LCFF Budget Overview for Parents

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

CDS Code: 10-62281-00000000000

School Year: 2023-24

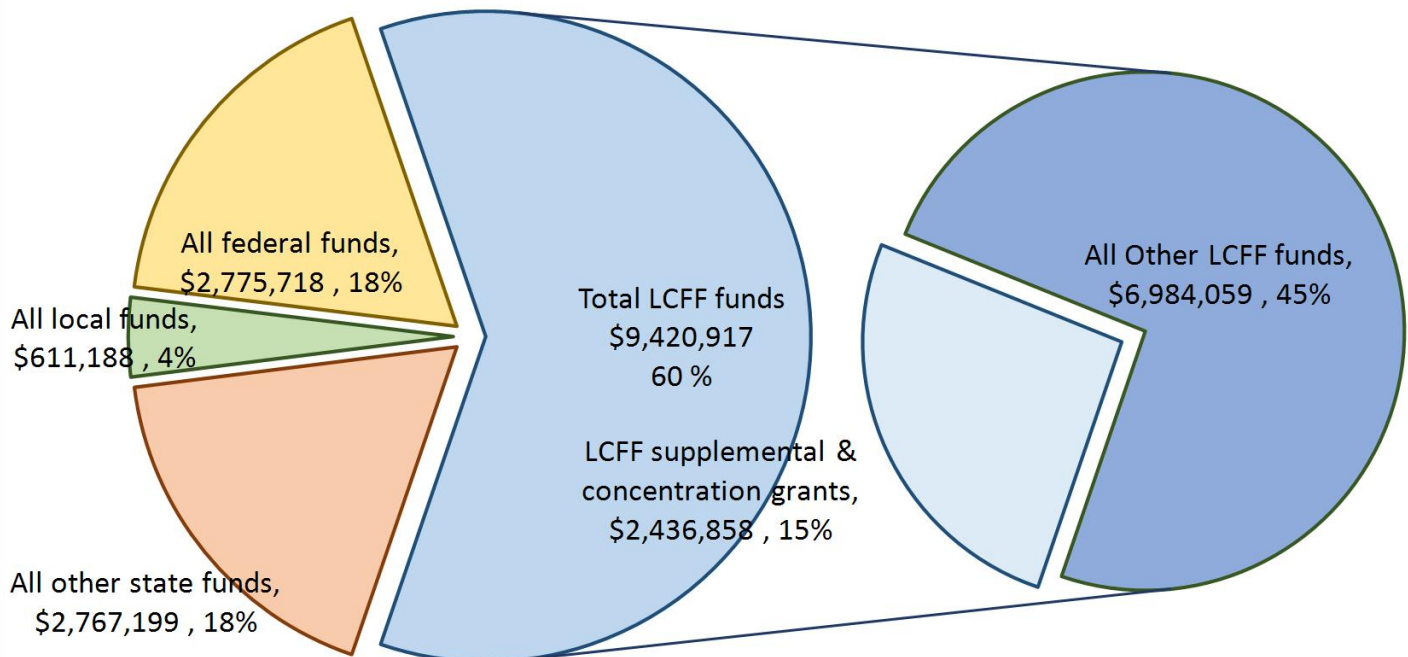LEA contact information:

Lupe Gutierrez-Nieves

Superintendent

lnieves@latonunified.org

559.922.4015

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $2,775,718 , 18%

All local funds, $611,188 , 4%

All other state funds, $2,767,199 , 18%

Total LCFF funds $9,420,917 60 %

LCFF supplemental & concentration grants, $2,436,858 , 15%

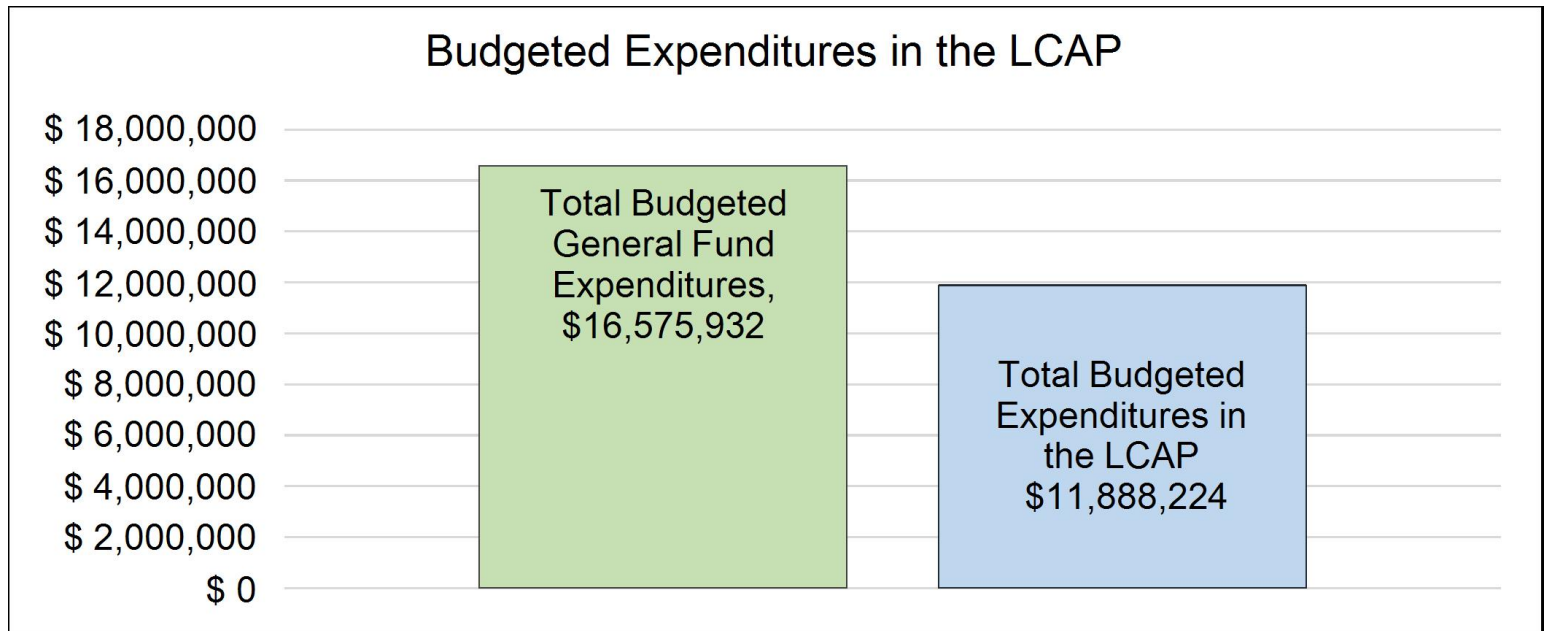All Other LCFF funds, $6,984,059 , 45%

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

The text description for the above chart is as follows: The total revenue projected for Laton Unified School District is $15,575,022, of which $9,420,917 is Local Control Funding Formula (LCFF), $2,767,199 is other state funds, $611,188. is local funds, and $2,775,718 is federal funds. Of the $9,420,917 in LCFF Funds, $2,436,858 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 18,000,000	
$ 16,000,000	Total Budgeted General Fund Expenditures, $16,575,932
$ 14,000,000	
$ 12,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $11,888,224
$ 8,000,000	
$ 6,000,000	
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Laton Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Laton Unified School District plans to spend $16,575,932 for the 2023-24 school year. Of that amount, $11,888,224 is tied to actions/services in the LCAP and $4,687,708 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The bulk of the General Fund expenditures not included in the LCAP are for operational expenses such as water, power, etc. The remainder is for one-time CARES funds with the majority being ESSER funds and general administrative costs, Governing Board and Superintendent expenses, funds to conduct the annual audit, and fiscal operations expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Laton Unified School District is projecting it will receive $2,436,858 based on the enrollment of foster youth, English learner, and low-income students. Laton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Laton Unified School District plans to spend $4,526,655 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,008,731
- ☐ Actual Expenditures for High Needs Students in LCAP — $1,615,957
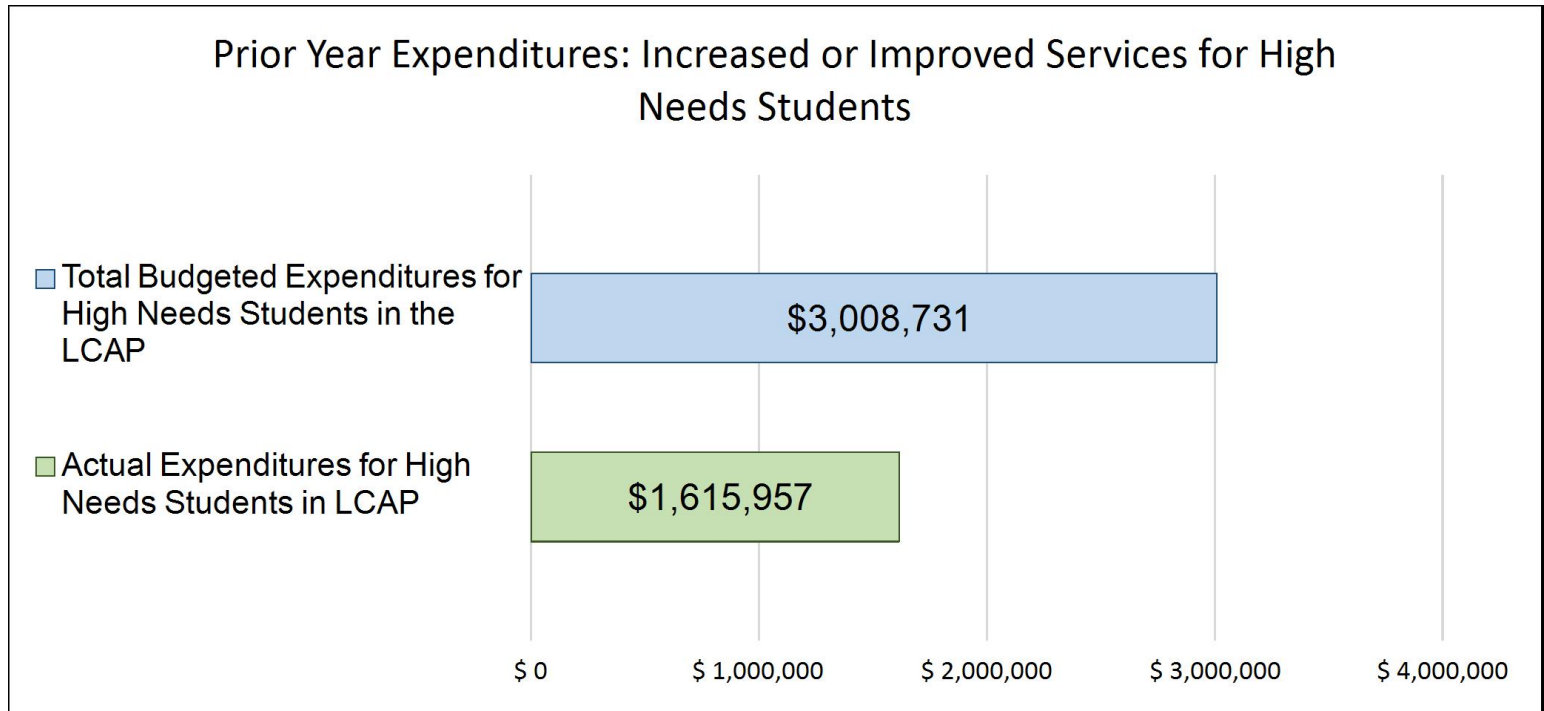
This chart compares what Laton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Laton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Laton Unified School District's LCAP budgeted $3,008,731 for planned actions to increase or improve services for high needs students. Laton Unified School District actually spent $1,615,957 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-1,392,774 had the following impact on Laton Unified School District's ability to increase or improve services for high needs students:

1. Over a third of this difference ($450,000) is due to the limited implementation of expanded access to play fields (Action 2.8). Low-Income students experienced some increased benefit from the part-time Guided Playtime Facilitator who was hired, and this person has been praised by students and staff for their positive influence on students. There was also some benefit from the work that was begun. This work will continue in 2023-24.
2. The tier academic supports, professional development activities, and positive climate activities were implemented, but not to the degree planned, due to difficulties in finding substitute teachers to provide release time for professional development activities and teacher collaboration. Additionally, we were not able to fill all open certificated and classified positions in a timely fashion.   As a result, Low-Income students, English Learners, and Foster Youth received some effects of enhanced instruction and received additional academic supports, as needed, they may not have received the full increased service of enhanced instruction and tiered academic supports that were planned.

3. Low-Income students did not received the field trips planned to promote post-secondary success due to a lack of access to transportation. Due to a lack of drivers and limited out-of-district transportation providers, the planned field trips were not conducted.

4. Though little of the budgeted dollars were expended for community outreach and informed decision-making activities, those were held to an even greater degree than planned. They were not charged to the LCAP budget because the District received a Community Schools Planning Grant that paid for those activities.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

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

Laton Unified is comprised of five schools: Laton High School, Laton Middle School, Laton Elementary School, Laton Preschool, and Laton Online Academy(LOA). Most Laton Unified School District (LUSD) students are born and raised in the community of Laton and attend Transitional kindergarten through twelfth grade. LUSD is a small district with 628 students in Transitional Kindergarten, and the K-12 program. Most students qualify for Free and Reduced Lunch, with 84.1% considered Socioeconomically Disadvantaged or Low-Income. We are a diverse District, with 86.1% of our students Hispanic/Latino, 11.3% White, and 1.1% African American. Other ethnic groups are American Indian, Asian, and students of Two or More races, each of which constitute less than 1% of our population. English Learners make up 26.4% of our students. Foster Youth are less than 2%, and homeless students are 1.4% of our student population. However, data are seldom reported for their group due to privacy concerns. Almost 14% of LUSD students are in the Special Education Program.

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

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

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

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

Reflections: Successes

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

The 2022 California School Dashboard showed that graduation rates increased from the prior year, by 4.7% points overall and 3.3% points for Low-Income students. While results showed improvement, Low-Income students continue to experience inequalities in grad rates compared to the overall population. Results were not reported for English Learners or Foster Youth due to small numbers of those students in the graduation cohort. We believe that this was due in large part to Actins 2.3 and 2.4 that increased LHS students' feelings of connectedness to school and their sense of safety, or well-being. The continued use of PBIS structures at the school, and the implementation of Safe School Ambassadors, which identified leaders from the diverse groups and cliques on campus and equipped to model pro-social behaviors shifted focus to positive behaviors and high school students as role models. Character Counts aided older students in developing self-awareness, self-management, responsible decision-making, social awareness, and other executive functioning skills that support maintaining focus on school and graduation as a realistic goal to be achieved. Based on this success, we will continue implementation of those actions.

We were pleased to see significant increases in the percentages of students who responded in the 2023 survey that they feel safe at, and connected to school. The percentage who feel safe more than doubled to 75%, and those feeling connected rose from 42% to 76%. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2.

EARLY ASSESSMENT PROGRAM (EAP), PERCENTAGE OF 11TH-GRADE STUDENTS SCORING "READY."
 ELA OVERALL. 13.95% MATH OVERALL. 4.88%.
 LOW-INCOME. 13.33% LOW-INCOME. 0%.
 The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County,

15.03%).

For the current year, Quarter 3 STAR Star Reading/Early Literacy showed the percentage of assessed students meeting standard as 30.0%, an increase of 7.75% points from Quarter 1. In Quarter 1, 22.25 % of students met the standard, indicating that we are continuing to make headway in recovering from declines experienced during the pandemic, for the current Quarter 3 STAR Math Inventory showed the percentage of assessed students meeting the standard as 39.3%, an increase of 9.73% points from Quarter 1. In Quarter 1, 29.64% of students met the standard. As we expand our differentiated support for struggling students, we expect to see continuing improvements.

Four members of the 2022 graduation cohort earned the State Seal of Bi-literacy.

We were gratified that the percentage of parents who responded that they feel welcome at their children's schools increased from 67% to 80%. The percentage of parents who feel their children are safe at school also increased by double digits to 87.5%. However, there is still a need to continue family outreach and determine why, in light of these responses, there was a decline in the family engagement survey results.

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

In order to build upon the successes noted above, the District will continue to provide tiered academic supports that include:
- Teachers that allow the District to provide smaller class sizes at the elementary and middle school.
- Instructional aides will provide smaller group instructional support and more individualized attention in ELD, ELA, and Math.
- Academic Coaches to provide targeted assistance to classroom teachers
- Additional instructional aides in K-2 grade levels to provide classroom and reading support
- A multi-tiered system of support (MTSS) to offer a more comprehensive system of support.
- Universal Design for Learning, allowing the focus to be on planning instruction to meet the varied needs of students with multiple means of engagement, representation, and action and
expression.
- Laton Online Academy provides an alternative to traditional learning.
- Edgenuity online curriculum, the most extensive standards-aligned course catalog available for LOA students used as core curriculum and credit recovery.
- Paper Education will provide our 3-12 students with unlimited live tutoring support 24/7.

Reflections: Identified Need

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

State assessments:

After a hiatus from 2019, the California School Dashboard results were again reported in 2022. We expected declines in the median scale scores of our students and their resulting distance from standard due to the disruptions in instruction and traumatic experiences of the pandemic. The results were as follows:

ELA.	CHANGE FROM 2019.	MATH.	CHANGE FROM 2019
OVERALL.	- 91.0 40.6 DECLINE.	- 126.6	51.0 DECLINE
ENGLISH LEARNERS.	- 115.5 44.7 DECLINE.	- 138.0	54.7 DECLINE
LOW-INCOME.	- 96.8 42.1 DECLINE.	- 131.5	55.4 DECLINE
SWD.	- 120.1 16.0 DECLINE	- 139.2	11.2 DECLINE
FOSTER YOUTH.	n/d	n/d	
HOMELESS	n/d	n/d	

"Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

STATE ASSESSMENTS, MEETING OR EXCEEDING STANDARD:

ELA		MATH	
ELA OVERALL.	18.8%	MATH OVERALL.	7.5%
ENGLISH LEARNERS.	2.7%	ENGLISH LEARNERS.	1.8%
LOW-INCOME.	14.8%	LOW-INCOME.	5.0%
NON-LOW-INCOME.	35.8%	NON-LOW-INCOME.	18.5%
FOSTER YOUTH	n/d	FOSTER YOUTH	n/d
HOMELESS	n/d	HOMELESS	n/d
STUDENTS/DISABILITIES	6.5%	STUDENTS/DISABILITIES	2.3%

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

Teachers will continue to use STAR and CBM diagnostic assessments to identify strengths and areas of growth in English language arts and mathematics in grades K-8. Other oral and written assessments administered by teachers will be combined with iReady to identify skills and knowledge to be addressed. Expert teacher recommendations will also be strongly considered. To plan instruction, supports, and interventions, data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels. EL and LI student groups lag behind other student groups, so those data will be examined more deeply. Teachers will continue participating in professional development and peer collaboration to inform and adjust instruction. We will also examine what might have been done differently or, in addition, for SWD to identify and provide similar interventions for other unduplicated student groups.

A-G COMPLETION RATES: These results remained above the baseline but declined from the prior year.   The CTE completion rate declined from 61.5% of the 2021 Graduation Cohort to 52.8% in 2022. The combined CTE/A-G completion rate fell from 46.2% in 2021 to 22.2% in 2022.. The percentage of students passing an AP exam is 45%.

District will address performance the performance inequalities described above by a multi-pronged approach, including increased access to counseling services at the high school, increased academic guidance, and educational opportunities to participate in a broad course of study in preparation for post-secondary opportunities to better meet the needs of low income and EL pupils, and monitoring student's progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation.

Over the course of the 2022-23 school year, the Superintendent has had several conversations with educational partners, including Board members, parents and teachers who identified a need to reduce class sizes in grades 4-6 and secondary English and math classes to give more individual help to struggling students.

The state resumed reporting the percentage of English Learners making appropriate progress in acquiring English language skills in the 2022 Dashboard. Our students' rate of 49.7% matched the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need.

The District continues to take steps to better address the needs of our English Learners. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District continues implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP, are practices that will more closely monitor EL and RFEP students' progress and immediately adjust instruction as warranted by data students' needs.

A more systematic approach to analyzing data remains a need. Implementing the data systems and analyzing data from supplemental materials to assess the effectiveness of various supplemental programs remains a work in progress. The staff has not had the anticipated planning time due to insufficient subs to allow teacher release time.

CHRONIC ABSENTEEISM:
OVERALL	22.5%
ENGLISH LEARNERS	21.6%
LOW-INCOME	23.7%
NON-LOW-INCOME	16.2%
FOSTER	n/d
HOMELESS	n/d
STUDENTS/DISABILITIES	26.8%

Chronic absenteeism rates continued to increase from the prior and baseline years. Inequalities are evident when comparing Low-Income students and Students with Exceptional Needs to Overall results and those for non-low-income students.

We will continue to address Chronic Absenteeism by providing parents and teachers with a systematic tiered approach to monitor attendance and address chronic absenteeism. The tiered system will include the following:

Tier I - Missing less than 10% of school
Tier II - At risk of missing 10-19% of days
Tier III - At risk of missing 20% or more days

Site administration will monitor student attendance weekly to determine where students fall. and create a watch list of students who are in danger of reaching 10%. Each site administrator will develop benchmarks that will be reviewed monthly. Data will be presented and analyzed during the Principal's monthly PLC with other district administrators to discuss appropriate interventions and supports. The support will consist of the following measures:

Monitoring of data formally and informally

Create a climate that fosters and values student voice by communicating and engaging parents and students in solution-finding.

Recognize and celebrate good and improved attendance

Provide personalized and early outreach by scheduling meetings when students reach TIER II and as appropriate and include the school's community liaison and

FCSS TIP officer

Work collaboratively with community liaison, parents, teachers, and administrators to increase communication to eliminate barriers interfering with school attendance.

SUSPENSIONS:
OVERALL	9.1%
ENGLISH LEARNERS	8.4%
LOW-INCOME	10.0%
NON-LOW-INCOME	4.6%
FOSTER	n/d
HOMELESS	0%
STUDENTS/DISABILITIES	14.8%

With the resumption of full in-person instruction in 2021-22, suspension rates increased substantially overall and for all student groups.

Rates for Low-Income students are higher than overall rates, and more than twice those of non-Low-Income students. English Learners and Students with Exceptional Needs showed increased rates from the prior year.

Spending almost two years in virtual and/or part-time instructional settings had a significant impact on students' behaviors and abilities to interact with others. Educational partners have noted that many students at all grade levels "needed to relearn" appropriate in-school behaviors as they exhibited more relaxed behaviors, such as they might at home. The need to "relearn" extended to interactions with peers. Partners have also expressed concerns that motivation appeared to be lacking among many older students at the middle and high school levels.

We will continue to address Suspension Rates by providing social-emotional and mental health supports to ensure that our students feel safe and connected to their schools, including continued significant increases in the budgets for those services and social-emotional learning (SEL). These services will include classroom practices that support SEL, such as:

Daily check-ins

Peer interactions

Problem-solving and reflecting techniques

Personal goal setting

Celebration of milestones

Practiced patience and empathy

The mental health clinician, school psychologist, and counselor will collaborate and collect data to determine the most effective support for students, including supporting the students' thoughts, feelings, and actions to give them access to a successful educational experience.

While the dropout rate reflects the small size of the cohort, the District is committed to all students completing high school.

The District remains committed to identifying and reaching out to students who might benefit from participation in social-emotional supports. Educational partners' input resulting from our actions to engage students in emotional support services and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus continues to increase in that area. In observing students' behaviors at all levels, District staff recognize that our students may still be in the process of re-acclimatizing and relearning social skills even after a year of full-time, in-person school.

Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive support.
Moving forward, we will continue to build a comprehensive assessment plan that will be implemented yearly with fidelity. The District will take into account individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2023-24 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.
In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by reviewing research and results, which interventions are having positive impacts and how they might be best implemented. We expect that we will target instruction for high-needs students to increase academic outcomes by having reliable, useable data sources, the training to use them effectively, and the dedicated time to do so. Providing systematic interventions and supports is also a means by which we can continue better to meet our students' needs and decrease inequalities in performance results. Hattie's research (2008) showed an effect size of .77 for comprehensive interventions.
Finally, closer alignment of the schools' SPSAs with the LCAP will provide better monitoring and evaluation of implementation and effectiveness of the actions intended to improve student outcomes and mitigate inequalities among student groups.

Responses from parents indicated progress in some areas, and needed improvements in others. The percentage of parents who responded that they feel welcome at their children's schools increased from 67% in 2022 to 80% in 2023. The percentage of parents who feel their children are safe at school also increased by double digits to 87.5%. Families who felt that the District is building trusting relationships in creased by 4% points, from 76% to 80%. Also significantly increased was the percentage of families who felt that school staff collaborated with families for improved student progress, from 69% to 81%. However, there is still a need to continue family outreach and determine why, in light of these responses, there was a decline in the family engagement survey results, reflected in the percentages agreeing that there was 2-way, school/home communication, declining from 81% to 76%, and those who felt the District provided support for families to understand and exercise their legal rights and advocate for their children, which fell from 62% to 57%.

All students, including Low-Income students, Hispanic students, English Learners, and Students with Disabilities, were assigned the "very high" performance level for Chronic Absenteeism and Suspension rates and the "very low" level for Distance from Standard in ELA and math, resulting in the District becoming eligible for Differentiated Assistance (DA) from the Fresno County Superintendent of Schools (FCSS). The District continues to provide additional support for these student groups, as described in the actions under Goals 1 and 2, and is actively collaborating with staff from FCSS to address the areas that resulted in its eligibility for DA.

LCAP Highlights

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

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

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

We will continue to implement a consistent system to collect, analyze and compare achievement data from month to month and year-to-year will make an enormous difference in our response to students' needs and to support teachers in analyzing student data that will inform and drive their instruction, professional development, and support to be provided. Providing coordinated and consistent time for Professional Learning Communities where data analysis and opportunities for collaboration among teams will be scheduled throughout the 2023-24 school year will empower teachers and build team efficacy. The continued implementation of systematic and deliberate data analysis will allow more evidence-based collaboration among teachers and between classrooms and homes. Teacher collaboration times will be more powerful with authentic, useful data that will power them to plan targeted instruction based on student needs.

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

2nd Step Curriculum for K-8
*Bell schedule that supports 2nd Step
*PBIS systems that target positive reinforcement and engage educational partners
*PBIS routines ingrained in every aspect of our school environment and practice

*LHS Breaking Down the Walls program
*High School Prep course requirement for all 9th graders.
*Positive Behavior Recognition Awards/Assemblies
Structured playtime activities during break and recess organized by the LES/LMS Playtime Coordinator

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

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Laton High School and Laton Middle School are both eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

The District will provide the following support to the identified schools in developing and implementing a CSI plan that includes a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities:
- Create a CSI Improvement Team consisting of school partners and District leadership;
- Designate a District "lead" to serve as the point of contact for services related to Comprehensive Support and Improvement requirements and activities;
- Provide technical assistance in plan development, monitoring, and evaluation;
- Identify connections between the SPSA and the District's LCAP to ensure that the school is aware of District-wide actions in the LCAP that can be leveraged to support improvement;
- Provide evidenced-based intervention training and support to the identified school. The selection, implementation, and monitoring of evidence-based interventions should reflect considerations of the school's needs assessment and local context;
- Develop team capacity in continuous improvement, including PDSA (Plan, Do, Study, Act) cycles;
- Review data collection, analysis, and reporting to improve monitoring and evaluation of actions to address CSI.
- Protect time for improvement work, including regularly scheduled meetings to monitor and review.

The local needs assessment will be conducted by the CSI Improvement Team comprised of the school principal, a teacher from the school, and the District's Superintendent. The Team will examine student data, classroom practices, and input from other school staff, parents, and students. The District will support the school site staff in the development of the School Plan with the assistance of the Superintendent. The District will also use the services of a consultant with broad experience in SPSA development, state and federal regulations, and plan alignment. The surveys and data used in conducting the local needs assessment included in the School Plan are administered by the District, which will support release time, as needed, for data evaluation and root cause analysis by the school staff The District's Chief Business Officer will provide support in fiscal analysis to determine if any resource inequities existed.

Evidence based interventions will be identified and selected through a process of examining research into the nature of the intervention, its effect size, and consideration of the likelihood of success within the local context. Since they will be implemented school wide, representatives of instructional staff will participate in the consideration and selection of the interventions.

Possible resource inequities will be identified by examining the data and educational partners' input during the needs assessment, and the review of District and school-level budgets cited above. The Superintendent, CBO, and the consultant will provide guidance to the school principal and site staff regarding how resource resource inequities might be identified, and that all resources, not just fiscal, must be examined.

Monitoring and Evaluating Effectiveness

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

The District, Laton Middle School, and Laton High School will use the process outlined below to collect, organize, and examine the data necessary to evaluate the implementation and effectiveness of the CSI plan:
- Plan approval by the LUSD Board of Trustees before the beginning of the 2023-24 school year;
- Monthly meetings between the Superintendent and Principals to review academic and implementation data.
- Regularly scheduled meetings – at least four times per year – of the CSI Improvement Team consisting of school partners (staff, parent, student) and District leadership. Meetings shall include:
- Review and analysis of data related to suspension rates, and any other state and local metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- Review and analysis of data related to 'implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- The effectiveness of the plan shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing data reflect progress with implementation of the plan -- suspension rate and math achievement for LHS, and suspension rate, chronic absenteeism, and academic achievement in both ELA and math for LMS. The final evaluation of its effectiveness will be based on the school exiting CSI.
- Reports to the Superintendent or designee regarding progress;
- Summative review, analysis, and evaluation of the plan to determine if revisions to the CSI plans, SPSAs, and/or LCAP are recommended for the following year.

Engaging Educational Partners

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

The District has an ongoing practice of engaging educational partners throughout the school year to discuss providing instructional supports and interventions. Laton Unified School District regularly held meetings with educational partners to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners. Educational partners are presented with current goals, actions, expenditures, and data, and invited to ask questions, suggest changes, or confirm the direction of the District's efforts to implement initiatives that are broadly understood and supported. During the 2022-23 school year, engagement with partners for the LCAP updates was augmented by the gathering of input for development of the California Community Schools Partnership grant application. The District Superintendent, the Community Schools Coordinator, site administrators, and school liaisons reached out to families and the community at-large to encourage participation.

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

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

The following formal meetings and consultations were held to gather comments and suggestions regarding the Goals, Actions/Services, Outcomes, and Evaluation of the District's Plan in considering changes for 2022-23:
Administration/Principals Meeting – Ongoing through the school year.
Classified Bargaining Unit, including all Classified Staff Educational Partners Input Meeting, April 17 and April 24, 2023. Support Staff was also surveyed during the month of March, 2023.
Teacher Educational Partners Input Meeting, April 17 and April 24 2023, 2023. Certificated Bargaining Unit, April 24, 2023. Certificated Staff were also surveyed during the month of March, 2023.
Families and Community Educational Partners Input Meeting, March 14, 2023 and May 3, 2023. Families were also surveyed during the month of March, 2023.
Students were surveyed during the month of March, 2022.

Parent Advisory Committee (PAC) Input Meeting on March 14, 2023. A draft of the plan was presented to the PAC at this meeting. There were no questions or comments requiring a written response from the Superintendent. The District English Learner Advisory Committee (DELAC) Meeting was held on May 3, 2023. A draft of the plan was presented to the DELAC at this meeting. During both of these meetings, the respective Committees were asked for suggestions, and questions were invited. Written responses to the DELAC's comments and questions were presented at their June 6, 2023, meeting.

The Public Comment period ran from June 14 through June 28, 2023.   A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

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

The LCAP submitted for LUSD Governing Board approval was posted on the District's website, and a link included in the Board agenda was posted 72 hours prior to the meeting. At the June 28, 2023, Board meeting, the Local Indicators report was presented to the Board prior to LCAP approval. The District's 2023-234 budget was approved subsequent to the LCAP at the June 28 meeting.

Public Hearing, June 14, 2023
Board Adoption, June 28, 2023
Submitted to FCSS, June 29, 2023

A summary of the feedback provided by specific educational partners.

Parent Input, 2023: Eighty-five percent of parent responses represent Unduplicated Pupils. Parent comments about the teachers and support staff at schools were positive, such as "caring staff" and "easy to "communicate". The Family Liaison efforts were recognized as being helpful. Appreciation for the dual immersion program was another theme among parents, including the hope that it might be expanded to the middle school grades. Parents also lauded the after school program.
Responses from parents indicated progress in some areas, and needed improvements in others. The percentage of parents who responded that they feel welcome at their children's schools increased from 67% in 2022 to 80% in 2023. The percentage of parents who feel their children are safe at school also increased by double digits to 87.5%. Families who felt that the District is building trusting relationships in creased by 4% points, from 76% to 80%. Also significantly increased was the percentage of families who felt that school staff collaborated with families for improved student progress, from 69% to 81%. However, there is still a need to continue family outreach and determine why, in light of these responses, there was a decline in the family engagement survey results, reflected in the percentages agreeing that there was 2-way, school/home communication, declining from 81% to 76%, and those who felt the District provided support for families to understand and exercise their legal rights and advocate for their children, which fell from 62% to 57%.
Suggestions for improvement included upgraded, home-cooked food for lunches. Parents asked if the restrooms could be upgraded, including more stalls and working locks for the health and safety of students. Also related to students' safety was repeated mention of more supervision at dismissal, including someone to prevent parents who drive or act recklessly after school. Providing additional resources for students with learning disabilities was also mentioned as an area for improvement. A final theme was expanding the number of school events and sports.
During the Community Schools grant development process, a parent survey of local conditions provided the information that our Low-Income students are more likely to be absent than others due to a lack of access to health care.

Student Input, 2023: Eighty-four percent of students' responses represent Low-Income students; 17% represent English Learners. With well over 300 responses, several themes emerged from the students' feedback: Like their parents, students generally gave high marks to the staff, that teachers and counselors "are understanding and provide a good education," "teach well," and "they respect me". Students frequently mentioned the smaller class sizes in electives at the high school and help they received from teachers. English Learners' responses included 83% who indicated that they received the support they need and 84% confident that they will improve in their classes. Related to that were positive expressions about the interactions at the high school, that "everyone knows each other, which is nice," and that they "don't treat others differently or discriminate" and they were feeling safer at school. FFA and opportunities to participate in agriculture programs were positives. The sports programs at the schools were also often mentioned as something students appreciated, and would like to see expanded with more teams and more opportunities for students to participate.

Though there were some positive remarks, a large number of students felt that they would like to see improved cafeteria offerings. Improving the bathrooms was another theme that echoed their parents, along with making sure that the restrooms are unlocked at the high school. Also frequently mentioned was increasing the number of electives, adding music classes, a life-skills class, and offering more career ed classes, such as cosmetology. Several students suggested that more activities should be offered, from dances to clubs to dramatic productions. A livelier, more colorful campus environment was mentioned.

Teacher Input, 2023: As with other educational partner groups, teachers who responded were very positive about the sense of community and caring within the District's schools -- "we try to always hear out our students and parents." A common thread was that the District is comprised of "people that genuinely care about improving students where they are at so they can succeed." Many expressed that they "feel like I am needed and appreciated in my job" and that the District has taken initiative to retain staff to "build a collaborative, supportive environment."   Teachers generally lauded the small high school class sizes for electives, allowing better student/staff connection. They appreciate that the District is making efforts to keep campuses clean and well-maintained. Also mentioned was the "great" after-school enrichment program that also provide supports for struggling students.

As did parents and support staff, teachers frequently mentioned the need for consistent and effective consequences for disruptive behaviors. Another theme for improvement was providing all staff with a voice in the decision-making process regarding instructional programs. Teachers also mentioned making available more content-specific professional development activities and PLC time to collaborate. Many of the responses from the teachers were student-focused and echoed the students" concerns: offering more electives and enrichment activities, including clubs; brightening-up the interior physical environment on campuses; and making all the student restrooms available throughout the day. Finally, another suggestion was that some attention be given to changing students' mindsets about the advantages and opportunities of a small high school so they "know and appreciate what they can accomplish at Laton."

Bargaining Unit: The input from this consultation echoed the staff input regarding increasing collaboration time and access to professional development. They also noted the need for common behavior expectations, and monitoring those to ensure students receive the same message within and between grade levels. Another theme was that students be recognized for citizenship and academic progress, including field trips to incentivize attendance and achievement. The need for more instructional support was commonly requested, including a teacher to reduce middle school class sizes, a P.E. teacher to allow more common planning time, and additional RtI support staff.

Support Staff Input, 2023: The responses from the support staff were consistent in identifying five themes: The first is that they enjoy working in "a small community where people care about the outcomes of their students and the community as a whole."   Several mentioned that the community environment made them feel supported as a teacher's assistant, even "also for my future career...in teaching."

The second theme is an oft-mentioned request for paraprofessionals to be able to spend more time working with the children in the classrooms. A third theme was a frequent suggestion that more electives be offered at the middle school level, including band/choir, leadership, Spanish, and robotics. Support staff members also strongly voiced change a desire to see consistent, appropriate disciplinary measures for student misbehaviors. Finally, while many felt supported, there were also several who expressed a need for more "equality" in the way "paraprofessionals are treated in our district," that their voices be heard and understood, as they have much of value to add to improve education for the children of the District.

In response to the question, 65% of the support staff felt that the District has provided them with the training necessary to do their jobs.

Over the course of the 2022-23 school year, the Superintendent has had several conversations with educational partners including Board members. parents, and teachers asking if it were possible to reduce class sizes in grades 4-6 and secondary English and math classes to give more individual help to struggling students.

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

Teacher Input, 2022:
Appreciated the continued Academic Coaches and the Extended Learning Program, tutoring services, and the push for more Para Educators. Support for the Dual Immersion program to address the closing of our achievement gaps should continue. Appreciate the ongoing improvements to the campus and commitment to a clean safe environment. Teachers agreed that the SEL support of our counselor is valuable. Several teachers mentioned the need for improved home/school communication.

Student Input, 2022:
Two-thirds believed that teachers want them to be successful. Over 40% believed that the school grounds need improvement. Fifteen percent of English Learners responded that they do not get sufficient support. Only 21% of Low-Income students who responded to surveys were satisfied with the conditions of their school grounds, and less than half agreed that they feel happy at school.

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

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

After the numerous opportunities for educational partner's input, the following elements were included in the LCAP:
- A social-emotional curriculum (The Leader in Me) with staff to implement (Goal 2, Action 2.4)
- Counselor and counseling interns (Goal 2, Action 2.4)

- Educative field trips to create a culture of post-secondary success (Goal 1, Action 1.11)
- Science/Math/Literacy Nights (Goal 3)
- Transportation for greater participation in after-school activities (Goal 1, Action 1.7)
- Security Measures (Goal 2, Action 2.5)
- Increased rigor of Dual Immersion Program (Goal 1, Action 1.2)
- Consult with instructional staff in identifying areas in which to provide professional development opportunities (Goal 1, Action 1.4)
- Addition of resource teachers and aides for struggling students (Goal 1, Action 1.5)
- Implementing the use of Parent Square. (Goal 3, Action 1)
- Smaller class sizes in grades 4-12. (Goal 1, Action 14)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

The "Identified Needs" presents the data and descriptions that demonstrate inequalities that exist between Low-Income students and English Learners, and students with exceptional needs and the non Low-Income and overall student populations. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth and Homeless students also experience these academic inequalities. Goal 1 is designed to lessen and mitigate those inequalities.

The basic purpose of education is to promote literacy and numeracy for all students, and the actions described under this goal are all designed to achieve that purpose. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	All Students: 50.7 points below EL: 71.7 points below SWD: 104.1 points below Hispanic: 51.7 points below LI: 54.9 points below White: 25.1 points below [2019 California School Dashboard]	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.	All Students: 91.0 points below EL: 115.5 points below SWD: 120.1 points below Hispanic: 93.2 points below LI: 96.8 points below White: 68.4 points below [2022 California School Dashboard]		All Students: 50 points below EL: 65 points below SWD: 90 points below Hispanic: 50 points below LI: 50 points below White: 25 points below [California School Dashboard]
California School Dashboard: Math Distance from Standard	All Students: 75.6 points below EL: 83.3 points below SWD: 128 points below Hispanic: 75.1 points below LI: 76.1 points below White: 58.9 points below [2019 California School Dashboard]	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.	All Students: 126.6 points below EL: 138.0 points below SWD: 139.2 points below Hispanic: 129.9 points below LI: 131.6 points below White: 81.5 points below [2022 California School Dashboard]		All Students: 75 points below EL: 80 points below SWD: 100 points below Hispanic: 75 points below LI: 75 points below White: 55 points below [California School Dashboard]
District Benchmark Assessments: Reading Inventory Math Inventory	Reading Inventory: Percentage Meeting Standard: 26%	Reading Inventory: Percentage Meeting Standard: 24%	Reading Inventory: Percentage Meeting Standard: 30.0%		Reading Inventory: Percentage Meeting Standard: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math Inventory: Percentage Meeting Standard: 9.68% [Winter 2021 Local Data]	Math Inventory: Percentage Meeting Standard: 24% [2022 Q2 STAR Assessment Data]	Math Inventory: Percentage Meeting Standard: 39.3% [2023 Q2 STAR Assessment Data]		Math Inventory: Percentage Meeting Standard: 40% [2024 Q2 STAR Assessment Data]
California School Dashboard: English Learner Progress -- Percentage of EL students who make one or more year's progress on the ELPAC.	49.7% [2019 California School Dashboard English Learner Progress Indicator Status]	The ELPI is suspended for 2021, so the following data are reported as an alternate measure of English Learners' progress. Percentages of students scoring at: "Well-Developed" -- 16.3% "Moderately Developed" -- 34.2% "Somewhat Developed" -- 35.8% "Minimally Developed" -- 13.7% [2020-21 CAASPP ELPAC Summative Results]	49.7% [2022 California School Dashboard English Learner Progress Indicator Status]		65% [California School Dashboard English Learner Progress Indicator Status]
English Learner Reclassification Rate	9.9% [2019-20 DataQuest English Learner	8.3% [2020-21 DataQuest English Learner	13.0%% [CALPADS 2021-22 Reports 2.16 and 8.1]		23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Annual Reclassification Rate]	Annual Reclassification Rate]			[DataQuest English Learner Annual Reclassification Rate]
Advanced Placement Exams: % of pupils scoring 3 or higher	Overall:18.2% [2020 AP College Board]	Overall: 58.0% [2021 AP College Board]	Overall: 45.0% [2022 AP College Board]		Overall 40% [AP College Board]
Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready"	EAP ELA – All Students: 16.28% Low Income: 20.59% Hispanic: 17.14% EAP Math – All Students: 2.33% Low Income: 2.94% Hispanic: 2.86% [2019 CAASPP Assessments]	EAP ELA -- All Students: 10.34% Low Income: 9.52% Hispanic 13.64% EAP Math-- All Students: 0% Low Income: 0% Hispanic 0% [2021 CAASPP Assessments]	EAP ELA -- All Students: 13.95% Low Income: 13.33% Hispanic 18.18% EAP Math-- All Students: 4.88% Low Income: 0% Hispanic 3.23% [2022 CAASPP Assessments]		EAP ELA – All Students: 30% Low Income: 35% Hispanic: 35% EAP Math – All Students: 20% Low Income: 20% Hispanic: 20% [CAASPP Assessments]
A-G Completion Rate	Overall: 35% Low Income: 35% [2020 DataQuest 4-Year Graduation Report]	Overall: 58% Low Income: 58% [2021 DataQuest 4-Year Graduation Report]	Overall: 43.8% Low Income: 50.0% [2022 DataQuest 4-Year Graduation Report]		Overall: 65% Low Income: 65% [DataQuest 4-Year Graduation Report]
CTE Completion Rate	100% of the 2020 Graduation Cohort completed a CTE course of study	61.5% of the 2021 Graduation Cohort completed a CTE course of study. 59.4% Low-Income	52.8% of the 2022 Graduation Cohort completed a CTE course of study. 59.4% Low-Income		96% of the Graduation Cohort will complete a CTE course of study. 96% Low-Income 96% English Learner

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2020 CALPADS EOY 3.14, 3.15]	33.3% English Learner [2021 CALPADS EOY 3.14, 3.15]	Percentages for English Learners are not reported due to less than 11 reported results. [2022 California School Dashboard Additional Reports]		[California School Dashboard Additional Reports]
Combined CTE and A-G Completion Rates	34.1% of the 2020 Graduation Cohort completed both the A-G requirements and a CTE course of study. [2020 CALPADS EOY 3.14, 3.15]	46.2% of the 2021 Graduation Cohort completed both the A-G requirements and a CTE course of study. [2021 California School Dashboard Additional Reports]	22.2% of the 2021 Graduation Cohort completed both the A-G requirements and a CTE course of study. [2022 California School Dashboard Additional Reports]		55% of the 2023 Graduation Cohort will complete both the A-G requirements and a CTE course of study. [2023 California School Dashboard]
California School Dashboard: College and Career Indicator - - % of students meeting "Prepared" requirements.	All Students: 52.4% Hispanic: 54.3% LI: 55.0% [2020 California School Dashboard Reports]	The All Students and student groups' percentages of "Prepared" on the College and Career Indicator were not reported for 2021.	The All Students and student groups' percentages of "Prepared" on the College and Career Indicator were not reported on the 2022 Dashboard.		All Students: 65% Hispanic: 70% LI: 70% [California School Dashboard]
California Physical Fitness Test (PFT): Increase average percentage in Healthy Fitness Zone	Grade 5 46.1% Grade 7 50.9%	PFT was not administered in 2021.	PFT was not administered in 2022.		Grade 5 60% Grade 7 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 9 72.4% [2018-19 California PFT]				Grade 9 85% [California PFT]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.0 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. [June, 2021, Report to LUSD Governing Board]	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.2 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. [June, 2022, Report to LUSD Governing Board]	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.3 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. [June, 2023, Report to LUSD Governing Board]		MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. [Report to LUSD Governing Board]
Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report		MET -- Results Reported The District's measures in response to the State's self-reflection tool to report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2021, Report to LUSD Governing Board]	students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2022, Report to LUSD Governing Board]	students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2023, Report to LUSD Governing Board]		students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study. [Report to LUSD Governing Board]
Percentage of teachers fully credentialed and appropriately assigned.	MET -- Results Reported 100% of teachers fully credentialed. 0 mis-assignments. [2021 Report to LUSD Governing Board]	MET -- Results Reported 100% of teachers fully credentialed. 0 mis-assignments. [2022 Report to LUSD Governing Board]	MET -- Results Reported 82% of teachers fully credentialed. 2.6% mis-assignments. [2020-21 CDE DataQuest]		MET -- Results Reported 100% of teachers fully credentialed. 0 mis-assignments. [CDE DataQuest]
Percentage of students with sufficient access to standards-aligned materials.	MET -- Results Reported All necessary core and supplemental materials and technology were available and	MET -- Results Reported All necessary core and supplemental materials and technology were available and	MET -- Results Reported All necessary core and supplemental materials and technology were available and		MET -- Results Reported All necessary core and supplemental materials and technology are available and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	accessible to 100% of students. [2021 Report to LUSD Governing Board]	accessible to 100% of students. [2022 Report to LUSD Governing Board]	accessible to 100% of students. [2023 Report to LUSD Governing Board]		accessible to 100% of students. [Report to LUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Outstanding Staff	The District will provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.	$6,484,460.00	No
1.2	Dual Immersion Language Program	In order to improve students' academic outcomes and decrease inequalities in academic outcomes in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and our overall and non Low-Income student groups, the District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be to meet the following unique needs of our English Learner and Low-Income students: 1. To promote high levels of oral language proficiency and literacy in both Spanish and English for English Learners and Low-Income students. 2. To achieve proficiency for English Learners and Low-Income students in all academic subjects, meeting or exceeding district and state standards. 3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community. 4. To increase the number of English Learners and Low-Income students who qualify for the State Seal of Bi-literacy.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are: (a) pedagogical equity, (b) effective bilingual teachers, (c) active parent participation, (d) knowledgeable leadership and continuity. Teachers will be provided training, time, and resources to support implementation of the program with integrity, including monitoring implementation with regard to students' progress and the four success factors listed above. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition. The Dual Immersion Master Plan has been revised and updated, and will be implemented to reflect the above principles and practices.		
1.3	Teacher Collaboration for Improving Instruction	In order to improve students' academic outcomes and decrease inequalities in academic outcomes in ELA, Math, and English Language Development that exist between our English Learners, Low-Income students, and Foster Youth, and our overall and non Low-Income student groups, the District will: • Provide professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. Guiding Coalitions review data and provide feedback to site and District on initiatives being considered for implementation, and present concerns related to students' and staffs' well-being. • Support teachers in refining their abilities to use data from Illuminate Data system and other data systems to target	$259,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individual Low-Income student and English Learner needs for standards-mastery. • Continue development and improvement of Grade-level Rubrics to ensure that each Low-Income student and English Learner is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level. • Maintain full-time physical education teachers for K-8 students in order to provide teachers at those levels time to collaborate on data review and planning to address the needs of Low-Income students, English Learners, and Foster Youth. • Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners • Use standards-based report cards that reports the progress identified above.		
1.4	Effective Professional Development	In order to improve students' academic outcomes and decrease inequalities in academic outcomes in ELA and Math that exist between our English Learners and Low-Income students and those statewide, the District will: Consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers, paraprofessionals, and administrators in order to enhance instructional skills and increase available instructional strategies to promote learning for Low-Income students, English Learners, and Foster Youth, including students with exceptional needs, in order to support academic gains and to on state and local assessments. As described by Dr. Michael Fullan in Coherence, staff will connect professional	$505,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning with the District's mission and vision, and administrators will function as lead learners. Professional development will support standards-based instruction for Low-Income students, English Learners, and Foster Youth in all subject areas that are taught, focused on essential standards and 21st-century learning needs. This will include professional development in English Language Development, Mathematics, and English Language Arts. Provide substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and the vertical articulation of instructional planning to meet the needs of Low-Income students, English Learners, and Foster Youth. Continue professional development for instructional aides in providing support for Low-Income students, English Learners, and Foster Youth, especially in the areas of English Language Arts and Math. Allocate funding for professional development for staff through the California Association for Bilingual Education (CABE) to support the Laton Unified Dual Immersion Program students and teachers in the mastery of Spanish.		
1.5	Tiered Academic Supports	In order to improve students' academic outcomes and decrease inequalities in performance results in literacy and mathematics that exist between our English Learners and Low-Income students and our overall and non Low-Income student groups, the District will: Provide regular education Resource Teachers and part-time paraprofessionals so Low-Income students and English Learner students will receive more one-on-one support in the areas of Math, ELA and Reading. Each Resource teacher will be assigned a paraprofessional to assist with groups and data collection.	$1,194,421.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		Establish calendar of monthly meetings between District and site personnel to review student data.		
1.6	Access to a Broad Curriculum	The District will plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth, and students with exceptional needs, have access to a broad course of study in all grades. Students in grades TK-12 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. Our Low-Income students, English Learners, and Foster Youth have the least access to enrichment outside the school environment which will increase their engagement at school. "Wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872) while low-income families remained stagnant at around $1,000." (EdSurge, October, 2020) "There is a clear gap in the access students have to these important summer enrichment activities that can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student's cultural capital, improve students' critical thinking, and increase social tolerance" (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018) To address this issue, LUSD will provide field trips that support standards-aligned instruction, which may include, but not limited to: California State Capital; Colleges/Universities; Science Camp; Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park; Mission; gold mining; Kearney Park, Fresno County Fair; Chaffee Zoo.	$185,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	After School Program	To improve students' academic outcomes and decrease inequalities in educational outcomes in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and our overall and non-low-income student groups, the District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners and Low-Income students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The contributing funds will be used to open additional spaces for LI, EL, and FY students that we are not able to provide access for these student groups. Intercession offerings(ELOP) and increased engagement opportunities through the after-school program. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.	$75,000.00	Yes
1.8	Supplemental/Intervention Materials	To support academic gains and to decrease inequalities in performance results on state and local assessments, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for English Learners and Low-Income students who have demonstrated significant inequalities in outcomes between their performance levels and those of the overall performance of students at local and state levels. Provide and maintain technology that enhances Low Income students, Foster Youth, English Learners, including students with exceptional needs, access to a broad variety of online and in-person enrichment experiences to create a expanded base of experiences that support	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		language acquisition, improved academic outcomes, and access to a broad course of study through technology-based materials and programs. The District will continue work on an evaluation timeline and process to determine if supplemental /intervention materials are having positive impact on student outcomes.		
1.9	English Learner Supports	To support academic gains and to decrease inequalities in performance results on state and local assessments, the District will provide English Language Development (ELD) supplemental materials (e.g., Rosetta Stone) and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties. These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers and paraprofessionals will used the materials in small group settings to provide the additional supports. Teachers and paraprofessionals will be provided targeted professional learning activities by Fresno County Superintendent of Schools' staff to support the best use of these materials and programs in order to support the broadest possible access to the curriculum. The District will revise and implement its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.	$78,000.00	Yes
1.10	Summer School Program	To support academic gains and to decrease inequalities in academic outcomes on state and local assessments, the District will provide a	$117,108.00	No

Action #	Title	Description	Total Funds	Contributing
		summer extended learning program for Low Income students, Foster Youth, English Learners to provide learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12.		
1.11	Create a Culture of Post-Secondary Success	To increase the number of Low Income students, Foster Youth, and English Learners completing requirements for admission to U.C. and/or C.S.U., those taking and passing AP classes, and/or those completing a CTE pathway, the District will:: Ensure Low Income students, Foster Youth, and English Learners in grades 6-12 will make at least one college visit where they can see what a college campus looks like, and talk to college educators and students from similar circumstances who will encourage them to attend. Ensure Low Income students, Foster Youth, and English Learners in grades 11-12 will visit at least one CTE program at a community college so they can learn about a greater variety of post-secondary career paths than it is possible to provide at a small high school like Laton High. Use a new green house as the driver for creating a student-run farmer's market and entrepreneurial program that will provide Low Income students, Foster Youth, and English Learners with opportunities to experience business planning and management. They will learn about the associated CTE or college pathways associated with running an ag business. Increase participation and interest in AVID and college campus exposure by promoting Low Income students', Foster Youth, and English Learners' participation in AVID student recognition events, as a part of a college campus visit.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expand use of AVID strategies that support the success of Low Income students, Foster Youth, and English Learners throughout District.		
1.12	Early Childhood Education	The District offers a pre school program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of pre-school age English Learners and Low-Income children on the importance of early education and literacy, including three-week "launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten.	$20,000.00	Yes
1.13	Students with Exceptional Needs	To increase academic outcomes for Students with Disabilities and decrease the significant inequalities in outcomes between them and higher-performing student groups, the District will: • Provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. • Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum. • Implement a Comprehensive Coordinated Early Intervening Services (CCEIS) plan to support proper identification of students who qualify for Special Education services, and to ensure a Student Success Team (SST) is in place to support meeting the continued needs of those students.	$63,051.87	No
1.14	Smaller Class Sizes	To increase academic outcomes for students and decrease inequalities in performance results between Low-Income students, English Learners, Foster Youth and higher-performing student groups,	$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the District will provide staffing to maintain smaller class sizes in 4th through 12th grades.		

Goal Analysis [2022-23]

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

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

Action 1.1 -- The District successfully completed all core staffing, including for Special Education.

Action 1.2 -- The District continues the successful implementation and growth of the Dual Immersion program in grades TK-6.

Action 1.3 -- Professional learning activities were successfully conducted. Guiding coalitions were established at the elementary and middle schools to facilitate teachers' collaboration. Coalitions and grade level groups met regularly for pedagogical purposes, including data review from benchmark assessments and planning for instruction. A full-time physical education teacher for K-8 students was hired. Standards-based report cards to report progress were a success. A challenge is in the need to continue refining teachers' abilities to use data from Illuminate Data system and other data systems to target individual student needs. Another is completing the development and improvement of Grade-level Rubrics to ensure that students are evaluated by the same grade-level criteria for proficiency in preparation for success in the next grade level.

Action 1.4 -- This action was NOT implemented as planned: Staff was consulted through surveys and meetings to identify areas in which to provide professional development. Activities were provided in English Language Development, Mathematics, and English Language Arts; however, they were not provided to the degree planned due to shortages of substitute teachers needed to provide the necessary release time. The District was also challenged in releasing teacher groups to work collaboratively on developing curriculum scope and sequence and common assessments. Completing vertical articulation of instructional planning was a challenge we were not able to conquer. Professional development for instructional aides in English Language Arts and Math was not accomplished as planned. Seven staff members and parents participated in the CABE conference.

Action 1.5 -- This action was NOT implemented as planned: The District was successful in filling some of the teaching and paraprofessional positions planned to provide a tiered system of supports for students. In concert with Action 1.8, interventions were provided during class time and after school for students identified for additional support. As noted above, instructional aides did not participate in professional development activities to the planned degree. The academic coaching positions were a challenge to provide. Laton Academy provided needed options and support to students enrolled in that school, though enrollment was less than expected. Paper Education was available for students in need of tutoring in grades 3-12; however, getting students to use the program was a challenge, so this program was not implemented to the amount expected.

Action 1.6 -- All aspects of this action -- master schedule planning to ensure that English Learners and students with exceptional needs had access to a broad course of study, adding an AP A-G Course, and upgrades to the shop -- were successfully accomplished.

Action 1.7 -- Through the FCSS, the after-school program with adult supervision in an enriched atmosphere that promoted completion of homework and participation in schoolwork and athletics was accomplished and available for all interested students. The District provided transportation so students have access to safe, reliable means of traveling from activities to home.

Action 1.8 -- This action was NOT implemented as planned: In concert with 1.5, students in need of them benefitted from the interventions and supports provided in-class and after school. Due to unavailability of staff time to work on the project, the evaluation timeline for materials was not completed

Action 1.9 -- Teachers participated in targeted professional learning activities by Fresno County Superintendent of Schools' staff to support English Learners. Staff monitored the progress of EL students and RFEP students and provided supports as needed. Finding the time to collaborate on completing the updates of the English Learner Master Plan aligned with the English Learner Roadmap was a challenge, and that aspect was not completed.

Action 1.10 -- The District was successful in conducting a summer school program that provided learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12.

Action 1.11 -- This action was NOT implemented as planned: The District was challenged in completing most aspects of this action. Due to continuing challenges in securing necessary bus drivers, college visits were limited. The new greenhouse continues to be a work in progress. While the use of AVID strategies was expanded, it was not accomplished to the degree intended.

Action 1.12 -- There was limited implementation of the "launchpad" program, as many of our incoming TK students had pre-school experience. The District will continue to make it available for families of low-income whose children have not had any pre-school exposure or preparation.

Action 1.13 -- All the aspects of the action to support students with exceptional needs were accomplished. Supplemental materials and access to technology that will provide them with easier access to the core was available. Teachers were provided professional learning in supporting students with exceptional needs and increasing their access to the core curriculum. The District successfully implemented a Comprehensive Coordinated Early Intervening Services (CCEIS) plan to support proper identification of students who qualify for Special Education services and to ensure a Student Success Team (SST) was in place to support meeting the continued needs of those students.

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

1.1 -- Over budget; salary increases caused this expenditure to exceed the projected amount.

1.4 -- Under budget; professional learning activities were not provided to the degree planned due to shortages of substitute teachers needed to provide the necessary release time. Releasing teacher groups to work collaboratively on developing curriculum scope and sequence and common assessments was not fully realized. Professional development for instructional aides in English Language Arts and Math was not accomplished as planned.
1.5 -- Over budgeted; the positions were not all filled as planned. The expenses to provide the Online Academy were less than budgeted. The Paper tutoring program was utilized far less than expected.
1.6 -- Over budgeted; adding the AP A-G course was less expensive than expected, as were the necessary improvements to the shop.
1.8 -- Over budgeted; fewer materials were purchased than those for which we had budgeted.
1.9 -- Under budget; as noted above, securing subs for to release teachers for professional development was a challenge. Also, the release time and extra time expected to be needed for the English Learner Master Plan revision were not used.
1.11 -- Under budget; continuing challenges in securing necessary bus drivers, limited college visits. The new greenhouse continues to be a work-in-progress. While the use of AVID strategies was expanded, it was not accomplished to the degree intended.
1.12 -- Over budgeted; as many of our incoming TK students had pre-school experience, the full budget allotted was not used.

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

1.1 -- The teacher shortage experienced around the state and in the Central Valley for the last few years has prompted the hiring of many interns and student teachers working on completing their credentials. Many are doing an admirable job in the classroom. Under these circumstances, we consider having 82% of LUSD teachers fully credentialed, with only 2.6% mis-assigned, showing this action to be effective.
1.2, 1.9 -- As noted in the needs assessment section, "Distance from Standard," results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced more significant declines than their peers overall. Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages, indicting that these actions have not been as effective as hoped in grades 3-8. However, the percentages of high school students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students, suggesting that the effects of the dual immersion program may not be completely manifested until our students have progressed through most grade levels. Additionally, though the percentage of English Learners making progress toward English fluency was below our expectation, we were pleased to see that, despite the trials of virtual instruction and learning loss, that rate had not declined from 2019. This leads us to believe that, while not as effective as intended, our efforts to support second language acquisition are having positive results.
1.3, 1.4, 1.5, 1.7, 1.8, 1.10, and 1.13 -- These actions are, collectively, designed to work along with the others under this goal to increase achievement and close academic inequalities for Low-Income students, English Learners, Foster Youth, and, in the case on 1.13, Students with Exceptional Needs. As noted in the needs assessment section, "Distance from Standard," results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced more significant declines than their peers overall. Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-Low-

Income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas. A-G completion results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 33.3%, and the combined CTE/A-G completion rate fell to 10%. One bright spot is that the percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%). These results suggest that these actions have not been as effective as hoped. For example, since teachers were not able to collaborate to the degree planned, we were not able to establish articulated common expectations for academics and behavior. Planning that used data was not conducted as planned, so the instructional planning discussions that we expected would be enriched and improved by data were not held. Concomitantly, the professional learning activities and academic coaching that would have supported these activities were not conducted due to a lack of subs. Because we could not conduct these activities, the interventions and supports that were planned, and the most effective use of supplemental materials and resources were likely impacted by the lack of planned professional learning activities for certificated and support staff. The after school program and summer school did not have the expected impacts on academic performance; concomitantly, both parent and teacher educational partner groups lauded those programs for the academic support and services they provide to students. We would also note that the data are from the 2021-22 school year and that with continued improved implementation in the current (2022-23) school year, we will see improvements.

1.6 -- All students had access to a broad course of study, confirming this action as successful.

1.11 -- On the most recent (2023) survey of high school students, 83% of Low-Income students responded that they "plan on attending college or some other school after high school." These results indicate that this action has been moderately effective in creating a culture of post-secondary success. Some college visits were held, work begun on the greenhouse, and AVID activities conducted, contributing to this result. We believe that when we are able to fully implement this action, that figure will increase to 100%.

1.12 -- Because this action was not implemented as planned, assessing its effectiveness is not possible. We believe when the need arises; it will be a boon to those families with students entering elementary school without the benefits of preschool.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal, the term "achievement gap" has been replaced with "inequalities."

Data sources for "Year 2" metrics in ELPAC Summative Assessments: English Learner Progress changed to California School Dashboard to align with the state's accountability system. The data source for "Year 2" metric and "desired Outcome" in "Percentage of teachers fully credentialed and appropriately assigned" changed to CDE DataQuest as now legally required.

Year 2 data sources for the "Year 2" and "Desired Outcome" in CTE Completion Rate changed from 2021-22 CALPADS EOY Reports 8.1, 3.14, and 3.15 to 2022 Dashboard Additional Reports.

Year 2 data sources for English Learner Reclassification Rate changed to "CALPADS 2021-22 Reports 2.16 and 8.1" since the state has not yet posted those rates on DataQuest.

"Desired Outcomes" for California School Dashboard: ELA and Math Distance from Standard changed based on 2022 CA School Dashboard results.

Action 1.6 was revised to include field trips based on input from educational partners.

Action 1.3 was revised to read "full-time physical education teachers" to reflect the need for those teachers to provide sufficient and focused collaboration time for K-8 teachers with a direct focus on data analysis and instructional planning. Also added to Action 1.3 was "Guiding Coalitions review data and provide feedback to the site and District on initiatives being considered for implementation, and present concerns related to students' and staffs' well-being," to reflect this aspect instituted in 2022-23.

Action 1.9 revised with the addition of "Teachers and paraprofessionals will used the materials in small group settings to provide the additional supports" for clarity.

Action 1.14, "Smaller Class Sizes" added to Goal 1 based on suggestions and comments from educational partners. Reference to "hire additional properly credentialed teachers that allow the district to provide smaller class sizes at the elementary and middle school, grades 4-8" deleted from Action 1.5 as that is now subsumed under the new action.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Significant inequalities are evident in the "Identified Needs" section when comparing Low-Income students and Students with Exceptional Needs to non-low-income students. With the resumption of full in-person instruction in 2021-22, suspension rates more than doubled overall and for most student groups. Rates for Low-Income students are higher than overall rates, and more than twice those of non-Low-Income students. English Learners and Students with Exceptional Needs showed increased rates from the prior year. While results were not reported for Foster Youth, we are certain that they are also experiencing inequalities in Chronic Absenteeism and suspension rates.

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

A positive learning environment, coupled with positive relationships among peers and between students, staff, and parents, are critical to students' success. As The Education Trust has noted, " Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning." The actions described under this goal are all designed to achieve the purposes of maintaining a positive climate and

building strong, supportive relationships. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair based on average score of Facilities Inspection Tool (FIT).	MET -- Results Reported Average percentage of 8 FIT categories: LES – 77.7% Fair CMS – 86.1% Fair LHS – 83.1% Fair [Fall, 2019 FIT]	MET -- Results Reported to the LUSD Governing Board Average percentage of 8 FIT categories: LES – 93.6% Good LMS – 91.8% Good LHS – 90% Good LOA – 100% Exemplary [Fall, 2021 FIT]	MET -- Results Reported to the LUSD Governing Board Average percentage of 8 FIT categories: LES – 98% Good LMS – 94% Good LHS – 94.9% Good LOA – 100% Exemplary [Fall, 2022 FIT]		MET -- Results Reported Average percentage of 8 FIT categories: LES – 90% Good CMS – 90% Good LHS – 90% Good LOA – 100% Exemplary [FIT]
Percentage of students who feel safe and connected to school. California Healthy Kids Survey	MET -- Results Reported Percentage of students who feel safe at school -- 49% Percentage of students who feel connected to school -- 50% [2019 California Healthy Kids Survey]	MET -- Results Reported Percentage of students who feel safe at school -- 37% Percentage of students who feel connected to school -- 42% [District 2022 Student Survey]	MET -- Results Reported Percentage of students who feel safe at school -- 74.9% Percentage of students who feel connected to school -- 76.0% [District 2023 Student Survey]		MET -- Results Reported Percentage of students who feel safe at school -- 100% Percentage of students who feel connected to school 100% [District 2024 Student Survey]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Overall: 5.8% EL: 5.7% SWD: 10.5% Hispanic: 5.3% LI: 6.1% White: 9.7% African American: 0.0% [DataQuest 2019-20 Suspension Rate]	Overall: 1.0% EL: 0.4% SWD: 3.0% Hispanic: 0.9% LI: 1.0% White: 1.5% African American: 0.0% Foster Youth: 7.7% [DataQuest 2020-21 Suspension Rate]	Overall: 9.1% EL: 8.4% SWD: 14.8% Hispanic: 8.4% LI: 10.0% White: 7.8% African American: N/R Foster Youth: N/R Homeless: 0% Two or More Races: 20.7% [2022 California School Dashboard]		Overall: 5.0% EL: 5.0% SWD: 5.0% Hispanic: 5.0% LI: 5.0% White: 5.0% African American: 0% Foster Youth: 0% Homeless: 0% Two or More Races: 5.0% [California School Dashboard]
Expulsion Rate	0.58% [DataQuest, 2019-20 Expulsion Rate]	0% [DataQuest, 2020-21 Expulsion Rate]	0% [DataQuest, 2021-22 Expulsion Rate]		0.38% [DataQuest Expulsion Rate]
Middle School Dropout Rate	0% [2020 CALPADS Report 8.1]	0% [2021 CALPADS Report 8.1]	0% [2022 CALPADS Report 8.1]		0% [CALPADS]
High School Dropout Rate	0.0% [DataQuest, 2019-20]	2.6% (1 student) [DataQuest, 2020-21]	2.9% (1 student) [DataQuest, 2021-22]		0.0% [DataQuest]
Attendance Rate: District Average	94.13% [2019-2020 District Data]	94.29% [2020-21 District Data]	94.33% [2021-22 District Data]		95% [District Data]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Chronic Absenteeism: Overall: 3.1% Hispanic: 2.4% LI: 2.9% White: 4.3% [CALPADS 2020 EOY Report 14.1 & 14.2]	Chronic Absenteeism (K-8) Overall: 0:4% Hispanic: 0.5% LI: 0.5% White: 0.0% [DataQuest 2020-21]	Chronic Absenteeism (K-8) Overall: 22.5% Hispanic: 22.4% LI: 23.7% EL: 21.6% White: 25.0% SWD: 26.8% Foster Youth: n/r [2022 California School Dashboard]		Chronic Absenteeism (K-8) Overall: 10.0% Hispanic: 10.0% LI: 10.0% EL: 10.0% White: 10.0% SWD: 10.0% Foster Youth: 0% [California School Dashboard]
Graduation Rate	Overall: 95.2% Hispanic: 97.1% LI: 95.0% [DataQuest 2020 Four Year Adjusted Cohort Graduation Rate]	Overall: 84.2% Hispanic: 88.2% LI: 84.2% [DataQuest 2021 Four Year Adjusted Cohort Graduation Rate]	Overall: 88.9% Hispanic: 88.9% LI: 87.5% Foster Youth:N/R [2022 California School Dashboard]		Overall: 95.2% Hispanic: 97.1% LI: 95% Foster Youth: 95% [California School Dashboard]
Percentage of parents: • Who believe their children feel safe at school. • Who feel connected to school.	Baseline established in 2022.	Percentage of parents who believe their children feel safe at school -- 70.4% Percentage of parents who feel welcome at school -- 66.7% [Spring, 2022, District Survey]	Percentage of parents who believe their children feel safe at school -- 87.5% Percentage of parents who feel welcome at school -- 80.0% [Spring, 2023, District Survey]		Percentage of parents who believe their children feel safe at school -- 95% Percentage of parents who feel welcome at school -- 100% [Spring, 2024, Distrct Survey]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers: • Who feel safe at school. • Who feel connected to school.	Baseline to be established in 2023.	These elements not surveyed this year.	Percentage of teachers: Who feel safe at school -- 87% Who feel connected to school -- 85% [Spring, 2023, District Survey]		Percentage of teachers who feel safe at school -- 100% Percentage of teachers who feel connected to school -- 100% [Spring, 2024, Distrct Survey]

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Well-Maintained Facilities	The District will maintain safe, welcoming facilities for all educational partners and continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure appropriate learning environments for all students. The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students. The District will follow the Facilities Master Plan and review possible portable classroom replacement.	$390,366.00	No
2.2	Transportation	Ensure that our students have access to safe, reliable transportation to and from school every day.	$176,583.00	No
2.3	Positive School Climate	In order to improve student outcomes related to student engagement and school climate for our English Learners, Foster Youth, and Low-	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Income students, the District will implement and continue to use programs already in place, including: • Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses; • Providing professional presentations/ assemblies to increase bullying awareness for all educational partners; • Continuing use of PBIS structures at each site K-12; • Providing professional development for staff to increase bullying awareness and for prevention and intervention techniques; • A daily healthy snack beyond the meal program will be provided to all kindergarten students; • Provide transitional services, social/emotional, and academic support to Foster Youth and homeless students. • Recognition of students and staff who demonstrate positive, student- and peer-affirming behaviors that reflect social-emotional growth and development. Recognition may include certificates and incentives that fall within the District's BP 5126.		
2.4	Social/Emotional Learning and Supports	In order to improve student outcomes related to student engagement and school climate for our English Learners, Foster Youth, and Low-Income students, the District will offer social/emotional programs for students. The District will track students' participation in order to evaluate the impact of the programs. • Continuing with Counselor and Counseling Interns for K – 12th grade English Learners, Foster Youth, and Low-Income students' support, and a full-time school psychologist to address social/emotional issues; focused on support geared toward English Learners, Foster Youth, and Low-Income students who need support "in addition to" or "beyond" what is required by law to access systems that impact their success.	$314,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implementing Character Counts at each site, K-12, in order to support social, emotional, and character development for English Learners, Foster Youth, and Low-Income students, as well as a positive school/district climate; • LHS/LMS Mentorship -- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger English Learners, Foster Youth, and Low-Income students; • Increase English Learners, Foster Youth, and Low-Income students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Hire a part-time Behavior Health Clinician to support Low-Income students who don't qualify for All4Youth services due to insurance benefits. • Specific training for staff and consultants on writing effective Behavior Intervention Plans.		
2.5	Safe Schools	In order to respond to requests from our educational partners and to ensure our students have a safe physical environment, the District will contract with K9 Drug Dogs, Central Valley Detection KT. This service will include: • Ensuring safety & security by minimizing the presence of illegal drugs, gunpowder-based items and weapons in addition to commonly abused medication. • Reducing the contraband-related suspension and expulsion rate. • An educational component to help build a relationship between the security team and the students.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The presence of canines on campus will not only provide a deterrent to the presence of illegal items at school but is also expected to provide a deterrent to individuals seeking to cause problems or incite violence on campuses.		
2.6	Improve Attendance	In order to improve attendance for EL, LI, and FY student connectedness to school, the District will contract with FCSS Truancy Intervention Program. This program will not only intervene with truant students but will also be proactive in providing strategies for prevention truancy before it happens. Contract with Prodigy Healthcare, Inc. provides serves youth and their families through evidence-based programming designed to promote pro-social behavior and healthy lifestyles. Establish a calendar of monthly meetings with District and site administrators to look at absenteeism data and other data pieces to support improved attendance, with a focus on Students with Disabilities. Provide monthly attendance incentives for students.	$179,000.00	Yes
2.7	Restorative Practices	In order to improve student outcomes related to school climate for English Learners, Foster Youth, and Low-Income students, the District will provide professional development training to teachers that focus on restorative practices. The aim of this professional development is to work as a team to teach and empower English Learners, Foster Youth, and Low-Income students to manage their feelings and behavior. Restorative practices support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Expand Access to Athletic Fields and Recreational Areas	Within the Laton community, the only safe, clean, and wide-open spaces equipped for outdoor physical education, extracurricular, and open play areas are the school fields at our elementary school and high school. Laton lacks recreational areas where students can participate in physical or athletic activities. Maximizing participation and access to these activities has a direct effect on low-income students. LUSD is addressing the limited access to outdoor play areas/fields and access to extracurricular activities by expanding playfields and sports fields to increase access. The expansion will also provide Low-Income students with year-round access to those areas. Providing these spaces will increase students' feelings of connectedness and school engagement. Additionally, in order to most effectively use the expanded playfields and sports fields for our Low-Income students, English Learners, and Foster Youth, the District will continue a part-time Guided Playtime Facilitator. This person will develop opportunities for students to engage in structured playtime during recess and lunch.	$500,000.00	Yes
2.9	School Safety and Connectedness	The percentages of students who indicated that they felt safe at school and those who felt connected to the school have Increased significantly since the baseline year ands last year. We believe that this is strongly related to the implementation of Actions 2.3-2.8. However, we believe that it remains important to discover in more detail which of those has been most effective, what improvements can be made, and why 25% of our students still feel unsafe and/or disconnected. To that end, each school will create a school climate task force to implement a multi-phase approach to identifying the causes of students' perceptions: • Discussions with students who represent the breadth of groups in our schools	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• In-depth empathy interviews with students and staff • Protocols for identifying and analyzing root causes • Identifying how current District initiatives are providing solutions to the problems The budgeted funds will cover staff non-duty time to: • Research and develop instruments for gathering information • Meet to identify root causes and possible solutions • Preparation of a summary of findings.		

Goal Analysis [2022-23]

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

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

2.1 -- This action was not implemented as planned. The District maintained facilities in good repair and followed the Facilities Master Plan. There were challenges in getting all planned projects underway, as the demand for contractor/construction services remains high and they are not immediately available to start projects.

2.2 -- Every student who needed it had safe, reliable transportation to and from school every day, confirming the success of this action.

2.3 -- The action was not implemented as planned. The District successfully continued the use of PBIS structures at each site K-12. Assemblies to increase bullying awareness were held. Professional development activities were not accomplished as planned due to the challenge of finding sufficient substitute teachers to provide release time. There was a challenge in implementing the Safe School Ambassadors program due to a lack of time and staff for implementation and supervision, and it has been deleted. All kindergarten students had a daily healthy snack beyond the meal program to help support mental acuity in the afternoons. Transitional services, social/emotional, and academic supports were available to Foster Youth and homeless students, but were seldom requested. Due to staffing changes, completing common behavior expectations for LES/LMS/LHS classrooms and campuses was a challenge and not accomplished.

2.4 -- The District was able to continue with Counselor and Counseling Interns and a full-time psychologist for K –12th grades to address social/emotional issues. Character Counts was successfully implemented at each site, as was the "Leader in Me" mentorship program. Increase Social-emotional skills were taught, modeled, and practiced by staff to support a safe and positive climate for learning.

2.5 -- The District successfully collaborated with the contractor K9 Drug Dogs, Central Valley Detection KT, to ensure the safety and security of students, reduce contraband-related suspensions and expulsions, and build positive relationships between the security team and the students.

2.6 -- The District also successfully concluded a contract with FCSS Truancy Intervention Program to intervene with truant students and be proactive in truancy prevention.

2.7 -- Implementing restorative practices to support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents in the schools has been a challenge and has not been accomplished to the expected extent, as we were not able to provide extra time for teachers to collaborate in planning for implementation. The action was not implemented as planned. Implementation efforts will continue in the 2023-24 school year.

2.8 -- The action was not implemented as planned. The District has made a successful start in expanding playfields and sports fields to increase access. Because of the several steps required to carry on this work, it will extend into the 2023-24 school year. The hiring of a part-time Guided Playtime Facilitator was accomplished, and this person has been praised by students and staff for their positive influence on students.

2.9 -- The action was not implemented as planned. Time constraints were a challenge in implementing this action, so most aspects were not started. Feedback from students who represent the breadth of groups in our schools was gathered, and current District initiatives were examined to determine their effectiveness in increasing students' feelings of school safety and connectedness.

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

2.1 -- Under budget; not all projects were begun due to the high demand for contractors/construction professionals.
2.3 -- Under budget; professional development activities were not accomplished due to the challenge of finding sufficient substitute teachers to provide release time, which also impacted completing common behavior expectations for LES/LMS/LHS classrooms and campuses. Transitional services, social/emotional, and academic supports for Foster Youth and homeless students were seldom requested.
2.7 -- Under budget; release time for planning and implementation were not able to be provided.
2.8 -- Under budget; this is a long-term project and, while a start has been made, the high demand for contractors/construction professionals has limited implementation. Expansion efforts will continue into 2023-24.
2.9 -- Under budget; time constraints were a challenge in implementing this action so most aspects were not started.

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

Action 2.1 -- Based on 86% of parents and 85% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained, we believe this action was effective as intended.

Action 2.2 -- Was effective, as all students were safely transported to and from school.

Action 2.3 - 2.9 -- While Suspension and Chronic Absenteeism rates were up from the prior year, we are convinced that these actions are having a positive impact. The data which are used for those indicators is lagging and doesn't show the impact of current efforts such as the FCSS Truancy Intervention Program. Parent feedback has been very optimistic about the expanded play areas and access. March 2023, survey results demonstrate significant positive increases in students' attitudes about school safety and connectedness. We were pleased to see significant increases in the percentages of students who responded in the 2023 survey that they feel safe at, and connected to school. The percentage who feel safe more than doubled to 75%, and those feeling connected rose from 42% to 76%. We believe that the addition of counselors and counseling interns has had a positive impact on our students' attitudes, and hope to be able to hire more next year. The increasing implementation of PBIS, focusing on positives, has had a generally salutary impact as students see tangible rewards for their good behaviors. Though work is far from done, students are excited about the steps the District is taking to expand access to play areas; they recognize that it is a benefit not only during the school day, but afterschool and on weekends. The Guided Playtime Facilitator has also created many positive relationships with students at school. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2. Parents' responses also show a 17% increase in those who feel their child is safe at school. The 2022 California School Dashboard showed that graduation rates increased from the prior year. Another indicator is that the percentage of students responding that "teachers at the school treat students fairly" rose from 34% in 2022 to 62% in 2023, a change we directly attribute to the implementation of PBIS.

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

Foster Youth group added to "Year 2" and "Desired Outcome" columns for Suspension Rate, Chronic Absenteeism Rate, and Graduation Rate to denote that performance data for that group are reviewed if reported. Two or More Races and Homeless added to Suspension Rate to reflect data reported for those groups. Students with Disabilities and English Learners groups were added to "Year 2" and "Desired Outcome" columns for Chronic Absenteeism Rate to reflect data reported for that group.

Data sources for "Year 2" metrics and "Desired Outcomes" in Graduation Rate, Chronic Absenteeism, and Suspension Rate changed to California School Dashboard to align with the state's accountability system.

"Desired Outcome" for Suspension Rate and Chronic Absenteeism Metrics revised based on Year 2 data. "Desired Outcome" for Percentage of Students Who Feel Safe and Connected to School revised based on Year 2 data; the increased percentages caused us to increase the Desired Outcome.

In response to input from our student educational partners, who requested recognition opportunities and more interaction with teachers. "Recognition of students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development" added to Action 2.3.

In response to an assessment of local needs, "Contract with Prodigy Healthcare, Inc." added to Action 2.6 to promote increased attendance and decreased Chronic Absenteeism.

'Safe School Ambassadors" deleted from Action 2.3.

Action 2.4 was amended by deleting "middle school and high school" because elementary school students also receive services.

To address inequalities in Chronic absenteeism rates, "Establish a calendar of monthly meetings with District and site administrators to look at absenteeism data and other data pieces to support improved attendance, with a focus on Students with Disabilities" and "Provide monthly attendance incentives for students' were added to Action 2.6, and the action has been designated as contributing.

Action 2.8 was revised by deleting the paragraph describing the needs, conditions, and/or circumstances leading to identification of the action. That information is included for Action 2.8 in the "Increased or Improved Services" section of the plan.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

While relationships between LUSD schools and the families they serve are overwhelmingly positive, as evidenced by parent survey results, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making. The District's goal is to increase and enhance family engagement to a level that is reflected in an average score between 4 ("Agree") and 5 ("Strongly Agree") on the state's self-reflection tool for parent and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported 3.8 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool	MET -- Results Reported 4.5 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool	MET -- Results Reported 3.8 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool		The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) for parent and family engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MET [June, 2021, Report to the LUSD Governing Board]	MET [June, 2022, Report to the LUSD Governing Board]	MET [June, 2023, Report to the LUSD Governing Board]		MET [Report to the LUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community Outreach and Family Engagement	The District will increase family engagement opportunities principally focused on the families of English Learners, Low-Income students, and Foster Youth, including families of students with exceptional needs, TK–12: • Support a District Family Liaison • Improved lines of communication with our community by implementing the use of Parent Square communication system and software applications • Provide childcare for parents of English Learners, Low-Income students, and Foster Youth to make it easier for them to attend meetings. The information garnered at the educational partner's advisory meetings will be disseminated and discussed at District and school level department and leadership meetings. In order to increase family engagement opportunities principally focused on the families of English Learners, Low-Income students, and Foster Youth, and including families of students with exceptional needs, TK–12, the District will also provide: • Parent-Requested Workshops, based on survey responses • Site hosted Family Nights (STEM, Literacy, Math, Art, Technology, etc.) Back to School Night Open House	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Academic Awards		
3.2	Support Our Greater Learning Community	To support increased family engagement focused on the families of English Learners, Low-Income students, and Foster Youth, the District will establish well-defined procedures to address the needs of our families and the greater learning community. Procedures will include, but not be limited to: • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support the family health and wellness and enhance behavioral and academic success for students provided by parent outreach by the Family Liaison, meetings conducted the Community Schools Coordinator and other District staff, and materials regarding those resources available at school sites.	$30,000.00	Yes
3.3	Partner-Informed Decision Making	To support increased family engagement focused on the families of English Learners, Low-Income students, and Foster Youth, the District will use multiple sources of information to make decisions that affect our school communities. This includes the use of survey data, advisory committee meetings, and providing training for parents and families through Family Empowerment Workshops such as the Parent Institute for Quality Education (PIQE) or the CSU, Fresno Parent University.	$10,000.00	Yes

Goal Analysis [2022-23]

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

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

Most actions were implemented as planned. Parent Square, additional translation services at meetings and school activities were provided, and childcare also provided at meetings and school activities. The development of the Community Schools Implementation Grant application led to very deep engagement with a variety of community partners. Thanks to the successful efforts of the Community Schools Coordinator and the District's Liaison, we were able to accomplish much in rebuilding relationships and trust with families. However, all schools were challenged in organizing and conducting the Parent Nights and Parent Empowerment workshops, and those were not implemented as planned.

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

3.1 -- Over budget; most of this, and 3.3, were unspent as the District received a Community Schools planning grant, and used those funds to conduct many of the outreach activities.
3.3 -- Over budget; see above.

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

Collectively, these actions are undertaken to increase feelings of connectedness and engagement with our schools, principally focused on the families of English Learners, Low-Income students, and Foster Youth,. The state provides districts with a Self-Reflection Tool to measure parent engagement by measuring a number of factors with input from families and staff. The number of responses was only a third of the prior year's (75 to 25). With such a small sample size, the results can be affected positively or negatively by a few responses, and one must be circumspect in drawing conclusions. We believe that the small response was due to "burnout", as the District had asked parents and community members to spend a great deal of time and energy in the months prior to the survey to respond to questions to inform its application for the Community Schools implementation grant. From the 25 responses, the District's average rating on that instrument declined from the prior year. When the District examined the percentages of parents agreeing, rather than assigning a median score, examining individual survey questions, and looking strictly at responses from families, in March 2023, survey results demonstrate a significant positive increase of 17% from the prior year in those who feel their child is safe at school. Parents' trust in schools increased from 76% to 81%, and feelings of welcome improved from 75% to 81%. The percentage of parents who felt teachers take their concerns seriously increased from 72% in 2022 to 85% in 2023. Parent feedback has been very positive about the expanded play areas and access. Based on these survey results, we believe that providing the Parent Square communication system; providing childcare to make it easier for parents to attend meetings; conducting Back to School Nights, Open Houses, and Academic Awards assemblies; providing information about how to access school and community resources; maintaining the Family Liaison; conducting input meetings facilitated the Community Schools Coordinator and other District staff; and using parent/family survey data to inform decision-making have been effective in increasing parents' feelings of connectedness and engagement with our schools. A 74% result for regular communication from school to home, along with parents' verbal input, indicates a need to enhance communication efforts.

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

The phrase "implementing the use of Parent Square" added to action 3.1 in response to educational partners' input.

The phrase "provided by parent outreach by the Family Liaison, meetings conducted the Community Schools Coordinator and other District staff, and materials available at school sites" added to the final element of Action 3.2.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,436,858	$300,162

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.42%	30.20%	$1,899,544.73	66.62%

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

Required Descriptions

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

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

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

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

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

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

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

Action 1.2

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

Our Low-Income and English Learner students overwhelmingly come from families in which college attendance has not been an expectation; the 2020 US Census found that 2.1% of Laton residents had a Bachelor's degree or higher. The Education Commission of the States (E.C.S.) found that "students and parents are misinformed about what it takes to prepare for college. Fewer than 12 percent of high-

schoolers even know what courses they should take…students whose parents did not go to college are at a particular disadvantage. Just 19 percent were found to be "very qualified" to enroll in a four-year college, compared to 31 percent of students whose parents had completed some college."

Our Low-Income students, English Learners, and Foster Youth have the least access to enrichment outside the school environment which will help make connections among different subject areas, support language development and background knowledge, and increase their engagement at school

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

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

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

Our experience tells us that our most academically successful students are those who are truly bi-lingual. They are able to think in two languages, contributing to a more flexible growth mindset that is better able to deal with academic and social challenges. These students generally also display more confidence in academic situations, such as dealing with new scientific or other academic vocabulary and concepts with greater ease, as they are more familiar with Laton cognates. Data supports this, as our RFEP students scored more than twice as well as the overall population on the 2021 SBAC ELA and Math assessments. Recent research (Barac, Moreno, Bialystok, 2016) (Adesope, Lavin, Thompason, 2010) (Grundy and Timmer, 2016) has shown that dual immersion programs can sharpen student focus, boost working memory, and increase reading comprehension for all students, a definite boon to our Low-Income students who are lagging behind the overall population in ELA and math achievement.

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

Action 1.3.

Needs, Conditions, or Circumstances:

In determining the need for increased services for the District's English Learners, Low-Income students, and Foster Youth, the District examined available data for objective indicators of academic risk. As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year.   The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

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

The District will provide professional learning and collaboration opportunities for teachers; support teachers in refining their abilities to use data from Illuminate Data system and other data systems to identify inequalities or lack of mastery of knowledge or skills, and target individual Low-Income students, Foster Youth, and English Learner needs for standards-mastery; improve rubrics to ensure that each Low-Income student, English Learner, and Foster Youth is evaluated by the same grade level criteria; use benchmark assessments in all core content areas, and use standards-based report cards. Maintaining full-time physical education teachers for K-8 students will provide teachers at those levels time to collaborate on data review and planning to address the needs of Low-Income students, English Learners, and Foster Youth.

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

Action 1. 4

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year.   The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of

need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

The District will consult with instructional staff to identify areas in which to provide professional development opportunities for teachers and paraprofessionals to enhance instructional skills and increase available instructional strategies to promote learning for English Learners, Low-Income students, and Foster Youth, including those students with exceptional needs. This will include professional development in English Language Development, Mathematics, and English Language Arts.

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

We expect that by training for lesson planning, delivery, and monitoring, with dedicated time to collaborate on sharing what they have leaned from implementation, we will target instruction for English Learners, Low-Income students, and Foster Youth to get increased academic outcomes, including EAP scores, A-G Completion rates, CTE Completion rates, Combined A-G/CTE rates, AP Passing Rate, percentage of students making appropriate progress on the ELPI , and English Learners completing requirements for UC/CSU admission.

Action 1. 5

Needs, Conditions, or Circumstances:
 As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.
 Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.
 The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income

students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
District will provide tiered academic supports to English Learners, Low-Income students, and Foster Youth that include:

- ELA and math regular education Resource Teachers and part-time paraprofessionals so Low-Income students and English Learner students will receive more one-on-one support in the areas of Math, ELA and Reading.
- Instructional aides that will provide smaller group instructional support and more individualized attention.
- Continue Academic Coaches to provide targeted assistance to classroom teachers in better meeting the instructional needs of Low-Income students, English Learners, and Foster Youth.
- Additional instructional aides in K-2 grade levels to provide classroom and reading support
- Provide a Multi-Tiered System of Support and Universal Design for Learning that will identify the needs of struggling Low-Income students, English Learners, and Foster Youth, identify interventions and supports, and monitor the effects on those students.
- Laton Online Academy that uses a curriculum supplemental to the Board-adopted base curriculum for our Low-Income, English Learners, and/or Foster Youth students whose needs, conditions, or circumstances have resulted in academic distress and the need for a educational options.
- Provide the PAPER 24/7 online tutoring program.

ELA and math regular education resource teachers and paraprofessionals to support small group practice will also aid academic gains. Each Resource teacher will be assigned a paraprofessional to assist with groups and data collection. Paraprofessionals will be provided the same training as the RT. The RT will be overseeing the para and be available to provide guidance during the sessions with students. The para will also provide assistance with end of cycle assessment. Feedback and acceleration in a small group setting are expected to affect the improvement of almost twice (.76) the threshold for gains.

The Laton Online Academy, which uses Edgenuity, provides an educational option for to English Learners, Low-Income students, and Foster Youth who cannot attend school in-person due to extenuating circumstances. Edgenuity provides scaffolds to support close reading, and teaching metacognitive skills, and is designed to include evidence-based instruction that better meets the needs of those students and also students with disabilities. It also meets the requirements for high school A-G completion. We expect the implementation of these coordinated efforts to result in increased achievement on state and local assessments, higher grade point averages, and more successful

preparation for post-secondary opportunities, including EAP scores, A-G Completion rates, CTE Completion rates, Combined A-G/CTE rates, AP Passing Rate, percentage of students making appropriate progress on the ELPI , and English Learners completing requirements for UC/CSU admission.

Action 1.6

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

The action, or aspect(s) of the action, based on these considerations –
To address this issue the Raisin City Elementary School District will provide field trips that support standards-aligned instruction, which may include, but not limited to:

- 7th/8th: State Capital; Colleges
- 6th: Science Camp
- 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia
National Park;

- 4th: Mission; gold mining Cobb Ranch
- 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair
- K-2nd: Zoo; Fresno County Fair

How the action is intended to help achieve an expected measurable outcome of the associated goal -
 As noted above, providing enrichment to our Low-Income students, English Learners, and Foster Youth will help them make connections among different subject areas, support language development and background knowledge, and increase their engagement at school. Among the benefits will be accelerated English language development for redesignation, enhanced vocabulary acquisition to support increased reading comprehension, a wider bank of experiences form which to draw on when writing or reading, and increased opportunities for teachers to connect math concepts to real-world experiences. We expect improved results on state ELA and math assessments and an increased English Learner Progress Indicator percentage as a result.

Action 1. 7

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

The funding allotted by the state for the Afterschool Education and Safety Program is not sufficient to cover the cost of contracting with the Fresno County Superintendent of Schools to provide that service, limiting the opportunities for participation by English Learners, Low-Income students, and Foster Youth to participate.

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

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

. Across grades, K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. We expect to see improved achievement on state assessments, an increased A-G completion rate, improved EAP scores, and diminishing inequalities in those outcomes for English Learners, Low-Income students, and Foster Youth as a result of the implementation of this action. We also expect to see increased percentage of English Learners making appropriate progress in acquiring English language skills.

Action 1.8

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

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

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

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

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

Action 1.9

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of English Learners when compared to the overall student achievement. This group experienced greater declines than their peers overall. Also clearly seen are the inequalities between English Learners and overall results in students meeting or exceeding standard in both subject areas. Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

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

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

Supplemental materials and supports for English Learners, with instruction from teachers and supported by paraprofessionals in a small group setting, will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Feedback and acceleration provided in a small group setting is expected to have an effect size on the improvement of almost twice (.76) the threshold for gains (.40). As noted throughout this section, culturally responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing these supports will result in improved outcomes and diminished inequalities for English Learners on state and local assessments, increased ELPI rates, and increased eligibility

for UC/CSU admission. We also expect that providing these supports, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to reclassification will help those students maintain academic success.

Action 1.11

Needs, Conditions, or Circumstances:
 As described in the "Identified Needs" section of this plan, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%). A-G completion rate results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%. Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large. Academic indicators for Foster Youth are not reported because there are less than ten in the District. However, staff experience and observation confirms that our Foster Youth lag academically, especially in ELA and math.

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

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

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

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

The Education Commission of the States (E.C.S.) recommends that high school students and parents set clear goals, choose challenging high school courses, and learn more about colleges' expectations -- all of which are AVID strategies that will raise our Low-Income students', English Learners', and Foster Youth's chances of future success in college. The commission also calls for schools [to] provide parents with annual updates of their children's college readiness." The AVID white paper, "Making College and Career Readiness More Equitable (2019), states that "when California's statewide data is displayed next to AVID students' data from California, we see that almost all AVID students, regardless of their race/ethnic background, are poised for college entrance. In addition, AVID's impact on minimizing subgroup inequalities in achievement is evidenced when completion of college entrance requirements is used as an outcome measure."
Our Low-Income students, English Learners, and Foster Youth overwhelmingly come from families in which college attendance has not been an expectation; the 2020 US Census found that 2.1% of Laton residents had a Bachelor's degree or higher. To help spark their interest in attending college, we will take every one of them on at least one college visit, where they can see what a college campus looks like, and talk to college educators and students from similar circumstances who will encourage them to attend.
The Education Commission of the States (E.C.S.) found that "students and parents are misinformed about what it takes to prepare for college. Fewer than 12 percent of high-schoolers even know what courses they should take…students whose parents did not go to college are at a particular disadvantage. Just 19 percent were found to be "very qualified" to enroll in a four-year college, compared to 31 percent of students whose parents had completed some college."

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

Action 1.12

Needs, Conditions, or Circumstances:

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

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

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

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

In order to address this circumstance and better prepare those students for success in school, the District will offer a pre school program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of preschool-age children on the importance of early education and literacy, including a three-week "launchpad" program to prepare students

who have not attended preschool to be ready for Kindergarten. Given this head start in preparing for school, we expect to see improved academic outcomes in Kindergarten and onward, as reflected in state and local assessments.

Action 1.14

As described in the "Identified Needs" section of this plan, "Distance from Standard" results show that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Both those groups experienced greater declines than their peers overall.

Inequalities in percentages of students meeting or exceeding standards are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the disparities between English Learners, Students with Exceptional Needs, and overall results in both subject areas.

The percentages of students scoring "Ready" on the ELA EAP improved by 3.6% points overall and by 4.88% points for Low-Income students. However, inequalities in percentages of 11th-grade students scoring "ready" in the Math EAP continue. Additionally, significant inequalities exist between LUSD Low-Income students and their peers countywide in both ELA (County, 45.28%) and math (County, 15.03%).

A-G completion rate results remained above the baseline but declined from the prior year. The 2022 CTE completion rate declined to 52.8%, and the combined CTE/A-G completion rate fell to 22.2%. The percentage of students passing an AP exam is 45%.

Our percentage of English Learners making appropriate progress in acquiring English skills was 49.7%, a "low" result, matching the baseline year. While we believe that this is an improvement from 2020 and 2021, until we reach our desired outcome, we consider this an area of need. In addition to the data cited above, English Learners meeting U.C. or C.S.U. admission requirements are 26% points behind the graduation cohort at large.

Our educational partners have identified increased supports as a need of Low-Income students and English Learners.

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

The District will provide staffing to maintain smaller class sizes in 4th through 12th grades. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes." Based on research and feedback from our educational partners, having smaller class sizes with extra support in math to support acceleration is expected to increase learning outcomes

for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains.

By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments, and EAP results, increased A-G Completion rates, increased CTE Completion rates, increased Combined A-G/CTE rates, increased AP Passing Rate, an increased percentage of students making appropriate progress on the ELPI , and an increased number of English Learners completing requirements for UC/CSU admission.

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

Action 2.3

Needs, Conditions, or Circumstances:
 Chronic absenteeism rates continued to increase from the prior and baseline years. Inequalities are evident when comparing Low-Income students and Students with Exceptional Needs to Overall results and those for non-low-income students.
 With the resumption of full in-person instruction in 2021-22, suspension rates increased substantially overall and for all student groups. Rates for Low-Income students are higher than overall rates, and more than twice those of non-Low-Income students. English Learners and Students with Exceptional Needs showed increased rates from the prior year.
 Spending almost two years in virtual and/or part-time instructional settings had a significant students' students' behaviors and abilities to interact with others. Educational partners' input resulting from our actions to engage students in emotional support services and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus continues to increase in that area. In observing students' behaviors at all levels, District staff recognize that our students may still be in the process of re-acclimatizing and relearning social skills even after a year of full-time, in-person school. Partners have also expressed concerns that motivation appeared to be lacking among many older students at the middle and high school levels.
 An assessment of local conditions informed the District that virtually 100% of our low-income Kindergarten students -- as with many others -- experience food insecurity. Almost all of these families work in the agriculture sector and experience low pay, and uneven work availability and are often dependent upon agencies outside the home to supplement their food resources. Food insecurity that affects a youngster's physiological needs can be an impediment to a student's attitude and brain functioning. These conditions, combined with the growing bodies and minds of early learners, create a daily need for snacks to be provided at school.
 Educational partner feedback noted the need for common behavior expectations, and monitoring those to ensure students receive the same

message within and between grade levels. Another theme was that students be recognized for citizenship and academic progress, including field trips to incentivize attendance and achievement.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
 The District will implement and continue to use programs already in place to improve outcomes for English Learners, Low-Income students, and Foster Youth, including:
 - Presentations to increase bullying awareness for all educational partners, and training for staff on bullying prevention and intervention techniques;
 - Continuing use of PBIS structures at each site K-12;
 - A daily healthy snack beyond the meal program will be provided to all kindergarten students;
 - Provide transitional services, social/emotional, and academic supports to Foster Youth and homeless students.
 - Recognition of students and staff who demonstrate positive, student- and peer-affirming behaviors that reflect social-emotional growth and development. Recognition may include certificates and incentives that fall within the District's BP 5126.
 A critical component to student success in learning is a positive school climate that engages English Learners, Low-Income students, and Foster Youth in learning. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. PBIS focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler, and Feinberg found that PBIS helped increase reading and math scores (http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf) and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well. Connectedness will improve attendance and maintain low suspension and chronic absenteeism rates.
 Providing English Learners, Low-Income students, and Foster Youth nutritious snacks at school will mitigate the impact of food insecurity and meet their physical and psychological need so they can better engage in and focus on learning. Such snacks "are effective in alleviating food insecurity and poverty, supporting good nutrition, and improving health and learning." (School Research and Action Center, "School Meals, Health, and Learning", August, 2019). When we provide a snack for them, we are supporting their health and brain development, impacting the foster and homeless children even more so because of food insecurity. The District expects that providing daily snacks will help TK and kindergarten students better focus on learning, an impact that will be reflected through increased local Kindergarten assessments.
 Providing transitional services for Foster Youth and homeless students is expected to increase their attendance rates, decrease chronic absenteeism, and increase feelings of school connectedness. Experience tells us that entering the foster system, moving to a new school, or losing one's home is a traumatic experience; providing services to students who experience those conditions is the right thing to do.
 Complementing the PBIS are the anti-bullying assemblies and training. We believe that by being proactive in providing training for teachers in strategies to intervene when bullying takes place, and by promoting an anti-bullying message through assemblies, we can reduce the incidence of bullying and increase the percentage of Low-Income students, English Learners, and Foster Youth who feel safe at school.
 Adding recognition to this action was in response to educational partner feedback, and we expect it to increase the percentage of Low-Income students, English Learners, and Foster Youth who feel connected to school, decrease Chronic Absenteeism among those groups,

and decrease inequalities in suspension rates as students are recognized for their positive accomplishments.

On a bright note, there were significant increases in the percentages of students who responded in the 2023 survey that they feel safe at, and connected to, school. Eighty-four percent of students' responses represent Low-Income students; 17% represent English Learners. The percentage who feel safe more than doubled to 75%, and those feeling connected rose from 42% to 76%, results we attribute to implementation of the elements of this action. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2.

Action 2.4

Needs, Conditions, or Circumstances:
 Chronic absenteeism rates continued to increase from the prior and baseline years. Inequalities are evident when comparing Low-Income students and Students with Exceptional Needs to Overall results and those for non-low-income students.
 With the resumption of full in-person instruction in 2021-22, suspension rates increased substantially overall and for all student groups. Rates for Low-Income students are higher than overall rates, and more than twice those of non-Low-Income students. English Learners and Students with Exceptional Needs showed increased rates from the prior year.
 Spending almost two years in virtual and/or part-time instructional settings had a significant students' students' behaviors and abilities to interact with others. Educational partners' input resulting from our actions to engage students in emotional support services and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus continues to increase in that area. In observing students' behaviors at all levels, District staff recognize that our students may still be in the process of re-acclimatizing and relearning social skills even after a year of full-time, in-person school. Partners have also expressed concerns that motivation appeared to be lacking among many older students at the middle and high school levels.
 Most of our low-income students live in areas where the perception of physical security is lacking. Laton has a small police department with only two patrol officers. Rural areas are under the jurisdiction of the Sheriff's Office and far from prompt response if any danger threatens. Drive-by shootings have occurred in the city, and the threat of gang violence is real. For most of those students, the school and playground are where they feel comfortable and have the most access to safe study and play. Students and teachers both stressed the need to provide ongoing security in order for low-income students and English Learners to feel that school is a place where they can feel secure, where the basic needs outlined by Maslow -- physiological, safety, and relationships -- can be met and students can focus on learning.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
 The District will offer social/emotional programs for middle school and high school English Learners, Low-Income students, and Foster Youth. The District will track students' participation to evaluate the programs' impact.

- Continuing with Counselor and Counseling Interns for K –12th grades student support, and increasing to a full-time school psychologist to address social/emotional issues. The Counselors, Interns, and increased Psychologist's time focused on support geared toward English Learners, Foster Youth, and Low-Income students who need support "in addition to" or "beyond" what is required by law to access systems that impact their success, will ensure that English Learners, Low-Income students, and Foster Youth will have access to the social-emotional supports that both parent and teacher educational partners have requested to be

provided. Additionally, having more staff to respond to mental and emotional health issues will allow more counseling time for checking progress of Low-Income, Foster, and English Learner students on fulfilling graduation requirements to increase their grad rates.

- Implementing Character Counts at each site, K-12. Input from our teacher educational partners indicates that during almost two years of virtually learning and school closures, many of our Low-Income students spent the vast majority of their time at home, much of it alone or in the care of an older sibling. In returning to school, they had lost that time of social maturation and appropriate social skills. The purpose of this program is for students to be able to demonstrate self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Self awareness and social awareness are keys to emotional intelligence, a skill that enhances a student's school life and personal life, as well. Students who are emotionally intelligent and responsible decision makers are more likely to develop positive relationships. These skills will benefit our Low-Income students who were forced to stay at home, and result in increased school connectedness.
- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students.
- Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.
- Hiring a part-time Behavior Health Clinician to support Low-Income students who don't qualify for All4Youth services due to insurance benefits.
- Specific training for staff and consultants on writing effective Behavior Intervention Plans.

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

There was evidence that the elements of this action are having a positive effect. 2022 California School Dashboard showed that graduation rates increased from the prior year, by 4.7% points overall and 3.3% points for Low-Income students. There were significant increases in the percentages of students who responded in the 2023 survey that they feel safe at, and connected to, school. The percentage who feel safe more than doubled to 75%, and those feeling connected rose from 42% to 76%, results we attribute to implementation of the elements of this action. We expect continued implementation to show continued increases. Additionally, we expect it to increase the percentage of Low-Income students, English Learners, and Foster Youth who feel connected to school, decrease Chronic Absenteeism among those groups, and decrease inequalities in suspension rates.

Action 2.6

Needs, Conditions, or Circumstances:

Chronic absenteeism rates continued to increase from the prior and baseline years. Inequalities are evident when comparing Low-Income students to Overall results and those for non-low-income students. During the Community Schools grant development process, a survey of

local conditions provided the information that our Low-Income students are more likely to be absent than others due to a lack of access to health care. Absences result in less instructional time and adversely affect student learning.

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

The District will contract with FCSS Truancy Intervention Program. This program will not only intervene with Low-Income truant students before they become chronically absent, but will also be proactive in providing strategies for those students and their families to prevent truancy before it happens, again in an effort to reduce inequalities in Chronic Absenteeism.

Contract with Prodigy Healthcare, Inc. to serve youth and their families through evidence-based programming designed to promote pro-social behavior and healthy lifestyles.

Establish a calendar of monthly meetings with District and site administrators to look at absenteeism data and other data pieces to support improved attendance..

Provide monthly attendance incentives for students.

This action is expected to result in decreases in Chronic absenteeism rates for Low-Income students. Providing increased access to health services at school sites will result in better health, increase in attendance rates and lower chronic absenteeism rates.

Action 2.7

Needs, Conditions, or Circumstances:

With the resumption of full in-person instruction in 2021-22, suspension rates increased substantially overall and for all student groups. Rates for Low-Income students are higher than overall rates, and more than twice those of non-Low-Income students. English Learners and Students with Exceptional Needs showed increased rates from the prior year.

Spending almost two years in virtual and/or part-time instructional settings had a significant students' students' behaviors and abilities to interact with others. Educational partners' input resulting from our actions to engage students in emotional support services and anecdotal data strongly indicate that students have needs for social-emotional supports, and the focus continues to increase in that area. In observing students' behaviors at all levels, District staff recognize that our students may still be in the process of re-acclimatizing and relearning social skills even after a year of full-time, in-person school. Partners have also expressed concerns that motivation appeared to be lacking among many older students at the middle and high school levels.

Educational partners input concerning our actions to engage students in emotional support services and anecdotal data strongly indicate that English Learners, Low-Income students, and Foster Youth have needs for social-emotional supports, and the focus is increasing in that area. While in the past, the social-emotional impacts of the pandemic have been exacerbated among our Low-Income, Foster Youth, and English Learner student populations.

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

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

The future implementation of restorative practices is expected to reduce suspension rates, increase students feelings of school connectedness and increase the percentage of students reporting that they feel safe at school. Most recent survey data cited above indicates that, even with beginning implementation, restorative practices are making a positive impact on students' feelings of connectedness and safety.

Action 2.8

Needs, Conditions, or Circumstances:

There were significant increases in the percentages of students who responded in the 2023 survey that they feel safe at, and connected to, school. The percentage who feel safe more than doubled to 75%, and those feeling connected rose from 42% to 76%, results we attribute to implementation of the elements of this action and justify continuing implementation.

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

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

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

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

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

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

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

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

Expanded outdoor green spaces will also allow additional opportunities for outdoor instruction, with particular attention to science instruction. 2021-22 CAASPP Science assessments showed that our Low-Income students were significantly behind Overall results (8.1% v. 11.3%, respectively). For English Learners, the difference was even greater (2.4% v. 11%). Outdoor spaces for project-based STEAM learning that can be delivered in smaller groups to better address the academic needs of our Low-Income students and English Learners would contribute to decreasing inequalities in performance results.

LUSD is addressing the limited access to outdoor play areas/fields and access to extracurricular activities by expanding playfields and sports fields to increase access. Expansion will also provide Low-Income students. with year-round access to those areas. Providing these spaces will increase students' feelings of connectedness and school engagement. As noted above, the 2023 student survey connectedness data indicate that this action is having the intended positive impact.

Additionally, in order to most effectively use the expanded playfields and sports fields for our Low-Income students, English Learners, and Foster Youth, the District will continue a part-time Guided Playtime Facilitator. This person will develop opportunities for students to engage in structured playtime during recess and lunch. As a result, we would expect significant increases in the percentages of those students who feel connected to school. As noted above, the 2023 student survey connectedness data indicate that this action is having the intended positive impact. We also expect to see increases in students meeting standard on the CAASPP Science assessment.

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

Action 3.1

Needs, Conditions, or Circumstances:

One theme that emerged from our parent educational partners surveyed in 2023 was that the Family Liaison was greatly appreciated and that her efforts have increased parents participation. There is still a need to continue family outreach and determine why, in light of the responses noted above, there was a decline in the family engagement survey results, reflected in the percentages agreeing that there was 2-way, school/home communication, declining from 81% to 76%.

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

The District will continue to improve lines of communication with our community by the use of Parent Square communication system and software applications. The District will also provide childcare for parents of English Learners, Low-Income students, and Foster Youth to make it easier for them to attend meetings. The information garnered at the those meetings will be disseminated and discussed at District and school level department and leadership meetings. In order to increase family engagement opportunities for the families of English Learners, Low-Income students, and Foster Youth, the District will also provide parent-requested workshops based on survey responses and school-hosted Family Nights (STEM, Literacy, Math, Art, Technology, etc.), Back to School Nights, Open Houses, and Academic Awards assemblies.

The District will also maintain a Family Liaison who will have a primary focus of engaging Low-Income, English Learner, and Foster Youth families in their children's education. We are certain that providing the resource of a Family Liaison to identify and reach out to the families of

Foster Youth and homeless students, in addition to English Learners ands Low-Income students, will increase their school connectedness and help improve attendance and behavior outcomes. The Liaison has already been key in increasing the responses to the parent surveys and in outreach to families.

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

Action 3.2

Needs, Conditions, or Circumstances:
Frequent changes in leadership within the District and in schools over the past four years may have also impacted family and community attitudes toward school. Responses from parents indicated progress in some areas, and needed improvements in others. The percentage of parents who responded that they feel welcome at their children's schools increased from 67% in 2022 to 80% in 2023. The percentage of parents who feel their children are safe at school also increased by double digits to 87.5%. Families who felt that the District is building trusting relationships in creased by 4% points, from 76% to 80%. Also significantly increased was the percentage of families who felt that school staff collaborated with families for improved student progress, from 69% to 81%. Results regarding the welcoming environment suggest that this action is having positive, intended effects and should be continued.

Action and/or service based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:
To support our greater learning community, the District will establish well-defined procedures to address the needs of our Low-Income, English Learner, and Foster Youth families. Procedures will include, but not be limited to:

- Translation services for communications at family events
- Maintaining welcoming environments at schools and District facilities
- Information about how to access school and community resources to support the family health and wellness and enhance behavioral and academic success for students provided by parent outreach by the Family Liaison, meetings conducted the Community Schools Coordinator and other District staff, and materials regarding those resources available at school sites.

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

Action 3.3

Needs, Conditions, or Circumstances:

There is still a need to continue family outreach and determine why, in light of the responses noted above, there was a decline in the family engagement survey results, reflected in the percentages agreeing that there was 2-way, school/home communication, declining from 81% to 76%, and those who felt the District provided support for families to understand and exercise their legal rights and advocate for their children, which fell from 62% to 57%.

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

Partner-Informed Decision Making: To support improved outcomes for Low-Income students, English Learners, and Foster Youth in academic performance and school engagement, and to decrease inequalities in performance results on state and local measures through increased family engagement, the District will use multiple sources of information to make decisions that affect our school communities. This includes the use of survey data, advisory committee meetings, and providing training for parents and families through Family Empowerment Workshops such as the Parent Institute for Quality Education (PIQE) or the CSU, Fresno Parent University.

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

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

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

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

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

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

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

The Laton Unified School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of $9,420,917 in LCFF base funding constraints the services the District is able to provide. After examining the needs of our unduplicated students, the District will use LCFF supplemental and concentration (S/C) funds of $4,526,655.00 and other resources to provide the additional actions and services as described above. For example, in order to improve academic outcomes for our Low-Income and English Learner students, the District has implemented a comprehensive Dual Immersion Language program.

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

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

The planned percentage of 67.66% to increase/improve services for English learners, foster youth, and low-income students exceeds the required percentage of 66.62%

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

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

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,949,817.00	$602,680.87	$42,361.00	$293,365.00	$11,888,223.87	$7,722,802.00	$4,165,421.87

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Outstanding Staff	All	$5,805,213.00	$418,521.00	$42,361.00	$218,365.00	$6,484,460.00
1	1.2	Dual Immersion Language Program	English Learners Foster Youth Low Income	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
1	1.3	Teacher Collaboration for Improving Instruction	English Learners Foster Youth Low Income	$247,574.00	$0.00	$0.00	$12,000.00	$259,574.00
1	1.4	Effective Professional Development	English Learners Foster Youth Low Income	$505,050.00				$505,050.00
1	1.5	Tiered Academic Supports	English Learners Foster Youth Low Income	$1,194,421.00	$0.00	$0.00	$0.00	$1,194,421.00
1	1.6	Access to a Broad Curriculum	English Learners Foster Youth Low Income	$185,000.00				$185,000.00
1	1.7	After School Program	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
1	1.8	Supplemental/Intervention Materials	English Learners Foster Youth Low Income	$180,000.00	$0.00	$0.00	$0.00	$180,000.00
1	1.9	English Learner Supports	English Learners	$50,000.00	$0.00	$0.00	$28,000.00	$78,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Summer School Program	All		$117,108.00			$117,108.00
1	1.11	Create a Culture of Post-Secondary Success	English Learners Foster Youth Low Income	$86,000.00	$4,000.00		$35,000.00	$125,000.00
1	1.12	Early Childhood Education	English Learners Low Income	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
1	1.13	Students with Exceptional Needs	Students with Disabilities		$63,051.87			$63,051.87
1	1.14	Smaller Class Sizes	English Learners Foster Youth Low Income	$700,000.00				$700,000.00
2	2.1	Well-Maintained Facilities	All	$390,366.00	$0.00	$0.00	$0.00	$390,366.00
2	2.2	Transportation	All	$176,583.00				$176,583.00
2	2.3	Positive School Climate	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
2	2.4	Social/Emotional Learning and Supports	English Learners Foster Youth Low Income	$314,610.00	$0.00	$0.00	$0.00	$314,610.00
2	2.5	Safe Schools	All	$1,000.00				$1,000.00
2	2.6	Improve Attendance	Low Income	$179,000.00				$179,000.00
2	2.7	Restorative Practices	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.8	Expand Access to Athletic Fields and Recreational Areas	English Learners Foster Youth Low Income	$500,000.00				$500,000.00
2	2.9	School Safety and Connectedness	All	$50,000.00				$50,000.00
3	3.1	Increase Community Outreach and Family Engagement	English Learners Foster Youth Low Income	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
3	3.2	Support Our Greater Learning Community	English Learners Foster Youth	$30,000.00	$0.00	$0.00	$0.00	$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Partner-Informed Decision Making	English Learners Foster Youth Low Income	$10,000.00	$0.00	$0.00	$0.00	$10,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,690,347.00	$2,436,858	36.42%	30.20%	66.62%	$4,526,655.00	0.00%	67.66 %	**Total:**	$4,526,655.00
								LEA-wide Total:	$4,456,655.00
								Limited Total:	$50,000.00
								Schoolwide Total:	$20,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Dual Immersion Language Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0.00
1	1.3	Teacher Collaboration for Improving Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,574.00	0.00
1	1.4	Effective Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$505,050.00	0.00
1	1.5	Tiered Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,194,421.00	0.00
1	1.6	Access to a Broad Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,000.00	0.00
1	1.7	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Supplemental/Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	0.00
1	1.9	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	0.00
1	1.11	Create a Culture of Post-Secondary Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,000.00	0.00
1	1.12	Early Childhood Education	Yes	Schoolwide	English Learners Low Income	Specific Schools: Laton Elementary Pre-school	$20,000.00	0.00
1	1.14	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Laton Elementary	$700,000.00	0.00
2	2.3	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0.00
2	2.4	Social/Emotional Learning and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,610.00	0.00
2	2.6	Improve Attendance	Yes	LEA-wide	Low Income	All Schools	$179,000.00	0.00
2	2.7	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0.00
2	2.8	Expand Access to Athletic Fields and Recreational Areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	0.00
3	3.1	Increase Community Outreach and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0.00
3	3.2	Support Our Greater Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0.00
3	3.3	Partner-Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth	All Schools	$10,000.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,486,134.87	$9,587,568.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Outstanding Staff	No	$6,484,460.00	$7,281,700.00
1	1.2	Dual Immersion Language Program	Yes	$50,000.00	$50,000.00
1	1.3	Teacher Collaboration for Improving Instruction	Yes	$259,574.00	$259,574.00
1	1.4	Effective Professional Development	Yes	$337,896.00	$113,021.00
1	1.5	Tiered Academic Supports	Yes	$1,194,421.00	$588,500.00
1	1.6	Access to a Broad Curriculum	No	$113,205.00	$55,000.00
1	1.7	After School Program	Yes	$75,000.00	$75,000.00
1	1.8	Supplemental/Intervention Materials	Yes	$180,000.00	$150,870.00
1	1.9	English Learner Supports	Yes	$78,000.00	$50,000.00
1	1.10	Summer School Program	No	$117,108.00	$117,108.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Create a Culture of Post-Secondary Success	Yes	$62,500.00	$7,000.00
1	1.12	Early Childhood Education	Yes	$20,000.00	$10,000.00
1	1.13	Students with Exceptional Needs	No	$63,051.87	$55,000.00
2	2.1	Well-Maintained Facilities	No	$390,366.00	$282,835.00
2	2.2	Transportation	No	$176,583.00	$176,583.00
2	2.3	Positive School Climate	Yes	$50,730.00	$25,000.00
2	2.4	Social/Emotional Learning and Supports	Yes	$214,610.00	$213,027.00
2	2.5	Safe Schools	No	$880.00	$880.00
2	2.6	Improve Attendance	No	$2,750.00	$2,505.00
2	2.7	Restorative Practices	Yes	$25,000.00	$11,965.00
2	2.8	Expand Access to Athletic Fields and Recreational Areas	Yes	$500,000.00	$50,000.00
2	2.9	School Safety and Connectedness	No	$50,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Increase Community Outreach and Family Engagement	Yes	$25,000.00	$7,000.00
3	3.2	Support Our Greater Learning Community	Yes	$5,000.00	$5,000.00
3	3.3	Partner-Informed Decision Making	Yes	$10,000.00	$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,302,197	$3,008,731.00	$1,615,957.00	$1,392,774.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Dual Immersion Language Program	Yes	$50,000.00	$50,000.00	0.00	0.00
1	1.3	Teacher Collaboration for Improving Instruction	Yes	$247,574.00	$259,574.00	0.00	0.00
1	1.4	Effective Professional Development	Yes	$337,896.00	$113,021.00	0.00	0.00
1	1.5	Tiered Academic Supports	Yes	$1,194,421.00	$588,500.00	0.00	0.00
1	1.7	After School Program	Yes	$75,000.00	$75,000.00	0.00	0.00
1	1.8	Supplemental/Intervention Materials	Yes	$180,000.00	$150,870.00	0.00	0.00
1	1.9	English Learner Supports	Yes	$50,000.00	$50,000.00	0.00	0.00
1	1.11	Create a Culture of Post-Secondary Success	Yes	$23,500.00	$7,000.00	0.00	0.00
1	1.12	Early Childhood Education	Yes	$20,000.00	$10,000.00	0.00	0.00
2	2.3	Positive School Climate	Yes	$50,730.00	$25,000.00	0.00	0.00
2	2.4	Social/Emotional Learning and Supports	Yes	$214,610.00	$213,027.00	0.00	0.00
2	2.7	Restorative Practices	Yes	$25,000.00	$11,965.00	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Expand Access to Athletic Fields and Recreational Areas	Yes	$500,000.00	$50,000.00	0.00	0.00
3	3.1	Increase Community Outreach and Family Engagement	Yes	$25,000.00	$7,000.00	0.00	0.00
3	3.2	Support Our Greater Learning Community	Yes	$5,000.00	$5,000.00	0.00	0.00
3	3.3	Partner-Informed Decision Making	Yes	$10,000.00	$0.00	0.00	0.00

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,289,812.00	$2,302,197	19.29%	55.89%	$1,615,957.00	0.00%	25.69%	$1,899,544.73	30.20%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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