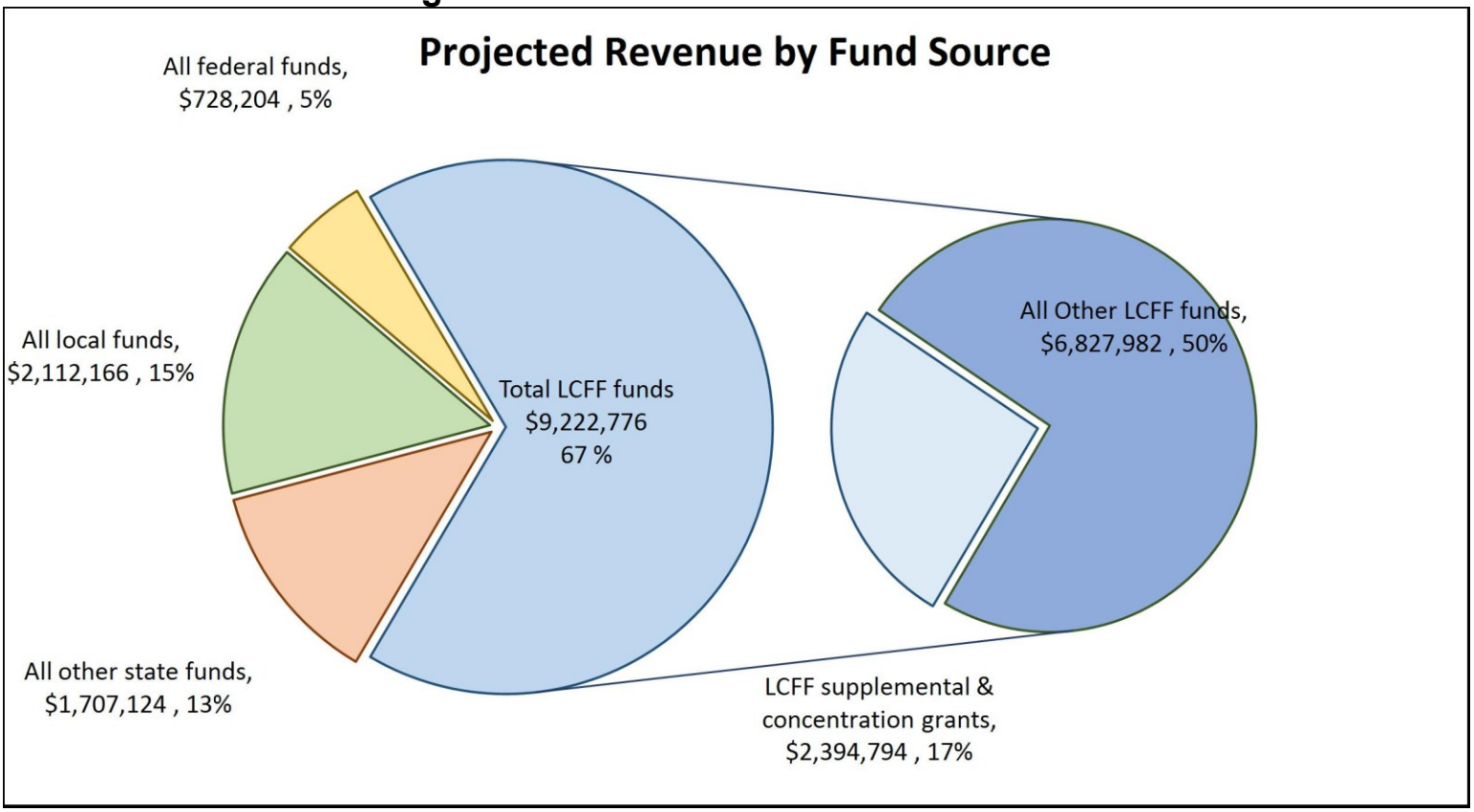
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laton Unified School District
CDS Code: 10-62281-00000000000
School Year: 2025-26
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 2025-26 School Year

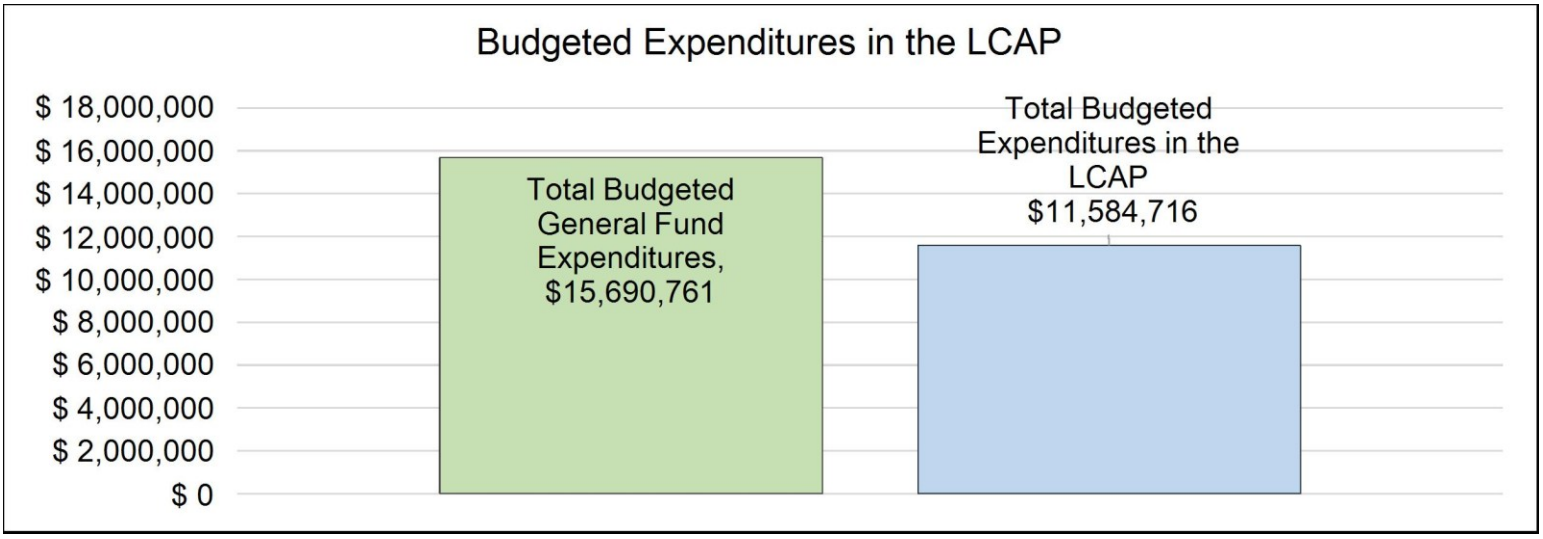


This chart shows the total general purpose revenue Laton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laton Unified School District is $13,770,270, of which $9,222,776 is Local Control Funding Formula (LCFF), $1,707,124 is other state funds, $2,112,166 is local funds, and $728,204 is federal funds. Of the $9,222,776 in LCFF Funds, $2,394,794 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.



This chart provides a quick summary of how much Laton Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Laton Unified School District plans to spend $15,690,761 for the 2025-26 school year. Of that amount, $11,584,716 is tied to actions/services in the LCAP and $4,106,045 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

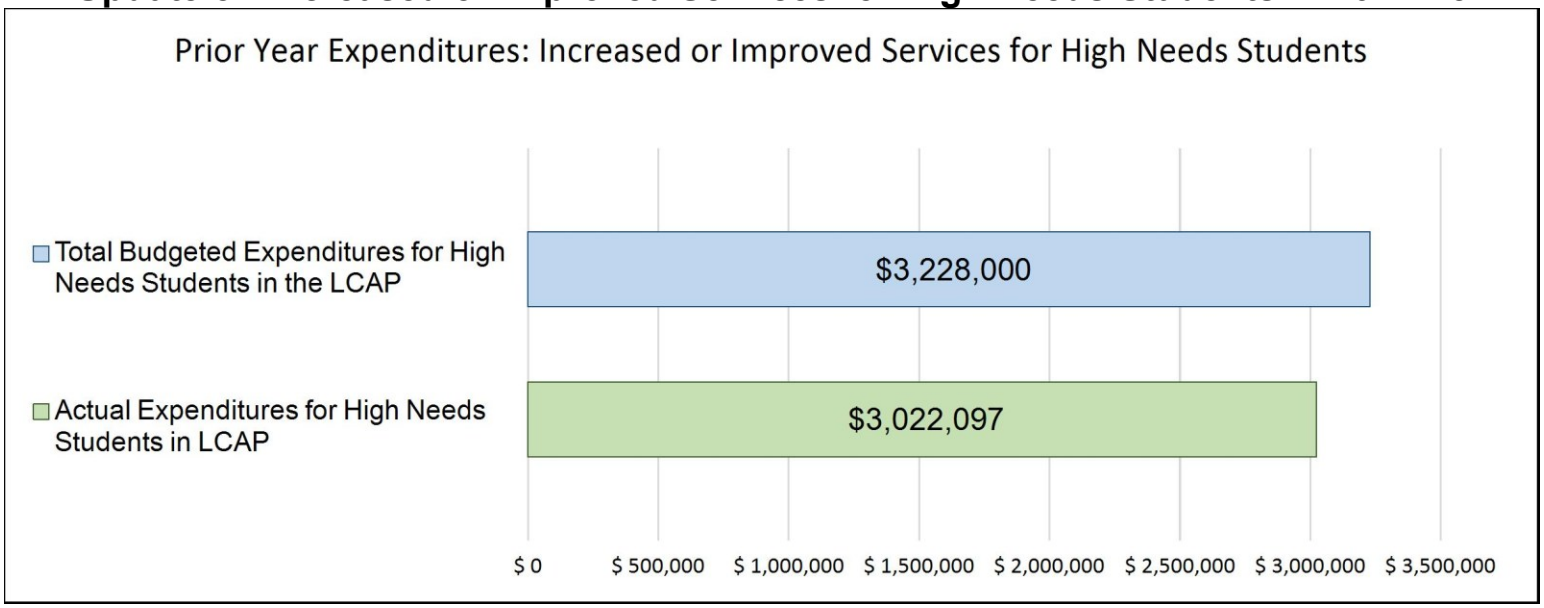
Increased Focus on Core SEL Services: By explicitly excluding expenditures such as teacher and administrator wages, benefits, and special education costs from the LCAP, there is an opportunity to allocate more resources directly toward social-emotional learning programs. This will lead to enhanced SEL curriculum, more comprehensive training for staff, and better support for students' emotional and mental well-being.
Enhanced Teacher and Administrator Well-Being: By ensuring that wages and benefits for teachers and administrators are secured outside of LCAP, educators may experience improved job satisfaction and stability, which will positively impact their ability to support student's social and emotional needs, as they are less likely to be distracted by financial insecurity or administrative concerns.
Focused Special Education Support: Allocating special education coordinator salaries and services outside of the LCAP allows for a dedicated focus on essential services, ensuring that students requiring special education receive tailored and consistent support. This specialized attention can significantly contribute to these students' social-emotional development.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Laton Unified School District is projecting it will receive $2,394,794 based on the enrollment of foster youth, English learner, and low-income students. Laton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Laton Unified School District plans to spend $3,229,065 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 2024-25



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 2024-25, Laton Unified School District's LCAP budgeted $3,228,000 for planned actions to increase or improve services for high needs students. Laton Unified School District actually spent $3,022,097 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $205,903 had the following impact on Laton Unified School District’s ability to increase or improve services for high needs students:

The $205,903 difference in 2024-25 planned and actual expenditures to increase services for high needs students represents lass the 6.5% of the planned expenditures, and was primarily a result of the District not filling positions that were part of contributing actions, including the Social Worker to work with families in the community "hub" (Action 1.1), the part time custodian (Action 1.1), and the Assessment Coordinator (Action 2.3). These roles were filled, in large part, by existing staff. The difference had no significant impact on the increased services that were provided to high needs students.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

At Laton Joint 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. We are committed to providing equitable opportunities, fostering a nurturing environment, and implementing evidence-based strategies that address disparities and empower all students to succeed.

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 603 students in Transitional Kindergarten and the K-12 program. Most students qualify for Free and Reduced Lunch, with 88.2% considered Socioeconomically Disadvantaged or Low-Income. We are a diverse District, with 87.4% of our students Hispanic/Latino, 10.6% White, and less than 1% African American or Two or More Races. English Learners make up 27.7% of our students. Foster Youth are less than 1%, and homeless students have increased from 1.7% of our student population in 2023-24 to 4.0% in 2024-25. However, data are seldom reported for their group due to privacy concerns. Special Education Program students comprise 12.8% of our population. (2024-25 Enrollment data from DataQuest)

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. In recent years, the program has faced challenges in maintaining fidelity of implementation due to staff turnover. The District is taking steps to address the issue and continues to support the program through hiring of appropriately credentialed teachers and providing training in best practices for dual-immersion learning.

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

For the 2025-26 school year, Laton Online Academy will receive Equity Multiplier funds, which will be addressed in Goal 5.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

State Assessments, 2024 California School Dashboard, SBAC Distance from Standard (Table 1)
The Overall performance level, as well as those for Low-Income students, English Learners, and all student groups, with the exception of White students, showed improvement in ELA. The size of the White student group is small, and can be significantly affected by the changes in scores for just a few students. While the improvements for Low-Income students and Students with Disabilities did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners.
Math results also showed Overall increases in students' scores. Most student groups experienced improvements, except a slight decline (0.2

point) for Low-Income students, and a larger decline in results for Students with Disabilities. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners.
Inequalities remain between English Learners, Long-Term English Learners, and Low-Income students and the Overall student group, which the District will address by continuing the actions that have shown to have positive impacts on those students' performance.

State Assessments, 2024 SBAC Percentage of Students Meeting or Exceeding Standard (Table 2)
The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for all other groups, with the exception of White students, who showed a very slight decline and Long-Term English Learners (LTEL), who showed no change. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL.
As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the All Students group in both areas. Significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities, but that they still need extra supports (Action 2.9) on their journey to ELA and math proficiency.

State Assessments, 2024 California Science Test Percentage of Students Meeting or Exceeding Standard (Table 3)
Examining the most recent CST results, we saw declines overall and for all student groups. The inequality in performance between Low-Income students and non Low-Income students is readily apparent, as are inequalities between those two groups and English Learners. The data clearly show the need for additional supports to lessen these inequalities in results and raise achievement levels for Low-Income students, English Learners, LTEL, and Students with Disabilities.

For the current year, District Benchmark Assessments show the following progress (Table 4)
These data suggest that our students in grades K-5 continue to struggle in meeting or exceeding benchmark standards on the STAR literacy assessment. The assessment items will need to be reviewed to identify specific areas in which students were challenged in order to address those needs. LMS students showed more positive results in reading, and the significant drops in percentages needing "urgent intervention" in math were positive news. However, the low percentages of students "at or above benchmark" in all areas give rise to concern, especially with 88% of students who were assessed were Low-Income, and 30% were English Learners.

2024 California School Dashboard: English Learner Progress Indicator (ELPI)
As a result of the efforts by District staff in implementing actions in Goal 1 and Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level.
Because of the improvements seen in English Learners' progress in acquiring English, the District will continue to implement its English Learner Master Plan, which is aligned with the English Learner Roadmap. Included in that plan, and the 2025-26 LCAP, are practices that will more closely monitor EL and RFEP students' progress and immediately adjust instruction as warranted by data students' needs. In Action 2.7, after-school and Saturday Academy classes targeted for English Learners will provide opportunities for English language development,

credit recovery, support for A-G class success, high-stakes test preparation (e.g., AP), and other academic support services. Teaching Fellows will serve as tutors to support ELD and additional instructional support.

The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%.

Early Assessment Program (EAP), 2024 Percentage of 11th Grade Students Scoring "Ready" (Table 5):
The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP increased Overall, while declining for Low-Income students and Hispanic students, the only student groups for whom results are reported. The percentage of 11th-grade students scoring "ready" in the Math EAP also declined Overall, and for Low-Income students and Hispanic students, after seeing significant gains for Low-Income students in 2023. The differences in Overall results and those for Low-Income students has created inequalities between Low-Income students and Overall students' performance. Additionally, significant inequalities remain between LUSD Low-Income students and their peers countywide, in ELA and math (County, 25.9% and 8.3%, respectively).

The 2024 A-G and CTE Completion Rates (Table 6)
The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) decreased Overall and for Low-Income and Hispanic students.
Results for CTE completion rates also showed declines for all groups while still maintaining completion levels exceeding 70%. Declines in both of these indicators resulted in declines in the combined A-G/CTE completion metric.

2024 California School Dashboard: College and Career Indicator, Percentage of students meeting "Prepared" requirements (Table 7):
We were pleased to see increases in this indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students and Hispanic students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course.

The 2024 California School Dashboard, Graduation Rates (Table 8):
After two consecutive years of increases, graduation rates dipped, by 9% Overall, to 86.7%. Results for Low-Income students and Hispanic students also declined. Data showed that 26 out of 30 students in the 2024 cohort met graduation requirements compared to 44 of 46 in 2023. In a further examination into the data, we discovered that all of the non-graduating seniors were attending the Laton Online Academy. This information leads the District to examine individual cases at LOA to determine what led to less than half of those seniors graduating. The specific data cannot be reported since the cohort in less than 11.
Since 100% of seniors attending Laton High graduated, we believe that continued implementation of Actions 2.3 and 2.4, 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, shifting focus to positive behaviors and high school students as role models, will maintain their grad rates above the 95% marker. Character Counts aids 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 expectation, we will continue the implementation of those actions.

Parent Educational Partners continue to laud the Dual-Immersion program and suggested that it be expanded. Low-Income students, English Learners, and all student groups, showed improvement in both ELA and math In recent years, and we believe that the Dual-Immersion

program has contributed to those improvements. The program has faced some challenges in maintaining fidelity of implementation due to staff turnover. The District is taking steps to address the issue and continues to support the program's success through hiring of appropriately credentialed teachers and providing training in best practices for dual-immersion learning.

Teachers' ratings of the implementation of state standards remained at 3.4, between "Initial Implementation" and "High Implementation" on a scale of 1 ("Research Phase") to 5 ("Full and Sustained implementation").

Suspension rates from the 2024 Dashboard (Table 9):
As seen in the table, there was an Overall improvement in the suspension rate, and improvements for all student groups. These data confirm that actions addressing suspension rates -- 3.3, 3.4, 3.7, and 3.8 -- have yielded the planned results.
We will continue to address suspension rates by providing social-emotional and mental health support 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. The District remains committed to identifying and reaching out to students who might benefit from participation in social-emotional support. 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 support, and the focus continues to increase in that area. In observing students' behaviors at all levels, District staff acknowledges that our students are still navigating the process of adjustment, re-acclimating, and dealing with the task of relearning social skills in the aftermath of the pandemic.

2024 California School Dashboard: Chronic Absenteeism (Table 10):
Chronic absenteeism rates continued to improve significantly Overall and for all student groups, with the exceptions of English Learners and LTEL. The Overall group, Low-Income students, Students with Disabilities, White students, and Hispanic students all achieved the Yellow performance level. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates. 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
- Collaborate with the community liaison, parents, teachers, and administrators to increase communication and eliminate barriers interfering with school attendance.

However, the results have not been as expected for Students with Disabilities, and the rate for that group increased by 3.3% points, leading to the assignment of a "Red" or lowest performance level. As a result, an action will be included in the LCAP specifically to address that metric for SWD.

The overall District attendance rate was 94%.

We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%. 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.

The percentage of parents who responded that they feel welcome at their children's schools increased from 65% to 79%. The percentage of parents who feel their children are safe at school also increased, from 80% to 84.4%. These results confirm that the District's continued parent and community meetings over the last three years to develop the LCAP and the Community Schools plan have had a positive impact. The family engagement survey results improved from 3.7 to 3.8, and it is evident that there is a need to continue the family outreach activities that have seen success.

The 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.

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.

Required Actions:
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 3.8 -- Districtwide, Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students were all assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The Overall group, Low-Income students, English Learners, and Hispanic students all achieved the Yellow performance level.
- Action 3.8 -- At Laton Middle School, Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students were all assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The Overall group, Low-Income students, English Learners, and Hispanic students all achieved the Yellow performance level.
- Action 3.8 -- At Laton High School, Suspension rates for All Students, Low-Income students, English Learners, and Hispanic students were all assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The Overall group, Low-Income students, English Learners, LTEL, and Hispanic students all achieved the Green performance level, second only to Blue as the best performance level.
- Action 3.9 -- At Laton Elementary School, Suspension rates for Students with Disabilities, was assigned the Red performance level, resulting in the creation of this action. Dashboard results show that the suspension rate increased for that group at LES. The school will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements.
- Action 3.10 -- Districtwide, at Laton Middle School, and at Laton Elementary School, Chronic Absenteeism for Students with Disabilities was assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The rate at LES improved to the Green performance level.
- Action 2.16 -- Districtwide, at Laton Middle School, and at Laton Elementary School, the English Learner Progress Indicator (ELPI) was assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The ELPI at LMS improved to the Green performance level.
- Action 2.16 -- At Laton Elementary School, the ELA Distance from Standard for English Learners was assigned the Red performance level, resulting in the creation of this action. To address this issue, the possible reasons will be identified and a specific action or actions to address them will be included in the LCAP. Dashboard results show that the indicator improved from Red to Orange for English Learners at LES.

As part of Laton Unified School District's continued efforts to address learning recovery and acceleration, the District acknowledges the carryover of $123,338.99 in Learning Recovery Emergency Block Grant (LREBG) funds (Resource 7435) from the 2022–23 fiscal year. According to the District's 2024–25 budget records, these funds are projected to carry forward into the 2025–26 fiscal year. The District intends to conduct a needs assessment and create a plan to expend the LREBG beginning in the 2026-27 school year.

In alignment with Education Code 32526(c), these funds will be allocated for allowable purposes that support the academic and social-emotional recovery of students, including but not limited to:

- Extended learning time through expanded after-school and intersession opportunities;
- Targeted supports designed to accelerate progress for students disproportionately impacted by the pandemic;
- Integrated pupil supports aimed at addressing barriers to learning and improving student well-being.

This carryover funding is included in the LCAP for the period of July 1, 2025, through June 30, 2028, in accordance with Education Code 52064.4, and will be monitored to ensure it is expended on strategies that promote equitable learning recovery across all student groups.

DISTANCE FROM STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
OVERALL	64.9 points below	15.7 points improvement	98.4 points below	3.2 points improvement
LOW-INCOME	72.1 points below	9.7 points improvement	104.5 points below	0.2 points decline
ENGLISH LEARNERS	86.7 points below	23.0 points improvement	118.4 points below	1.2 points improvement
LTEL	112.9 points below	23.3 points improvement	161.2 points below	9.6 points improvement
HISPANIC	68.1 points below	18.9 points improvement	101.8 points below	3.4 points improvement
WHITE	46.1 points below	3.7 points decline	79.1 points below	0.3 points improvement
HOMELESS	109 points below	n/d	193.8 points below	n/d
STUDENTS W/DISABILITIES	90.3 points below	4.6 points improvement	119.8 points below	7.7 points decline

Table 1

MEETING OR EXCEEDING STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
OVERALL	24.5%	4.8% improvement	17.0%	5.0% improvement
LOW-INCOME	23.4%	4.0% improvement	14.5%	3.3% improvement
NON LOW-INCOME	29.5%	8.1% improvement	27.4%	10.7% improvement
ENGLISH LEARNERS	6.5%	3.3% improvement	3.3%	2.3% improvement
LTEL	0%	no change	0%	no change
HISPANIC	22.7%	5.2% improvement	15.9%	5.1% improvement
WHITE	36.6%	0.5% decline	24.4%	7.3% improvement
STUDENTS W/DISABILITIES	7.7%	4.9% improvement	5.3%	2.5% improvement

Table 2

MEETING OR EXCEEDING STANDARD:	SCIENCE	CHANGE FROM 2023
OVERALL	9.9%	3.6% decline
LOW-INCOME	7.3%	5.0% decline
NON LOW-INCOME	22.7%	2.3% decline
ENGLISH LEARNERS	0%	no change
LTEL	0%	n/d
HISPANIC	9.1%	1.8% decline
WHITE	16.7%	10.0% decline
STUDENTS W/DISABILITIES	5.9%	0.8% decline

Table 3

District Benchmark Assessments (STAR): Change from Baseline	At/Above Benchmark/ Level 4		On Watch/ Level 3		Intervention/ Level 2		Urgent Intervention/ Level 1		Average Change in Score
	Tri 1	Tri 3	Tri 1	Tri 3	Tri 1	Tri 3	Tri 1	Tri 3	
LES Early Literacy	30%	18%	11%	9%	23%	36%	36%	36%	24.2 points increase
LES Reading	13%	8%	20%	22%	20%	22%	46%	49%	0.7 points increase
LES Math	9%	5%	14%	10%	19%	35%	58%	50%	21.7 points increase
LMS Reading	5%	7%	17%	15%	27%	29%	51%	49%	2.2 points decline
LMS Math	7%	6%	11%	16%	22%	24%	60%	54%	0.2 points decline

Table 4

EAP PERCENTAGE READY:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
OVERALL	13.9%	2.8% improvement	2.8%	4.6% decline
LOW-INCOME	10.0%	2.5% decline	3.3%	5.0% decline
HISPANIC	11.5%	3.2% decline	3.9%	0.3% decline

Table 5

	A-G COMPLETION	CHANGE FROM 2023	CTE COMPLETION	CHANGE FROM 2023
OVERALL	23.3%	7.1% decline	70.0%	6.1% decline
LOW-INCOME	24.2%	0.9% decline	72.4%	5.1% decline
ENGLISH LEARNERS	<11	n/d	<11	n/d
LTEL	<11	n/d	<11	n/d
HISPANIC	24.0%	8.5% decline	76.0%	1.5% decline
ASIAN	<11	n/d	<11	n/d
WHITE	<11	n/d	<11	n/d
FOSTER YOUTH	<11	n/d	<11	n/a
STUDENTS W/DISABILITIES	<11	n/d	<11	n/d

Table 6

COLLEGE AND CAREER PREPAREDNESS	2024	CHANGE FROM 2023
OVERALL	70%	0.4% improvement
LOW-INCOME	72.4%	2.4% improvement
ENGLISH LEARNERS	<11	n/d
LTEL	<11	n/d
HISPANIC	76.0%	6.0% improvement
WHITE	<11	n/d
STUDENTS W/DISABILITIES	<11	n/d

Table 7

GRADUATION RATES	2024	CHANGE FROM 2023
OVERALL	86.7%	9.0% decline
LOW-INCOME	89.7%	5.3% decline
NON LOW-INCOME	<11	n/d
ENGLISH LEARNERS	<11	n/d
LTEL	<11	n/d
HISPANIC	92.0%	3.0% decline
HOMELESS	<11	n/d
WHITE	<11	n/d
STUDENTS W/DISABILITIES	<11	n/d

Table 8

SUSPENSION RATES	2024	CHANGE FROM 2023
OVERALL	6.2%	4.5% improvement
LOW-INCOME	6.8%	4.5% improvement
NON LOW-INCOME	3.8%	3.6% improvement
ENGLISH LEARNERS	6.5%	4.7% improvement
LTEL	9.2%	12.1% improvement
HISPANIC	5.5%	4.8% improvement
WHITE	13.2%	2.0% improvement
HOMELESS	4.2%	n/d
STUDENTS W/DISABILITIES	12.9%	5.4% improvement

Table 9

CHRONIC ABSENTEEISM RATES	2024	CHANGE FROM 2023
OVERALL	12.5%	4.3% improvement
LOW-INCOME	13.8%	4.1% improvement
NON LOW-INCOME	7.3%	2.6% improvement
ENGLISH LEARNERS	13.4%	2.1% increase
LTEL	15.8%	4.7% increase
HISPANIC	11.5%	4.8% improvement
HOMELESS	25%	n/d
WHITE	18.2%	2.6% improvement
STUDENTS W/DISABILITIES	17.9%	12.2% improvement

Table 10

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Midway through the year, with the publication of the 2023 Dashboard, the District was identified as eligible for technical assistance based on English Learner (EL) results on the English Learner Progress indicator (ELPI), EL and Students with Disabilities' (SWD) suspension rates, and chronic absenteeism for SWD. In consultation with the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance (DA) team, the District identified English Learner ELPI as the area to address for DA in 2024-25.

In consultations with the DA team and local educational partners, we concluded that actions focused on developing English language skills and academic vocabulary that improve reading, writing, listening, and speaking skills would effectively address both the ELPI for our English Learners district-wide and at all schools.

Early literacy is a focus in the primary grades at Laton Elementary School, supported by English language development activities such as pre-loading and vocabulary development. The upper grades at Laton Elementary, along with Laton Middle School and Laton High, focus on reading and writing, developing a common framework and strategies that build through the grade levels, 4-12. At LMS and LHS, the focus has shifted to a to more expository writing and less narrative, supported by academic language development that better enable students to understand stories and information that they read and to communicate better in writing. The three schools articulate staff training and implementation of Differentiated Instruction. The purpose is to support teachers in "meeting the students where they are", using evidence and arranging strategies to support different abilities, such as activating prior knowledge, chunking lessons, modeling, and including multiple modalities.

The District is reviewing its English Learner Master Plan, which is aligned with the English Learner Roadmap. That plan will include practices that will more closely monitor the progress of EL, LTEL, and RFEP students and immediately adjust instruction as warranted by data and students' needs.

The Resource Teacher and Assessment Coordinator provide support as monitored by the District's Learning Director and English Language Learner Coordinator.

Implementation of this action is conducted in concert with the Fresno County Superintendent of Schools (FCSS) as the District's response to its eligibility for Differentiated Assistance (DA). The District's Improvement Team meets regularly with the FCSS DA Team to review and monitor implementation, adjusting change idea implementation, as necessary. The team debriefs meeting protocols and identifies what's working, what gaps might exist, and next steps. These improvement meetings center around the Plan, Do, Study, Act (PDSA) process. Improvement Team meets regularly to evaluate progress and develop a sustainability plan for continued improvement.

The Differentiated Assistance is described in Action 2.16.

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.

No LUSD schools are 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District Administration/Principals Meetings	District administration and school administrators met regularly throughout the school year. At each meeting, the assessment and implementation data were discussed and suggestions put forward for LCAP development. Principals, the Learning Director, and the Superintendent participated in monthly Administrators' PLC meetings. The implementation of High Impact Teaching Strategies (HITS) for instructional improvement was a topic of reflection at each meeting, as was how teachers could be most effectively supported during the current year and during the 2025-26 school year. Teachers' feedback regarding showcases, and their suggestions for improvement ,guided the planning for 2025-26. Reinforcing the collective efficacy of instructional staff was also a theme for planning.
Classified Bargaining Unit, including all Classified Staff Educational Partners	Input Meeting, February 12, 2025, with the presentation of data and draft goals and actions to support students' success. Survey, March, 2025 -- Themes from 2025 Classified Staff surveys: • Staff describe a close-knit, supportive, and caring environment. • Teachers, administrators, and support staff go above and beyond to help students succeed. • The district does well in helping English Learners (EL) and Special Education (SpEd) students thrive.

Educational Partner(s)	Process for Engagement
	• Sports, clubs, and creative arts programs make the schools stand out. • Positive guidelines and open communication are appreciated, though it was suggested that enhancing communication between departments and school sites would provide greater efficiency. • The ELOP program is highly valued by the community. • Food service, custodial, and district staff are praised for their teamwork and support. • Support staff members indicated that there is a desire for more attention to A and B students and top performers, who are sometimes overlooked. • Staff request more training on de-escalating student behavioral issues to promote consistency and prevent minor incidents from escalating. • Bilingual instructional aides indicated a desire for more meaningful tasks when their students are absent. Overall, the school is praised for its strong community, dedicated staff, and support programs but could benefit from increased attention to high-achieving students, better training for handling behavior issues, and improved interdepartmental collaboration.
Certificated Bargaining Unit, including Teacher Educational Partners	Input Meeting, February 11, 2025, with the presentation of data and draft goals and actions to support students' success. Survey, March, 2025 -- Themes from 2025 Certificated Staff surveys: Best Things About the School: • Sense of Community: Several respondents value the strong sense of community and unity among staff and students. Many teachers describe their schools as happy and supportive environments, where the staff and leadership work well together. • Supportive Staff and Leadership: Principals and leadership teams are seen as supportive and fostering a positive culture. Staff members appreciate the autonomy in their classrooms and the collaborative environment.

Educational Partner(s)	Process for Engagement
	• Positive Work Environment: The schools are seen as a places where students and staff feel connected, making them enjoyable places to work. Trimesters and reduced testing have positively impacted teaching time. Suggestions for Change: • District Policies: There was a theme of a need for communication regarding roles of district-wide staff and how resources have been allocated. • After-School Programs: A loss of clubs and activities has impacted school culture and motivation. • Professional Development (PD): Some suggested that site staffs could provide the professional development currently provided by external entities, and that time for collaborative planning would be helpful. Teacher staff members expressed a strong sense of community and appreciation for their school environment, but there are concerns regarding communication about policy changes and resource allocation, with a call for more teacher involvement in decision-making.
Students	Each school site has an Advisory Council that provides input for the LCAP throughout the year. The District also has a student representative from each school that sits on the Board and provides input for the LCAP at Board meetings. Surveyed, March, 2025 -- A Summary of Student Feedback • Field trips, parties, assemblies, and sports programs are widely appreciated. Many students also mentioned that they value their friendships and enjoy spending time with peers. • Several students mention kind and supportive teachers. • PE, recess, and free time are frequently mentioned as highlights, with many students suggesting longer or additional recess periods. • Some students enjoy the snack bar and certain food items. However, many more students requested improved food.

Educational Partner(s)	Process for Engagement
	• The condition of restrooms and a ack of privacy were also often noted. Students want cleaner and better-maintained facilities. • Several students mentioned a desire for new playgrounds and more sports equipment. • There were requests for more flexible rules, gaming privileges, and access to phones during breaks.
Parents	Meetings have been ongoing in 2024-25 through the process of implementing the Community Schools Plan. Survey, March, 2025: Themes from the Parents' Qualitative Survey: Promote Academic Success for All -- Rigorous curriculum and effective teaching are acknowledged as strengths, with access to tutoring, after-school programs, and summer school noted as valuable. Supports for Dual Immersion and English Learners are seen as impactful. Data-driven instruction and teacher collaboration are recognized. Professional development for staff is viewed positively. Parents recommended that the District expand academic support and intervention programs for struggling students; increase bilingual support staff and culturally relevant materials; offer more advanced coursework and career-technical education (CTE) opportunities; and communicate academic progress more frequently with families. Safe, Healthy & Supportive Environment -- Parents appreciate our clean, well-maintained campuses that provide a secure environment, and value athletic access and transportation availability. Full-time counselors and implementation of PBIS and Restorative Practices are applauded. Parents recommended increases in socio-emotional support services, especially for mental health, and enhance the visibility and accessibility of counselors and wellness programs; improve PBIS consistency across grade levels; offer training for staff in culturally responsive and trauma-informed practices; and consider additional extracurricular programs to boost engagement. Infrastructure & Operational Support -- Parents expressed appreciation for District upgrades to technology and campus infrastructure, which are seen as essential improvements. Efforts to

Educational Partner(s)	Process for Engagement
	improve transportation systems are welcomed, as are improvements to communication systems within the District. Parents recommended that the District continue to modernize classroom technology; address ongoing transportation scheduling or bus maintenance concerns, and increase transparency in school operations and service delivery. Collaborative Culture & Family Engagement -- Community liaison efforts have improved communication and trust. Parents value surveys that allow parent voice and feedback, and agree that Family Nights and parent education sessions are successful engagement tools. Parents agree that student leadership opportunities (e.g., “Leader in Me”) help develop responsibility. Parents recommended increased opportunities for parents to participate in decision-making; providing more events in Spanish and at flexible hours to accommodate families; expanding communication through social media and direct outreach; and developing leadership roles for parents in committees and advisory groups. 100% of parents who responded agreed that they "appreciate the actions (off-campus hubs that offer mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes; waiving fees for families to attend athletic events ; etc.) that the District has added to promote parent and community involvement". 80% of those responses "strongly agreed". 88% of parents agreed that, "As a result of the actions the District has added to promote parent and community involvement, I/my family are participating in more District and/or school activities."
Community Educational Partners	Meetings have been ongoing in 2024-25 through the process of developing the Community Schools Plan. A meeting was held on May 28, 2024, with a presentation of data and a review of prior LCAP actions to support student success. The Public Comment period ran from June 11, 2025. 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

Educational Partner(s)	Process for Engagement
	school site administrators for consideration or through a Google Form. The public hearing of the plan was held on June 25, 2025.
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.
LUSD Governing Board	The LUSD Governing Board reviews and provides input for LCAP development throughout the school year. The 2025 LCAP Mid-Year Monitoring Report, which included the most recent state and local indicator data and progress on LCAP implementation, was presented to the Board on February 12, 2025. A public hearing of the plan was held at the Board meeting of June 11, 2025. 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 25, 2025, Board meeting, the Local Indicators report was presented to the Board prior to LCAP approval. The District's 2025-26 budget was approved subsequent to the LCAP at the June 25, 2025, meeting. Public Hearing, June 11, 2025. Board Adoption, June 25, 2025. Submitted to FCSS, June 26, 2025.
Parent Advisory Committee (PAC)	The draft of the 2025-26 LCAP was presented to the Parent Advisory Committee (PAC) for review on June 9, 2025, before presentation to the Board. During LCAP draft review meetings with the PAC, zero

Educational Partner(s)	Process for Engagement
	questions were submitted that required a written response from the Superintendent.
District English Learner Advisory Committee (DELAC)	The draft of the 2025-26 Local Control and Accountability Plan (LCAP) was presented to the District English Learner Advisory Committee (DELAC) for review on June 9, 2025, before its presentation to the Board. During LCAP draft review meetings with the DELAC, zero questions were submitted that required a written response from the Superintendent.
Laton Online Academy Consultation with Educational Partners	Laton Online Academy shares a School Site Council with Laton High School. The proposed Equity Multiplier required focus goal and actions were shared with those Educational Partners. All SSC meetings are advertised and open to the public, who are invited to attend. Additionally, school and district administrators and staff were consulted to comment on the goal and actions.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1 -- As we interviewed community Educational Partners, it became clear that Community Schools and a Multi-Tiered System of Support that went beyond the four wall of the school demanded its own goal. As a result, Goal 1 was created. Parents' input lead the District to recognize the need to provide services for our community that would contribute to the health of the whole child, which meant the health and circumstances in an out of school. We built our concept of meeting the needs of children and their families on the idea of a hub where any member of the school community can seek and receive support. Each hub is run by the Liaisons, and offers mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes. In time, the hub will also provide access to clean water and services to homeless children and their families or those whose circumstances have cut off access to water or utilities, including transportation. 100% of parents who responded in the 2025 survey agreed that they "appreciate the actions (off-campus hubs that offer mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes; waiving fees for families to attend athletic events ; etc.) that the District has added to promote parent and community involvement". 80% of those responses "strongly agreed". With such an overwhelming support for this action, the District understands the need to continue it.

Some of the Partners providing input also suggested that we use the hub as the place to learn from other parents, with sessions on how to support their children's at home to be more successful in school. These parent leaders will participate in trainings to build their skills in building those of others. In addition to supporting parents at the hub, parent leaders will offer workshops, using their expertise to support others in parenting, accessing community services, and advocating for their children and their families. As parents engage in the process and build their self-efficacy, they will take a leading role in determining services at the hub.

Another powerful way in which parents will develop leadership skills is through collaboration and participation in decision-making that may start at the hub level and extend its reach to the school and District levels. Both parent and student Ed Partners have voiced the desire to amplify their voices in decision-making. Concurrently, the District will support a student advisory council, building their leadership capacities

to engage in decision-making about how students might be better-supported by other Ed Partner groups, including the schools and the hubs. Students will join with parents and staff to examine data, such as suspension rates or school climate, to make collaborative decisions that better address their needs.

The three Liaisons (elementary, middle, and high school) will continue to serve as connections between the schools and the community, and engage with families when a teacher or other school employee notices that a student is suddenly excessively absent or seems to be lacking engagement or interest in school. Having the Liaisons to reach out before administrators become involved avoids the stigma or fear of "authority" that some of our Educational Partners have noted as a concern that may be a barrier to their engagement.

Included in the above suggestions are allocating funds for staffing, professional development, community partnerships, and resources necessary for the sustainability of the Community Schools hubs and activities.

Students at the secondary level provided feedback that they felt left out of decision making, and had no voice in the matters that directly affect them. As a result the District will continue "Students will join with parents and staff to examine data and make collaborative decisions that better address their needs regarding bullying", "The examination of data related to state and local indicators", and "A 'Student Center' on each campus, a safe place for students to meet and discuss issues important to them" in Action 1.3. The 2025 survey responses from support staff included the request more training on de-escalating student behavioral issues to promote consistency and prevent minor incidents from escalating, so "provide 'de-escalating conflict' strategies for support staff" will be added to Action 1.3.

Responses from the 2025 Parent Survey underscore that the actions from Goal 1 have garnered their support. Parents lauded the community liaisons for "improved communication and trust". Anecdotal evidence from talking with families who have used services from the hub have been positive. Parents also applauded "full-time counselors and implementation of PBIS and Restorative Practices".

During the 2024-25 school year, partners from the teachers' bargaining unit agreed with the Superintendent that monthly meetings to review progress would support open communication and transparency. The 2025 support staff survey suggested that "enhancing communication between departments and school sites would provide greater efficiency." As a result, regular meetings between the Superintendent and representatives of those two groups have been added to Action 1.5.

Goal 2 -- Instructional Educational Partners suggested Renaissance Learning and Learning A-Z as effective and engaging supplementary learning programs, so they have been added to action 2.7. More than half of the teacher Educational partners identified professional support as a need. To address that need, the Action 2.4 has been revised to include "Teaching Fellows will serve as mentors to newer teachers, providing guidance, sharing best practices, and fostering a collaborative professional learning community." Feedback from conversations during the 2024-2025 school year with instructional Educational Partners, and 2025 certificated staff surveys showed a need for more teacher involvement in decision-making. As a result, the District will create a Guiding Coalition for professional development activities, reflected in Action 2.4. Action 2.4 Instructional Educational Partners suggested Renaissance Learning and Great Minds as effective and engaging supplementary learning programs for students participating in the LaunchPad program, so those have been added to Action 2.12. Family feedback from 2025 surveys indicated that the interventions, tutoring support, communication, and parent involvement addressed by revisions to Action 2.6 were positively received, and they will be continued. 2025 surveys confirmed that parents agreed that access to tutoring, after-school programs, and summer school have been valuable. Additionally, "Teaching Fellows will serve as tutors to support ELD and additional instructional support" has been added to Action 2.8 to specifically provide additional help to English Learners. The

implementation of High Impact Teaching Strategies (HITS) for instructional improvement was a topic of reflection at each Administrators' PLC meeting, as was how teachers could be most effectively supported during the current year and during the 2025-26 school year. Teachers' feedback regarding showcases, and their suggestions for improvement ,guided the planning for 2025-26. Reinforcing the collective efficacy of instructional staff was also a theme for planning. (Action 2.3) During the meetings for the development of the LCAP and Community Schools plan, it became evident to District leaders that parents of Long Term English Learners (LTEL) themselves often struggled with expressing themselves and understanding oral communications in their native language. These difficulties were exacerbated by the District's use of different staff for translation services at school events and District meetings, depending on whomever was available. To address the need for consistent communication at events, the District will hire a permanent, part-time translator for District and school meetings. Parents' support for the Dual Immersion program and supports for English Learners, and support staff responses that "The district does well in helping English Learners (EL)...thrive" on the 2025 survey confirm the need to continue Actions 2.2 and 2.8. The positive impact and need to continue action 1.13 was underscored by a theme in support staff comments on the same survey that "The district does well in helping...Special Education (SpEd) students thrive."

A survey of local conditions in collaboration with Educational Partners has shown an increasing trend for teachers to leave for nearby districts after a few years in LUSD, or for prospective teachers to refuse job offers to sign with neighboring districts. Generally cited as a primary reason for these actions is the opportunity to make a significantly higher salary and still stay in the area. In order to understand this trend, the District conducted a study of salaries in 16 Fresno County LEAs, including LUSD. Based on daily rates, we found that, in 2023-24, there were substantial differences in the salaries paid in the larger nearby districts than those paid in Laton Unified. Educational Partners have suggested that, while the culture and climate of the District are aspects they enjoy, the District needs to offer competitive salaries in order to hire and retain outstanding teachers who will provide excellent instruction for our Low-Income students, English Learners, and Foster Youth, and who will stay to use the District-provided professional development to improve their practice and better meet their students' needs. Family survey results in 2025 confirmed their "Desire for less teacher turnover to maintain consistency." Several students' responses in the most recent survey mentioned kind and supportive teachers. In order to respond to families' concerns, and to retain the teachers about whom the students responded so positively, we will implement Action 2.15.

As with Goal 1, responses from the 2025 Parent Survey underscore that the actions from Goal 2 have been welcomed by parents, as "Access to tutoring, after-school programs, and summer school", and the Dual Immersion program garnered positive comments. Parents also expressed appreciation for data-driven instruction and teacher collaboration.

Goal 3 -- Educational Partners have shared that many of our families, particularly those Low-Income families and families of Foster Youth, face health challenges and barriers to accessing care that result in their children missing school. Many of those children lack the basic and consistent health screenings and preventive care, which adversely impacts their attendance. The suggested remedy was increasing the contact time with nursing services within our school district to provide personalized health support and advocacy for Low-Income students and Foster Youth. The nurse's role will include regular health assessments, coordination of care with the district's community liaisons, and health education tailored to the specific needs of these vulnerable student populations, and will be added to Action 3.6. Regarding culture/climate and engagement, "bullying, solution finding/problem solving, and racism" were cited as areas to be addressed. Educational Partners have also expressed concerns about effective and appropriate interventions for students' behaviors at all levels. many teachers noted an improvement in student behavior compared to previous years. As a result, we will continue implementation, with integrity, of Actions 3.3 and 3.4.

2025 Parent Survey responses were also positive about the actions under Goal 3. Parents appreciated our "clean, well-maintained campuses [that] provide a secure environment" and the "full-time counselors and implementation of PBIS and Restorative Practices". Parents also praised the Leader in Me program for its opportunities to help their children develop a sense of responsibility. The recommendations to "increase socio-emotional support services, especially mental health" and to "enhance visibility and accessibility of counselors and wellness programs" will remain the purpose of this goal and the associated actions.

Goal 4 -- Family Educational Partners described a difficulty they faced in being able to attend their child's high school athletic events. The difficulty is that economic circumstances often dictate that if they pay for admission to attend the game, some other family expense. For the benefit of their children, they will forego the expense of attending the game. In order to remove this barrier, and increase school/family connectedness, the District will add to Action 4.1, that families of Low-Income students will have their admissions to athletic events waived by the District. 100% of parents who responded in the 2025 survey agreed that waiving fees for families to attend athletic events has promoted greater parent and community involvement. 80% of those responses "strongly agreed".

Parents have requested workshops in English As a Second Language and Using Technology, which were included in Action 4.1. Family Educational Partners have also expressed concerns that translations at family events are often inconsistent in quality as the District has used different people to provide translation, depending on availability. Concerns included that translators may have even conveyed different meanings for the same statements, depending upon their own interpretation. In order to provide families with high-quality, consistent communications at family events, the District will add "full-time translation services" to Action 4.2.

Responses from the 2025 Parent Survey also confirmed that the purpose and actions of Goal 4 have been well-received. 88% of parents agreed that, "As a result of the actions the District has added to promote parent and community involvement, I/my family are participating in more District and/or school activities." Parents valued the "surveys that allow parent voice and feedback" and noted the success of Family nights and parent education sessions". The District is committed to following through on the suggestions to "increase opportunities for parents to participate in decision-making" and to "develop leadership roles for parents in committees and advisory groups" and will continue that commitment through deeper implementation of Action 4.3.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Establish and nurture an inclusive educational environment that maximizes student success through the strategic integration of Community Schools and a Multi-Tiered System of Support. • Implementation of Community Schools: Collaborate with community partners to establish Community Schools that provide comprehensive support services addressing students' academic, social, health and emotional needs. • Integration of MTSS: Develop and implement a Multi-Tiered System of Supports that identifies and addresses students' academic and behavioral needs at the different intervention levels.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

If children and their families are healthy, the children are readier to learn. The District will engage in collaborative leadership practices through active family and community engagement with our Educational Partners that will provide expanded and enriched learning time and opportunities, coupled with integrated student supports.

As we interviewed community Educational Partners, in developing this LCAP, it became clear that Community Schools and a Multi-Tiered System of Support that went beyond the four walls of the school demanded its own goal. Those feelings on the part of our partners have not diminished. In fact, the actions in Goal 1 have been identified by families as a strength of the District and this plan.

As a result, Goal 1 was created. Parents' input led the District to recognize the need to provide services for our community that would contribute to the health of the whole child, which meant the health and circumstances in and out of school. We built our concept of meeting the needs of children and their families on the idea of the hub, where any member of the school community can seek and receive support. The hub is run by three district community liaisons and offers mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes. In time, the hub will also provide access to clean water and services to homeless children and their families or those whose circumstances have cut off access to water or utilities, including transportation.

The hub, better known as C.A.S.I.T.A., which stands for community growth, accountability, student-focused, inventing in education, transformative change, and accessibility for all, remained open during the holidays as a vital resource hub for our Laton Families in need. This ensured that our Laton Community, including parents, guardians, staff, and students, had access to essential services and support, such as referrals to community resources, basic necessities, and other forms of assistance. Keeping our C.A.S.I.T.A. doors open helps provide a safe space for families where they are helped with barriers such as food, internet access, and washer and dryer assistance.

Some of the Partners providing input also suggested that we use the hub as the place to learn from other parents, with sessions on how to support their children at home to be more successful in school. These parent leaders will participate in training to build their skills in building the skills of others. In addition to supporting parents at the hub, parent leaders will offer workshops, using their expertise to support others in parenting, accessing community services, and advocating for their children and their families. As parents engage in the process and build their self-efficacy, they will take a leading role in determining services at the hub.

Another powerful way in which parents will develop leadership skills is through collaboration and participation in decision-making that may start at the hub level and extend its reach to the school and District levels. Both parent and student Ed Partners have voiced the desire to amplify their voices in decision-making. Concurrently, the District will support a student advisory council, building their leadership capacities to engage in decision-making about how students might be better supported by other Ed Partner groups, including the schools and the hubs. Students will join with parents and staff to examine data, such as suspension rates or school climate, to make collaborative decisions that better address their needs.

The three Liaisons (elementary, middle, and high school) will continue to serve as connections between the schools and the community, and engage with families when a teacher or other school employee notices that a student is suddenly excessively absent or seems to be lacking engagement or interest in school. Having the Liaisons to reach out before administrators become involved avoids the stigma or fear of "authority" that some of our Educational Partners have noted as a concern that may be a barrier to their engagement.

During the 2024-25 school year, partners from the teachers' and classified staff's bargaining units agreed with the Superintendent that monthly meetings to review progress would support open communication and transparency. As a result, those meetings have been added to Action 1.5.

Included in the above suggestions are allocating funds for staffing, professional development, community partnerships, and resources necessary for the sustainability of the Community Schools hubs and activities. The collective actions and metrics below will help achieve the goal. The improvements seen in most of the metrics under this goal indicate that the actions are having a positive impact on students and should be continued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	All Students: 80.6 points below English Learners: 109.7 points below Students with Disabilities: 94.9 points below Hispanic: 87.0 points below Low-Income: 81.8 points below White: 42.4 points below Laton Elementary English Learners: 101.6 points below [2023 California School Dashboard]	All Students: 64.9 points below English Learners: 86.7 points below LTEL: 112.9 points below Students with Disabilities: 90.3 points below Hispanic: 68.1 points below Low-Income: 72.1 points below White: 46.1 points below Homeless: 109 points below Other student groups too small (<11) to report data due to privacy concerns. Laton Elementary English Learners: 85.3 points below [2024 California School Dashboard]		All Students: 50 points below English Learners:: 65 points below LTEL: 80 points below Students with Disabilities: 60 points below Hispanic: 50 points below Low-Income: 50 points below White: 25 points below Laton Elementary English Learners: 60 points below [2026 California School Dashboard]	All Students: 15.7 points improvement English Learners: 23.0 points improvement LTEL: 23.3 points improvement Students with Disabilities: 4.6 points improvement Hispanic: 18.9 points improvement Low-Income: 9.7 points improvement White: 3.7 points decline Homeless: n/d Laton Elementary English Learners: 16.3 points improvement
1.2	California School Dashboard: Math Distance from Standard	All Students: 101.6 points below English Learners:: 119.5 points below	All Students: 98.4 points below English Learners: 118.4 points below LTEL: 161.2 points below		All Students: 70 points below English Learners:: 75 points below LTEL: 100 points below	All Students: 3.2 points improvement English Learners: 1.2 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 112.1 points below Hispanic: 105.2 points below Low-Income: 104.3 points below White: 79.4 points below [2023 California School Dashboard]	Students with Disabilities: 119.8 points below Hispanic: 101.8 points below Low-Income: 104.5 points below White: 79.1 points below Homeless: 193.8 points below Other student groups too small (<11) to report data due to privacy concerns. Laton Elementary English Learners: 85.3 points below [2024 California School Dashboard]		Students with Disabilities: 75 points below Hispanic: 70 points below Low-Income: 70 points below White: 50 points below [2026 California School Dashboard]	LTEL: 9.6 points improvement Students with Disabilities: 7.7 points decline Hispanic: 3.4 points improvement Low-Income: 0.2 points decline White: 0.3 points improvement Homeless: n/d
1.3	California School Dashboard: English Learner Progress -- Percentage of EL students who make one or more year's progress on the ELPAC.	District: 28.7% Laton Middle School: 30.4% Laton Elementary School: 26.2% [2023 California School Dashboard English Learner Progress Indicator]	District: 43.1% District LTEL: 58.7% Laton Middle School: 47.7% Laton Elementary School: 30.1% [2024 California School Dashboard		District: 60% District LTEL: 65% Laton Middle School: 60% Laton Elementary School: 60% [2026 California School Dashboard	District: 14.4% improvement District LTEL: 24.4% improvement Laton Middle School: 17.3% improvement Laton Elementary School: 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner Progress Indicator]		English Learner Progress Indicator]	
1.4	District Survey Results: Percentage of Students Who Feel Safe and Connected to School.	MET -- Results Reported Percentage of students who feel safe at school -- 80% Percentage of students who feel connected to school -- 76% [District 2024 Student Survey]	MET -- Results Reported Percentage of students who feel safe at school -- 79% Percentage of students who feel connected to school -- 79% [District 2025 Student Survey]		MET -- Results Reported Percentage of students who feel safe at school -- 100% Percentage of students who feel connected to school -- 100% [District 2027 Student Survey]	Students who feel safe at school -- 1% decline Students who feel connected to school -- 3% improvement
1.5	California School Dashboard: Suspension Rate	Overall: 10.8% Low-Income: 11.3% English Learner: 11.2% Students/Disabilities: 18.3% Hispanic: 10.3% White: 15.3% Foster Youth: N/R Homeless: N/R Laton High School Suspension rates Overall: 11.0% Low-Income: 11.3% English Learners: 13.6%	Overall: 6.2% Low-Income: 6.8% English Learner: 6.5% LTEL: 9.2% Students/Disabilities: 12.9% Hispanic: 5.5% White: 13.2% Other student groups too small (<11) to report data due to privacy concerns.		Overall: 6% Low-Income: 6% English Learner: 6% LTEL: 6% Students/Disabilities: 6% Hispanic: 6% White: 6% Foster Youth: 6% Homeless: 6% Laton High School Suspension rates Overall: 5% Low-Income: 5%	Overall: 4.6% improvement Low-Income: 4.5% improvement English Learner: 4.7% improvement LTEL: 12.1% improvement Students/Disabilities: 5.4% improvement Hispanic: 4.8% improvement White: 2.0% 12.1% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 10.3% Laton Middle School Suspension rates Overall: 20.7% Low-Income: 22.7% English Learners: 19.2% Students with Disabilities: 27.0% Hispanic: 21.8% Laton Elementary School Suspension rates Students with Disabilities: 11.8% [2023 California School Dashboard]	Laton High School Suspension rates Overall: 4.3% Low-Income: 5.3% English Learners: % Hispanic: 4.3% Laton Middle School Suspension rates Overall: 10.3% Low-Income: 10.8% English Learners: 10.0% Students with Disabilities: 18.8% Hispanic: 10.5% Laton Elementary School Suspension rates Students with Disabilities: 12.5% [2024 California School Dashboard]		English Learners:5% Hispanic: 5% Laton Middle School Suspension rates Overall: 10% Low-Income: 10% English Learners: 10% Students with Disabilities: 10% Hispanic: 10% Laton Elementary School Suspension rates Students with Disabilities: 4% [2026 California School Dashboard]	Other student groups too small (<11) to report data due to privacy concerns. Laton High School Overall: 6.7% improvement Low-Income: 6.0% English Learners: % Hispanic: 6.0% improvement Laton Middle School Overall: 10.4% improvement Low-Income: 11.9% improvement English Learners: 9.2% improvement Students with Disabilities: 8.2% improvement Hispanic: 11.3% improvement Laton Elementary School Students with Disabilities: 0.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California School Dashboard: Chronic Absenteeism (K-8)	Overall: 16.7% Hispanic: 16.2% Low-Income: 17.9% English Learner: 11.3% White: 20.8% Students/Disabilities: 30.1% Foster Youth: N/R LES Students/Disabilities: 35.3% LMS Students/Disabilities: 21.6% [2023 California School Dashboard]	Overall: 12.5% Hispanic: 11.5% Low-Income: 13.8% English Learner: 13.4% LTEL: 15.8% White: 18.2% Students/Disabilities: 17.9% Other student groups too small (<11) to report data due to privacy concerns. LES Students/Disabilities: 9.7% LMS Students/Disabilities: 15.6% [2024 California School Dashboard]		Overall: 7% Hispanic: 7% Low-Income: 7% English Learner: 7% LTEL: 58.7% White: 7% Students/Disabilities: 7% Foster Youth: 7% LES Students/Disabilities: 10% LMS Students/Disabilities: 7% [2026 California School Dashboard]	Overall: 4.2% improvement Hispanic: 4.7% improvement Low-Income: 4.1% improvement English Learner: 2.1% increase LTEL: 4.7% increase White: 2.6% improvement Students/Disabilities: 12.2% improvement Other student groups too small (<11) to report data due to privacy concerns. LES Students/Disabilities: 25.6% improvement LMS Students/Disabilities: 6.0% improvement
1.7	California School Dashboard: Graduation Rate	Overall: 95.7% Hispanic: 95.0% Low-Income: 95.0% English Learner: 91.7% Foster Youth: N/R	Overall: 86.7% Hispanic: 92.0% Low-Income: 89.7%		Overall: 98% Hispanic: 98% Low-Income: 98% English Learner: 98%	Overall: 9.0% decline Hispanic:3.0% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard]	English Learner: <11 Other student groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard]		Foster Youth: 98% [2026 California School Dashboard]	Low-Income: 5.3% decline English Learner: n/d
1.8	Parent Engagement: Results of the State's Self- Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported 3.7 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self- Reflection Tool [June, 2024, Report 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 [June, 2025, Report to the LUSD Governing Board]		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 [June, 2027, Report to the LUSD Governing Board]	0.1 point increase

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1: This action was not implemented as planned. A single hub was established offering mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes. District Liaisons oversaw the hub. The Social Worker was not hired. The part time custodian was not hired.

Action 1.2: This action was successfully implemented as planned, as all three Liaisons were hired and organized and facilitated family and community events, workshops, and forums to promote engagement and collaboration.

Action 1.3: This action was partially implemented as planned. Training in restorative practices was undertaken and the Friday extended day Restorative Practices sessions were held.. Bullying prevention assemblies were held. Some climate conversations were help with students, and Student Representatives to the Board were selected in order to amplify students' voice.

Action 1.4: This action was mostly implemented as planned. MTSS training took place, and sites identified and used Universal Screeners using Universal Design for Learning principles were used to diagnose students' needs. The regular education Resource Teachers and paraprofessionals provided students with more one-on-one support in the areas of Math, ELA and Reading. Additional instructional aides in K-2 grade levels also provided classroom and reading support. Continued professional development for instructional aides took place. Monthly meetings were held between District and site personnel to review student data, and at the school level to review, plan, and create site assessments, curriculum, and pacing. Because of the challenge to find qualified full-time candidates, the Academic Coaching was provided through a contract with FCSS. in strategies to support Low-Income students, English Learners, and Foster Youth, especially in the areas of English Language Arts and Math.

Action 1.5: Was partially implemented as planned. Monthly meetings took place between the Superintendent and Principals to review academic and implementation data.
Regularly scheduled meetings with representatives of staff Educational Partners were held, but limited in monitoring an evaluating the implementation of Goal 1. The Superintendent, Principals, and other Educational Partners evaluated the actions to determine if revisions to the goal were recommended as part of the LCAP development process. As noted above, Student Representatives to the Board were selected and their input sought in evaluating this goal. Planned District Administration collaboration of program monitoring and fiscal reporting was cut short by changes in staff.

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

Action 1.1: Over Budgeted -- The Social Worker was not hired. The part time custodian was not hired. Because this action is primarily to engage families, much of the equipment and supplies for support services were inadvertently charged to Action 4.1.

Action 1.2: Over Budgeted -- The amount budgeted out of Community Schools grant funds was more than needed to fund the third Liaison position. Because this action is primarily to engage families, much of the materials to support the work of the Liaisons were inadvertently charged to Action 4.1.

Action 1.4: Under Budgeted -- The District's projection for the cost of the additional paraprofessionals was less than was needed, as more aides were hired than projected.

Action 1.5: Under Budgeted -- The staff extra time and costs to conduct the many meetings to gather input from Educational Partners was more than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1: 2025 family survey results showed that 100% of parents who responded agreed that they "appreciate the actions (off-campus hubs that offer mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes; waiving fees for families to attend athletic events ; etc.) that the District has added to promote parent and community involvement". 80% of those responses "strongly agreed". This demonstrates the success of this action and the need to continue it to provide the services to which parents are responding so positively. The metrics used to show the effectiveness of this action also show generally positive results:

- There was an Overall improvement in the suspension rate, and improvements for aLow-Income students and English Learners.
- Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students. English Learners and LTEL did show increases that will be addressed as we continue this action.
- Continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%.
- The family engagement survey results improved from 3.7 to 3.8, and it is evident that there is a need to continue the family outreach activities that have seen success.
- The percentage of parents who responded that they feel welcome at their children's schools increased from 65% to 79%.

These data demonstrate that this action was effective.

Action 1.2: Feedback from Educational Partners has been very positive regarding the Family Liaisons and the assistance that they provide -- "Community liaison efforts have improved communication and trust." Parents reported that they would like to see us continue these supports in order to strengthen Low-Income, English Learner, and Foster Youth parent and family engagement. School staff reported that the liaisons have been a boon in addressing chronic absenteeism rates among our students, confirming the effectiveness of the Liaisons. The metrics used to show the effectiveness of this action also show that this action was effective:

- The family engagement survey results improved from 3.7 to 3.8, and it is evident that there is a need to continue the family outreach activities that have seen success.
- The percentage of parents who responded that they feel welcome at their children's schools increased from 65% to 79%.
- Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students. English Learners and LTEL did show increases that will be addressed as we continue this action.

Action 1.3: The metrics indicate that this action has been moderately effective. Suspension rates from the 2024 Dashboard show Overall improvement in the suspension rate, and improvements for Low-Income students and English Learners. These data confirm that this action has yielded positive results. Chronic absenteeism rates from the 2024 Dashboard continued to improve significantly Overall and for Low-Income students. However, rates for English Learners and LTEL increased, a result that needs to be addressed as we continue this action. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates, and we will examine the causes for increases for English Learners and LTEL. We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%. Since our ultimate goal is for every student

to feel safe and belonging at school, we will continue our school safety and connectedness efforts described in this action.
However, after two consecutive years of increases, graduation rates dipped, by 9% Overall, to 86.7%. Results for Low-Income students also declined. In a further examination into the data, we discovered that all of the non-graduating seniors were attending the Laton Online Academy. This information indicated a need for the District to examine individual cases at LOA to determine what led to less than half of those seven seniors graduating. Since 100% of seniors attending Laton High graduated, we believe that continued implementation of this action will continue to reap positive results.

Action 1.4: As shown in the data above, 2024 Dashboard Distance from Standard results for ELA showed that All Students English Learners, LTEL, and Low-Income students all improved. In math Distance from standard, The same results were shown in Math, with the exception of Low-Income students, who experienced a decline of less than one point. As described in the "Reflections" section, 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for all other groups, with the exception of White students, who showed a very slight decline and Long-Term English Learners (LTEL), who showed no change. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As a result of the efforts by District staff in implementing actions in Goal 1 and Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. We were pleased to see increases in this indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students and Hispanic students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course.
Based on the positive results on all of the indicators associated with this action, we can say that it was effective.

Action 1.5: Based on the effectiveness of Actions 1.1-1.4, we believe that the District has been effective in monitoring implementation of those actions, and responding to the data and suggestions form Educational Partners related to those actions.

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

- Added "Long-Term English Learners (LTEL)" to DFS in ELA and Math metrics, ELPI, Suspension rate, Chronic Absenteeism rate, and Grad rate metrics because results were reported for the first time on the 2024 Dashboard.
- Action 1.1: Deleted "District Social Worker" due to budget constraints. Deleted "Part-time Custodian to cover parent engagement events and student/family events" due to budget constraints. Deleted "at identified schools" and "casitas" changed to singular to reflect that there is only one casita at this time. Replaced "hub' with "casita" to accurately reflect District terminology.
- Action 1.3: Deleted "- The District will provide each school with professional presentations/assemblies to increase bullying awareness for all educational partners. Additionally, professional development for staff to increase bullying awareness and for prevention and intervention techniques will be conducted. Students will join with parents and staff to examine data and make collaborative decisions that better address their needs regarding bullying. - The District will provide professional development training to teachers and students that focuses 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 District will provide after school student-focused Restorative Practices activities. - The District will provide 'de-escalating conflict' strategies for support staff" and transferring those initiatives to Action 3.4.

- Action 1.4: Revised "Academic Coaches to provide targeted assistance ..." to "Contract for FCSS Academic Coaches to provide targeted assistance to classroom teachers in better meeting the instructional needs of Low- Income students, English Learners, and Foster Youth" to accurately reflect the action. Revised "Use of comprehensive universal screening tools" and added "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" to this sentence for clarity. Deleted the list of instruments to prevent confusion. Deleted "Continuing with additional instructional aides in K-2 grade levels to provide classroom and reading support for Low-Income students, English Learners, and Foster Youth" due to budget constraints.
- Action 1.5: Added "Monthly meetings between the Superintendent and bargaining unit representatives to review progress" at the suggestion of our Educational Partners.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community School Hubs	Provide and maintain an off-campus Community School "casita" offering comprehensive support services such as health and wellness programs, after-school activities, and family resources. • Equipment and supplies for support services. • Each casita will be run by the Liaisons (Action 1.2), and offer mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes. In time, the casita will also provide access to clean water and services to homeless children and their families or those whose circumstances have cut off access to water or utilities, including transportation.	$275,000.00	Yes
1.2	Support for Community Engagement	The District will maintain the three District Family Liaisons to support organizing family and community events, workshops, and forums to promote engagement and collaboration, including parents of Low-Income students, English Learners, and Foster Youth.	$255,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Empowering Partners in School Safety and Connectedness	Each school will maintain a school climate task force to implement a multi-phase approach to identifying the causes of students' perceptions about school safety and connectedness and to amplify students' voices in decision-making: • Discussions with students who represent the breadth of groups in our schools • The examination of data related to state and local indicators • 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 • An area to be re-purposed as a "Student Center" on each campus, a safe place for students to meet and discuss issues important to them. The budgeted funds will cover staff non-duty time to: • Maintain instruments for gathering information • Meet to identify root causes and possible solutions • Preparation of a summary of findings.	$30,000.00	Yes
1.4	Develop and Implement MTSS Principles and Practices	The District will provide a multi-tiered system of supports for students that include: • Training programs for educators on MTSS principles and practices. • Use of comprehensive universal screening tools 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. • Continue with 1.5 FTE 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. Resource teachers will be assigned a paraprofessional to assist with groups and data collection. Paraprofessionals will be provided the same training as the RT. However, the RT will be overseeing the para and be	$272,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		available to provide guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment. • Qualified instructional aides that will provide smaller group instructional support and more individualized attention to Low-Income students, English Learners, and Foster Youth. • Contract for FCSS Academic Coaches to provide targeted assistance to classroom teachers in better meeting the instructional needs of Low- Income students, English Learners, and Foster Youth. • Continued 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. • A calendar of monthly meetings between District and site personnel to review student data. • A calendar of site team planning meetings to review, plan, and create site assessments, curriculum, and pacing.		
1.5	Monitoring Implementation of Goal 1	The District will use the process outlined below to collect, organize, and examine the data necessary to evaluate the implementation and effectiveness of this goal: • Administrative support for program monitoring and fiscal reporting • Monthly meetings between the Superintendent and Principals to review academic and implementation data. • Monthly meetings between the Superintendent and bargaining unit representatives to review progress. • Regularly scheduled meetings of Educational Partners (students, parents, and staff) to review assessment data, including data related to ‘implementation progress, and identification of next steps to be taken based on that analysis; the effectiveness of the actions shall be based on whether they are being implemented in a timely fashion, and whether the metrics reflect positive progress.	$98,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• The Superintendent, Principals, and other Educational Partners will conduct an evaluation of the actions to determine if revisions to the goal are recommended for the following year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

On the 2024 California School Dashboard, the Overall performance level, as well as those for Low-Income students, English Learners, and all student groups, with the exception of White students, showed improvement in ELA. While the improvements for Low-Income students and Students with Disabilities did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners.

Math results also showed Overall increases in students' scores. Most student groups experienced improvements, except for a slight decline (0.2 point) for Low-Income students and a more significant decline in results for Students with Disabilities. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Inequalities remain between English Learners, Long-Term English Learners, and Low-Income students and the Overall student group, which the District will address by continuing the actions that have been shown to positively impact those students' performance.

The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA improved for the Overall student group and for all other groups, with the exception of White students, who showed a very slight decline, and Long-Term English Learners (LTEL), who showed no change. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" overall and for all groups, except for LTEL.

As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the All Students group in both areas. Significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities, but that they still need extra supports (Action 2.9) on their journey to

ELA and math proficiency.
Examining the most recent CAST results, we saw declines overall and for all student groups. The inequality in performance between Low-Income students and non-low-income students is readily apparent, as are inequalities between those two groups and English Learners. The data clearly show the need for additional support to lessen these inequalities in results and raise achievement levels for Low-Income students, English Learners, LTEL, and Students with Disabilities.
As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. Because of the improvements seen in English Learners' progress in acquiring English, the District will continue to implement its English Learner Master Plan, which is aligned with the English Learner Roadmap. Included in that plan, and the 2025-26 LCAP, are practices that will more closely monitor EL and RFEP students' progress and immediately adjust instruction as warranted by data on students' needs. In Action 2.7, after-school and Saturday Academy classes targeted for English Learners will provide opportunities for English language development, credit recovery, support for A-G class success, high-stakes test preparation (e.g., AP), and other academic support services. Teaching Fellows will serve as tutors to support ELD and additional instructional support.
The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP increased overall, while it declined for low-income students and Hispanic students, the only student groups for whom results are reported. The percentage of 11th-grade students scoring "ready" in the Math EAP also declined overall, and for Low-Income students and Hispanic students, after seeing significant gains for Low-Income students in 2023. The differences in overall results and those for low-income students have created inequalities between low-income and overall performance. Additionally, significant disparities remain between LUSD Low-Income students and their peers countywide, in ELA and math (County, 25.9% and 8.3%, respectively), clearly show the need for additional supports to lessen these inequalities in results and raise achievement levels for Low-Income students.
We were pleased to see increases in the College and Career Readiness indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students and Hispanic students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course, so we will continue the actions in this goal, particularly Actions 2.6-2.11 and Action 2.14.

Implementing the Fresno State University Teaching Fellows program represents a strategic investment in the future of our education system. By nurturing a cohort of highly skilled, culturally responsive educators and integrating them into a comprehensive mentorship and academic tutoring framework, we foster an environment where teachers and students thrive by learning from each other.

The essential 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.

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. 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 every part of this plan. While explicitly stated in this goal, every goal and action undertaken in the District is understood to be for the purpose of supporting our students to be successful and has a place in 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.

Required Actions:
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 2.16 -- Districtwide, at Laton Middle School, and at Laton Elementary School, the English Learner Progress Indicator (ELPI) was assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The ELPI at LMS improved to the Green performance level.
- Action 2.16 -- At Laton Elementary School, the ELA Distance from Standard for English Learners was assigned the Red performance level, resulting in the creation of this action. To address this issue, the possible reasons will be identified, and a specific action or actions will be included in the LCAP. Dashboard results show that the indicator improved from Red to Orange for English Learners at LES.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: ELA Distance from Standard	All Students: 80.6 points below English Learners: 109.7 points below Students with Disabilities: 94.9 points below Hispanic: 87.0 points below Low-Income: 81.8 points below White: 42.4 points below	All Students: 64.9 points below English Learners: 86.7 points below LTEL: 112.9 points below Students with Disabilities: 90.3 points below Hispanic: 68.1 points below Low-Income: 72.1 points below White: 46.1 points below		All Students: 50 points below English Learners:: 65 points below Students with Disabilities: 60 points below Hispanic: 50 points below Low-Income: 50 points below White: 25 points below	All Students: 15.7 points improvement English Learners: 23.0 points improvement LTEL: 23.3 points improvement Students with Disabilities: 4.6 points improvement Hispanic: 18.9 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Laton Elementary English Learners: 101.6 points below [2023 California School Dashboard]	Homeless: 109 points below Other student groups too small (<11) to report data due to privacy concerns. Laton Elementary English Learners: 85.3 points below [2024 California School Dashboard]		Laton Elementary English Learners: 60 points below [2026 California School Dashboard]	Low-Income: 9.7 points improvement White: 3.7 points decline Homeless: n/d Laton Elementary English Learners: 16.3 points improvement
2.2	California School Dashboard: Math Distance from Standard	All Students: 101.6 points below English Learners:: 119.5 points below Students with Disabilities: 112.1 points below Hispanic: 105.2 points below Low-Income: 104.3 points below White: 79.4 points below [2023 California School Dashboard]	All Students: 98.4 points below English Learners: 118.4 points below LTEL: 161.2 points below Students with Disabilities: 119.8 points below Hispanic: 101.8 points below Low-Income: 104.5 points below White: 79.1 points below Homeless: 193.8 points below Other student groups too small (<11) to report		All Students: 70 points below English Learners:: 75 points below Students with Disabilities: 75 points below Hispanic: 70 points below Low-Income: _70 points below White: 50 points below [2026 California School Dashboard]	All Students: 3.2 points improvement English Learners: 1.2 points improvement LTEL: 9.6 points improvement Students with Disabilities: 7.7 points decline Hispanic: 3.4 points improvement Low-Income: 0.2 points decline White: 0.3 points improvement Homeless: n/d

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data due to privacy concerns. Laton Elementary English Learners: 85.3 points below [2024 California School Dashboard]			
2.3	District Benchmark Assessments: Reading Inventory and Math Inventory	LES and LMS, Change from 2023 TO 2024: LES Reading: Below Standard - 5% decrease Approaching Standard - 2.2% increase Meeting Standard - 2.9% increase Exceeding Standard - No change LES Math: Below Standard - 6.2% decrease Approaching Standard - 3.4% increase Meeting Standard - 1.5% increase Exceeding Standard - 1.4% increase LMS Reading: Below Standard - 4.6% increase Approaching Standard - 3.8% increase	LES and LMS, Change from Initial (Fall, 2024) to Trimester 3 (Spring, 202%): LES Reading: Urgent Intervention - 3% increase Intervention - 2% increase On Watch - 2% increase At/Above benchmark - 5% decrease LES Math: Urgent Intervention - 8% decrease Intervention - 16% increase On Watch - 4% decrease At/Above benchmark - 4% decrease		LES and LMS,Change from 2026 TO 2027: LES Reading: Urgent Intervention - 25% decrease Intervention - 15% increase On Watch - 20% increase At/Above benchmark - 20% increase LES Math: Urgent Intervention - 25% decrease Intervention - 15% increase On Watch - 20% increase At/Above benchmark - 20% increase LMS Reading:	Calculated using 2024-25 results as a baseline. LES Reading: Urgent Intervention - 3% increase Intervention - 2% increase On Watch - 2% increase At/Above benchmark - 5% decrease LES Math: Urgent Intervention - 8% decrease Intervention - 16% increase On Watch - 4% decrease At/Above benchmark - 4% decrease LMS Reading:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meeting Standard - 1.8% decrease Exceeding Standard - 1.3% increase LMS Math: Below Standard - 14.9% decrease Approaching Standard - 7.7% increase Meeting Standard - 4.9% increase Exceeding Standard - 2.4% increase LHS Meeting or Exceeding Standard: Reading – 14.6% Math – 24.8% [2024 Local Data]	LMS Reading: Urgent Intervention - 2% decrease Intervention - 2% increase On Watch - 2% decrease At/Above benchmark - 2% increase LMS Math: Urgent Intervention - 6% decrease Intervention - 2% increase On Watch - 5% increase At/Above benchmark - 1% decrease LES Early Literacy: Urgent Intervention - no change (36%) Intervention - 13% increase On Watch - 2% decrease At/Above benchmark - 12% decrease [2025 Local Data]		Urgent Intervention - 25% decrease Intervention - 15% increase On Watch - 20% increase At/Above benchmark - 20% increase LMS Math: Urgent Intervention - 25% decrease Intervention - 15% increase On Watch - 20% increase At/Above benchmark - 20% increase LES Early Literacy: Urgent Intervention - 20% decrease Intervention - 15% increase On Watch - 20% increase At/Above benchmark - 25% increase [2027 Local Data]	Urgent Intervention - 2% decrease Intervention - 2% increase On Watch - 2% decrease At/Above benchmark - 2% increase LMS Math: Urgent Intervention - 6% decrease Intervention - 2% increase On Watch - 5% increase At/Above benchmark - 1% decrease LES Early Literacy: Urgent Intervention - no change (36%) Intervention - 13% increase On Watch - 2% decrease At/Above benchmark - 12% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	California School Dashboard: English Learner Progress -- Percentage of EL students who make one or more year's progress on the ELPAC.	District: 28.7% Laton Middle School: 30.4% Laton Elementary School: 26.2% [2023 California School Dashboard English Learner Progress Indicator]	District: 43.1% District LTEL: 58.7% Laton Middle School: 47.7% Laton Elementary School: 30.1% [2024 California School Dashboard English Learner Progress Indicator]		District: 60% Laton Middle School: 60% Laton Elementary School: 60% [2026 California School Dashboard English Learner Progress Indicator]	District: 14.4% improvement District LTEL: 24.4% improvement Laton Middle School: 17.3% improvement Laton Elementary School: 3.9%
2.5	English Learner Reclassification Rate	11.8% [CALPADS 2022-23 Reports 2.16 and 8.1]	7.2% [CALPADS 2023-24 Reports 2.16 and 8.1]		12% [CALPADS 2025-26 Reports 2.16 and 8.1]	4.6% decline
2.6	Advanced Placement Exams: % of pupils scoring 3 or higher	Overall: 61.0% [2023 AP College Board]	33.0% Other student groups too small (<11) to report data due to privacy concerns. [2024 AP College Board]		Overall: 65% [2026 AP College Board]	28.0% decline
2.7	Early Assessment Program Readiness:	EAP ELA – All Students: 11.11% Low Income: 12.50% Hispanic 8.33%	EAP ELA – All Students: 13.9%		EAP ELA – All Students: 30% Low Income: 30% Hispanic 30%	EAP ELA – All Students: 2.8% improvement Low Income: 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of 11th grade students scoring "ready"	EAP Math -- All Students: 7.41% Low Income: 8.33% Hispanic 4.17% [2023 CAASPP Assessments]	Low Income: 10.0% Hispanic 11.5% EAP Math -- All Students: 2.8% Low Income: 3.3% Hispanic 3.9% Other student groups too small (<11) to report data due to privacy concerns. [2024 CAASPP Assessments]		EAP Math -- All Students: 20% Low Income: 20% Hispanic 20% [2026 CAASPP Assessments]	decline Hispanic 3.2% improvement EAP Math -- All Students: 4.6% decline Low Income: 5.0% decline Hispanic 0.3% decline
2.8	A-G Completion Rate	Overall: 30.4% Low Income: 25.0% English Learners: 16.7% Hispanic: 32.5% [2023 California School Dashboard Additional Reports]	Overall: 23.3% Low Income: 24.1% Hispanic: 24.0% Other student groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard Additional Reports] Additional Reports]		Overall: 65% Low Income: 65% English Learners: 58% Hispanic: 68% [2026 California School Dashboard Additional Reports]	Overall: 7.1% decline Low Income: 0.9% decline Hispanic: 8.5% decline
2.9	CTE Completion Rate	2023 Graduation Cohort completing a CTE course of study: 76.1%	2024 Graduation Cohort completing a		2026 Graduation Cohort completing	Overall: 6.1% decline Low Income: 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income: 77.5% English Learners: 83.3% [2023 California School Dashboard Additional Reports]	CTE course of study: 70.0% Low Income: 72.4% Hispanic: 76.0% Other student groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard Additional Reports]		a CTE course of study: 90% Low-Income: 90% English Learners: 90% [2026 California School Dashboard Additional Reports]	decline Hispanic: 1.5% decline
2.10	Combined CTE and A-G Completion Rates	2023 Graduation Cohort completing both the A-G requirements and a CTE course of study: 26.1% Low-Income: 20.0% English Learners: 16.7% [2023 California School Dashboard Additional Reports]	2024 Graduation Cohort completing both the A-G requirements and a CTE course of study: 16.7% Low Income: 17.2% Hispanic: 16.0% Other student groups too small (<11) to report data due to privacy concerns. [2024 California		2026 Graduation Cohort completing both the A-G requirements and a CTE course of study: 50% Low-Income: 50% English Learners: 45% [2026 California School Dashboard Additional Reports]	Overall: 9.4% decline Low Income: 2.8% decline Hispanic: 11.5% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Dashboard Additional Reports]			
2.11	California School Dashboard: College and Career Indicator -- % of students meeting "Prepared" requirements.	All Students: 69.6% Hispanic: 70.0% Low-Income: 70.0% English Learners: 58.3% [2023 California School Dashboard]	All Students: 70.0% Hispanic: 76.0% Low-Income: 72.4% Other student groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard]		All Students: 80% Hispanic: 80% Low-Income: 80% English Learners: 75% [2026 California School Dashboard]	All Students: 0.4% improvement (in the "Very High" performance level) Hispanic: 6.0% improvement Low-Income: 2.4% improvement
2.12	California Science Test: Percentage of Students Meeting or Exceeding Standard	All Students: 13.49% English Learners: 0% Students with Disabilities: 6.67% Low-Income: 12.28% Hispanic: 10.91% White: 26.67% [2023 CAST]	All Students: 9.9% English Learners: 0% LTEL: 0% Students with Disabilities: 5.9% Low-Income: 7.3% Hispanic: 9.1% White: 16.7% Other student groups too small (<11) to report data due to privacy concerns. [2024 CAST]		All Students: 25% English Learners: 15% Students with Disabilities: 20% Low-Income: 25% Hispanic: 25% White: 35% [2026 CAST]	All Students: 3.6% decline English Learners: No change LTEL: no change Students with Disabilities: 0.8% decline Low-Income: 5.0% decline Hispanic: 1.8% decline White: 10.0% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	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 3.4 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. State standards were implemented in all classrooms and English Learners were provided access to the core curriculum and ELD standards. [June, 2024, Report to LUSD Governing Board]	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.4, between "initial implementation" and "high implementation" (on a scale of 1 = "research phase" to 5 = "full and sustained implementation") for implementation of state standards in district classrooms and English Learner access to core curriculum. State standards were implemented in all classrooms and English Learners were provided access to the core curriculum and ELD standards.		MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4.0 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum. State standards will be implemented in all classrooms and English Learners will have access to the core curriculum and ELD standards. [June, 2027, Report to LUSD Governing Board]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[June, 2025, Report to LUSD Governing Board]			
2.14	Access to a Broad Course of Study: Results of the State's Self- Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2024, Report to LUSD Governing Board]	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2025, Report to LUSD Governing Board]		MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study. [June, 2027, Report to LUSD Governing Board]	No change
2.15	Percentage of teachers fully credentialed and appropriately assigned.	MET -- Results Reported 86.4% of teachers fully credentialed. 3.8% mis-assignments.	MET -- Results Reported 87.7% of teachers fully credentialed. 1.2% mis-assignments.		MET -- Results Reported 100% of teachers fully credentialed. 0% mis-assignments.	1.3% increase in the percentage with clear credentials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2022-23 CDE DataQuest]	[2023-24 CDE DataQuest]		[2024-25 CDE DataQuest]	2.6% decline in the percentage of mis-assignments.
2.16	Percentage of students with sufficient access to standards-aligned materials.	MET -- Results Reported All necessary core and supplemental materials and technology were available and accessible to 100% of students. [2024 Report to LUSD Governing Board]	MET -- Results Reported All necessary core and supplemental materials and technology were available and accessible to 100% of students. [2025 Report to LUSD Governing Board]		MET -- Results Reported All necessary core and supplemental materials and technology will be available and accessible to 100% of students. [2027 Report to LUSD Governing Board]	No change
2.17	SBAC ELA: Percentage of Students Meeting or Exceeding Standard	All Students: 19.7% Low-Income: 19.4% English Learners: 3.2% Students with Disabilities: 2.8% Hispanic: 17.5% White: 37.1% LTEL: 0% [2023 SBAC]	All Students: 24.5% Low-Income: 23.4% English Learners: 6.5% Students with Disabilities: 7.7% Hispanic: 22.7% White: 36.6% LTEL: 0% Other student groups too small (<11) to report data due to privacy concerns.		All Students: 40% Low-Income: 40% English Learners: 30% Students with Disabilities: 30% Hispanic: 40% White: 50% LTEL: 25% [2026 SBAC]	All Students: 4.8% improvement Low-Income: 4.0% improvement English Learners: 3.3% improvement Students with Disabilities: 4.9% improvement Hispanic: 5.2% improvement White: 0.5% decline LTEL: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2024 SBAC]			
2.18	SBAC Math: Percentage of Students Meeting or Exceeding Standard	All Students: 12.0% Low-Income: 11.2% English Learners: 1.0% Students with Disabilities: 2.8% Hispanic: 10.8% White: 17.1% LTEL: 0% [2023 SBAC]	All Students: 17.0% Low-Income: 14.5% English Learners: 3.3% Students with Disabilities: 5.3% Hispanic: 15.9% White: 24.4% LTEL: 0% Other student groups too small (<11) to report data due to privacy concerns. [2024 SBAC]		All Students: 25% Low-Income: 25% English Learners: 18% Students with Disabilities: 18% Hispanic: 25% White: 30% LTEL: 15% [2026 SBAC]	All Students: 5.0% improvement Low-Income: 3.3% improvement English Learners: 2.3% improvement Students with Disabilities: 2.5% improvement Hispanic: 5.1% improvement White: 7.3% improvement LTEL: No change
2.19	Teacher Retention Rate: Average Yearly Turnover	Average of 3.4 teachers leave each year to take other teaching jobs	Average of 3.2 teachers leave each of the past four years to take other teaching jobs		Average of 1.5 teachers will leave each year to take other teaching jobs	Decline of 0.2 teachers on average.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Most actions under Goal 2 were successfully implemented. Core staffing was completed, and professional learning teams met regularly to review data and plan instruction. The Dual Immersion program saw progress, including teacher training and field trips; however, staffing challenges with maintaining BCLAD credentialed teachers affected consistent implementation.

Standards-based report cards and collaboration time were fully implemented. However, due to turnover and system complexity, difficulties accessing and using student data systems (e.g., Illuminate) slowed progress. Efforts such as scheduling the Principal's PLC was a positive step forward. Overall, the goal's implementation had a meaningful impact, especially in narrowing achievement gaps for English Learners and LTEL students.

Action 2.1 -- The District successfully completed all core staffing, including for Special Education.

Action 2.2 -- The Dual Immersion program implementation has been generally successful, though there are still areas in which implementation lags behind. Teacher training was conducted, and students participated in field trips to build knowledge and experiences supporting learning and language acquisition. One continuing challenge is maintaining BCLAD credentialed staff on a consistent basis and not having them leave for other districts. This also makes maintaining the expected ratios of Spanish to English usage at the different grade levels a challenge.

Action 2.3 -- Leadership Teams at each school site facilitated teachers' collaboration. Coalitions and grade-level groups met regularly for pedagogical purposes, including data review from benchmark assessments and planning for instruction. Two full-time physical education teachers for K-8 students ensured teachers had time for collaboration. Standards-based report cards to report progress continue to be a success. A continuing challenge is in refining teachers' abilities to access and 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. The Leadership Team established a Principals' PLC for the ongoing review of site data and to recommend initiatives for improvement. However, an Assessment Coordinator was not hired due to the challenge of finding a qualified candidate.

Action 2.4 -- Professional learning activities were successfully conducted and this action was generally implemented as planned. Staff were consulted through surveys and meetings to identify areas in which to provide professional development. The Superintendent conducted regular meetings with instructional staff, and, at their suggestion, a Guiding Coalition will be created to guide the selection of professional development areas. Activities were provided in "Visible Learning" instructional strategies and collaboration on implementation of High Impact Teaching Strategies (HITS) for instructional improvement took place. FCSS consultants provided professional learning in Math, Art, Science, and English Language Development. Staff participated in the CABE conference. Teaching Fellows worked at LHS through the Extended Learning program.

Action 2.5 -- This action was partially implemented as planned. Instructional schedule were planned to ensure that Low-Income students, English Learners, and Foster Youth had access to a broad course of study in all grades. Laton Academy provided needed options and support to students enrolled in that school, though enrollment was less than expected. The educational field trips were conducted as planned. The full-time Library Aide was hired, and worked to organize the library to make access to literature easier and more efficient for students. However, no new literature was purchased.

Action 2.6 -- This action was partially implemented as planned. In collaboration with the FCSS, the after-school program with adult supervision successfully provided an enriched atmosphere that promoted homework completion and participation in schoolwork, and athletics were accomplished and available for all interested students. The district provided transportation so students could access safe, reliable means of traveling from activities to home. Intercession offerings (ELOP) and increased engagement opportunities

through the after-school program. The Saturday Academy was implemented. Teaching Fellows worked at LHS through the Extended Learning program.

Action 2.7 -- This action was partially implemented as planned. The District purchased supplemental and intervention materials, including Renaissance Learning and Learning A-Z. Students in need of them benefited from the interventions and supports provided in class and after school. Technology to access these materials was purchased. However, due to the unavailability of staff time to work on the project, the evaluation timeline for materials was still not completed.

Action 2.8 -- Teachers participated in targeted professional learning activities by Fresno County Superintendent of Schools' staff to support English Learners. A challenge remains in finding sufficient time to establish a consistent system for monitoring EL and RFEP students' progress. Supplemental supports for English Learners were provided. The Saturday Academy was implemented. Teaching Fellows worked at LHS through the Extended Learning program.

Action 2.9 -- This action was partially implemented. Early identification of LTEL as "at risk" was begun. Targeted instructional support, with emphasis in reading, was provided, anbd professional development for instructional staff by FCSS consultants was undertaken. The District Trained Permanent Part-Time Translator was not hired. Monitoring progress and intervening immediately has been ongoing.

Action 2.10 -- The District successfully conducted a summer school program that provided learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for all students interested in participating in grades pre-K-12. The challenge was in getting the hoped-for number of students to attend, so enrollment was less than expected.

Action 2.11 -- This action was partially implemented as planned. The District was challenged in completing some aspects of this action. Due to continuing challenges in securing necessary buses, college visits were limited. Declining enrollments have resulted in fewer opportunities for CTE classes and less need for trips to observe those programs in community colleges. The planned greenhouse entrepreneurial program was still not implemented due to challenges in finding an advisor and staff to support the program. The District was successful in continued expansion of the use of AVID strategies.

Action 2.12 -- The "launchpad" program was successfully implemented as planned. The District will continue to make it available for families of low-income who have not had any pre-school exposure or preparation.

Action 2.13 -- The action to support students with exceptional needs was not implemented as planned. While the supplemental materials and technology that were planned-for were not purchased, all Students with Disabilities were provided already-purchased supplemental materials, and had devices that ensured access to Core instruction. We were challenged in scheduling professional learning through outside vendors, so activities to support students with exceptional needs and increase their access to the core curriculum was provided by district staff. The District successfully maintained 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.

Action 2.14 -- This action was successfully implemented as planned, with declining enrollments mitigating the need to maintain the planned number of teachers to ensure smaller class sizes.

Action 2.15 -- This action was not implemented as planned due to fiscal constraints.

Required Action 2.16 -- With the support of the FCSS Differentiated Assistance Team, this action was 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.

Action 2.1: Under Budgeted -- The District's projections for the cost of salaries and benefits was significantly less than the actual cost.

Action 2.3: Over Budgeted -- The Assessment Coordinator position was not filled.

Action 2.4: Over Budgeted. Substitute time was not needed as expected, since District staff provided classroom coverage as necessary; District staff also provided the professional development.

Action 2.5: Under Budgeted: The cost of buses for field trips was more than planned. Library books were more expensive and more were purchased than expected.

Action 2.6: Over Budgeted -- The extra time for teachers and paraprofessionals was less than expected. Less was needed to support Saturday Academy classes than expected.

Action 2.7: Over Budgeted -- The District expended less than planned on supplemental materials and technology.

Action 2.8: Over Budgeted -- The expenses for after-school and Saturday Academy classes targeted at English Learners were less than budgeted.

Action 2.9: Over Budgeted -- The District budgeted more for this action than was needed. The translator position was not filled due to budget constraints.

Action 2.10: Over Budgeted -- Summer intersession enrollment was less than planned for.

Action 2.11: Over Budgeted -- Due to continuing challenges in securing necessary buses, college visits were limited. There was less need for trips to observe CTE programs in community colleges. The planned greenhouse entrepreneurial program was still not implemented.

Action 2.12: Over Budgeted -- The cost of the Launchpad Program was less than the District had budgeted.

Action 2.13: Over Budgeted -- Budgeted materials, technology, and professional development activities were not purchased or held as planned.

Action 2.14: Over Budgeted -- Declining enrollments mitigated the need to maintain the planned number of teachers to ensure smaller class sizes.

Action 2.15: Over Budgeted -- Due to budget constraints, this action was not implemented.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 -- All of our classrooms have credentialed teachers assigned, showing this action to be effective.

Action 2.2 -- The Dual Immersion program was effective, based on 2024 Dashboard data. The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. Because of the improvements seen in English Learners' progress in acquiring English, the District will continue to implement its English Learner Master Plan, which is aligned with the English Learner Roadmap. Included in that plan, and the 2025-26 LCAP, are practices that will more closely monitor EL and RFEP students' progress and immediately adjust instruction as warranted by data students' needs. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. Dashboard data from state assessments show that this action has been effective in improving academic results for Low-Income students and English Learners. These results confirm the need to continue the Dual Immersion Language Program. Parent Educational Partners continue to see the Dual-Immersion program as positively impactful.

Action 2.3 -- The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are effective for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results

were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. Dashboard data from state assessments show that this action has been effective in improving academic results for Low-Income students and English Learners.

Action 2.4 -- The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. Dashboard data from state assessments show that this action has been effective in improving academic results for Low-Income students and English Learners, which indicates a need to continue the support and intervention initiatives included in this action.

Action 2.5 -- The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. Dashboard data from state assessments show that this action has been effective in improving academic results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well.

Action 2.6 -- The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English

Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) decreased Overall and for Low-Income students. Results for CTE completion rates also showed declines for Low-Income students while still maintaining completion levels exceeding 70%. Declines in both of these indicators resulted in declines in the combined A-G/CTE completion metric. We were pleased to see increases in the College and Career readiness indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course. Dashboard data from state assessments and the College and Career indictor show that this action has been generally effective in improving academic results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. It's overall effectiveness is compromised to some degree by the declines in A-G and CTE completion rates. Surveys from parents and staff give high marks of appreciation for the afterschool program's benefit to students.

Action 2.7 -- The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that this action is having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. The rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. Dashboard data from state assessments show that this action has been effective in improving academic

results for Low-Income students and English Learners. Additionally, all students had access to the broadest course of study that the District is able to provide within the constraints of our small size and limited resources, another confirmation of its effectiveness.

Action 2.8 -- The 2024 "Distance from Standard" performance level for English Learners showed improvement in ELA. English Learners and Long-Term English Learners (LTEL) improved at a faster rate than the Overall population, with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our English Learners. Math results also showed increases for English Learners and LTEL. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for English Learners, as well. Math results also saw increases in percentages "Meeting or Exceeding Standard" for English Learners. However, no LTEL met or exceeded standard in either curricular area. Getting LTEL to the "Meeting or Exceeding Standard" level in ELA and math is an ongoing effort. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. English Learners meeting U.C. or C.S.U. admission requirements in 2024 were not reported due to the small size of the cohort. Dashboard data from state assessments show that this action has been mostly effective in improving academic results for English Learners, which indicates a need to continue the supports included in this action.

Action 2.9 -- The 2024 "Distance from Standard" performance level for Long-Term English Learners (LTEL) improved at a faster rate than the Overall population, with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Long-Term English Learners. Math results also showed increases for LTEL. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. However, no LTEL met or exceeded standard in either curricular area. As with the "Distance from Standard", significant inequalities remain between Long-Term English Learners, and the Overall group in both areas. Getting LTEL to the "Meeting or Exceeding Standard" level in ELA and math is an ongoing goal of this action. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of LTEL students making appropriate (one year or more) progress in English language acquisition improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. These results underscore the point made above that the supports and interventions that the District has initiated are mostly effective for English Learners.

Action 2.10 -- Based on the academic data described above, this action has been effective. Additionally, Laton High School had a 100% graduation rate, which this action helped support through credit recovery and opportunities for summer classes. Additionally, parent surveys cited summer school as having a positive impact for their children.

Action 2.11 -- Based on the metrics associated with this action, it can best be described as partly effective. The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined for Low-Income students, the only unduplicated student group for whom results are reported. The percentage of 11th-grade students scoring "ready" in the Math EAP also declined for Low-Income students, after seeing significant gains in 2023. The differences in Overall results and those for Low-Income students has created inequalities between Low-

Income students and Overall students' performance. Additionally, significant inequalities remain between LUSD Low-Income students and their peers countywide, in ELA and math (County, 25.9% and 8.3%, respectively). The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) decreased Overall and for Low-Income students. Results for CTE completion rates also showed declines for all groups while still maintaining completion levels exceeding 70%. Declines in both of these indicators resulted in declines in the combined A-G/CTE completion metric. Some effectiveness of this action was seen in the College and Career Indicator, with increases for the second year in a row. Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course. English Learners meeting U.C. or C.S.U. admission requirements and/or completing a CTE course of study in 2024 were not reported due to the small size of the cohort.

Action 2.12 -- Since participation increased, this action was effective in accomplishing its purpose.

Action 2.13 -- Our Students with Disabilities showed improvement in ELA "Distance from Standard", though they did not keep pace with the Overall student group. Math results also showed a larger decline in results for Students with Disabilities. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for Students with Disabilities in both ELA and Math. These results indicate that while results are mixed, the supports and interventions that the District has initiated have been mostly effective for our Students with Disabilities.

Action 2.14 -- Dashboard and other state assessments' data show that this action has been somewhat successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well.The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. The rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined for Low-Income students, the only unduplicated student group for whom results are reported. The percentage of 11th-grade students scoring "ready" in the Math EAP also declined for Low-Income students, after seeing significant gains in 2023. The differences in Overall results and those for Low-Income students has created inequalities between Low-Income students and Overall students'

performance. Additionally, significant inequalities remain between LUSD Low-Income students and their peers countywide, in ELA and math (County, 25.9% and 8.3%, respectively). The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) decreased Overall and for Low-Income students. We were pleased to see increases in the College and Career indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course.

Action 2.15 -- This action was not implemented as planned, as the action is tied to contract negotiations, which have not been completed as of the time this plan was adopted.

Required Action 2.16 -- Districtwide, at Laton Middle School, and at Laton Elementary School, the English Learner Progress Indicator (ELPI) was assigned the Red performance level, resulting in the creation of this action. Dashboard results show that there are no longer any groups in that performance level. The ELPI at LMS improved to the Green performance level. These results indicate that this action was effective. At Laton Elementary School, the ELA Distance from Standard for English Learners was assigned the Red performance level, resulting in the creation of this action. To address this issue, the possible reasons will be identified and a specific action or actions to address them will be included in the LCAP. Dashboard results show that the indicator improved from Red to Orange for English Learners at LES, showing that it was effective in improving results.

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

Language for the "Standards Implementation" metric in Year 1 changed from "(on a scale of 1 = exploration to 5 = sustainability)" to "(on a scale of 1 = "research phase" to 5 = "full and sustained implementation")" to accurately reflect the language on the survey.

The data labels reported for the metric "District Benchmark Assessments: Reading Inventory and Math Inventory" were changed to reflect changes in the manner the data are reported to the District by the assessment provider.

Added "Long-Term English Learners (LTEL)" to DFS in ELA and Math metrics because results were reported for the first time on the 2024 Dashboard. Added "LTEL" to ELPI, Science, EAP, A-G completion, CTE completion, Combined A-G and CTE completion, and College and Career Indicator metrics because results were reported for the first time on the 2024 Dashboard.

Metric 2.19, "of the past four years" added to Year 1 outcome to correct phrase that was left off of the baseline data.

Action 2.3: "Teachers" changed to singular due to budget constraints.

Action 2.4: "Consult with instructional staff to identify 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" revised to "Create a Guiding Coalition of administrators and instructional staff to identify 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" to reflect suggestions from Educational Partners. Deleted "Teaching Fellows will serve as mentors to newer teachers, providing guidance, sharing best practices, and fostering a collaborative professional learning community" due to budget constraints.

Action 2.6: Deleted "Teaching Fellows will serve as tutors and additional instructional support" due to budget constraints.

Action 2.8: Deleted "Teaching Fellows staff..." due to budget constraints.

Action 2.9: Deleted "District Trained Permanent Part-Time Translator to ensure consistent communication with parents of LTELs" due to budget constraints.

Action 2.15: Revised to read "In order to hire and retain high-quality and well-trained instructional staff, the District will enhance employee compensation beyond the standard COLA (Cost of Living Adjustment) when fiscal conditions allow. These funds may be used to supplement salary increases or offset rising health and welfare benefit costs" to allow flexibility in means of enhancing employee compensation.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Outstanding Staff	The District will provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education.	$4,963,333.00	No
2.2	Dual Immersion Language Program	The District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. The purpose of the program will be to meet the following unique needs of our English Learners 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.	$201,000.00	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 will be annually reviewed, revised, and updated, and will be implemented to reflect the above principles and practices.		
2.3	Teacher Collaboration for Improving Instruction	The District will provide professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. Leadership Teams review data and provide feedback to the site and District on initiatives being considered for implementation and present concerns related to students' and staff's well-being. Additionally, to ensure effective collaboration: • Support teachers in refining their abilities to use data from the Illuminate Data system and other data systems to target skill development for individual Low-Income students and English Learners, meet their needs, and ensure access to 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.	$233,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Maintain full-time physical education teacher for K-8 students in order to provide teachers at those levels time to collaborate on data review and planning to address the needs of Low-Income students, English Learners, and Foster Youth. • Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners • Use standards-based report cards that report the progress identified above. • Collaborate on implementation of High Impact Teaching Strategies (HITS) for instructional improvement for the 2025-26 school year. Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site administrators, and District staff, they will also engage in a continuous improvement process (plan, do, study, act) of observations, coaching, and reflection on instructional improvement. In order to ensure that the assessments and data are readily available for instructional staff to access for collaboration, evaluation, and targeting instruction to meet the needs of Low-Income students, English Learners, and Foster Youth, the District will hire an Assessment Coordinator.		
2.4	Effective Professional Development	The District will: • Create a Guiding Coalition of administrators and instructional staff to identify 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. As described by Dr. Michael Fullan in Coherence, staff will connect professional learning with the District's mission and vision, and administrators will function as lead learners. Professional development will support standards-based instruction for Low-Income students, English Learners, and Foster Youth in all subject areas that are taught, focused on essential standards and 21st-century learning needs. This will include professional development in English	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 and alignment 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.		
2.5	Access to a Broad Curriculum	The District will plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth 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. LUSD will provide field trips that support standards-aligned instruction, which may include but are not limited to, the 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, and Chaffee Zoo. The District will purchase supplemental books, materials, and increased computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. Access to literature in all curricular areas will be supported by the staffing and training of a full-time library aide who will enable educationally- and culturally-responsive library services.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Laton Online Academy using 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.		
2.6	After School Program	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 low-income, English learners, and foster youth students, to whom we are not able to provide access, otherwise. Intercession offerings (ELOP) and increased engagement opportunities through the after-school program. After-school and Saturday Academy for Low-Income students and Foster Youth to provide opportunities for credit recovery, high-stakes test preparation (e.g., AP), and other academic support services. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.	$364,000.00	Yes
2.7	Supplemental/Intervention Support and Materials	The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally 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 students at local and state levels. These materials include Renaissance Learning and Learning A-Z. Technology that enhances Low-Income students, Foster Youth, and English Learners' access to a broad variety of online and in-person	$385,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enrichment experiences will be provided to create an expanded base of experiences that support language acquisition, improved academic outcomes, and access to a broad course of study through technology-based materials and programs. The District will continue to work on an evaluation timeline and process to determine if supplemental /intervention materials are having a positive impact on student outcomes.		
2.8	English Learner Supports	The District will provide English Language Development (ELD) supplemental materials (e.g., Rosetta Stone) and additional support 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 use the materials in small group settings to provide additional support. Fresno County Superintendent of Schools' staff will provide targeted professional learning activities to teachers and paraprofessionals to support the best use of these materials and programs and the broadest possible access to the curriculum. After-school and Saturday Academy classes targeted at English Learners will provide opportunities for English language development, credit recovery, support for A-G class success, high-stakes test preparation (e.g., AP), and other academic support services. District paraprofessionals will serve as tutors to support ELD and additional instructional support. The District will continue implementation 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.	$78,004.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Addressing the Needs of Long-Term English Learners	The Laton Unified School District aims to support LTELs' linguistic and academic needs, ensuring their success in school and beyond by the following: • Early identification as "at risk" • Targeted instructional support, with emphasis in reading • Professional development for instructional staff • Parent and community engagement • Monitoring progress and intervening immediately • English Learner Master Plan revision with section explicitly addressing LTEL.	$95,765.00	Yes
2.10	Create a Culture of Post-Secondary Success	The District will provide a summer extended learning program for Low Income students, Foster Youth, English Learners to provide learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12.	$185,961.00	No
2.11	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 A.P. classes, and/or those completing a C.T.E. 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 C.T.E. 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 the greenhouse as the driver for creating a student-run farmer's market and entrepreneurial program that will provide	$52,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Low-Income students, Foster Youth, and English Learners with opportunities to experience business planning and management. They will learn about the associated C.T.E. 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 part of a college campus visit. The use of AVID strategies that support the success of Low-Income students, Foster Youth, and English Learners will be expanded throughout the District.		
2.12	Early Childhood Education	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 preschool-age English Learners, Foster Youth, and Low-Income children on the importance of early education and literacy, including the offering of a three-week "Launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten. GreatMinds and Renaissance Learning will be used as supplemental Materials to support the "Launchpad" program. The District will undertake efforts to identify and provide information to families of eligible children who have concerns about participating in the LaunchPad program.	$10,000.00	Yes
2.13	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 allow those students to access the core curriculum more easily. • 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 the proper identification of	$471,491.00	No

Action #	Title	Description	Total Funds	Contributing
		students who qualify for Special Education services and ensure a Student Success Team (SST) is in place to meet those students' continued needs.		
2.14	Smaller Class Sizes	The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth.	$325,000.00	Yes
2.15	Provide Improved Excellent Instruction	In order to hire and retain high-quality and well-trained instructional staff, the District will enhance employee compensation beyond the standard COLA (Cost of Living Adjustment) when fiscal conditions allow. These funds may be used to supplement salary increases or offset rising health and welfare benefit costs.	$217,288.00	Yes
2.16	Required Action: Increasing English Learner Progress (ELPI) and English Learners' Performance in ELA	On the 2023 California School Dashboard, the district-wide percentage of English Learners making a year or more progress in acquiring English language skills was 28.7%, a decline 21% from the prior year, resulting in a "Very Low" performance level on the Dashboard. Similar declines were experienced by English Learners at Laton Elementary (-18%) and at Laton Middle School (-21%), resulting in "Very Low" performance levels for both those schools. Additionally, the 2023 performance level for English Learners at Laton Elementary School was "Very Low" in ELA. We believe that actions focused on developing English language skills and academic vocabulary that improve reading, writing, listening, and speaking skills would effectively address both the ELPI for our English Learners district-wide and have a positive impact on ELA results at Laton Elementary. Early literacy will be a focus in the primary grades at Laton Elementary School, supported by English language development activities such as pre-loading and vocabulary development. The upper grades at Laton Elementary, along with Laton Middle School and Laton High, will focus on	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		reading and writing, developing a common framework and strategies that will build through the grade levels, 4-12. It will also shift the focus at LMS and LHS to more expository writing and less narrative, supported by academic language development that will better enable students to understand stories and information that they read and to communicate better in writing. The three schools will articulate staff training and implementation of Differentiated Instruction. The purpose will be to support teachers in "meeting the students where they are", using evidence and arranging strategies to support different abilities, such as activating prior knowledge, chunking lessons, modeling, and including multiple modalities. The District will review its English Learner Master Plan, which is aligned with the English Learner Roadmap. That plan will include practices that will more closely monitor the progress of EL, LTEL, and RFEP students and immediately adjust instruction as warranted by data and students' needs. The Resource Teacher and Assessment Coordinator will provide support as monitored by the District's Learning Director and English Language Learner Coordinator. Implementation of this action will be conducted in concert with the Fresno County Superintendent of Schools (FCSS) as the District's response to its eligibility for Differentiated Assistance (DA). Midway through the year, with the publication of the 2023 Dashboard, the District and FCSS identified English Learner ELPI as the area to address for DA in 2024-25. The District's Improvement Team will meet regularly with the FCSS DA Team to review and monitor implementation, adjusting change idea implementation, as necessary. The team will debrief meeting protocols, identify what's working, what gaps might exist, and next steps. These improvement meetings will center around the Plan, Do, Study, Act (PDSA) process. Improvement Team will meet regularly through Spring to evaluate progress and develop a sustainability plan for continued improvement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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 promotes student engagement and provides social-emotional support and builds academic success by providing access to 21st-century learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our first priority is ensuring our students are physically, socially, and emotionally well before engaging them in positive learning environments.

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.

Suspension rates from the 2024 Dashboard (Table 2) show an Overall improvement in the suspension rate and improvements for all student groups. The data confirm that actions addressing suspension rates—3.3, 3.4, 3.7, and 3.8—have yielded the planned results.
We will continue to address suspension rates by providing social-emotional and mental health support to ensure that our students feel safe and connected to their schools, including continued support for classroom practices that support SEL. Our staff remains committed to identifying and reaching out to students who might benefit from participation in social-emotional support. Educational partners' input resulting from our actions to engage students in emotional support services and anecdotal data strongly indicate that students need social-emotional support, and the focus continues to increase in that area. I observe students' behaviors at all levels; District staff acknowledge that our students are still navigating the process of adjustment, re-acclimating, and relearning social skills in the aftermath of the pandemic.
Chronic absenteeism rates (Table 3) continued to improve significantly Overall and for all student groups, with the exceptions of English Learners and LTEL. The entire group, Low-Income students, Students with Disabilities, White students, and Hispanic students, all achieved the Yellow performance level. Their efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates. 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 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:
The declines in Graduation rates (Table 1) were disappointing. Still, we believe that continued implementation of Actions 3.3 and 3.4, 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, shifting focus to positive behaviors and high school students as role models, will bring grad rates back above the 90% marker. Character Counts aids 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 expectation, we will continue the implementation of those actions.

We were pleased to see the continued high percentages of students who responded in the 2025 survey who felt safe at and connected to school. The percentage who felt safe was 79%, and those feeling connected increased to 79%. Since our ultimate goal is for every student to feel safe and belong at school, we will continue our culture and climate actions described in Goal 3.

Educational partners' input resulting from our actions to engage students in emotional support services has resonated with families and received their strong support. Aecdotal data also strongly indicate that students need social-emotional support, and the focus is increasing in that area. The strict staff provide input that our younger students are still re-acclimatizing and relearning social skills after participating in distance learning.

A positive learning environment, coupled with positive relationships among peers and between students, staff, and parents, is 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 maintain a positive climate and build relationships that support students' mental health.

Required Actions:
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Although results may have changed in the 2024 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 3.8 -- Districtwide, Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students were all assigned the Red performance level, resulting in the creation of this action. The Dashboard results show that there are no longer any groups in that performance level. The entire group, Low-Income students, English Learners, and Hispanic students, all achieved the Yellow performance level.
- Action 3.8 -- At Laton Middle School, Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students were all assigned the Red performance level, resulting in the creation of this action. The Dashboard results show that there are no longer any groups in that performance level. The entire group, Low-Income students, English Learners, and Hispanic students, all achieved the Yellow performance level.
- Action 3.8 -- At Laton High School, Suspension rates for All Students, Low-Income students, English Learners, and Hispanic students were all assigned the Red performance level, resulting in the creation of this action. The Dashboard results show that there are no longer any groups in that performance level. The entire group, Low-Income students, English Learners, LTEL, and Hispanic students, all achieved the Green performance level, second only to Blue as the best performance level.

- Action 3.9 -- At Laton Elementary School, Suspension rates for Students with Disabilities were assigned the Red performance level, resulting in the creation of this action. Dashboard results show that the suspension rate increased for that group at LES. T e school will continue implementing this action in anticipation that deeper implementation with integrity will produce the desired improvements.
- Action 3.10 -- Districtwide, at Laton Middle School and Laton Elementary School, Chronic Absenteeism for Students with Disabilities was assigned the Red performance level, resulting in the creation of this action. The dashboard results show that there are no longer any groups in that performance level. The team at LES improved to the Green performance level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities maintained in good repair based on average score of Facilities Inspection Tool (FIT).	MET -- Results Reported to the LUSD Governing Board LES – Good LMS – Good LHS – Good LOA – Exemplary [Fall, 2023 FIT]	MET -- Results Reported to the LUSD Governing Board LES – Good LMS – Good LHS – Good LOA – Exemplary [Fall, 2024 FIT]		MET -- Results Reported to the LUSD Governing Board LES – Good LMS – Good LHS – Good LOA – Exemplary [Fall, 2026 FIT]	No change
3.2	District Survey Results: Percentage of students who feel safe and connected to school.	MET -- Results Reported Percentage of students who feel safe at school -- 80% Percentage of students who feel connected to school -- 76% [District 2024 Student Survey]	MET -- Results Reported Percentage of students who feel safe at school -- 79% Percentage of students who feel connected to school -- 79%		MET -- Results Reported Percentage of students who feel safe at school -- 100% Percentage of students who feel connected to school -- 100%	Students who feel safe at school -- 1% decline Students who feel connected to school -- 3% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[District 2025 Student Survey]		[District 2027 Student Survey]	
3.3	California School Dashboard: Suspension Rate	Overall: 10.8% Low-Income: 11.3% English Learner: 11.2% Students/Disabilities: 18.3% Hispanic: 10.3% White: 15.3% Foster Youth: N/R Homeless: N/R Laton High School Suspension rates Overall: 11.0% Low-Income: 11.3% English Learners: 13.6% Hispanic: 10.3% Laton Middle School Suspension rates Overall: 20.7% Low-Income: 22.7% English Learners: 19.2% Students with Disabilities: 27.0% Hispanic: 21.8% Laton Elementary School Suspension rates Students with Disabilities: 11.8%	Overall: 6.2% Low-Income: 6.8% English Learner: 6.5% LTEL: 9.2% Students/Disabilities: 12.9% Hispanic: 5.5% White: 13.2% Other student groups too small (<11) to report data due to privacy concerns. Laton High School Suspension rates Overall: 4.3% Low-Income: 5.3% English Learners: % Hispanic: 4.3% Laton Middle School Suspension rates Overall: 10.3% Low-Income: 10.8% English Learners: 10.0% Students with Disabilities: 18.8%		Overall: 6% Low-Income: 6% English Learner: 6% LTEL: 6% Students/Disabilities: 6% Hispanic: 6% White: 6% Foster Youth: 6% Homeless: 6% Laton High School Suspension rates Overall: 5% Low-Income: 5% English Learners:5% Hispanic: 5% Laton Middle School Suspension rates Overall: 10% Low-Income: 10% English Learners: 10% Students with Disabilities: 10% Hispanic: 10% Laton Elementary School Suspension rates	Overall: 4.6% improvement Low-Income: 4.5% improvement English Learner: 4.7% improvement LTEL: 12.1% improvement Students/Disabilities: 5.4% improvement Hispanic: 4.8% improvement White: 2.0% 12.1% improvement Laton High School Overall: 6.7% improvement Low-Income: 6.0% English Learners: % Hispanic: 6.0% improvement Laton Middle School Overall: 10.4% improvement Low-Income: 11.9% improvement English Learners: 9.2% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard]	Hispanic: 10.5% Laton Elementary School Suspension rates Students with Disabilities: 12.5% [2024 California School Dashboard]		Students with Disabilities: 4% [2026 California School Dashboard]	Students with Disabilities: 8.2% improvement Hispanic: 11.3% improvement Laton Elementary School Students with Disabilities: 0.7%
3.4	Expulsion Rate	0% [DataQuest, 2022-23 Expulsion Rate]	0% [DataQuest, 2023-24 Expulsion Rate]		0% [DataQuest, 2025-26 Expulsion Rate]	No change -- no expulsions
3.5	Middle School Dropout Rate	0% [2023 CALPADS Report 8.1]	0% [2024 CALPADS Report 8.1]		0% [2026 CALPADS Report 8.1]	No change -- no middle school dropouts
3.6	High School Dropout Rate	0% [DataQuest, 2022-23]	13.3% (4/30) [DataQuest, 2023-24]		0% [DataQuest, 2025-26]	13.3% increase
3.7	Attendance Rate: District Average	93.8% [2023-24 District Data]	94.0% [2024-25 District Data]		96% [2026-27 District Data]	0.2% increase
3.8	California School Dashboard: Chronic Absenteeism Rate	Chronic Absenteeism (K-8) Overall: 16.7% Hispanic: 16.2%	Chronic Absenteeism (K-8) Overall: 12.5% Hispanic: 11.5%		Chronic Absenteeism (K-8) Overall: 7% Hispanic: 7%	Overall: 4.2% improvement Hispanic: 4.7% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income: 17.9% English Learner: 11.3% White: 20.8% Students with Disabilities: 30.1% Foster Youth: N/R Laton Middle School, Students with Disabilities: 21.6% Laton Elementary School, Students with Disabilities: 35.3% [2023 California School Dashboard]	Low-Income: 13.8% English Learner: 13.4% LTEL: 15.8% White: 18.2% Students/Disabilities: 17.9% Other student groups too small (<11) to report data due to privacy concerns. LMS Students/Disabilities: 15.6% LES Students/Disabilities: 9.7% [2024 California School Dashboard]		Low-Income: 7% English Learner: 7% LTEL: 7% White: 7% Students/Disabilities: 7% Foster Youth: 7% Laton Middle School, Students with Disabilities: 7% Laton Elementary School, Students with Disabilities: 7% [2026 California School Dashboard]	Low-Income: 4.1% improvement English Learner: 2.1% increase LTEL: 4.7% increase White: 2.6% improvement Students/Disabilities: 12.2% improvement LMS Students/Disabilities: 6.0% improvement LES Students/Disabilities: 25.6% improvement
3.9	California School Dashboard: Graduation Rate	Overall: 95.7% Hispanic: 95.0% Low-Income: 95.0% English Learner: 91.7% Foster Youth: N/R [2023 California School Dashboard]	Overall: 86.7% Hispanic: 92.0% Low-Income: 89.7% English Learner: <11 Other student groups too small (<11) to report		Overall: 98% Hispanic: 98% Low-Income: 98% English Learner: 98% Foster Youth: 98% [2026 California School Dashboard]	Overall: 9.0% decline Hispanic:3.0% decline Low-Income: 5.3% decline English Learner: n/d

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data due to privacy concerns. [2024 California School Dashboard]			
3.10	Percentage of parents: • Who believe their children feel safe at school. • Who feel connected to school.	Percentage of parents who believe their children feel safe at school -- 82% Percentage of parents who feel welcome at school -- 65% [Spring, 2024, District Survey]	Percentage of parents who believe their children feel safe at school -- 84.4% Percentage of parents who feel welcome at school -- 78.8% [Spring, 2025, District Survey]		Percentage of parents who believe their children feel safe at school -- 100% Percentage of parents who feel welcome at school -- 100% [Spring, 2027, District Survey]	2.4% increase in the percentage of parents who believe their children feel safe at school. 13.8% increase in the percentage of parents who feel welcome at school.
3.11	Percentage of teachers: • Who feel safe at school. • Who feel connected to school.	Percentage of teachers: Who feel safe at school -- 97% Who feel connected to school -- 94% [Spring, 2024, District Survey]	Percentage of teachers: Who feel safe at school -- 100% Who feel connected to school -- 100% [Spring, 2025, District Survey]		Percentage of teachers: Who feel safe at school -- 100% Who feel connected to school -- 100% [Spring, 2027, District Survey]	Percentage of teachers: Who feel safe at school -- 3% improvement Who feel connected to school -- 6% improvement

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 3 was mostly successful. The District maintained clean and safe facilities and continued to provide daily transportation for students. PBIS systems and bullying prevention programs were implemented, though some professional development was delayed due to time constraints.

Social-emotional supports through counselors and psychologists continued, but due to staffing limitations, the implementation of Character Counts and the "Leader in Me" mentorship program was less robust than planned. The District faced challenges hiring a part-time behavioral health clinician and providing PD on behavioral intervention planning.

Despite these limitations, survey results showed strong perceptions of safety and connectedness from staff and families. These indicators suggest that while the implementation wasn't comprehensive, it still produced positive outcomes.

3.1 -- This action was successfully implemented as planned. The District maintained facilities in good repair and followed the Facilities Master Plan.

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

3.3 -- The action was generally implemented as planned. The District continued the use of PBIS structures at each K-12 site and continued to work on developing common behavior expectations. Assemblies to increase bullying awareness were held. 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. A recognition program for students and staff who demonstrate positive, student and peer-affirming behaviors was begun. Professional development activities were not conducted as planned due to a lack of staff time to organize and conduct the planned PD.

3.4 -- The action was generally implemented as planned. A Culture and Climate specialist over saw implementation of many of the initiatives in the action. The District was able to continue with Counselors, counseling Interns, and a full-time psychologist for K–12th grades to address social/emotional issues. Character Counts implementation continued; however, to a lesser degree than planned, as the District will be transitioning to Character Strong. The "Leader in Me" mentorship program continued, but not to the planned degree due to a lack of staffing to provide more direction to the students and help organize their mentoring schedules. Increased social-emotional skills were taught, modeled, and practiced by staff to support a safe and positive climate for learning. The District hired a part-time behavior health clinician, but was challenged to find time for staff to train on writing effective behavior plans.

3.5 -- 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.

3.6 -- The District also successfully concluded a contract with FCSS Truancy Intervention Program to intervene with truant students and be proactive in truancy prevention. The contract with Prodigy Healthcare was also executed, and services were provided to students. District and school administrators met monthly and reviewed attendance and absenteeism data. The monthly incentives program was also implemented.

3.7 -- The action was only partially implemented as planned. While some of the planned expansion was completed, there were challenges caused by project delays. The Guided Playtime Facilitator was successful, and this person has been praised by students and staff for their positive influence and support on students and the support team.

Required Action 3.8 -- The action was implemented as planned, with the District implementing a process of mandatory referrals to counseling on the first vaping offense. The District was partially successful in educating the students on the dangers of vaping and strategies to resist peer pressure, though suspensions still occurred.

Required Action 3.9 -- The school staff worked with the students who have been suspended, using a variety of means including counseling and check-ins. The school will continue implementing this action in anticipation that deeper implementation with integrity will produce the desired results.

Required Action 3.10 -- The action was successfully implemented as planned. The District communicated with parents of Students with Disabilities that the District has continued cleaning and safety protocols to protect against widespread contagion, and that, absent a diagnosis that the student is medically fragile, their children are no likelier than any others to become seriously ill from attending school when feeling slightly unwell. The staffs at LMS and LES also communicated to parents of SWD the importance of being in school to being academically successful.

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

Action 3.1: Under Budgeted -- Cost overruns from one-time projects LHS drove this action over budget.

Action 3.3: Over Budgeted -- PBIS expenditures and the daily healthy snack for Kindergartners cost less than expected. Some of the cost for recognition activities were charged to Action 3.10.

Action 3.4: Over Budgeted -- Personnel costs (counselors, interns, culture and climate specialist) and contracts were more than expected. Bullying assemblies (Action 1.3) were charged to this action. K9 Drug Dogs were charged to this action.

Action 3.5: Over Budgeted -- The expenditures to implement this action were less than anticipated. K9 Drug Dogs were charged to Action 3.4.

Action 3.6: Under Budgeted -- The contracts with FCSS and Prodigy Healthcare, and the monthly attendance incentives program expenses were far more expensive that what had been budgeted.

Action 3.7: Over Budgeted -- The part-time Guided Playtime Facilitator and expenses to continue expanding the sports fields were more expensive than planned.

Action 3.8: Over Budgeted -- The extra time to process the mandatory referrals and provide counseling sessions for the first vaping offense and educate the students on the dangers of vaping and strategies to resist peer pressure was more than expected.

Action 3.9: Over Budgeted -- Not as much extra time for counselors and interns to provide counseling to Students with Disabilities (SWD) at Laton Elementary was needed as planned.

Action 3.10: Over Budgeted -- The extra time for school and district staff to follow-up with parents of SWD was more than expected. Additionally, some of the cost for recognition activities under Action 3.3 were charged to this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 -- Based on FIT results, we believe this action was effective as intended.

Action 3.2 -- This action was effective, as all students were safely transported to and from school.

Action 3.3 and 3.4 -- These actions combine to achieve the ultimate outcome of every student being eager to attend school because they feel safe, connected, and engaged. The data suggest that these actions have been generally effective in achieving that outcome. Most metrics used to evaluate the actions have had positive results: Suspension rates from the 2024 Dashboard show significant improvement in the overall suspension rate for low-income, English, and long-term English learners. These data confirm that this action addressing suspension rates has yielded the planned results. 2024 California School Dashboard Chronic absenteeism rates continued to improve significantly, overall, for low-income students, though English learners and LTELs increased. The Overall group and Low-Income students achieved the Yellow performance level. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates, and we will examine why LTEL rates increased, also causing EL rates to increase. After two consecutive years of increases, graduation rates dipped by 9% overall, to 86.7%. Results for Low-Income students also declined. Data showed that 26 out of 30 students in the 2024 cohort met graduation requirements compared to 44 out of 46 in 2023. Further examining the data, we discovered that all of the non-graduating seniors were attending the Laton Online Academy. This information leads the District to examine individual cases at LOA to determine what led to less than half of those seniors graduating. The specific data cannot be reported since the cohort is less than 11. Since 100% of seniors attending Laton High graduated, we believe that continued implementation of this action will maintain their grad rates above the 95% marker. Parent Educational Partners applauded our full-time counselors and the implementation of PBIS and Restorative Practices. Many teachers describe their schools as happy and supportive environments, where the staff and leadership work well together. We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at and connected to school. The percentage who feel safe was 79%, and those feeling connected increased to 79%. 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 Actions 3,3 and 3.4.

Action 3.5 -- The Spring 2025 survey results demonstrate high levels of agreement in students' attitudes about school safety. The percentage who feel safe was at 79%, close to the prior year, indicating the effectiveness of this action. 84% of parents agree that their child feels safe at school.

Action 3.6 -- This action has been mostly effective, as Chronic Absenteeism results shown in the “Reflections” section demonstrate that our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have resulted in lowering chronic absenteeism rates. 2024 California School Dashboard Chronic absenteeism rates continued to improve significantly, overall, for low-income students, though English learners and LTELs increased. The Overall group and Low-Income students achieved the Yellow performance level. We will examine why LTEL rates increased, also causing EL rates to increase.

Action 3.7 -- The data to judge effectiveness are generally positive, leading us to deem this action as mostly effective. It, too, was intended to achieve the outcome of every student feeling safe, connected, and engaged there by guiding them to physical activities and games. Suspension rates from the 2024 Dashboard show significant improvement in the Overall suspension rate, and for low-income students, English Learners, and Long-term English Learners. These data confirm that this action addressing suspension rates has yielded the planned results. 2024 California School Dashboard Chronic absenteeism rates continued to improve significantly, Overall and for Low-Income students, though English learners and LTELs increased. We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at and connected to school. The percentage who feel safe was 79%, and those feeling connected increased to 79%.

Action 3.8 -- The data show this action to be effective. Districtwide, Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students were all assigned the Red performance level, resulting in the creation of this action. The Dashboard results show that there are no longer any groups in that performance level. The entire group, Low-Income students, English Learners, and Hispanic students, all achieved the Yellow performance level.
At Laton Middle School, Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students were all assigned the Red performance level, resulting in the creation of this action. The Dashboard results show that there are no longer any groups in that performance level. The entire group, Low-Income students, English Learners, and Hispanic students, all achieved the Yellow performance level.
At Laton High School, Suspension rates for All Students, Low-Income students, English Learners, and Hispanic students were all assigned the Red performance level, resulting in the creation of this action. The Dashboard results show that there are no longer any groups in that performance level. The entire group, Low-Income students, English Learners, LTEL, and Hispanic students, all achieved the Green performance level, second only to Blue as the best performance level.

Action 3.9 -- The Dashboard results show that the suspension rate increased for that group at LES, showing it to not be effective in lowering the rate. However, the District determined that the increase of 1% was the result of a decrease in the number of Students with Disabilities enrolled at school. The same number of SWD were suspended as the prior year, but the lower number in the cohort caused the percentage to increase. The school staff are working with the students who have been suspended, using a variety of means including counseling and check-ins. The school will continue implementing this action in anticipation that deeper implementation with integrity will produce the desired improvements.

Action 3.10 -- The data show this action to be effective. The Dashboard results show that there are no longer any groups in that performance level. The team at LES improved to the Green performance level.

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

Added "Long-Term English Learners (LTEL)" to Suspension rate, Chronic Absenteeism rate, and Graduation rate metrics because results were reported for the first time on the 2024 Dashboard.

Action 3.4: Deleted "Hire a Culture and Climate Specialist to support District initiatives" as the position is being eliminated due to budget constraints. Added "- Provide each school with professional presentations/assemblies to increase bullying awareness for all educational partners. Additionally, professional development for staff to increase bullying awareness and for prevention and intervention techniques will be conducted. Students will join with parents and staff to examine data and make collaborative decisions that better address their needs regarding bullying. - Provide professional development training to teachers and students that focuses 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 District will provide after school student-focused Restorative Practices activities. - The District will provide 'de-escalating conflict' strategies for support staff" as those initiatives are being moved from Action 1.3 in order to consolidate positive school climate initiatives.

Action 3.6: Added "The Learning Director will oversee the Independent Study program and coordinate review of attendance data, including examining why LTEL Chronic Absenteeism rates increased." The Learning Director will assume this responsibility that had been assigned to the Culture and Climate Specialist. The examination of LTEL chronic absenteeism data is in response to an increase in that rate on the 2024 Dashboard. Delete "with District and site administrators" due to budget constraints.

Action 3.7: Deleted "Additionally, in order to meet budgetary obligations, the District must illuminate the position of part-time Guided Playtime Facilitator.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$1,508,643.00	No

Action #	Title	Description	Total Funds	Contributing
		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 repairs and replacements.		
3.2	Transportation	Ensure that our students have access to safe, reliable transportation to and from school every day.	$100,000.00	No
3.3	Positive School Climate	The District will continue to use programs already in place, including: • Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses; • 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 and social/emotional and academic support to foster youth and homeless students. • Link Crew at LHS. • 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.	$26,666.00	No
3.4	Social/Emotional Learning and Supports	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 Counselors 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	$678,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need support "in addition to" or "beyond" what is required by law to access systems that impact their success. • 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 -- Further implementation of 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. • Continue contracting/employing a part-time behavior health clinician to support low-income students who don't qualify for All4Youth services due to insurance benefits. • Targeted PD and training for staff and consultants on writing effective Behavior Intervention Systems. • Provide each school with professional presentations/assemblies to increase bullying awareness for all educational partners. Additionally, professional development for staff to increase bullying awareness and for prevention and intervention techniques will be conducted. Students will join with parents and staff to examine data and make collaborative decisions that better address their needs regarding bullying. • Provide professional development training to teachers and students that focuses 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 District will provide after school student-focused Restorative Practices activities. • The District will provide 'de-escalating conflict' strategies for support staff.		

Action #	Title	Description	Total Funds	Contributing
3.5	Safe Schools	In response to requests from our educational partners 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. • Screeners to clear visitors The presence of canines on campus will not only deter the presence of illegal items at school but is also expected to deter individuals seeking to cause problems or incite violence on campuses.	$41,968.00	No
3.6	Improve Attendance	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 the prevention of truancy before it happens. Additionally, to support improved attendance, the District will: • Contract for Fresno County nurses to support the District's LVNs in increasing health services and access in schools that is beyond the required "specialized physical health care services prescribed by a child's licensed physician that require medically related training for the individual who performs the services and which are necessary during the school day to enable the child to attend school." The nurses' roles will include regular health assessments, coordination of care with the District's community liaisons, and health education tailored to the specific needs of Low-Income, English Learner, and Foster Youth student populations. • Contract with Prodigy Healthcare, Inc. provides services to youth and their families through evidence-based programming designed to promote pro-social behavior and healthy lifestyles.	$337,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Establish a calendar of monthly meetings to look at absenteeism data and other data pieces to support improved attendance for Low-Income students, English Learners, and Foster Youth. • Provide monthly attendance incentives and recognition for students. • Parents of students who are referred to SARB will be required to attend a District parenting course as a part of the contract for improved attendance. • The Learning Director will oversee the Independent Study program and coordinate review of attendance data, including examining why LTEL Chronic Absenteeism rates increased.		
3.7	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.	$5,000.00	Yes
3.8	Required Action: Districtwide Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic	2023 California School Dashboard Suspension Rate results were at the "Very High" performance level for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students, Districtwide; at the "Very High" performance level for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students at Laton Middle School; and at the "Very High" performance level for All Students, Low-Income students, English Learners, and Hispanic students at Laton High. To address these	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	students, and White students Laton Middle School Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students Laton High School, Suspension rates for All Students, Low-Income students, English Learners, and Hispanic students	issues, a specific action or actions to address those rates will be included in the LCAP. The District has conducted a survey of the reasons for the increased suspension rates and found that districtwide, at LHS, and LMS, that 25% of total incidences at the high school and 30% of the total incidences at the middle school were related to vaping. Vaping-related suspensions for the first offense more than doubled at LHS and more than tripled at LMS from the prior year. We also found that vaping cuts across student groups, and affects all of them. We determined that lowering the LHS and LMS vaping suspension rates for all groups will have the same result for the District, and a single action will impact all three. To address these circumstances, the District will implement a process of mandatory referrals to counseling on the first vaping offense. The goal will be to educate the students on the dangers of vaping and strategies to resist peer pressure. As a result, we expect a decline in suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students.		
3.9	Required Action: Suspension Rates for Students with Disabilities at Laton Elementary School	At Laton Elementary School, Suspension rates for Students with Disabilities (SWD), was assigned the "Very High" performance level. To address this issue, the possible reasons will be identified and a specific action or actions to address them will be included in the LCAP. In looking at the data, the District has determined that the increase of 1% was the result of a decrease in the number of Students with Disabilities enrolled at school. The same number of SWD were suspended as the prior year, but the lower number in the cohort caused the percentage to increase. The school staff are working with the students who have been suspended, using a variety of means including counseling and check-ins. Because of the small number of students (<5) involved, the specific reason or reasons cannot be publicly disclosed. We are confident that in continuing to work one-on-one with these students, we will lower the suspension rate for SWD.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Required Action: Chronic Absenteeism for Students with Disabilities Districtwide, at Laton Middle School, and Laton Elementary School	Districtwide, at Laton Middle School, and at Laton Elementary School, Chronic Absenteeism for Students with Disabilities (SWD) was assigned the "Very High" performance level. To address this issue, the possible reasons will be identified and a specific action or actions to address them will be included in the LCAP. In an assessment of local circumstances, the District found that many parents of SWD in the middle school and elementary remain concerned about communicable diseases since the COVID pandemic, and that their children may be more sensitive and likelier to develop a serious medical condition if they attend school when they are feeling unwell, no matter to what degree. These parents continue to feel that the likelihood of contracting an airborne disease in a classroom is much greater post-pandemic. To address the issue, the District will communicate with parents that the District has continued cleaning and safety protocols to protect against widespread contagion, and that, absent a diagnosis that the student is medically fragile, their children are no likelier than any others to become seriously ill from attending school when feeling slightly unwell. The District is also communicating to parents of SWD at LMS and LES of the importance of being in school to being academically successful.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

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."

The percentage of parents who responded that they feel welcome at their children's schools increased from 65% to 79%. The percentage of parents who feel their children are safe at school also increased, from 80% to 84.4%. These results confirm that the District's continued parent and community meetings over the last three years to develop the LCAP and the Community Schools plan have had a positive impact. The family engagement survey results improved from 3.7 to 3.8, and it is evident that there is a need to continue the family outreach activities that have seen success.

Relationships between LUSD schools and the families they serve have been positive. LCAP development practices and the submission of our Community Schools Grant application have involved parents to an unprecedented degree. However, the state's self-reflection instrument suggests that there remain areas for improvement, and 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.

The actions and metrics grouped together below will help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement: Results of the State's Self- Reflection Tool Reported to the LUSD Governing Board	MET -- Results Reported 3.7 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self- Reflection Tool [June, 2024, Report 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 [June, 2025, Report to the LUSD Governing Board]		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 [June, 2027, Report to the LUSD Governing Board]	Increase of 0.1 point

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented as planned. Parent Square provided additional translation services at meetings and school activities, and childcare was also available at these events. The implementation of the Community Schools Implementation Grant application continued a 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. The Parent Institute for Quality Education (PIQE) was conducted.

These activities resulted in improved parent survey scores, including a rise in the percentage of parents who feel welcomed at school (from 65% to 79%) and safe (from 80% to 84.4%). Families responded positively to waived athletic event fees and expanded access to decision-making. While no significant implementation gaps occurred, a noted challenge was ensuring consistency in translation services, which has been addressed for future planning.

The actions under this goal were effective in building trust, transparency, and participation among families, particularly those of unduplicated 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.

Action 4.1: Under Budgeted -- Because they also contribute to family engagement, much of the materials and equipment that supported the functioning of the hubs (Action 4.1) and the work of the Liaisons (4.2) were inadvertently charged to this action.

A description of the effectiveness or ineffectiveness of the specific actions to date 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 District's Family Liaisons were effective in soliciting responses, and the number of responses was 35 this year. From those 2025 responses, the District's rating improved slightly to 3.8 from 3.7, indicating that the actions were moderately effective. There was also input from parent/family meetings with the Superintendent, where they identified "academic support and intervention programs for struggling students; increase bilingual support staff and culturally relevant materials; offer more advanced coursework and career-technical education (CTE) opportunities; communicate academic progress more frequently with families; increases in socio-emotional support services, especially for mental health, and enhance the visibility and accessibility of counselors and wellness programs; improve PBIS consistency across grade levels; offer training for staff in culturally responsive and trauma-informed practices; and consider additional extracurricular programs to boost engagement; increased opportunities for parents to participate in decision-making; providing more events in Spanish and at flexible hours to accommodate families; expanding communication through social media and direct outreach; and developing leadership roles for parents in committees and advisory groups" as improvements. Parents agreed that surveys that allow parent voice and feedback, and that Family Nights and parent education sessions are successful engagement tools; that student leadership opportunities (e.g., “Leader in Me”) help develop responsibility; that our campuses our clean and well-maintained, providing a secure environment; value athletic access and transportation availability. Full-time counselors and implementation of PBIS and Restorative Practices are applauded." These results complemented the 2024 suggestions of "recognition, teachers, director/principal, in-class support, and academic counselor" as academic support strengths, and suggested "interventions, tutoring support, communication, and parent involvement" as areas for improvement. Regarding culture/climate and engagement, families identified "academic recognition, celebration communication, enrichment trips, liaisons, and events" as strengths. "ParentSquare, communication, bullying, solution finding/problem solving, translations, racism, and welcoming environment" were cited as areas to be addressed. Based on these data, the District made modifications to Actions 1 and 2 under this goal that will be continued. The Parent Institute for Quality Education (PIQE) was conducted and was effective for those parents who participated, as they were important participants in the development process for the LCAP and Community Schools implementation grant. Their participation is also reflected in the survey data collection, and families participated in advisory groups to develop the LCAP and community schools implementation plan.

100% of parents who responded in 2025 agreed that they "appreciate the actions (off-campus hubs that offer mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes; waiving fees for families to attend athletic events ; etc.) that the District has added to promote parent and community involvement". 80% of those responses "strongly agreed". Additionally, 88% of parents agreed that, "As a result of the actions the District has added to promote parent and community involvement, I/my family are participating in more District and/or school activities." The above data showing actions 4.1, 4.2, 4.3, and 4.4 to be generally effective.

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

None

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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, TK–12: • Improved lines of communication with our community by continuing the use of Parent Square communication system and software applications • Provide childcare for parents of English Learners, Low-Income students, and Foster Youth to facilitate their attendance at meetings. The information garnered at the educational partner's advisory meetings will be disseminated and discussed at District, school, and department and leadership meetings. The District will also provide: • Parent-Requested Workshops/Classes based on survey responses: English As a Second Language and Using Technology • Site-hosted Family Nights (STEM, Literacy, Math, Art, Technology, etc.) • Back to School Night • Open House • Academic Awards Assemblies • Athletic recognition events • Waiver of fees to athletic events for families of Low-Income students	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Support Our Greater Learning Community	The District will establish well-defined procedures to address the needs of our families of English Learners, Low-Income students, and Foster Youth. Procedures will include: • Access to a wide range of family services and support through the school hub (community-growth, accountability, student-focused, investing in education, transformative-change, accessibility for all) • Ensuring 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 Liaisons, and costs associated with meetings conducted by the Community Schools Coordinator and other District staff, and materials regarding those resources available at school sites.	$10,000.00	No
4.3	Partner-Informed Decision Making	The District will use multiple sources of information to make decisions that affect our school communities in order to support increased family engagement focused on the families of English Learners, Low-Income students, and Foster Youth. This includes the use of survey data and providing training for parents and families through Family Empowerment Workshops such as English As a Second Language, Using Technology, the Parent Institute for Quality Education (PIQE), and/or the CSU, Fresno Parent University.	$10,000.00	No
4.4	Engaging Families of Students with Exceptional Needs	The District will increase family engagement opportunities for families of Students with Exceptional Needs, TK–12: • Improved lines of communication with families of Students with Exceptional Needs by targeted communications through the Parent Square communication system and software applications • Provide childcare for parents of Students with Exceptional Needs to facilitate their attendance at meetings.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-2027 school year, the Laton Online Academy suspension rate will decrease from 8.3%. By the end of the 2026-2027 school year, more than 50% of seniors enrolled in Laton Online Academy will graduate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the 2025-26 school year, Laton Online Academy (LOA) has been identified as eligible for Equity Multiplier funding. On the 2024 California School Dashboard, 8.3% (1) of LOA students were suspended, an increase from 8.3% the prior year. The school was not assigned a performance level for Suspension rate or any other Dashboard indicator.

A survey of local conditions at LOA yielded the information that less than half of the seniors enrolled there graduated in 2024.

Goal 5 has been created as a focus goal to decrease the percentage of students suspended, and to increase the number of students completing graduation requirements.

Educational Partners have been consulted and agree with this goal and the desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	California School Dashboard: Suspension Rate	Overall -- 8.3% [2024 California School Dashboard]	Overall -- 8.3% [2024 California School Dashboard]		Overall -- 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	California School Dashboard: Graduation Rate	Not reported, <11 students [2024 California School Dashboard]	Not reported, <11 students [2024 California School Dashboard]		Overall -- 68%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A -- New Goal

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.

N/A -- New Goal

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A -- New Goal

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

N/A -- New Goal

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase Graduation Rate	The District will examine individual cases at Laton Online Academy to determine what led to a low graduation rate. Student interviews with	$535.00	No

Action #	Title	Description	Total Funds	Contributing
		current students will be conducted to examine causes or potential roadblocks to graduation.		
5.2	Purposeful Goal Setting	The District will provide Laton Online Academy students with additional Counselor time to support purposeful goal setting to increase engagement and school connectedness, leading to lower suspension rates.	$1,000.00	No
5.3	Intensive Instructional Support	The District will provide intensive instructional support to struggling Laton Online Academy students.	$5,000.00	No
5.4	Planning for Post-Secondary Success	To increase the number of Laton Online Academy students planning for post-secondary success, the District will ensure that they 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.	$2,000.00	No
5.5	Acquiring Marketable Skills	The District will seek out opportunities for collaboration with Laton and surrounding area businesses in programs that teach marketable skills to Laton Online Academy students.	$2,000.00	No
5.6	Increasing Access and Attendance	A survey of local conditions demonstrated that the Laton Online Academy students often face challenges in getting transportation to and from appointments for their required meetings and for counseling and in-person instructional support. Offering transportation to pick up students increases access and attendance, especially for those facing barriers getting to school. It helps engage students in independent study programs, and ensures equity by providing all students the opportunity to participate in activities. Reliable transportation strengthens communication with families, builds trust, and shows a commitment to student success and well-being. Dedicated transportation for LOA students who want to participate in career development activities and college visits ensures equitable opportunities to do so.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,394,794	$296,075

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
36.427%	0.000%	$0.00	36.427%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community School Hubs **Need:** Parents' input lead the District to recognize the need to provide services for our community that would contribute to the health of the whole child, which meant the health and circumstances in an out of school. We built our concept of meeting the needs of Low-Income students, English Learners, and Foster Youth	Establish Community School "casitas" at identified schools, offering comprehensive support services such as health and wellness programs, after-school activities, and family resources. • Providing and maintaining off-campus casitas for support services. • Equipment and supplies for support services. • Each casita will be run by the Liaisons, and offer mobile health services, a food pantry, a community closet, and facilities	• California School Dashboard: Suspension Rate • California School Dashboard: Chronic Absenteeism Rate • District Survey Results:

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	and their families on the idea of a hub where they can seek and receive support. An assessment of local needs revealed that providing family services as part of our community school hub would help address the mental health needs of our unduplicated students who have experienced trauma from food instability, loss of income, and/or family relocations. Additionally, custodial services are also needed in order to ensure that the District can honor the educational partner requests for access to the hub outside of school hours for family workshops and services. Some of the Partners providing input also suggested that we use the hub as the place to learn from other parents of Low-Income students, English Learners, and Foster Youth, with sessions on how to support their children's at home to be more successful in school. These parent leaders will participate in trainings to build their skills in building those of others. In addition to supporting parents at the hub, parent leaders will offer workshops, using their expertise to support others in parenting, accessing community services, and advocating for their children and their families. As parents of Low-Income students, English Learners, and Foster Youth engage in the process and build their self-efficacy, they will take a leading role in determining services at the hub. Another powerful way in which parents will develop leadership skills is through collaboration and participation in decision-making that may start at the hub level and extend its reach to the school and District	for washing and drying clothes. In time, the casita will also provide access to clean water and services to homeless children and their families or those whose circumstances have cut off access to water or utilities, including transportation. We expect the Community Schools hubs to result in an increase in families' feeling of engagement and empowerment in the District, as measured by the state's Priority 3 self-reflection instrument. Additionally, we believe that offering more extensive or "wrap-around" health and social services to families and access to other services, facilitated by the three Liaisons, student attendance will improve and chronic absenteeism rates will decrease. Our experience as educators confirms that students who experience pro-social behaviors help establish positive relationships, which, in turn, cause students to feel safer and more connected to school. Additionally, students who feel increased school connectedness are less likely to be chronically absent. Parent leaders teaching workshops and using their expertise to support others in parenting, accessing community services, and advocating for their children and their families are expected to enhance parents' feelings of self-efficacy. When students collaborate with parents and staff to examine data, such as suspension rates or school climate, to make collaborative decisions that better address their needs, we expect suspension rates to decline and feelings of safety and connectedness to increase. The percentage of parents who feel welcome at their children's	Percentage of Students Who Feel Safe and Connected to School • Parent Engagement: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board • Percentage of Parents Who Feel Welcome at their Children's Schools

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	levels. Both parent and student Ed Partners have voiced the desire to amplify their voices in decision-making. 2025 family survey results showed that 100% of parents who responded agreed that they "appreciate the actions (off-campus hubs that offer mobile health services, a food pantry, a community closet, and facilities for washing and drying clothes; waiving fees for families to attend athletic events ; etc.) that the District has added to promote parent and community involvement". 80% of those responses "strongly agreed". This demonstrates the success of this action and the need to continue it to provide the services to which parents are responding so positively. The metrics used to show the effectiveness of this action also show generally positive results: • There was an Overall improvement in the suspension rate, and improvements for aLow-Income students and English Learners. • Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students. English Learners and LTEL did show increases that will be addressed as we continue this action. • Continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%.	schools will be reported in the Annual evaluation of the effectiveness of the action. The part-time custodian will ensure that our Low-Income students, English Learners, and Foster Youth and their families have access to the services the hub provides at times outside of school hours. They will also help maintain a clean, safe environment for meetings and workshops that take place at the hub. To maximize the impact on our students, this action will be implemented Districtwide.	

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	• The family engagement survey results improved from 3.7 to 3.8, and it is evident that there is a need to continue the family outreach activities that have seen success. • The percentage of parents who responded that they feel welcome at their children's schools increased from 65% to 79%. **Scope:** LEA-wide		
1.2	**Action:** Support for Community Engagement **Need:** Feedback from Educational Partners has been very positive regarding the Family Liaisons and the assistance that they provide -- "Community liaison efforts have improved communication and trust." Parents reported that they would like to see us continue these supports in order to strengthen Low-Income, English Learner, and Foster Youth parent and family engagement. School staff reported that the liaisons have been a boon in addressing chronic absenteeism rates among our students. Some of our Educational Partners have noted as a concern that when administrators reach out to them, the stigma or fear of "authority" may be a barrier to their engagement. There is a need for intermediaries such as the Family Liaisons to reach out initially and avoid that	The District will maintain the three District Family Liaisons to support organizing family and community events, workshops, and forums to promote engagement and collaboration. The three Liaisons (elementary, middle, and high school) will continue to serve as connections between the schools and the community, and engage with families when a teacher or other school employee notices that a student is suddenly excessively absent or seems to be lacking engagement or interest in school. We expect that by offering more extensive or "wrap-around" health and social services to families and access to other services, facilitated by the three Liaisons, chronic absenteeism rates will decrease. Additionally, as the Liaisons serve as connections between the schools and the community, and engage with families in positive ways, the families' perceptions of the District's desire to welcome and engage with parents as	• Parent Engagement: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board • Percentage of Parents Who Feel Welcome at their Children's Schools • California School Dashboard: Chronic Absenteeism Rate

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	barrier. The metrics used to show the effectiveness of this action also show generally positive results: • The family engagement survey results improved from 3.7 to 3.8, and it is evident that there is a need to continue the family outreach activities that have seen success. • The percentage of parents who responded that they feel welcome at their children's schools increased from 65% to 79%. • Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students. English Learners and LTEL did show increases that will be addressed as we continue this action. **Scope:** LEA-wide	decision-makers and pillars of the educational community will grow stronger. To maximize the impact its impact on our students, this action will be implemented Districtwide.	
1.3	**Action:** Empowering Partners in School Safety and Connectedness **Need:** Suspension rates from the 2024 Dashboard show Overall improvement in the suspension rate, and improvements for Low-Income students and English Learners. These data confirm that this action has yielded positive results.	Each school will maintain a school climate task force to implement a multi-phase approach to identifying the causes of Low-Income students', English Learners' and Foster Youth's perceptions about school safety and connectedness: • Discussions with students who represent the breadth of groups in our schools • The examination of data related to state and local indicators • In-depth empathy interviews with students and staff	• California School Dashboard: Suspension Rate • California School Dashboard: Chronic Absenteeism Rate • California School Dashboard: Graduation Rate

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	Chronic absenteeism rates from the 2024 Dashboard continued to improve significantly Overall and for Low-Income students. However, rates for English Learners and LTEL increased, a result that needs to be addressed as we continue this action. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates, and we will examine the causes for increases for English Learners and LTEL. After two consecutive years of increases, graduation rates dipped, by 9% Overall, to 86.7%. Results for Low-Income students also declined. Data showed that 26 out of 30 students in the 2024 cohort met graduation requirements compared to 44 of 46 in 2023. In a further examination into the data, we discovered that all of the non-graduating seniors were attending the Laton Online Academy. This information indicated a need for the District to examine individual cases at LOA to determine what led to less than half of those seven seniors graduating. Since 100% of seniors attending Laton High graduated, we believe that continued implementation of this action will continue to reap positive results. We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%. Since our ultimate goal is for every student to feel safe and belonging at	• Protocols for identifying and analyzing root causes • Identifying how current District initiatives are providing solutions to the problems • An area to be re-purposed as a "Student Center" on each campus, a safe place for students to meet and discuss issues important to them. The school climate task forces will use the above steps to collaborate with the upper elementary and secondary students to identify specific reasons why they feel they have no voice in the matters that directly affect them. From discussions that take place in the "Student Center", staff and Low-Income students, English Learners and Foster Youth will develop solutions and provide forums that empower students as decision-makers. We expect this action to be effective in decreasing suspension rates and chronic absenteeism rates, maintaining and increasing high levels of students' feelings of safety and connectedness to schools, and continue increasing graduation rates. The school climate task forces will amplify students' voices in decision-making at our schools, building their feelings of efficacy and deepening their engagement with their peers and staff through collaboration. To maximize the impact its impact on our students, this action will be implemented Districtwide.	• District Survey Results: Percentage of Students Who Feel Safe and Connected to School

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	school, we will continue our school safety and connectedness efforts described in this action. We believe that the data shown above confirm the need to continue implementation of restorative practices to deal with defiant behaviors in lieu of suspension. The need continues to support students with restorative practices activities, as well, to try and mitigate conflict before it erupted into violence. **Scope:** LEA-wide		
1.4	**Action:** Develop and Implement MTSS Principles and Practices **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results	The District will provide a multi-tiered system of supports for students that include: • Training programs for educators on MTSS principles and practices. • Use of comprehensive universal screening tools 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. • Continue with 1.5 FTE 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. Resource teachers will be assigned a paraprofessional to assist with groups and data collection. Paraprofessionals will be provided the same training as the RT. However, the RT will be overseeing the para and be available to provide	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • California School Dashboard: English Learner Progress

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	underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. We were pleased to see increases in the 2024 California School Dashboard: College and Career Indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue the support and intervention initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this	guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment. • Qualified instructional aides that will provide smaller group instructional support and more individualized attention to Low-Income students, English Learners, and Foster Youth. • Contract for FCSS Academic Coaches to provide targeted assistance to classroom teachers in better meeting the instructional needs of Low- Income students, English Learners, and Foster Youth. • Continued 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. • A calendar of monthly meetings between District and site personnel to review student data. • A calendar of site team planning meetings to review, plan, and create site assessments, curriculum, and pacing. We expect this action to be effective in meeting the needs of Low-Income students, English Learners and Foster Youth, as each element is designed to assist students. The universal screening tools will be periodic assessments given to all students in the classroom. The purpose of these assessments will be to determine which students may be struggling with reading, writing, or math skills, allowing the instructional staff to	• California School Dashboard: College and Career Readiness

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	action will benefit them as well. CCI readiness data cited above also supports the need to continue this action. The data cited above show that this action has been meeting the academic needs of our Low-Income students and English Learners. Despite these improvements, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results confirm the need to provide a multi-tiered system of supports for reading and math that provides diagnoses and recommendations for reteaching and support on their journey to ELA and math proficiency. Family feedback from input meetings suggested "interventions [and] tutoring support" as areas that are appreciated and in need of increases. **Scope:** LEA-wide	identify their individual learning needs and respond to those in a deliberate, targeted fashion. The professional learning activities support staff in accomplishing the action through diagnosis, support, and evaluation and planning through levels of identified needs. Monthly meetings using an improvement cycle process will ensure that staff are aware of how students are progressing and what responses are needed to support improvement. Assessing students' progress and providing the interventions students need to overcome challenges to learning will lay a foundation for meeting the criteria for college and career readiness. The District will continue to improve in implementation, and intends to take steps to retain a stable, high-quality, and well-trained instructional staff to collaborate and to be as successful as possible in addressing students' needs. To maximize the impact its impact on our students, this action will be implemented Districtwide.	
2.2	**Action:** Dual Immersion Language Program **Need:**	The District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. The purpose of the program will be to meet the	• California School Dashboard:

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	The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas.	following unique needs of our English Learners and Low-Income students. 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 will be revised and updated, and will be implemented to reflect the above principles and practices. We expect this action to improve academic outcomes for our English Learner and Low-Income students. Our experience tells us that our most academically successful students are those who are truly bi-lingual. This action supports their ability to think in two languages, contributing to a more flexible growth mindset that is better able to deal with academic and social challenges. Data supports this, as our "recently reclassified" students scored 37 points better than the overall population on the 2024 ELA Distance from Standard, and 27 points better in math. Distance from Standard ELA and Math data show positive outcomes for Low-Income students and English Learners from this action during the past two years of implementation. 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	ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • California School Dashboard: English Learner Progress • Reclassification Rate • Educational Partner Feedback

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	As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. Because of the improvements seen in English Learners' progress in acquiring English, the District will continue to implement its English Learner Master Plan, which is aligned with the English Learner Roadmap. Included in that plan, and the 2025-26 LCAP, are practices that will more closely monitor EL and RFEP students' progress and immediately adjust instruction as warranted by data students' needs. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. Despite these improvements, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL	students, a definite boon to our Low-Income students, who have made progress in closing inequalities. The District is taking steps to address the issue of staff turnover and its impact on student learning by providing training in best practices for dual-immersion learning, providing the time and coaching to feel supported, and the resources to respond to their students' needs. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided schoolwide at Laton Elementary and Laton Middle.	

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	students meeting or exceeding standard in ELA or Math. These results confirm the need to continue the Dual Immersion Language Program. Parent Educational Partners continue to see the Dual-Immersion program as positively impactful, and suggest that it needs to be expanded. **Scope:** Schoolwide		
2.3	**Action:** Teacher Collaboration for Improving Instruction **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners.	The District will provide professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. Site Leadership Teams review data and provide feedback to the site and District on initiatives being considered for implementation and present concerns related to addressing the needs of Low-Income students, English Learners, and Foster Youth. Additionally, to ensure effective collaboration: • Support teachers in refining their abilities to use data from the Illuminate Data system and other data systems to target skill development for individual Low-Income students and English Learners, meet their needs, and ensure access to 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.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard

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	Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. Despite these improvements, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. These results confirm the need	• 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 report the progress identified above. • Collaborate on implementation of High Impact Teaching Strategies (HITS) for instructional improvement for the 2025-26 school year. Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site administrators, and District staff, they will also engage in a continuous improvement process (plan, do, study, act) of observations, coaching, and reflection on instructional improvement. We expect this action to improve academic outcomes for our English Learner and Low-Income students because it will provide teachers with the time and resources to collaborate on identifying the individual and group needs of their students, and to draw on their experiences and skills to identify best practices to address those needs as part of an on-going improvement cycle. Distance from Standard ELA and Math data show positive outcomes for Low-Income students and English	

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	to continue teacher collaboration for instructional improvement. Our experience has been that the results in ELA and math are so similar for Low-Income students and English Learners because both groups have very limited word banks and academic vocabulary on which to draw when attempting to decode and understand reading selections and math word problems. There is a powerful need to build vocabulary and increase reading comprehension for those student groups. **Scope:** LEA-wide	Learners from this action during the past two years of implementation. One focus of teachers' collaboration districtwide will be in professional learning about questioning strategies. These questioning techniques will teach students how to predict, clarify, question, and summarize, all skills to build comprehension. Students may use graphic representations as part of multi-media responses to questions, a means to also build vocabulary. The use of rich academic language in discussions surrounding text and concepts improves children's vocabulary and comprehension. These techniques will be modified for use with older students or English Learners. Older students will be able to provide elaborate written responses rather than just drawings and can be exposed to multiple meanings and tenses of vocabulary words; for English Learner students, the use of gestures, real photos, objects, or drawings may help with understanding of vocabulary words. In addition, teachers can incorporate the vocabulary word in their native language to parallel the word in English. The "continuous improvement process (plan, do, study, act)" was added to this action as a modification. As an additional modification, the Assessment Coordinator will ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling Low-Income students, Foster Youth, and English Learners. In order to maximize its impact in increasing	

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		academic outcomes for all students, this action is being provided on a Districtwide basis.	
2.4	**Action:** Effective Professional Development **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even	The District will: • Create a Guiding Coalition of administrators and instructional staff to identify 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. As described by Dr. Michael Fullan in Coherence, staff will connect professional learning with the District's mission and vision, and administrators will function as lead learners. Professional development will support standards-based instruction for Low-Income students, English Learners, and Foster Youth in all 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 and alignment of instructional planning to meet the needs of Low-Income students, English Learners, and Foster Youth.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • California School Dashboard: English Learner Progress Indicator • Teachers' Ratings of the Implementation of State Standards

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	better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. Despite these improvements, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. Meetings with Educational Partners showed the need to create a Guiding Coalition to guide professional development efforts. These results confirm the need to continue professional development activities. **Scope:** LEA-wide	• 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. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the activities will enhance each teachers' "toolkit" for addressing the specific needs of their students. Professional learning activities that have been identified through staff 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). Distance from Standard ELA and Math data show positive outcomes for Low-Income students and English Learners from this action during the past two years of implementation. Teaching Fellows have been added to this action as a modification, and will provide support and guidance to new teachers, enhancing their professional development. The integration of Teaching Fellows into our school communities will enable them to engage in collaborative learning experiences and increase the efficacy of teachers and school	

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		leaders through sharing their expertise in instructional methods, classroom management, assessment strategies, and cultural competence. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	
2.5	**Action:** Access to a Broad Curriculum **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners.	The District will plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth 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. LUSD will provide field trips that support standards-aligned instruction, which may include but are not limited to, the 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, and Chaffee Zoo. The District will purchase books, materials, and increased computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. Access to literature in all curricular areas will be supported by the staffing and training of a full-time library aide who will enable educationally- and culturally-responsive library services.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • California School Dashboard: English Learner Progress Indicator • Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well.	Laton Online Academy using 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. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth since it is designed to provide them with educational experiences and a broader language background to close the "experience gap" that exists between them and non Low-Income students who may have access to more enrichment activities outside school. Distance from Standard ELA and Math data show positive outcomes for Low-Income students and English Learners from this action during the past two years of implementation. The expanded library services will provide in-school support for a broader language background by having culturally relevant and engaging literature to encourage more reading, a key to better reading. The Academy ensures that students who may struggle in traditional school settings will still have access to a broad curriculum. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	

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	Despite these improvements, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. 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). **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** After School Program **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the	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 low-income, English learners, and foster youth students, to whom we are not able to provide access, otherwise. Intercession offerings (ELOP) and increased engagement opportunities through the after-school program. After-school and Saturday Academy for Low-Income students and Foster Youth to provide opportunities for credit recovery, high-stakes test preparation (e.g., AP), and other academic support services. Teaching Fellows will serve as tutors and additional instructional support. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home. The after school program is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth in ELA and Math because it will provide them with extra support and enrichment in the areas that have an enormous impact and post-graduation success. Since participation in the after school program is voluntary, students who participate are more highly motivated to get the tutoring or extra homework help that the program provides; or to	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • California School Dashboard: English Learner Progress Indicator • Reclassification Rate • A-G Completion Rate • California School Dashboard: College and Career Indicator • Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	"Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) decreased Overall and for Low-Income students. Results for CTE completion rates also showed declines for Low-Income students while still maintaining completion levels exceeding 70%. Declines in both of these indicators resulted in declines in the combined A-G/CTE completion metric. We were pleased to see increases in the College and Career readiness indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the	participate in other activities that increase background and experiential knowledge. Distance from Standard ELA and Math data show positive outcomes for Low-Income students and English Learners from this action during the past two years of implementation. As modifications, Saturday Academy and Teaching Fellows have been added to this action. Saturday Academy will also support improved academic outcomes through opportunities for credit recovery, high-stakes test preparation (e.g., AP) that can contribute to classification as "ready" in the College and Career Indicator, and other academic support services. Teaching Fellows will serve as tutors and additional instructional support. As an additional modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. Family feedback from input meetings suggested "interventions, tutoring support, communication, and parent involvement" as areas for improvement. Surveys from parents and staff give high marks of appreciation for the afterschool program's benefit to students. Student and Parent Educational Partners have indicated that, for Low-Income students, transportation to and from after school activities is often not possible from family members. The opportunities for these students to participate is impacted by the lack of available, reliable transportation. Data from partners revealed a need to provide English Learners, Foster Youth, 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 maintain additional spaces for Low-Income, English Learner, and Foster Youth students, to whom we are not able to otherwise provide access.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These results confirm the need to continue the After School Program. **Scope:** LEA-wide		
2.7	**Action:** Supplemental/Intervention Support and Materials **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners.	The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally 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 students at local and state levels. These materials include Renaissance Learning and Learning A-Z. Technology that enhances Low-Income students, Foster Youth, and English Learners' access to a broad variety of online and in-person enrichment experiences will be provided to create an expanded base of experiences that support language acquisition, improved academic outcomes, and access to a broad course of study through technology-based materials and programs. The District will continue to work on an evaluation timeline and process to determine if supplemental /intervention materials are having a positive impact on student outcomes. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because supplemental materials and the technology to use them provide instructors a means to identify holes in the adopted instructional materials and offer	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • California School Dashboard: English Learner Progress Indicator • Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. Dashboard data from state assessments show that this action has been successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue the support and intervention initiatives included in this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. All students had access to the broadest course of study that the District is able to provide within the constraints of our small size and limited resources.	additional approaches to motivate students and address learning needs. Complementary supplemental learning materials can also aid instructors in meeting the diverse needs of different learners. Administrators and support teachers will assist teachers in determining, by examining research and results, which materials have the greatest potential for positive impacts and how they might be best implemented. Distance from Standard ELA and Math data show positive outcomes for Low-Income students and English Learners from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as a measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Comparisons with their peers countywide show that our Low-Income students still lag behind, and need the supports that this action has effectively provided. The District should continue to provide supplemental materials and the technology that will enable instructors to identify gaps in the adopted instructional materials and offer additional approaches to motivate students and address learning needs. **Scope:** LEA-wide		
2.11	**Action:** Create a Culture of Post-Secondary Success **Need:** The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined for Low-Income students, the only unduplicated student group for whom results are reported. The percentage of 11th-grade students scoring "ready" in the Math EAP also declined for Low-Income students, after seeing significant gains in 2023. The differences in Overall results and those for Low-Income students has created inequalities between Low-Income students and Overall students' performance. Additionally, significant inequalities remain between LUSD Low-Income students and their peers countywide, in ELA and math (County, 25.9% and 8.3%, respectively). The percentages of students meeting the basic requirements for admission to U.C. or	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 C.T.E. 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 the greenhouse 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	• Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready" in ELA and Math • A-G Completion Rate • CTE Completion Rate • Combined CTE and A-G Completion Rates • California School Dashboard: College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	C.S.U. (A-G completion rates) decreased Overall and for Low-Income students. Results for CTE completion rates also showed declines for all groups while still maintaining completion levels exceeding 70%. Declines in both of these indicators resulted in declines in the combined A-G/CTE completion metric. Some effectiveness of this action was seen in the College and Career Indicator, with increases for the second year in a row. Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course. English Learners meeting U.C. or C.S.U. admission requirements and/or completing a CTE course of study in 2024 were not reported due to the small size of the cohort. The data indicate a need 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., and/or those completing a C.T.E. pathway. **Scope:** Schoolwide	opportunities to experience business planning and management. They will learn about the associated C.T.E. 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 part of a college campus visit. The use of AVID strategies that support the success of Low-Income students, Foster Youth, and English Learners will be expanded throughout the District. This action is expected 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 A.P. classes, and/or those completing a C.T.E. pathway because it will cultivate an interest in post-secondary education, in an academic or career path. AVID strategies are also effective in engaging students in supporting Low-Income students, Foster Youth, and English Learners in finding and pursuing their interests. The results for CTE completion, and College and Career readiness cited in the 'Need" column indicate that this action has been moderately effective in achieving its desired outcomes of increases in the percentages of students scoring "ready" on the E.A.P., and higher A-G and CTE completion rates. As a modification, the College and Career Readiness Indicator will be added as a metric to this action.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	
2.12	**Action:** Early Childhood Education **Need:** Many of our Low-Income and English Learner families have voiced concerns and expressed reluctance 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. While we do not currently have Foster Youth enrolled, we recognize our commitment to them if and when they attend our schools. Instructional Educational Partners suggested Renaissance Learning and Great Minds as effective and engaging supplementary learning programs for students participating in the LaunchPad program, so those have been added. **Scope:**	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 preschool-age English Learners, Foster Youth, and Low-Income children on the importance of early education and literacy, including the offering of a three-week "Launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten. Great Minds and Renaissance Learning will be used as supplemental Materials to support the "Launchpad" program. We expect this head start in preparing for school to result in improved academic outcomes in Kindergarten District benchmarks and onward, as reflected in state and local assessments. The Kindergarten District benchmark results will be reported as part of the LCAP Annual Evaluation. As modifications, "The District will undertake efforts to identify and provide information to families of eligible children who have concerns about participating in the LaunchPad program" and "Great Minds and Renaissance Learning will be used as supplemental Materials to support the Launchpad program" will be added to this action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis at LES.	• Educational Partner Feedback • Percentage of Low-Income, English Learner, and Foster Youth students attending preschool. (Will be reported in the Annual Update for this action.)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.14	**Action:** Smaller Class Sizes **Need:** The 2024 "Distance from Standard" Overall performance level, as well as those for Low-Income students and English Learners, showed improvement in ELA. While the improvements for Low-Income students did not keep pace with the Overall student group, English Learners and Long-Term English Learners (LTEL) improved at a faster rate with double-digit increases, closing inequality gaps in that curricular area. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. Math results also showed Overall increases in students' scores, except a slight decline (0.2 point) for Low-Income students. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for our Low-Income students and English Learners. The 2024 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA was improved for the Overall student group, and for Low-Income students and English Learners. Math results were even better, with increases in percentages "Meeting	The District will provide appropriate staffing to maintain smaller class sizes in 4th through 12th grades. 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. 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, the extra support in ELA and Math can be better tailored to individual learner's needs, or designed for a small group. Acceleration from targeted interventions 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of Students Meeting or Exceeding Standard • SBAC Math: Percentage of Students Meeting or Exceeding Standard • Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready" in ELA and Math • California School Dashboard: English Learner Progress Indicator • Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	or Exceeding Standard" Overall and for all groups, except for LTEL. As with the "Distance from Standard", significant inequalities remain between English Learners and Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of English Learner students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, increased Districtwide by 14.4% to 43.1%, placing this indicator at the Yellow (Medium) performance level. LTEL students improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) was 7.2%, a decline that we attribute to having a high rate the prior year. The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined for Low-Income students, the only unduplicated student group for whom results are reported. The percentage of 11th-grade students scoring "ready" in the Math EAP also declined for Low-Income students, after seeing significant gains in 2023. The differences in Overall results and those for Low-Income students has created inequalities between Low-Income students and Overall students' performance. Additionally, significant inequalities remain between LUSD Low-Income students and their peers countywide, in ELA and math (County, 25.9% and 8.3%, respectively).		• A-G Completion Rate • California School Dashboard: College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) decreased Overall and for Low-Income students. We were pleased to see increases in the College and Career indicator for the second year in a row, with Overall results earning a Blue performance level, the highest possible. Percentages for Low-Income students also increased, but were not assigned a performance level due to smaller group sizes. The overwhelming majority of the students who met the "Prepared" requirements did so through completing a CTE course of study and completing a college credit course. Dashboard and other state assessments' data show that this action has been somewhat successful in improving academic results for Low-Income students and English Learners, which indicates a need to continue this action. While there was not a Foster Youth who took the in the assessments, we believe that this action will benefit them as well. These data also demonstrated a need to provide English Learners, Foster Youth, and Low-Income students with more individual attention to identify and target their specific learning needs in ELA, Math, and, for English Learners, English language acquisition. The greater individual attention will be provided by smaller class sizes that result in a lower student/instructional staff ratio. We believe that continued implementation will have an increasingly positive impact on all of the associated metrics.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.15	**Action:** Provide Improved Excellent Instruction **Need:** This action was not implemented as planned in 2024-25. Despite the improvements described in the "Reflections" section, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 44.3%) and Math (County, 33.2%). Results for Long-term English Learners (LTEL) were behind those of English Learners as a group, with no LTEL students meeting or exceeding standard in ELA or Math. While our English Learners are showing growth in many areas, the assessment results show the need for increased acceleration in closing learning gaps. A survey of local conditions in collaboration with Educational Partners has shown an increasing trend for teachers to leave for nearby districts after a few years in LUSD, or for prospective teachers to refuse job offers to sign with neighboring districts. Generally cited as a primary reason for these actions is the opportunity to make a significantly higher salary and still stay in the area. In order to understand this trend, the District conducted a study of salaries in 16 Fresno County LEAs, including LUSD. Based on daily rates, we found that, in 2023-24, there were substantial	In order to hire and retain high-quality, and well-trained instructional staff, the District will offer competitive salaries. The District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. These teachers will provide excellent instruction for our Low-Income students, English Learners, and Foster Youth, and will stay to use the District-provided professional development to improve their practice and better meet their students' needs. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA. The "Teacher Retention Data: Average Yearly Turnover" will be annually reported in the Annual Update to this action. The 2024 base line was a prior three-year average of 3.4 teachers leaving each year to take other teaching jobs.	California School Dashboard: ELA Distance from Standard California School Dashboard: Math Distance from Standard California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency Teacher Retention Rate: Average Yearly Turnover Educational Partners Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	differences in the salaries paid in the larger nearby districts than those paid in Laton Unified. Educational Partners have suggested that, while the culture and climate of the District are aspects they enjoy, the District needs to offer competitive salaries in order to hire and retain outstanding teachers. Data gathered for the prior three years shows an average rate of 3.3 teachers leaving each year to take other teaching jobs. Over the cycle of the LCAP, this means that 10 teachers will have to be hired, trained, and establish their roles in the LUSD community. In a District our size, this has a tremendous, deleterious impact on our ability to implement LCAP actions as planned. This creates instability and negatively impacts instructional continuity. Successful implementation of the LCAP actions is very difficult with that rate of turnover during the life of the plan. The District believes that it is crucial to the success of our Low-Income students, English Learners, and Foster Youth that they have a stable, high-quality, and well-trained instructional staff to be as successful as possible. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. When our excellent, trained teachers or support staff leave for higher salaries elsewhere, or superior candidates turn down job offers for greater compensation in a neighboring district, it is students who feel the brunt, especially our Low-Income students, English Learners, and Foster Youth. It is by	In order to maximize their impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	retaining staff that we can continue to improve the quality of instruction for our unduplicated pupils. **Scope:** LEA-wide		
3.4	**Action:** Social/Emotional Learning and Supports **Need:** Suspension rates from the 2024 Dashboard show significant improvement in the Overall suspension rate, and for Low-Inc ome students, English Learners, and Long-term English Learners.. These data confirm that this action addressing suspension rates has yielded the planned results. 2024 California School Dashboard Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students, though English Learners and LTEL increased. The Overall group and Low-Income students achieved the Yellow performance level. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates, and we will examine why LTEL rates increased, also causing EL rates to increase. After two consecutive years of increases, graduation rates dipped, by 9% Overall, to 86.7%. Results for Low-Income students also declined. Data showed that 26 out of 30	The District will offer social/emotional programs for English Learners, Foster Youth, and Low-Income students. The District will track students' participation in order to evaluate the impact of the programs. • Continuing with Counselors 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. • Implementing Character Counts at each site, K- 12. • LHS/LMS Mentorship • 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.	• California School Dashboard: Suspension Rate • California School Dashboard: Chronic Absenteeism Rate • California School Dashboard: Graduation Rate • District Survey Results: Percentage of Students Who Feel Safe and Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students in the 2024 cohort met graduation requirements compared to 44 of 46 in 2023. In a further examination into the data, we discovered that all of the non-graduating seniors were attending the Laton Online Academy. This information leads the District to examine individual cases at LOA to determine what led to less than half of those seniors graduating as part of its Equity Multiplier Goal. The specific data cannot be reported since the cohort in less than 11. Since 100% of seniors attending Laton High graduated, we believe that continued implementation of this action will maintain their grad rates above the 95% marker. We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%. 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. Parent Educational Partners applauded our full-time counselors and implementation of PBIS and Restorative Practices. Many teachers describe their schools as happy and supportive environments, where the staff and leadership work well together. Regarding culture/climate and engagement, "bullying, solution finding/problem solving, and racism" were cited as areas to be addressed. Educational Partners have also expressed concerns about effective and appropriate interventions for students' behaviors at all	• Continue contracting/employing a part-time behavior health clinician to support low-income students who don't qualify for All4Youth services due to insurance benefits. • Targeted PD and training for staff and consultants on writing effective Behavior Intervention Systems. • Provide each school with professional presentations/assemblies to increase bullying awareness for all educational partners. Additionally, professional development for staff to increase bullying awareness and for prevention and intervention techniques will be conducted. Students will join with parents and staff to examine data and make collaborative decisions that better address their needs regarding bullying. • Provide professional development training to teachers and students that focuses 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 District will provide after school student-focused Restorative Practices activities. • The District will provide 'de-escalating conflict' strategies for support staff.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels. Parents recommended increases in socio-emotional support services, especially for mental health, and enhance the visibility and accessibility of counselors and wellness programs; improve PBIS consistency across grade levels; offer training for staff in culturally responsive and trauma-informed practices. Staff request more training on de-escalating student behavioral issues to promote consistency and prevent minor incidents from escalating. The quantitative and qualitative data establish the need to continue implementation of this action. **Scope:** LEA-wide	Research shows that Social Emotional Learning activities increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011). Providing students with the social-emotional programs and activities will reduce the stress that often manifests as suspendible behavior, and build the prosocial skills that replace antisocial behaviors such as defiance or violent acts. Additional counseling service providers allow for more individualized intervention and support for students who are experiencing social-emotional difficulties, or in intervening before those become drastic. Further implementation of the "Leader in Me" program will continue 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 and provide models for self-control. Character Counts is a research-based program that stresses positivity and recognizing compassionate, kind behaviors. A program of positivity that presents options to cruel or mean behaviors gives students the tools to be positive. The addition of a Culture and Climate Specialist will support implementation of the District's social-emotional supports through their expertise in the area, sharing best practices, modeling lessons, and coaching on classroom management strategies that redirect behaviors before they become referrals. The availability of the Behavior Health Clinician	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for student who don't qualify for All4Youth services due to insurance benefits will support better mental health for students who might otherwise "slip through the cracks". Graduation rate data and data from Chronic Absenteeism rates show positive outcomes for Low-Income students and English Learners from this action during the past two years of implementation. 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. Our efforts to raise awareness and take preventive measures regarding bullying, with students as partners, will result in the implementation of practices based on students' knowledge of the reality of school interactions, and should be more effective as a result. These efforts will be reinforced by after-school restorative practices (RP) activities that support a positive and safe school climate, mitigate defiant behaviors, and reduce disciplinary incidents. The aim of the RP 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 behaviors so they are not manifested To maximize the impact its impact on our students, this action will be implemented Districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Improve Attendance **Need:** Educational Partners have shared that many of our families, particularly those Low-Income families and families of Foster Youth, face health challenges and barriers to accessing care that result in their children missing school. Many of those children lack the basic and consistent health screenings and preventive care, which adversely impacts their attendance. The suggested remedy was increasing the contact time with nursing services within our school district to provide personalized health support and advocacy for Low-Income students and Foster Youth. They expressed the belief that increased access to health care at school will result in better health, increased in attendance rates, and lower chronic absenteeism rates. 2024 California School Dashboard Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students, though English Learners and LTEL increased. The Overall group and Low-Income students achieved the Yellow performance level. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates, and we will examine why LTEL rates increased, also causing EL rates to increase.	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 the prevention of truancy before it happens. Additionally, to support improved attendance, the District will: • Contract for Fresno County nurses to support the District's LVNs in increasing health services and access in schools that is beyond the required "specialized physical health care services prescribed by a child's licensed physician that require medically related training for the individual who performs the services and which are necessary during the school day to enable the child to attend school." The nurses' roles will include regular health assessments, coordination of care with the District's community liaisons, and health education tailored to the specific needs of Low-Income, English Learner, and Foster Youth student populations. • Contract with Prodigy Healthcare, Inc. provides services to 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 for Low-Income students, English Learners, and Foster Youth. • Provide monthly attendance incentives and recognition for students.	- California School Dashboard: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	• Parents of students who are referred to SARB will be required to attend a District parenting course as a part of the contract for improved attendance. The addition of the nurse's role will include regular health assessments, coordination of care with the District's community liaisons, and health education tailored to the specific needs of these vulnerable student populations. This action is expected to result in decreases in Chronic absenteeism rates for Low-Income students, English Learners, and Foster Youth. Providing increased access to health services at school sites will respond to our Parent Educational Partners belief that such access will result in better health, increased in attendance rates, and lower chronic absenteeism rates. With school administrators regularly examining absenteeism data, they will be able to have staff to notify parents and provide interventions before absences reach the "chronic" level. For parents who do not use the offered supports, the parenting course will help them to help their children. Coupled with attendance incentives and recognition, attendance should improve and chronic absenteeism rates continue to decline. To maximize the impact its impact on our students, this action will be implemented Districtwide.	
3.7	**Action:** Expand Access to Athletic Fields and Recreational Areas	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	• California School Dashboard: Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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 Low-Income students can participate in physical or athletic activities. We know from surveys and feedback from Educational Partners that maximizing participation and access to these activities has a direct effect on the connection and satisfaction that Low-Income students feel for their schools. Suspension rates from the 2024 Dashboard show significant improvement in the Overall suspension rate, and for Low-Inc ome students, English Learners, and Long-term English Learners.. These data confirm that this action addressing suspension rates has yielded the planned results. 2024 California School Dashboard Chronic absenteeism rates continued to improve significantly Overall and for Low-Income students, though English Learners and LTEL increased. The Overall group and Low-Income students achieved the Yellow performance level. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with celebrating excellent attendance, have generally been very effective in lowering chronic absenteeism rates, and we will examine why LTEL rates increased, also causing EL rates to increase. Recent research suggests that participation in physical education programs and	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. We expect to see declines in suspension and chronic absenteeism rates and increases in school safety and connectedness responses. Expanding access to inviting school playgrounds/fields will provide the needed spaces for students to become engaged and increase the feelings of school connectedness have been lacking among our Low-Income students by increasing opportunities to interact with their peers in a fun, positive manner while playing games or friendly competitions, and to experience genuine affirming experiences with adult supervisors outside the classroom. 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, aides, and community volunteers. As James Comer stated, "No significant learning occurs without a significant relationship." Expanding access to inviting school playgrounds/fields with guided, structured playtime will also keep students engaged in positive	• California School Dashboard: Chronic Absenteeism Rate • District Survey Results: Percentage of Students Who Feel Safe and Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. We were pleased to see the continued high percentages of students who responded in the 2025 survey that they feel safe at, and connected to, school. The percentage who feel safe was 79%, and those feeling connected increased to 79%. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our efforts described in this action. **Scope:** LEA-wide	activities as alternatives to inappropriate or confrontational situations such as name-calling, bullying, and fighting. 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. To maximize the impact its impact on our students, this action will be implemented Districtwide.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:**	The Laton Unified School District aims to support LTELs' linguistic and academic needs, ensuring	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Addressing the Needs of Long-Term English Learners **Need:** The 2024 "Distance from Standard" performance level for Long-Term English Learners (LTEL) improved at a faster rate than the Overall population, with double-digit increases, closing inequality gaps in that curricular area. These results indicate that the supports and interventions that the District has initiated are having a positive impact for our Long-Term English Learners. Math results also showed increases for LTEL. These results underscore the point made above that the supports and interventions that the District has initiated are having a positive impact for English Learners. However, no LTEL met or exceeded standard in either curricular area. As with the "Distance from Standard", significant inequalities remain between Long-Term English Learners, and the Overall group in both areas. As a result of the efforts by District staff in implementing actions in Goal 2, the rate of LTEL students making appropriate (one year or more) progress in English language acquisition improved by 24.4% to 58.7%, achieving the Blue (Very High) performance level. The "Distance from Standard" results show that LTEL students are making progress toward meeting standard and closing inequalities. During the meetings for the development of the LCAP and Community Schools plan, it	their success in school and beyond by the following: • Early identification as "at risk" • Targeted instructional support, with emphasis in reading • Professional development for instructional staff • Parent and community engagement • Monitoring progress and intervening immediately • English Learner Master Plan revision with section explicitly addressing LTEL. • District Trained permanent Part-Time Translator This action is expected to increase academic outcomes for Long-Term English Learners because teachers will be aware of nor only which students are LTEL, but who are at risk of becoming Long-term without additional support. Professional development activities for instructional staff will give them additional tools to identify the unique needs of their LTEL students, to meet the students at their language level, and and strategies to address their needs. Both LTEL and "at risk" will be provided the resources and support to address those. Engaging families to support these efforts will add another layer of support for students who are struggling in acquiring English language skills. To address the need for consistent communication at events to support the understanding of parents of LTEL, the District will hire a permanent, part-time translator for District and school meetings. Specific monitoring of LTEL progress will be geared to intervention before graduation.	• SBAC ELA: Percentage of Students Meeting or Exceeding Standard (LTEL) • SBAC Math: Percentage of Students Meeting or Exceeding Standard (LTEL) • California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	became evident to District leaders that parents of Long Term English Learners (LTEL) themselves often struggled with expressing themselves and understanding oral communications in their native language. These difficulties were exacerbated by the District's use of different staff for translation services at school events and District meetings, depending on whomever was available. The District identified a need to support those parents by ensuring that communication was consistent and not depending on the subjective interpretations of a variety of interpreters. While our Long-Term English Learners are showing growth in many areas, the assessment results show the need for increased acceleration in closing learning gaps. **Scope:** Limited to Unduplicated Student Group(s)	In order to maximize its impact in increasing academic outcomes for Long-Term English Learners, this action is being provided to them on a schoolwide basis at LMS and LHS.	

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

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 1.4.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,574,290	2,394,794	36.427%	0.000%	36.427%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,222,776.00	$1,904,924.00	$60,385.00	$396,631.00	$11,584,716.00	$9,012,507.00	$2,572,209.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community School Hubs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,000.00	$145,000.00	$50,000.00	$225,000.00			$275,000.00	0
1	1.2	Support for Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$255,000.00	$0.00	$130,000.00	$125,000.00			$255,000.00	0
1	1.3	Empowering Partners in School Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	0
1	1.4	Develop and Implement MTSS Principles and Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$206,000.00	$66,050.00	$231,000.00	$13,050.00		$28,000.00	$272,050.00	0
1	1.5	Monitoring Implementation of Goal 1	All	No			All Schools	Ongoing	$50,000.00	$48,000.00	$45,000.00	$53,000.00			$98,000.00	
2	2.1	Outstanding Staff	All	No			All Schools	Ongoing	$4,963,333.00	$0.00	$4,562,333.00	$401,000.00			$4,963,333.00	
2	2.2	Dual Immersion Language Program	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Laton Elementary School, Laton Middle School	Ongoing	$121,000.00	$80,000.00	$201,000.00				$201,000.00	0
2	2.3	Teacher Collaboration for Improving Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$230,000.00	$3,050.00	$233,050.00				$233,050.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	Effective Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$65,000.00	$115,000.00				$115,000.00	0
2	2.5	Access to a Broad Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$110,000.00	$160,000.00				$160,000.00	0
2	2.6	After School Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$214,000.00	$250,000.00	$114,000.00			$364,000.00	0
2	2.7	Supplemental/Intervention Support and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$385,000.00	$200,000.00	$35,000.00		$150,000.00	$385,000.00	0
2	2.8	English Learner Supports	English Learners	No			All Schools	Ongoing	$22,012.00	$55,992.00		$30,000.00		$48,004.00	$78,004.00	
2	2.9	Addressing the Needs of Long-Term English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,000.00	$60,765.00	$95,765.00				$95,765.00	0
2	2.10	Create a Culture of Post-Secondary Success	All	No			All Schools Specific Schools: Laton Middle School, Laton High School	Ongoing	$50,000.00	$135,961.00		$50,000.00		$135,961.00	$185,961.00	0
2	2.11	Create a Culture of Post-Secondary Success	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Laton High School. Laton Middle School	Ongoing	$0.00	$52,012.00	$45,012.00			$7,000.00	$52,012.00	
2	2.12	Early Childhood Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Laton Elementa	Ongoing	$5,000.00	$5,000.00	$10,000.00				$10,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	ry									
2	2.13	Students with Exceptional Needs	Students with Disabilities	No			All Schools	Ongoing	$0.00	$471,491.00		$471,491.00			$471,491.00	
2	2.14	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$310,000.00	$15,000.00	$325,000.00				$325,000.00	0
2	2.15	Provide Improved Excellent Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$217,288.00	$0.00	$217,288.00				$217,288.00	0
2	2.16	Required Action: Increasing English Learner Progress (ELPI) and English Learners' Performance in ELA	English Learners	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.1	Well-Maintained Facilities	All	No			All Schools	Ongoing	$1,448,258.00	$60,385.00	$1,273,378.00	$174,880.00	$60,385.00		$1,508,643.00	
3	3.2	Transportation	All	No			All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.3	Positive School Climate	All	No			All Schools	Ongoing	$26,666.00	$0.00				$26,666.00	$26,666.00	0
3	3.4	Social/Emotional Learning and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$507,950.00	$171,000.00	$678,950.00				$678,950.00	0
3	3.5	Safe Schools	All	No			All Schools	Ongoing	$0.00	$41,968.00		$41,968.00			$41,968.00	
3	3.6	Improve Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$147,000.00	$190,000.00	$252,000.00	$85,000.00			$337,000.00	0
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0
3	3.8	Required Action: Districtwide Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students	All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students.	No			Specific Schools: Laton Middle School, Laton High School	Ongoing	$1,000.00	$0.00				$1,000.00	$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Laton Middle School Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students Laton High School, Suspension rates for All Students, Low-Income students, English Learners, and Hispanic students														
3	**3.9**	Required Action: Suspension Rates for Students with Disabilities at Laton Elementary School	Students with Disabilities	No			Specific Schools: Laton Elementary School	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.10**	Required Action: Chronic Absenteeism for Students with Disabilities Districtwide, at Laton Middle School, and Laton Elementary School	Students with Disabilities	No			Specific Schools: Laton Middle School, Laton Elementary School	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
4	**4.1**	Increase Community Outreach and Family Engagement	All	No			All Schools	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	0
4	**4.2**	Support Our Greater Learning Community	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	0
4	**4.3**	Partner-Informed Decision Making	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	0
4	**4.4**	Engaging Families of Students with Exceptional Needs	Students with Disabilities	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
5	**5.1**	Increase Graduation Rate	All	No			Specific Schools: Laton Online Academy	2025-2027	$0.00	$535.00		$535.00			$535.00	
5	**5.2**	Purposeful Goal Setting	All	No			Specific Schools: Laton Online Academy	2025-27	$1,000.00	$0.00		$1,000.00			$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.3	Intensive Instructional Support	All	No			Specific Schools: Laton Online Academy	2025-27	$5,000.00	$0.00		$5,000.00			$5,000.00	
5	5.4	Planning for Post-Secondary Success	All	No			Specific Schools: Laton Online Academy	2025-27	$0.00	$2,000.00		$2,000.00			$2,000.00	
5	5.5	Acquiring Marketable Skills	All	No			Specific Schools: Laton Online Academy	2025-27	$0.00	$2,000.00		$2,000.00			$2,000.00	
5	5.6	Increasing Access and Attendance	All	No			Specific Schools: Laton Online Academy	2025-27	$0.00	$40,000.00		$40,000.00			$40,000.00	

2025-26 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
6,574,290	2,394,794	36.427%	0.000%	36.427%	$3,229,065.00	0.000%	49.117 %	**Total:**	$3,229,065.00
								LEA-wide Total:	$2,877,288.00
								Limited Total:	$95,765.00
								Schoolwide Total:	$256,012.00

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	1.1	Community School Hubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0
1	1.2	Support for Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	0
1	1.3	Empowering Partners in School Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0
1	1.4	Develop and Implement MTSS Principles and Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,000.00	0
2	2.2	Dual Immersion Language Program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Laton Elementary School, Laton Middle School	$201,000.00	0
2	2.3	Teacher Collaboration for Improving Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$233,050.00	0

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 (%)
2	2.4	Effective Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	0
2	2.5	Access to a Broad Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	0
2	2.6	After School Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$250,000.00	0
2	2.7	Supplemental/Intervention Support and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
2	2.9	Addressing the Needs of Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$95,765.00	0
2	2.11	Create a Culture of Post-Secondary Success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laton High School. Laton Middle School	$45,012.00	
2	2.12	Early Childhood Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laton Elementary	$10,000.00	0
2	2.14	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,000.00	0
2	2.15	Provide Improved Excellent Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,288.00	0
3	3.4	Social/Emotional Learning and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$678,950.00	0
3	3.6	Improve Attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$252,000.00	0
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Yes	LEA-wide	Low Income	All Schools	$5,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,174,917.12	$13,174,976.00

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**	Community School Hubs	Yes	$500,000.00	$345,557
1	**1.2**	Support for Community Engagement	Yes	$350,000.00	$296,787
1	**1.3**	Empowering Partners in School Safety and Connectedness	Yes	$100,000.00	$100,596
1	**1.4**	Develop and Implement MTSS Principles and Practices	Yes	$350,000.00	$408,839
1	**1.5**	Monitoring Implementation of Goal 1	No	$50,000.00	$69,029
2	**2.1**	Outstanding Staff	No	$7,665,917.12	$8,407,583
2	**2.2**	Dual Immersion Language Program	Yes	$200,000.00	$205,079
2	**2.3**	Teacher Collaboration for Improving Instruction	Yes	$150,000.00	$105,000
2	**2.4**	Effective Professional Development	Yes	$100,000.00	$78,078
2	**2.5**	Access to a Broad Curriculum	Yes	$100,000.00	$135,000
2	**2.6**	After School Program	Yes	$150,000.00	$125,000

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)
2	2.7	Supplemental/Intervention Support and Materials	Yes	$350,000.00	$120,884
2	2.8	English Learner Supports	Yes	$75,000.00	$65,000
2	2.9	Addressing the Needs of Long-Term English Learners	Yes	$215,000.00	$96,518
2	2.10	Summer School Program	No	$75,000.00	$60,000
2	2.11	Create a Culture of Post-Secondary Success	Yes	$50,000.00	$31,376
2	2.12	Early Childhood Education	Yes	$75,000.00	$43,767
2	2.13	Students with Exceptional Needs	No	$300,000.00	$123,308
2	2.14	Smaller Class Sizes	Yes	$450,000.00	$300,302
2	2.15	Provide Improved Excellent Instruction	Yes	$350,000.00	$0
2	2.16	Required Action: Increasing English Learner Progress (ELPI) and English Learners' Performance in ELA	No	$10,000.00	$10,000
3	3.1	Well-Maintained Facilities	No	$500,000.00	$737,182
3	3.2	Transportation	No	$200,000.00	$198,384

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	3.3	Positive School Climate	No	$120,000.00	$96,981
3	3.4	Social/Emotional Learning and Supports	Yes	$313,000.00	$470,000
3	3.5	Safe Schools	No	$250,000.00	$206,412
3	3.6	Improve Attendance	Yes	$5,000.00	$42,852
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Yes	$25,000.00	$51,462
3	3.8	Required Action: Districtwide Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students Laton Middle School Suspension rates for All Students, Low-Income students, English Learners, Students with Disabilities, and Hispanic students Laton High School, Suspension rates for All Students, Low-Income students, English Learners, and Hispanic students	No	$1,000.00	$6,000
3	3.9	Required Action: Suspension Rates for Students with Disabilities at Laton Elementary School	No	$10,000.00	$5,000
3	3.10	Required Action: Chronic Absenteeism for Students with Disabilities Districtwide, at Laton Middle School, and Laton Elementary School	No	$10,000.00	$25,000

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)
4	**4.1**	Increase Community Outreach and Family Engagement	No	$35,000.00	$168,000
4	**4.2**	Support Our Greater Learning Community	No	$25,000.00	$25,000
4	**4.3**	Partner-Informed Decision Making	No	$10,000.00	$10,000
4	**4.4**	Engaging Families of Students with Exceptional Needs	No	$5,000.00	$5,000

2024-25 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)
$2,373,139	$3,228,000.00	$3,022,097.00	$205,903.00	0.000%	0.000%	0.000%

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	1.1	Community School Hubs	Yes	$250,000.00	345,557.00	0	
1	1.2	Support for Community Engagement	Yes	$170,000.00	296,787	0	
1	1.3	Empowering Partners in School Safety and Connectedness	Yes	$50,000.00	100,596	0	
1	1.4	Develop and Implement MTSS Principles and Practices	Yes	$250,000.00	408,839	0	
2	2.2	Dual Immersion Language Program	Yes	$200,000.00	205,079	0	
2	2.3	Teacher Collaboration for Improving Instruction	Yes	$150,000.00	105,000	0	
2	2.4	Effective Professional Development	Yes	$100,000.00	78,078	0	
2	2.5	Access to a Broad Curriculum	Yes	$100,000.00	135,000	0	
2	2.6	After School Program	Yes	$150,000.00	125,000	0	
2	2.7	Supplemental/Intervention Support and Materials	Yes	$350,000.00	120,884	0	
2	2.8	English Learner Supports	Yes	$75,000.00	65,000	0	
2	2.9	Addressing the Needs of Long-Term English Learners	Yes	$115,000.00	96,518	0	
2	2.11	Create a Culture of Post-Secondary Success	Yes	$50,000.00	31,376	0	

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	2.12	Early Childhood Education	Yes	$75,000.00	43,767	0	
2	2.14	Smaller Class Sizes	Yes	$450,000.00	300,302	0	
2	2.15	Provide Improved Excellent Instruction	Yes	$350,000.00	0	0	
3	3.4	Social/Emotional Learning and Supports	Yes	$313,000.00	470,000	0	
3	3.6	Improve Attendance	Yes	$5,000.00	42,852	0	
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Yes	$25,000.00	51,462	0	

2024-25 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)
6,503,018	$2,373,139	6.514%	43.007%	$3,022,097.00	0.000%	46.472%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
    - **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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
    - 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, based on the LEA's current pay scale, 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 Services 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 estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 plus Carryover %)**
  - 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)**
  - 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)**

- 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)**

  - 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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