years, students are refusing to go to class, crying, or leaving class without permission. At times students have learned that if they say they feel sick, they will go home. Though this is not a large population of students, it is concerning.

7. The importance of tier-one intervention has also been brought to light. Many of our students are missing foundational skills. Because of these foundational deficits, teachers are having a hard time teaching grade-level standards.

8. Initially, technology was a challenge but has been a beneficial tool as teachers and students have learned the many different programs available.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Professional development in effective distance learning practices and providing students with social emotional supports.	50,000		Yes
2. Teachers will schedule an additional support and acceleration period (minimum 30 minutes) for students to attend in person during the Monday hours with the teachers, based on individual student's academic needs.	50,000		Yes
3. Purchase hotspots for students who need home-based internet access.	50,000		Yes
4. The District will purchase Edgenuity to support online instruction for distance learning.	35,000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

The tragic passing of a valued member of the LUSD community highlighted the lack of human and other resources available to the District, at that time and moving forward. Though we were able to provide support for students, fellow staff, and families, replacing an experienced and capable person in a small, rural community was no easy task. As the District contemplates future actions, securing well-qualified teachers and support staff will remain a challenge.

The range of software options provided to the teachers and students was successful helping them identify a program that could meet targeted student needs, and in determining which were the most effective and should be continued. To support the District's new "Intervention Pyramid," the District has created a list of assessments and supplemental software that teachers will use to identify and respond to students' needs.

Laton USD is a dual immersion district that has set its sights on bi-literacy for all its students. However, that has been a challenge in-person and in all settings, as we have not consistently provided academic instruction in both languages. To meet the challenge of bi-literacy, the District will provide Spanish language instruction at all grade levels, and in science at the middle school. Purchased licenses and trained teachers how to use Zoom to facilitate distance learning.

Teachers successfully utilized GoGuardian Teacher for classroom management and student support.

Printed instructional materials were provided to all students during this time it took to distribute devices.

Access to Devices and Connectivity:

Generally, providing access to devices and connectivity to the internet has been one of the District's primary successes. There was a challenge initially, as the District took two weeks to organize and deploy student devices after school closed. Every student soon had access to a device and, if needed, access to a hotspot for internet connectivity. The District consistently has reached out to families to ensure that students' technological needs are met. Initially, the District faced the challenge of only 30% of its families with access to the internet. In response, we purchased hot-spots and were successful in providing them for all families. Every family with more than three children enrolled in LUSD received an additional hot spot to ensure sufficient bandwidth or access. For a handful, internet access was still not possible, so stronger non-dedicated hot spots that could access any nearby signal were purchased and provided to those families. It was a challenge to get them and took about six weeks to purchase and deploy.

Initially, sufficient technical support was a challenge, and the office staff had to be trained as additional technical support for students and parents during distance learning, which they were successful in doing.

Checked out Chromebooks for students 1st grade to 12th grade

Checked out Chome tablets for students in Preschool to Kindergarten

Pupil Participation and Progress:

At the lower grades participation has been steady and positive. The higher grades have been more inconsistent. We have lower attendance at the high school level. Our community liaison and safety office have conducted numerous home visits to address this issue with parents and students. In a few cases, we allowed a small number of students to Zoom from the library under the supervision of office staff and librarian. Our SARB officer has also been supporting us in addressing this issue and has conducted home visits with our community liaison.

A significant challenge has been engaging a small group of students who have been disengaged since the beginning of the school year. The District has used its re-engagement plan steps, including SARB, and also had support from the Laton P.D. in its comprehensive efforts to engage the children and their families, but with limited success. Some elementary students with exceptional needs have re-engaged once they were required to attend in-person daily at the beginning of March, but a handful of families continue to resist efforts to have their children participate.

Distance Learning Professional Development:

During this time, we have continued our district PD plan for our Dual Language Program and all of our teachers. We continued our partnership with CAFE, ADLE, and FCSS. Our teachers have received PD services for language development, Math, ELA, Social ELD, Science, and Technology.

The District Technology Team has been a tremendous success in supporting teachers and investigating and evaluating new hardware and software. The tech literacy of teachers has increased significantly, and they are able to create, present, and troubleshoot in the digital universe. In turn, anecdotal evidence from teachers and software management systems indicate that students' tech abilities have also improved far beyond where they might have been under normal circumstances. Additionally, their facility in using the software suggests that there may have been an unintended, but happy, effect of improved reading ability, especially in comprehension of informational text. The success of the Tech Team guarantees that it will be a District fixture moving forward.

Staff Roles and Responsibilities:

Another success of which the District is proud is that every person in the organization put on "different hats" as necessary to do what was best for students and families -- district office staff taught parents bewildered parents how to log-on to Zoom; maintenance staff helped with distribution of devices; and everyone did whatever was necessary to get the job done.

Every team member was committed to doing whatever was needed to support the district, students, and the community. Teachers worked with the district and were instrumental in executing distance learning when the pandemic first hit and the state went on lockdown. They volunteered to provide extended learning during the summer. When school started up again in August, the teachers were ready and on board with the distance learning model that was put in place. Teachers went out of the way to ensure students had what they needed to learn. Instructional materials and supplies were delivered and placed on doorsteps when parents couldn't come out. Teachers had small group orientation with parents and students to provide instruction on how technology would be used during distance learning. Front yards became a meeting place where students with special needs received service minutes and checked-ins with the teacher. Paraprofessionals, office staff, and support staff stepped out of their traditional role/duties to support the district's deployment and implementation of technology so students/families could connect to their teachers. Our Tech team created videos that were posted on our social media pages where parents could visit and help their student(the littles) login to zoom.

Support for Pupils with Unique Needs:

The District provided supports for students with exceptional needs through targeted instruction but found that those students were still struggling to make progress through distance learning. As soon as it was allowed by state and local governments and health services, small cohorts of students with exceptional needs were returned to in-person instruction.

From the beginning of this pandemic, the district made sure we checked in weekly with our most vulnerable population of students. Teachers were checking in with students daily through Zoom, Class DOJO, Google Classroom, and/or KIK, among others. The district's community liaison conducted weekly home visits to students who were not login into their ZOOM session or attending. In some very severe cases, students were allowed to ZOOM in our library under paraprofessional supervision. Mondays were designated for intervention purposes. Students were placed in small groups and ZOOMED with the teacher or participated in face-to-face support/instruction for a few hours with their teacher. Check-in sessions conducted with students were not limited to academic content but were also done for social-emotional and mental health reasons. Just recently, RSP students are coming daily to receive instruction. ELLs will be coming daily after Spring Break. Teachers were also going out of their way and visiting home on their own. Front yards became a meeting place where students with special needs received service minutes and checked-in with the teacher.

Students with severe social and emotional issues were also returned to campus as soon as allowable and have been there daily for instruction and counseling.

As a result of the challenges the District encountered in supporting pupils with unique needs, the District has created “Intervention Pyramids” that will be one of the pillars of instructional planning, implementation, monitoring, and evaluation. As such, it will also be integral to the District’s efforts to mitigate learning loss and accelerate student progress. It is described in more detail in the “Analysis” section below.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Teachers will schedule an intervention period (minimum 30 minutes, to an hour) for students to attend in person during the Monday hours with the teachers, based on individual student's academic needs.	25,000		Yes
2. Teachers, administrators, and instructional support staff will collaborate to assess the levels of individual student's learning loss from 2019-20, using the protocols described above.	25,000		Yes
3. Laptops/desktops and Webcams for teachers, headphones for students, tablets for TK and K.	250,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

[Add data here]

District assessment data indicate that English Learner students have generally experienced slower progress in English language acquisition due to the pandemic and resulting learning models. To address this for those close to beginning English acquisition levels, the District provided after-school support using Rosetta Stone software, beginning in Spring 2021. English Learners who participated in the after-school Rosetta Stone program had a dedicated Summer Academy teacher for ELD. Those students were also provided a device and Rosetta Stone access to take home in the evenings and after the Academy concluded to continue their progress in developing English skills.

As a result of the District's challenges in supporting pupils with unique needs, the District has created "Intervention Pyramids" that will be among the pillars of instructional planning, implementation, monitoring, and evaluation. As such, they will also be integral to the District's efforts to mitigate learning loss and accelerate student progress. The "Intervention Pyramids" meet the historical needs of Laton Unified School District's unduplicated pupils and students with exceptional needs and meet them in a manner that encompasses the whole child.

1. Teachers and students have developed greater technical skills. In discussion, teachers have claimed that they will continue using Classkick and Seesaw programs for homework in years to come.

2. Many teachers are using technology for a portion of their intervention and can provide their students with resources that they would not have been able to in previous years. Because of technology and the increased use of technology, teachers use Google Classroom and parent communication apps, like Classdojo and Remind, more frequently. This has drastically increased the communication with families.

We have purchased programs such as Reflex math that supports building fact fluency in all four operations. We have also purchased MobyMax, Starfall, and Imagine Learning that is adaptive and supports students in their individual areas of need.

3. To support and improve our class interventions, FCSS academic coaches have been working closely with teachers to structure and develop assignments that can be done during independent or group work. Their focus is on providing web-based and interactive activities that address speaking, listening, reading, and writing.

4. Communication and an increase in parent involvement is the next huge success. We are seeing a greater connection with our families and want to continue to increase this engagement.

5. We would like to look into hosting classes for our parents that teach them strategies to support their students in all content areas.

6. Another positive action was the identification of areas of improvement in our day-to-day routines. For example, how and when we communicate with parents and families, or how transparent we are with our goals and expectations. We were also able to identify protocols and systems that needed a redesign or restructuring.

8. 7. We have been able to streamline many of our programs using technology, but the continuity and consistency have led to more collaboration and communication between staff members.

Teachers, parents, and students have become more familiar and comfortable with the use of technology.

9. Communication with parents has increased significantly during this time. Parents have been open to becoming involved in their child's education.

10. One of the greatest successes of this unfortunate pandemic is our amazing staff's resilience, flexibility, and teamwork. Their willingness to do whatever was asked of them and the many changes in scheduling not only showed their character but demonstrated the love they have for our students and community. Every individual at our site has grown in various ways, and we are stronger because of this unprecedented experience.

Challenges

1. Time has been the greatest challenge, both with our students in person and the time to plan or collaborate with colleagues and grade levels.

2. In lower grade levels, students lack basic skills such as holding a pencil, cutting with scissors, etc., due to the lack of practice.

3. Students have not received the amount of direct instruction that they would receive in a regular school year.

4. Teachers are having low homework completion rates and decreased student engagement. In turn, teachers have to reteach lessons frequently.
5. The ability of teachers to provide instant instructional feedback is severely limited.
6. There has been an increase in Social-Emotional behaviors. More so than in previous years, students are refusing to go to class, crying, or leaving class without permission. At times students have learned that if they say they feel sick, they will go home. Though this is not a large population of students, it is concerning.
7. The importance of tier-one intervention has also been brought to light. Many of our students are missing foundational skills. Because of these foundational deficits, teachers are having a hard time teaching grade-level standards.
8. Initially, technology was a challenge but has been a beneficial tool as teachers and students have learned the many different programs available.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Low-income children and families, both immigrant and native, are often at a loss to identify or access services that more affluent families take for granted. As a result of the pandemic, the District found a challenge in that many children in social or emotional distress did not have an idea of even how to ask for help. As part of its “Intervention Pyramids” the District will create Resource Centers that students will know and recognize as safe havens for questions and aid. Also, within the Social Emotional Support Pyramid, the District will provide LHS mentors and leadership at LES/LMS, PBIS Focused Intervention, and much more to be described in detail in the LCAP.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District has been persistent in creating conditions that enable and get parents to participate in meetings. The District Family Liaison has been invaluable in bridging the gap that sometimes exists between the District and families. To ensure access and participation by families of students with exceptional needs and families of English Learners, the Liaison contacts those families directly and individually.

Challenges:

keeping the students accountable and motivated to complete all school work.

Dead spots for hotspots and purchasing internet service were too expensive for some of our families.

Decline in parent attendance in meetings even when a zoom link was provided.

Successes:

Increased communication through Blackboard.

The community seemed well informed of the adjustments that had to be made as the year progressed.

There were a lot more parents reaching out for support because they needed tech support.

Teachers had more direct contact with parents through Class Dojo, Remind, and or Google Classroom.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Challenges

1. Schools shut down, and the district transitioned to curbside meal service - Not having any idea how many meals to produce. Foodservice department had to figure out how to get meals safely transported to the front of the school and served following HACCP guidelines.
2. Foodservice department had to create a system to make meal packs in the kitchen safely - There was the transition from the NSLP/SBP to SSFO. Figuring out what meal components for a reimbursable meal kept changing. Also, many foods didn't pack and transport well. Therefore the meal packs have changed as much as how we are serving has been adjusted a number of times.
3. CDC/CDE/USDA changing requirements for the state of California - Numerous waivers needed to be completed under UDSA and CDE guidelines. Along with every changing CDC guidelines. The state is open... the state is closed—a Lot of this impacted food manufacturers and deliveries.
4. Exposures and quarantines to cafeteria staff and students - Cafeteria staff early in the pandemic became exposed. A huge challenge was continuing to provide meals to our community while the entire cafeteria staff was under quarantined. FCSS Migrant program saved our meal program by sending staff to pack, deliver and serve curbside during quarantine. We used Facetime and Zoom to managed and communicated from home.
5. Reopen safely and maintain social distancing; increase sanitation procedures in the cafeteria has been challenging due to limited space. Students were placed in cohorts, making sure there is enough space/seating in all dining areas. Sanitation of all areas between student groups. Using all outdoor areas that lend themselves to outdoor dining. Students had to be trained to social distance in line and while eating.

Successes

1. With all the challenges experienced in the last 12 months, our biggest success is that the cafeteria staff has adapted and overcame every one of the challenges listed above.
2. Cafeteria is providing nearly as many meals as pre-pandemic. Counting combined student's meals on campus and meal packs.
3. The district's cafeteria staff is closer and more team-oriented than pre-pandemic. This team will now work any shift, cover, and any job duty. You will NEVER hear that's not my job. They take out the trash for custodial, help aides with students, unlock gates for our safety officer. Just about anything you can think of, cafeteria staff has stepped up and provided the support
4. Cafeteria staff attendance has been nearly perfect for the last 12 months. Almost unbelievable. Only real lost time has been from potential exposures and quarantines. Not one cafeteria employee has actually tested positive or contracted COVID.
5. The Cafeteria Team is more connected to the entire District. Everyone is working so closely with district office staff, school administrators, teachers, etc., through all these constant changes has brought us as a district closer, that being an awesome success.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	1. Meals will be delivered, as necessary, to District families, through District transportation. Paraprofessional staff member(s) will accompany the delivery to assist in meal distribution.	100,000		No
Mental Health and Social and Emotional Well-Being	2. All staff will receive training in supporting students' mental health and social emotional well-being.	50,000		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As a result of the challenges the District encountered in supporting pupils with unique needs, the District has created “Intervention Pyramids” that will be among the pillars of instructional planning, implementation, monitoring, and evaluation. As such, they will also be integral to the District’s efforts to mitigate learning loss and accelerate student progress. The “Intervention Pyramids” meet the historic needs of Laton Unified School District’s unduplicated pupils and students with exceptional needs and meet them in a manner that encompasses the whole child.

These pyramids will be divided into one for social emotional learning and a second for academic and intervention support. Each will have three tiers that range from universal supports at Tier I, to targeted and small group supports at Tier II, to more intense and one-on-one supports at Tier III.

The specific actions for implementation of the pyramids will be described in more detail in the appropriate LCAP section. Actions that are specifically meant to address learning loss among students with unique needs and others experiencing learning loss include:

- Summer program through June – Full Day of academic learning – target academic need and social emotional need -

- Extended Learning Summer Program - July
 - Part Time Reading Specialist for K-4 for 2021/2022
 - Intervention Groups with Resource Teachers 4-8 grade.
 - Mentors from LHS
 - District-wide Part-time Learning Director
- Supplemental Resources Available for Academics and Social Emotional Learning

For more details on the “Intervention Pyramids” click here or go to <https://www.latonunified.org>.

Laton USD is a dual immersion district that has set its sights on bi-literacy for all its students. However, that has been a challenge in-person and in all settings, as we have not consistently provided academic instruction in both languages. To meet the challenge of bi-literacy, the District will provide Spanish language instruction at all grade levels, and in science at the middle school.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As a result of the challenges the District encountered in supporting pupils with unique needs, the District has created “Intervention Pyramids” that will be among the pillars of instructional planning, implementation, monitoring, and evaluation. As such, they will also be integral to the District’s efforts to mitigate learning loss and accelerate student progress. (Please see the more complete description above.)

Beginning with students with exceptional needs, English Learners, Foster Youth and Homeless, then moving to those who are farthest behind in academic progress, the District will provide them the opportunity to attend the full-day, six-week, Summer Academy.

Mornings will be devoted entirely to reading, writing, and math. Prior to the beginning of the Academy, all students will have been assessed in ELA, ELD, math, and writing to determine what instruction and supports are needed to accelerate their progress in those areas. Beginning English Learners who participated in the after school Rosetta Stone program will have a dedicated Summer Academy teacher for ELD. Those students will also be provided a device and Rosetta Stone access to take home in the evenings, and after the Academy has concluded, to continue their progress in developing English skills.

Afternoon classes will provide students, including English Learners and students with exceptional needs, access to a broad core curriculum.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Significant changes for the next LCAP include all goals being rewritten to increase transparency and clarity of purpose. After consultation with stakeholders, actions may be revised, re-organized, and deleted or added. The 2021-24 LCAP will be written to provide a direct and clear outline of who we are and where we are going.

Develop Dual Language Master Plan to improve language acquisition for English Learners, as research indicates that dual immersion programs, well implemented with professional development support, have led to significant gains in students' reading achievement and faster rates of reclassification among dual language learners (DLL) students. ["Teaching Practices and Language Use in Two-Way Dual Language Immersion Programs in a Large Public School District": RAND Corporation, American University, American Councils for International Education, and Portland Public Schools]

Full-time, in-house psych, .5 SLPA and .5 SLP to provide improved service to meet emotional and SpEd needs.

Restore .5 Learning Director to provide support to teachers in improving academics for unduplicated pupils. The partnership with FCSS has provided much-needed support for teachers and will remain in order to continue ongoing expert support in all academic areas, and focused support in meeting the needs of unduplicated students.

Cyber High was replaced by Edgenuity for credit recovery and was more successful in providing students with a-g approved options. It became the foundational curriculum for our high school and virtual academy. The District will continue and expand its use for students seeking distance learning options and/or credit recovery.

Second Step was successfully implemented at the elementary and middle school levels and will be continued in the future LCAP. The All4Youth partnership with FCSS also positively impacted students and will be an ongoing program.

Counselors will continue to be of critical importance to ensure students have necessary academic and social-emotional supports.

Due to the District's declining enrollment, supporting increased electives and music instruction and supplies for elementary and middle schools is no longer tenable. The District will examine possibilities for contracting with outside agencies to provide music instruction.

A new course similar to a "college success class" for freshmen was added as a graduation requirement.

Better-than-expected outcomes on academic achievement metrics provide strong evidence that the actions and services to address pupil outcomes were generally effective. Based on these data, and input from stakeholders, the District will continue the 2019-20

actions and services described in this plan, with the following modifications:

- Rather than introduce project-based learning, the District will provide structured professional development that will increase focus on state standards, best instructional practices, and aligned assessment systems that target essential standards under this goal.
- The District will explicitly address developing oversight for data entry in this goal.
- A sustainable assessment system that is implemented with integrity is a key focus within the District to continue providing students with access to academic standards and a rigorous curriculum. To support this effort, the District will add CERS for detailed student performance reports and CERS training for staff to this goal.
- Development of a standards-based report card will be added to this goal.
- As part of the Annual Update process, the District recognizes that some local metrics did not have assessments or systems to support the collection of accurate, reliable data. The District will eliminate some of these metrics, and add others that provide on-going, usable data to inform instruction.
- As is the case with other goals, frequent changes in leadership within the District over the past three years appear to have resulted in an occasional lack of oversight of data and systems for collecting those results. 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 info
- The District will require a "culminating experience" for both 8th and 12th grades students (e.g., graduation exit interview, graduating portfolios, student-centered college exhibitions, etc.)

The District's plan to address learning loss and academic acceleration is described above.

The newly-hired Parent Liaison was a success and is having the expected positive impact on increasing parent participation, including parents of Unduplicated Pupils and parents of students with exceptional needs. This Liaison will continue to work closely with each school leadership team to ensure proper communication is established and parents are informed, fully and in a timely manner, in all matters related to the school and District.

Over the years, PIQE classes have informed and empowered parents, and will be offered in future plans.

As a result of the challenges the District encountered in supporting pupils with unique needs, the District has created "Intervention Pyramids" that will be among the pillars of instructional planning, implementation, monitoring, and evaluation. As such, they will also be integral to the District's efforts to mitigate learning loss and accelerate student progress. The "Intervention Pyramids" meet the historic needs of Laton Unified School District's unduplicated pupils and students with exceptional needs and meet them in a manner that encompasses the whole child.

These pyramids will be divided into one for social emotional learning and a second for academic and intervention support. Each will have three tiers that range from universal supports at Tier I, to targeted and small group supports at Tier II, to more intense and one-on-one supports at Tier III.

The specific actions for implementation of the pyramids will be described in more detail in the appropriate LCAP section. Actions that are specifically meant to address learning loss among students with unique needs and others experiencing learning loss include:

- Summer program through June – Full Day of academic learning – target academic need and social emotional need
- Extended Learning Summer Program - July
 - Part Time Reading Specialist for K-4 for 2021/2022
 - Intervention Groups with Resource Teachers 4-8 grade.
 - Mentors from LHS
 - District-wide Part-time Learning Director
- Supplemental Resources Available for Academics and Social Emotional Learning

For more details on the “Intervention Pyramids” click here or go to <https://www.latonunified.org>.

Laton USD is a dual immersion district that has set its sights on bi-literacy for all its students. However, that has been a challenge in-person and in all settings, as we have not consistently provided academic instruction in both languages. To meet the challenge of bi-literacy, the District will provide Spanish language instruction at all grade levels, and in science at the middle school

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	8,671,658.46	8,097,678.00
Base	212,576.00	376,515.00
Base and Special Education	6,294,149.00	6,318,323.00
Base/S & C	708,664.46	10,000.00
S & C	1,456,269.00	1,392,840.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	8,671,658.46	8,097,678.00
	70,403.00	244,949.00
1100, 1300, 2100, 2200, 2400 & 3000	5,516,892.00	5,594,327.00
1100, 3000	483,555.46	338,007.00
1100, 3000, 4300 & 5800	223,934.00	0.00
2100,3000	200,788.00	205,384.00
4300	17,911.00	5,814.00
4300, 4400	401,500.00	69,400.00
4300,4400,5800	289,500.00	297,724.00
4300,5600,5800	777,257.00	723,996.00
430004	25,000.00	1,700.00
5800	425,150.00	411,084.00
5800, 5200	48,000.00	21,025.00
580010	184,268.00	184,268.00
6200	7,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	8,671,658.46	8,097,678.00
	Base/S & C	0.00	0.00
	S & C	70,403.00	244,949.00
1100, 1300, 2100, 2200, 2400 & 3000	Base and Special Education	5,516,892.00	5,594,327.00
1100, 3000	Base	20,808.00	192,247.00
1100, 3000	Base/S & C	462,747.46	0.00
1100, 3000	S & C	0.00	145,760.00
1100, 3000, 4300 & 5800	S & C	223,934.00	0.00
2100,3000	Base/S & C	81,267.00	0.00
2100,3000	S & C	119,521.00	205,384.00
4300	S & C	17,911.00	5,814.00
4300, 4400	Base/S & C	150,000.00	0.00
4300, 4400	S & C	251,500.00	69,400.00
4300,4400,5800	S & C	289,500.00	297,724.00
4300,5600,5800	Base and Special Education	777,257.00	723,996.00
430004	S & C	25,000.00	1,700.00
5800	Base/S & C	14,650.00	10,000.00
5800	S & C	410,500.00	401,084.00
5800, 5200	S & C	48,000.00	21,025.00
580010	Base	184,268.00	184,268.00
6200	Base	7,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,516,586.00	6,539,642.00
Goal 2	733,105.00	662,752.00
Goal 3	1,261,972.46	835,542.00
Goal 4	159,995.00	59,742.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

The Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary section is in development and will be updated as soon as it becomes available.