Laton Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Laton Elementary School
Street	6065 E Latonia
City, State, Zip	Laton, CA 93242
Phone Number	(559) 922-4030
Principal	Jeanna White
Email Address	jwhite@latonunified.org
School Website	www.latonunified.org
Grade Span	K-5
County-District-School (CDS) Code	10622816006902

2025-26 District Contact Information

District Name	Laton Joint Unified
Phone Number	(559) 922-4015
Superintendent	Lupe G. Nieves
Email Address	lnieves@latonunified.org
District Website	www.latonunified.org

2025-26 School Description and Mission Statement

Laton Unified School District

MISSION STATEMENT

Our mission at Laton Unified School District is to inspire students to become creative, independent learners who are empowered to lead and positively impact society.

VISION STATEMENT

2025-26 School Description and Mission Statement

Our vision at LUSD is to foster a culture of collaboration, communication, and professional growth in which all stakeholders feel valued and empowered.

Laton Elementary School

MISSION STATEMENT

All students will receive a sound secure cooperative student centered education. The dignity and worth of every individual will be recognized. Students will be encouraged to develop to their highest potential and to attain the skills, knowledge, and the attitude necessary to become productive human beings and to meet all state and district curriculum standards necessary to insure academic success.

SCHOOL VISION STATEMENT

Require each student to master basic learning skills;
Engage each student in work that requires mastery of higher order thinking and problem-solving skill;
Enhance the character development and interpersonal skills of each student; and
Encourage parents to actively participate in their child's learning experiences.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	48
Grade 2	38
Grade 3	40
Grade 4	49
Grade 5	39
Total Enrollment	274

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
Black or African American	1.1
Hispanic or Latino	89.8
White	8.8
English Learners	29.2
Foster Youth	0.4
Homeless	2.9
Migrant	2.2
Socioeconomically Disadvantaged	87.6
Students with Disabilities	9.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	94.44	33.1	83.9	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	1.27	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.56	1.5	3.8	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.3	11	15831.9	5.67
Total Teaching Positions	18	100	39.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	97.14	34.5	86.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	2.5	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.86	0.5	1.25	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	1.25	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.4	8.54	14303.8	5.15
Total Teaching Positions	17.5	100	39.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.6	94.32	35.9	87.67	230039.4	100
Intern Credential Holders Properly Assigned	1	5.68	1	2.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.4	1.05	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	1.22	12112.8	4.34
Unknown/Incomplete/NA	0	0	3.1	7.58	13705.8	4.91
Total Teaching Positions	17.6	100	41	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders	0
Mathematics	Great Minds/Eureka Math	0
Science	Amplify/Amplify Digital	0
History-Social Science	McGraw Hill Impact	0
Foreign Language	N/A	0
Health	Spark PE	0
Visual and Performing Arts	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

In regards to the current conditions and any planned improvements Laton Elementary School will receive general routine maintenance and meet the basic requirements for sustaining health and safety for all staff, students and the community. The maintenance department is provided weekly reports of noted concerns and as a result will make any repairs or changes necessary to allow for the preservation of a safe and orderly environment.

During the reporting year, the District completed several significant facilities improvement projects to support student learning and campus safety. Construction was completed on a new three-classroom Transitional Kindergarten wing, expanding instructional space to better serve early learners. This project was funded through a Transitional Kindergarten Facilities Grant.

In addition, the District completed the installation of two portable classroom units and one portable restroom facility, increasing overall campus capacity and ensuring appropriate access to instructional and support spaces. The District also installed a permanent metal shade structure adjacent to the cafeteria, replacing an aging fabric shade structure that had reached the end of its useful life.

School Facility Conditions and Planned Improvements

The portable classrooms, restroom facilities, and shade structure projects were funded using ESSER funds. All projects have been fully installed and completed, enhancing the learning environment and supporting student health, safety, and comfort.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		One AC unit needs to be replaced
Interior: Interior Surfaces			X	Chipped ceiling tiles. soft spots in floor
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			Outlet no power
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Toilet has low pressure, faucet leaks
Safety: Fire Safety, Hazardous Materials			X	Gopher holes, too many items in classroom
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	26	25	27	47	48
Mathematics (grades 3-8 and 11)	20	17	17	17	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	128	123	96.09	3.91	26.02
Female	64	62	96.88	3.12	35.48
Male	64	61	95.31	4.69	16.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	110	106	96.36	3.64	26.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	14	93.33	6.67	28.57
English Learners	39	34	87.18	12.82	23.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	112	96.55	3.45	26.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	14	93.33	6.67	21.43

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	128	127	99.22	0.78	17.32
Female	64	64	100.00	0.00	20.31
Male	64	63	98.44	1.56	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	110	110	100.00	0.00	15.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	14	93.33	6.67	35.71
English Learners	39	38	97.44	2.56	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	115	99.14	0.86	18.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	14	93.33	6.67	7.14

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10.87	21.05	10	14.19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100.00	0.00	21.05
Female	21	21	100.00	0.00	28.57
Male	17	17	100.00	0.00	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	24.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	22.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87%	84%	94%	89%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The focus of parent involvement will be on creating a cohesive relationship between parents ,students, and teachers to collaborate in guiding our goals and mission for the school site. The main goal will be to improve home to school communication and build parental awareness in helping to make decisions to guide our school towards high academic and social-emotional success for all students. We will invite parents and the community to be involved in various activities such as Back to School Night, Dia de los Muertos, Halloween Parade, Native American Appreciation Day, Las Posadas, Fall Carnival, Book Fair, Parent Workshops, and other events. Parents will be contacted through notices and ParentSquare communication to inform parents of upcoming events as well as posting information on the school marquee and the school calendar.

Training for parents will include Powerschool, Anti-Bullying, Internet Safety, A-G Requirements, and supporting their child school.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	293	288	33	11.5
Female	146	143	18	12.6
Male	147	145	15	10.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	264	259	26	10.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	25	4	16.0
English Learners	96	93	11	11.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	257	254	33	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	35	3	8.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.32	4.79	6.83	10.84	6.3	7.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.83	0.00
Female	4.79	0.00
Male	8.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	28.00	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Laton Elementary School has established policies and procedures that are continually being updated to meet state requirements to guarantee maintenance of a safe, healthful, orderly campus that promotes a positive attitude and a sense of pride in school and community. Earthquake, fire drills, and lockdown procedures are scheduled on a regular basis and staff members have been instructed on best practices for student safety.

As a continuing effort to ensure school safety, Laton Unified School District has expanded partnerships with local enforcement offices and provides private security on all of our school campus'. Additionally, the plan will meet the requirements of Assembly Bill 1747 which requires schools to consult with "other first responders." The District's plan will focus on procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school related functions.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	0	0
1	20	1	1	0
2	16	2	0	0
3	18	1	1	0
4	16	2	0	0
5	18	2	0	0
6	0	0	0	0
Other	20	1	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	0
1	17	2	0	0
2	18	2	0	0
3	16	2	0	0
4	20	1	1	0
5	16	3	0	0
6	0	0	0	0
Other	17	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	24		2	
2	19	1	1	
3	17	2		
4	19	1	1	
5	20	1	1	
Other	18	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.33
Social Worker	0
Nurse	.75
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.50
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6554	1104	5450	61,223
District	N/A	N/A	10481	$74,291.21
Percent Difference - School Site and District	N/A	N/A	-63.2	-19.3
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-68.6	-34.0

Fiscal Year 2024-25 Types of Services Funded

Title I Part A – Basic Grants Law Income and Neglected
Migrant
Special Education
Title IIA – Improving Teacher Quality
Title III – Limited English Proficient Students
Title VI – Rural and Low Income Schools
LCFF - Local Control Funding Formula

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,462	$54,773
Mid-Range Teacher Salary	$70,342	$78,981
Highest Teacher Salary	$110,072	$117,337
Average Principal Salary (Elementary)	$126,115	$128,425
Average Principal Salary (Middle)	$126,115	$137,947
Average Principal Salary (High)	$129,620	$138,809
Superintendent Salary	$143,272	$176,162
Percent of Budget for Teacher Salaries	23.72%	24.71%
Percent of Budget for Administrative Salaries	4.81%	5.91%

Professional Development

Teachers and support staff will play a vital role in helping students achieve California Content Standards. Throughout the school year, professional development will be offered to enhance staff knowledge in delivering research based classroom instructional strategies. Professional development will occur through grade level curriculum writing and district wide professional learning sessions. Specific training that will take place throughout the school year include: Common Core Implementation training in the area of Math and ELA, curriculum writing, promethean board leveled training, web page building, and enhancing creativity in students through classroom instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	