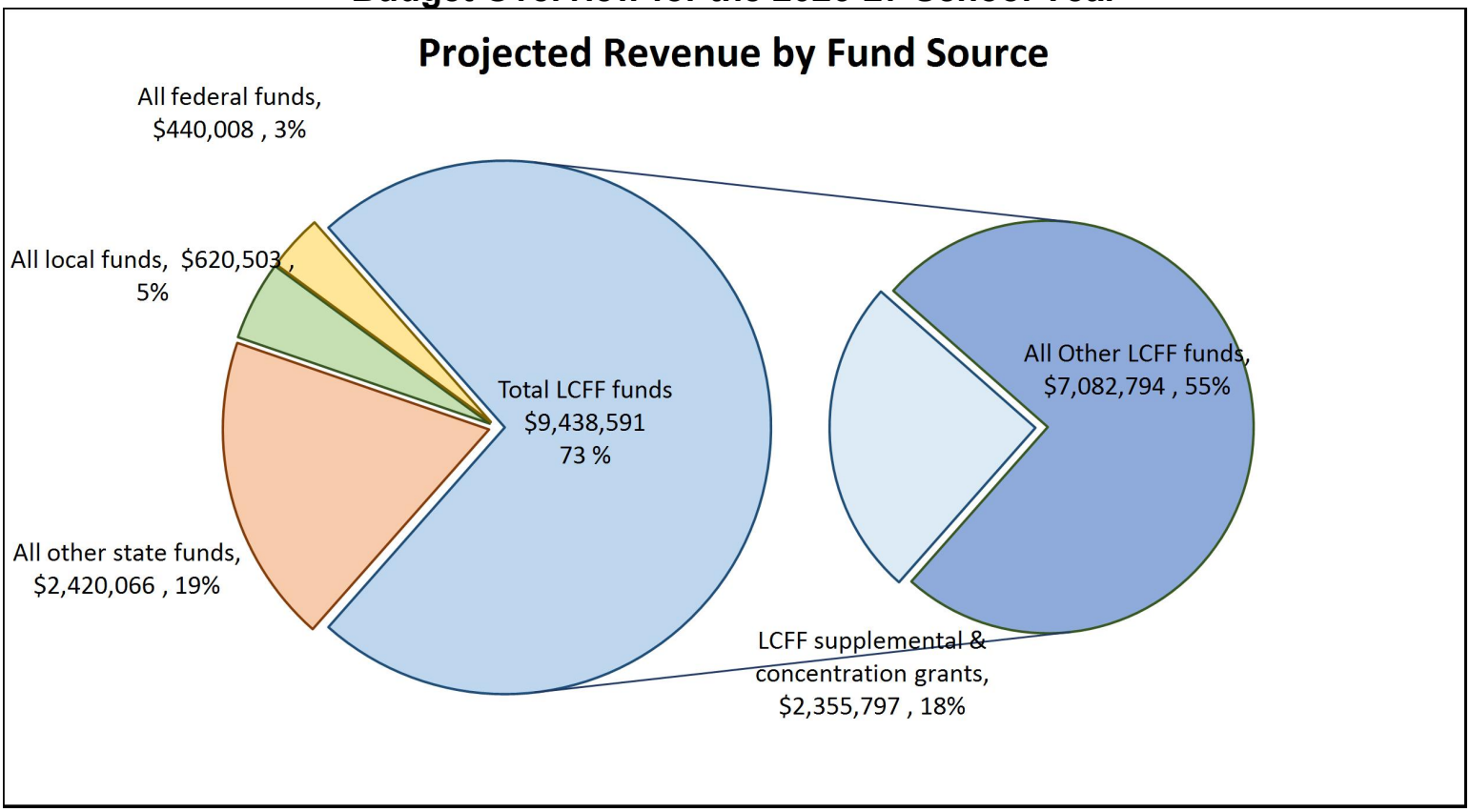
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laton Unified School District
CDS Code: 10-62281-00000000000
School Year: 2026-27
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 2026-27 School Year



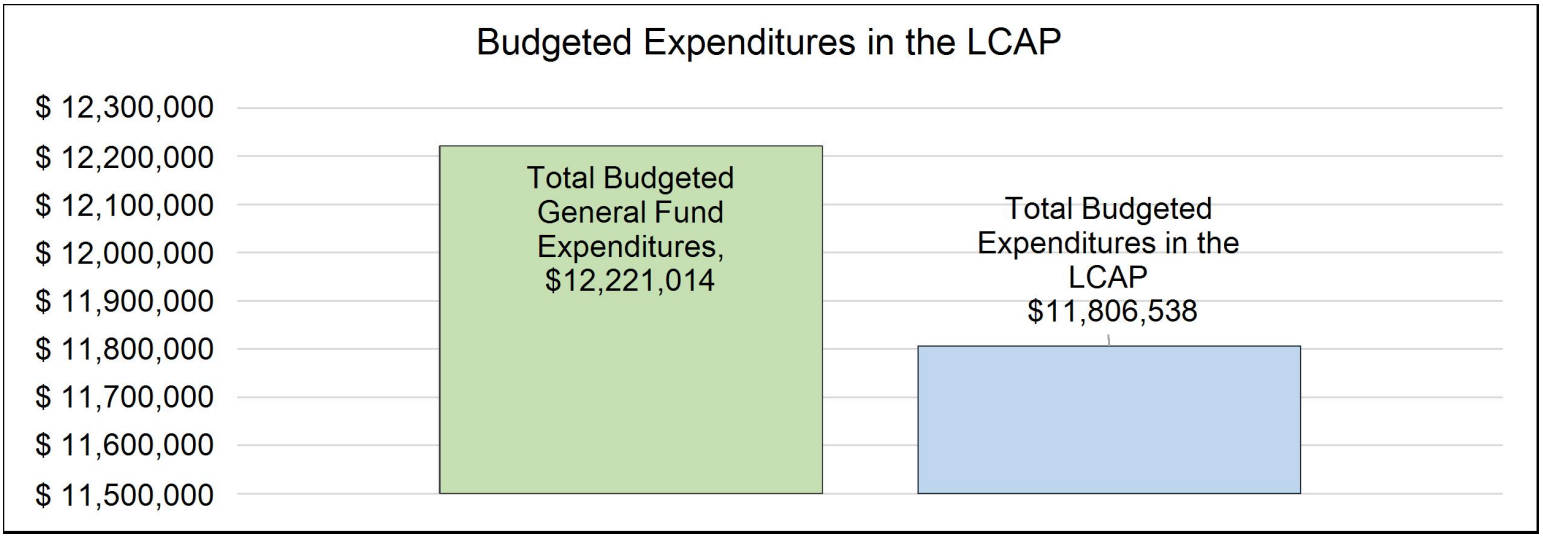
This chart shows the total general purpose revenue Laton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laton Unified School District is $12,919,168, of which $9,438,591 is Local Control Funding Formula (LCFF), $2,420,066 is other state funds, $620,503 is local funds, and $440,008 is federal funds. Of the $9,438,591 in LCFF Funds, $2,355,797 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 2026-27. 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 $12,221,014 for the 2026-27 school year. Of that amount, $11,806,538 is tied to actions/services in the LCAP and $414,476 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

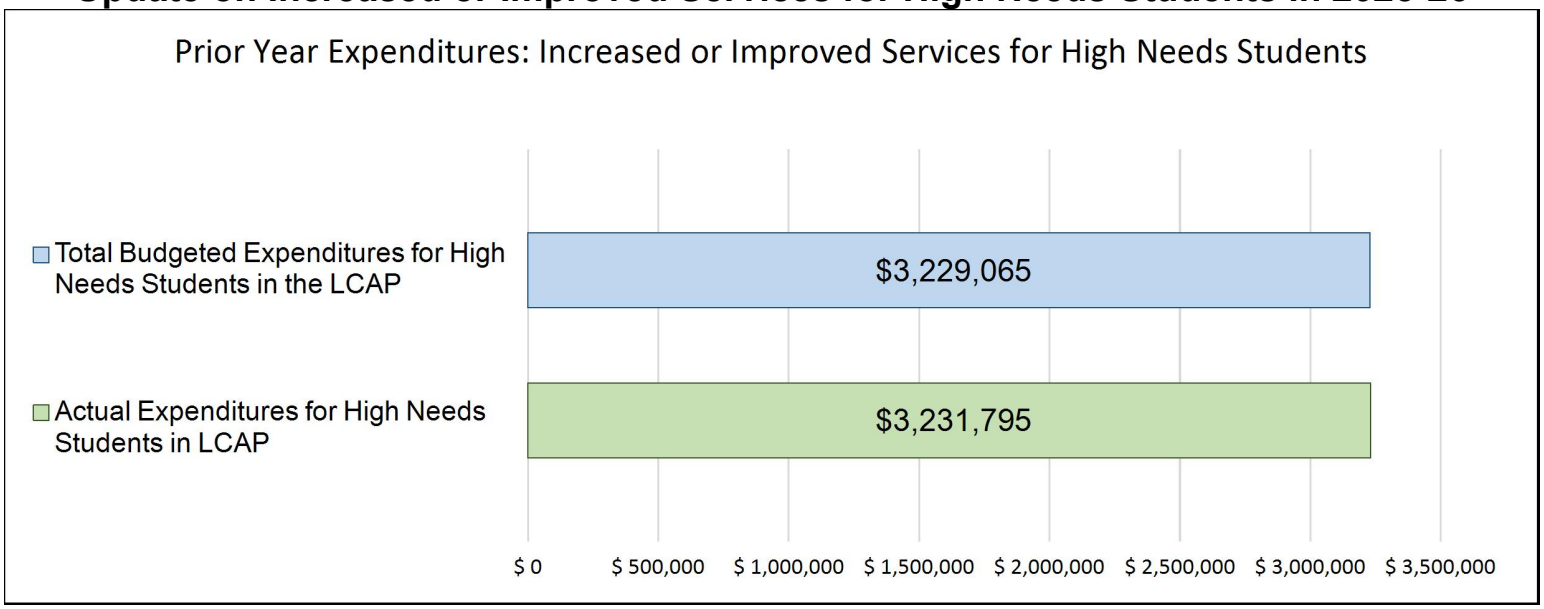
The expenditures not included in the LCAP were for utilities, insurance, food service operations, general administration costs and supplies, athletics, routine maintenance, and facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Laton Unified School District is projecting it will receive $2,355,797 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 $3,179,065 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 2025-26



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 2025-26, Laton Unified School District's LCAP budgeted $3,229,065 for planned actions to increase or improve services for high needs students. Laton Unified School District actually spent $3,231,795 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,730 had the following impact on Laton Unified School District’s ability to increase or improve services for high needs students:

The amount that was not spent represents approximately two hundredths of a percent of the budget, and had no impact on the actions and services planned for high needs students in 2025-26.

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 [2026-27]

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 597 students in Transitional Kindergarten and the K-12 program. Most students qualify for Free and Reduced Lunch, with 83.1% considered Socioeconomically Disadvantaged or Low-Income. We are a diverse District, with 88% of our students Hispanic/Latino, 11% White, and less than 1% African American or Two or More Races. English Learners make up 23.6% of our students. Foster Youth are less than 1%, and homeless students are 2.5% of our student population. However, data are often unreported for their group due to privacy concerns. Special Education Program students comprise 13.2% of our population. (2025-26 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, our goal is to 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. To address this, the District is actively supporting the program by hiring appropriately credentialed teachers and providing training in dual-immersion best practices.

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 2026-27 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, 2025 California School Dashboard, SBAC Distance from Standard (Table 1)
The Overall performance level, as well as those for Low-Income students and English Learners showed improvement in ELA. The District's Overall ELA performance level was in the Orange (Low) category. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group.

No Foster Youth took the assessment. Improvements over baseline are in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.

State Assessments, 2025 SBAC Percentage of Students Meeting or Exceeding Standard (Table 2)
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. When we examined the discrepancies in progress between "Meeting or Exceeding Standard" and "Distance from Standard", especially in Math, we noted that Low-Income students and English Learners have improved in both measures. DFS results include the scores of all students who took the assessment, while Meeting or Exceeding Standard only includes those who scored at standard or above. The greater growth in percentages meeting/exceeding suggests that our students who were already in the higher score ranges, close to achieving standard, may be progressing more rapidly than our students who continue to struggle in Math. Those scoring at the lower ranges whose scores are included in DFS are not progressing as much as expected, and are in need of continued supports.
Despite the improvements in ELA and Math for Low-Income students and English Learners that have closed some inequalities with Overall students' performance, significant inequalities remain between LUSD Low-Income students and their peers countywide in ELA (County, 39.2%) and Math (County, 27.3%). Results for English Learners still lag behind Overall results, and Long-term English Learners (LTEL) were behind those of English Learners as a group.
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. 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, 2025 California Science Test Percentage of Students Meeting or Exceeding Standard (Table 3)
Examining the most recent CST results, we saw improvements in percentages Overall and for all student groups, with the exception of LTEL. Low-Income students and English Learners closed inequalities compared to Overall results, but differences in outcomes remain. 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.

2025 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, continued to increase. The 13.6% growth to to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue 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 2026-27 LCAP, are practices that 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 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) increased to 21.2%, up from 7.3% in the prior year.

Early Assessment Program (EAP), 2025 Percentage of 11th Grade Students Scoring "Ready" (Table 4):
The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined Overall from the prior year, as did the percentage for Hispanic students. Low-Income students improved over the prior year, and from the baseline in ELA. Overall, Low-Income, and Hispanic are the only student groups for whom results are reported. All groups improved the percentage of 11th-grade students scoring "ready" in the Math EAP. Low-Income students declined from the baseline year, a year that saw a tremendous increase for that group, while Overall students' results and those for Hispanic students were slightly above the baseline. we believe that the results for Low-Income students show that the actions in Goal 2 to address EAP are having a positive impact, and continued implementation will see increasingly positive results.
While the improvements have been heartening, the percentages for the Overall cohort and the Low-Income cohort show significant inequalities in Math; additionally, there are inequalities between LUSD Low-Income students and their peers countywide, in ELA and math (County, 8.6% and 0.7%, respectively).

The 2025 A-G and CTE Completion Rates (Table 5)
The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased slightly Overall and for Hispanic students. The rate for Low-Income students declined from the prior year. All groups have declined from the baseline. In examining local conditions, we confirmed that, as we expected, the small size of our high school limited the electives that can be offered, sometimes lowering expectations and motivation for our students. While many could take a course through the local community college, it was not a program that was not a structured dual enrollment program. To address this, the District is developing partnerships that will enable LHS to offer community dual enrollment in college courses that will expand offerings and offer the possibility of students earning an Associate of Arts degree, or completing their college undergraduate requirements before graduating.
Results for CTE completion rates showed increases for all groups, maintaining completion levels exceeding 70%.

2025 California School Dashboard: College and Career Indicator, Percentage of students meeting "Prepared" requirements (Table 6):
The increases in CTE completion rates helped contribute to a third year of increases in this indicator for the Overall cohort and for Low-Income students, with Overall results earning a Blue performance level, the highest possible. Overall percentages and those for Low-Income students and Hispanic students increased from the baseline year. Eighty percent of the students who met the "Prepared" requirements did so through completing a CTE course of study. The proposed dual enrollment program which is due to launch in the 26/27 school year will sustain the high rates of College and Career Readiness.

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.

The 2025 California School Dashboard, Graduation Rates (Table 7):
Graduation rates increased Overall to 97.3%, as improvement of 10.6% and assignment to the Blue performance level. Results for Low-Income students and Hispanic students also improved to 97.1% and 96.6%, respectively. The examination of data and supports for LOA students to graduate supported the improved results.
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 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 and English Learners have shown 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 certifications. The District is taking steps to address the issue and continues to support the program's success through hiring of appropriately credentialed teachers, as possible, and providing training in best practices for dual-immersion learning.

Teachers' ratings of the implementation of state standards declined slightly to 3.3, between "Initial Implementation" and "High Implementation" on a scale of 1 ("Research Phase") to 5 ("Full and Sustained implementation").

Suspension rates from the 2025 Dashboard (Table 8):
As seen in the table, there was an Overall increase in the suspension rate, and slight increases for Low-Income students, English Learners, and Hispanic students compared to the prior year. Students with Disabilities, Homeless students, and LTEL all improved from the year before. Every group has seen significant declines in suspensions since the baseline year. 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.

2025 California School Dashboard: Chronic Absenteeism (Table 9):
Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, Low-Income students, English Learners, Students with Disabilities, White students, and Hispanic students all achieved the Yellow performance level. Long-Term English Learners were at the Green 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 includes:

- 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.

The overall District attendance rate was 94%.

We were pleased to see the continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. Several comments from the 2026 student survey pointed out that their schools are safe, clean, and positive places to learn. 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 3.

The percentage of parents who responded that they feel welcome at their children's schools stayed at a high level of 73%. The percentage of

parents who feel their children are safe at school was also 73%. 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. While the responses to "feeling welcome" have declined from the prior year, parents' remarks from surveys were highly encouraging and highlighted a school community with deep appreciation for its personnel, communication, and specialized family resources such as the CASITA community resource center, which is an acronym for:
Community Growth
Accountability
Student Focused
Investing in Education
Transformative Change
Accessibility for All

There is a strong sense of optimism, perfectly captured by one parent who wrote: "The potential is astronomical." The family engagement survey results improved from 3.8 to 3.9, and it is evident that there is a need to continue the family outreach activities that have seen success.

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 2025 Dashboard level for the Overall group was in the Orange. Low-Income students, English Learners, and Hispanic students all achieved the Orange performance level, as well. Students with Disabilities were at the Yellow level. White students were in the Red.
- 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. On the 2025 Dashboard, the Overall group dropped to the Orange level; Low-Income students, English Learners, and Hispanic students all declined to the Red performance level. Students with Disabilities were not assigned a color as the cohort has less than 30 students.
- 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. 2025 Dashboard results show that there are no longer any groups in that performance level. The Overall group, Low-Income students, and Hispanic students have achieved the Green level. English Learners and LTEL reached the Blue performance level, the best possible.
- 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 decreased for that group at LES to the Orange level. 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 for 2025 show that

there are no longer any schools with SWD in that performance level. The rate District-wide improved to the Yellow level and improved to the Green performance level at LES. The LMS percentage improved as well, but is no longer assigned a performance level due to the dropping to less than 30.

- 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. The 2025 Dashboard results show that there are no longer any groups in that performance level; the District has improved to the Blue, or highest, level, as has the middle school. The ELPI at LES improved to the Yellow 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 from 2025 show that the indicator declined to Red for English Learners at LES.

LREBG:
Students with Disabilities (SWD) at Laton Elementary School have declined significantly in average Distance from standard in both ELA and Math from the baseline year. The same is true of SWD at Laton Middle School. These declines have increased the inequalities in results for SWD when compared to Overall outcomes. Additionally, feedback from both certificated and classified staff suggested their is a need for more instructional support for SWD, including increased one-on-one and small group intervention. To address these needs based on the data, the District will utilize $209,868.37 in LREBG funds for additional paraprofessionals for focused support for small groups and individuals at the teacher's direction at LES and LMS. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, 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. It will be monitored using the California School Dashboard Distance from Standard in ELA and Math to ensure that this LREBG-funded action promotes equitable outcomes for Student with Disabilities. (Action 2.17)

DISTANCE FROM STANDARD:	2025 ELA	CHANGE FROM 2024	2025 MATH	CHANGE FROM 2024
OVERALL	62.0 points below	2.9 points improvement	99.9 points below	1.5 points decline
LOW-INCOME	64.8 points below	7.3points improvement	102.2 points below	2.3 points improvement
ENGLISH LEARNERS	81.8 points below	4.9 points improvement	118.3 points below	0.1 points improvement
LTEL	117.4 points below	4.5 points decline	175.3 points below	14.1 points decline
HISPANIC	61.9 points below	6.2points improvement	104.2 points below	2.4 points decline
WHITE	49.2 points below	3.1 points decline	55.2 points below	23.8 points improvement
HOMELESS	<11	n/d	<11	n/d
STUDENTS W/DISABILITIES	127.5 points below	37.2 points decline	154.6 points below	34.7 points decline

Table 1

MEETING OR EXCEEDING STANDARD:	2025 ELA	CHANGE FROM 2024	2025 MATH	CHANGE FROM 2024
OVERALL	26.7%	2.2% improvement	17.4%	0.4% improvement
LOW-INCOME	25.2%	1.8% improvement	16.7%	2.2% improvement
NON LOW-INCOME	41.4%	11.9% improvement	23.3%	4.1% decline
ENGLISH LEARNERS	11.5%	5.0% improvement	7.6%	4.3% improvement
LTEL	8.6%	8.6% improvement	2.9%	2.9% improvement
HISPANIC	27.0%	4.3% improvement	16.2%	0.2% improvement
WHITE	28.1%	8.5% decline	31.5%	7.1% improvement
STUDENTS W/DISABILITIES	11.8%	4.1% improvement	12.1%	6.8% improvement

Table 2

MEETING OR EXCEEDING STANDARD:	2025 SCIENCE	CHANGE FROM 2024
OVERALL	14.3%	4.4% improvement
LOW-INCOME	12.9%	5.6% improvement
NON LOW-INCOME	26.7%	4.0% improvement
ENGLISH LEARNERS	5.3%	5.3% improvement
LTEL	0%	No change
HISPANIC	13.4%	4.3% improvement
WHITE	25.0%	8.3% improvement
STUDENTS W/DISABILITIES	11.8%	5.9% improvement

Table 3

EAP PERCENTAGE READY:	ELA	CHANGE FROM 2024	MATH	CHANGE FROM 2024
OVERALL	10.0%	3.9% decline	7.5%	4.7% improvement
LOW-INCOME	11.1%	1.1% improvement	5.6%	2.3% improvement
HISPANIC	10.8%	0.7% decline	5.4%	1.5% improvement

Table 4

	A-G COMPLETION	CHANGE FROM 2024	CTE COMPLETION	CHANGE FROM 2024
OVERALL	24.3%	1% improvement	78.4%	8.4% improvement
LOW-INCOME	20.6%	3.6% decline	79.4%	7.0% improvement
ENGLISH LEARNERS	<11	n/d	<11	n/d
LTEL	<11	n/d	<11	n/d
HISPANIC	24.1%	0.1% improvement	93.1%	17.1% improvement
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 5

COLLEGE AND CAREER PREPAREDNESS	2025	CHANGE FROM 2024
OVERALL	78.4%	5.0% improvement
LOW-INCOME	76.5%	0.6% improvement
ENGLISH LEARNERS	<11	n/d
LTEL	<11	n/d
HISPANIC	79.3%	0.7% decline
WHITE	<11	n/d
STUDENTS W/DISABILITIES	<11	n/d

Table 6

GRADUATION RATES	2025	CHANGE FROM 2024
OVERALL	97.3%	10.6% improvement
LOW-INCOME	97.1%	7.4% improvement
NON LOW-INCOME	<11	n/d
ENGLISH LEARNERS	<11	n/d
LTEL	<11	n/d
HISPANIC	96.6%	4.6% improvement
HOMELESS	<11	n/d
WHITE	<11	n/d
STUDENTS W/DISABILITIES	<11	n/d

Table 7

SUSPENSION RATES	2025	CHANGE FROM 2024
OVERALL	7.3%	1.1% increase
LOW-INCOME	7.3%	0.4% increase
NON LOW-INCOME	%	3.6% improvement
ENGLISH LEARNERS	7.5%	1.0% increase
LTEL	7.7%	1.5% improvement
HISPANIC	6.2%	0.7% increase
WHITE	13.2%	No change
HOMELESS	3.8%	0.3% improvement
STUDENTS W/DISABILITIES	7.3%	5.6% improvement

Table 8

CHRONIC ABSENTEEISM RATES	2025	CHANGE FROM 2024
OVERALL	11.5%	0.9% improvement
LOW-INCOME	12.7%	1.2% improvement
NON LOW-INCOME	%	2.6% improvement
ENGLISH LEARNERS	10.4%	3.0% improvement
LTEL	6.5%	9.3% improvement
HISPANIC	10.4%	1.0% improvement
HOMELESS	21.4%	3.6% improvement
WHITE	12.5%	5.7% improvement
STUDENTS W/DISABILITIES	13.6%	4.4% improvement

Table 9

Reflections: Technical Assistance

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

N/A

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 2026-27 school year. Teachers' feedback to administrators regarding this year's instructional improvement efforts informed the planning for 2026-27. Reinforcing the collective efficacy of instructional staff was also a theme for planning.
Classified Bargaining Unit, including all Classified Staff Educational Partners	The District held input meetings with Classified staff members on April 13, 17, and 20, and with the bargaining unit the week of May 11. • Most of the comments from those meetings highlighted a need for better tools and training to manage student behavior. Staff explicitly requested training on classroom management, handling behavioral issues, safety, health, and student emotional regulation. There is a noted concern that some students lack the motivation to improve their behavior. Staff suggested using "incentive trips," awards, and

Educational Partner(s)	Process for Engagement
	recognitions to keep students motivated. Staff also noted a need for more direct student counseling. • Suggestions for academic support generally centered around hiring additional staff to provide smaller group interventions and more intervention time for struggling students. Math was repeatedly mentioned as a specific area of need, as were IEP for students receiving special education services, and targeted training on how to better serve Socioeconomically Disadvantaged (SED) students. • Another theme was that traditional outreach is currently not working to curb chronic absenteeism, and they recommended hiring a dedicated staff member specializing entirely in managing absenteeism, and a need for better overall parent engagement and stronger communication pipelines between the school and families. Survey, March, 2026 -- The themes that emerged from the in-person meetings were echoed in the survey responses from classified staff, including calls for more professional development opportunities was explicitly noted to help staff continue growing. • There were multiple comments that highlighted a friendly, open-minded, and collaborative staff environment. Respondents noted that everyone works together, cares deeply for the students, and feels respected and heard by leadership. • The District's small size allows for a positive student-to-adult ratio, helping staff get to know students well. Classified staff also expressed great pride in the school's diversity, commitment to inclusivity, and efforts to address previous community feedback (e.g., LCAP surveys). • Classroom support from instructional aides were noted as major positives. • Programs like PBIS (points/events) and incentive trips were highly praised for keeping students motivated and rewarded for positive behavioral and academic actions.

Educational Partner(s)	Process for Engagement
Certificated Bargaining Unit, including Teacher Educational Partners	The District held input meetings with Certificated staff members on April 13, and with the bargaining unit the week of May 11. • Teachers valued the strong administrative support, school counselor support, and the success of PBIS events and recognition/incentive trips. • Teachers recognize that there have been significant decreases in suspension rates and reductions in chronic absenteeism, indicating improved access to learning. • Science achievement has shown consistent progress, and there have been some gains in math performance. • A lack of foundational skills is causing direct frustration for students in the classroom. • There is uncertainty regarding how discipline data is collected, a need for better alignment with MTSS (Multi-Tiered System of Supports), and accountability concerns. • Teachers report a distinct lack of prep time for planning and collaboration, alongside concerns regarding better pay and staff retention. • Concerns were expressed about an over-reliance on computer-based programs; limited opportunities for students to actively participate; and ineffective group work (especially when there is a wide gap in student ability levels). • The following needs for professional development and support were identified: • Training focused on high-impact instructional strategies for ELA and Math, as well as methods to increase student engagement and rigor. • Dedicated time and structured systems for cross-department collaboration and aligning expectations across different content areas. • Assistance with strengthening foundational skills instruction and designing lessons that seamlessly integrate writing across all subject areas. • Increased alignment and communication from administration regarding general instructional expectations Survey, March, 2026 -- The themes that emerged from the in-person

Educational Partner(s)	Process for Engagement
	meetings were echoed in the survey responses from certificated staff. Across all grade levels, staff overwhelmingly praise the "extended family" feel of the school. They highlight strong, friendly, and inviting relationships among teachers, as well as deeply loving and responsive partnerships with local families. • Staff describe a cohesive, collaborative workplace where peers willingly share ideas, problem-solve together, and ensure students feel "seen" every day. Many respondents appreciate that administrators are highly approachable and uniquely willing to "jump into the trenches" to directly support students and staff, a quality they note is rare in larger districts. • Teachers are widely recognized for their deep commitment to preparing students for both future academics and adult life, consistently going above and beyond without looking for accolades. • Community-facing resources—specifically The CASITA (which provides food, clothing, laundry facilities, and dental/vision care) and the school counselor—are credited with removing major barriers to student learning. • By far the most urgent and heavily detailed concern across the sites is a need for improvements in student discipline and accountability. Staff report that students openly admit they can get away with disrespect, cussing, and disruptive behavior. Rules (such as dress code, bathroom limits, and language) are not enforced uniformly during unstructured times like lunch and break, sending mixed messages and causing severe teacher burnout. • Teachers note a need to enforce classroom deadlines and academic consequences. Some staff feel that there is an excess of lunch activities, dress-up days, and games. Last-minute adjustments to these events disrupt lesson planning and take valuable instructional time away from preparing students for adulthood. • Some expressed a frustration with adopting "trendy" new strategies (e.g., IXL, Visible Learning books, Advisory periods) only to abandon or cancel them with zero follow-

Educational Partner(s)	Process for Engagement
	through. They want meaningful, experienced-based, grade-level specific professional development rather than a "one-size-fits-all" approach. • Budget cuts that have resulted in the elimination of emotional supporet positions have raised concerns.
Students	Each school site has an Advisory Council that provides input 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. Students are represented on the PAC. Students in 4th-12th grades were surveyed in March, 2026. Themes from the survey were: • A significant majority of students praised their teachers, describing them as "nice," "fun," "helpful," and genuinely caring about student success. Several mentioned that teachers make learning enjoyable and are always willing to help. • Many students highlighted the social environment, noting that they enjoy seeing their friends every day and that the school has a welcoming, kind, and generally non-toxic atmosphere. Free time, recess, and physical activity were frequently mentioned as highlights of the school day. • Students appreciate specific classes and extracurriculars, particularly gym/ PE, art, music, band, and sports. • Several comments pointed out that the school is a safe, clean, and positive place to learn. • By far the most common suggestion for change was school lunch. Students asked for better food quality and more options. • Students consistently requested longer recess times, more outdoor breaks, and better equipment for the playground. • A large number of students felt they received too much homework and wished for less academic stress and fewer tests.

Educational Partner(s)	Process for Engagement
	• Several comments targeted specific school rules they found strict, with multiple students specifically mentioning a desire to change or eliminate the dress code. • Some students noted they would change the behavior of certain peers, wishing there was less bullying, drama, or disruption in the classrooms.
Parents	An open meeting was held for families on April 14, 2026. The main theme that emerged from that meeting was a concern among participants that students "be safe to be themselves at school and be accepted for who they are." In April, parents who participated in the Success Together classes met to provide feedback. Their primary concern was why the District was budgeting for two LVNs, which the Superintendent addressed. They also expressed a desire to see social-emotional supports continue, along with the incentive trips. Parents were happy to be able to see and ask questions about the District budget, and praised the community schools' supports for families, including the Success Together program. Another open meeting was held on May 28, 2026. Parents were surveyed in March, 2026. The responses were highly encouraging and highlights an school community with deep appreciation for its personnel, communication, and specialized family resources. There was a strong sense of optimism, perfectly captured by one parent who wrote: "The potential is astronomical." Several themes emerged from the surveys: • A major standout was "The CASITA" (or "La CASITA"), which was explicitly called out multiple times as "the best thing" about the schools. Parents view it as a vital hub for community connection, early childhood development, and parent resources. • Parents appreciated that the teachers "build good bonds" with students. They frequently noted that the teachers are highly qualified, excellent, and deeply committed to student learning. • Communication between parents, teachers, and staff was highly rated. Parents noted that it has become "easier &

Educational Partner(s)	Process for Engagement
	quicker to communicate" this year, making them feel more involved. • Parents valued the holistic ecosystem of the school, praising its homework help, social-emotional support, parenting tips, and healthy lifestyle education. • There was a high volume of Spanish responses praising the care, attention, and after-school programs that highlight a welcoming environment for Spanish-speaking families. While many parents stated they would change nothing, those who offered feedback pointed to specific operational and programming upgrades • Several parents suggested that the after-school program needs modifications to better align with students' needs. • Some parents called for "better lunch options" and to prioritize nutrition. 95% 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". 84% 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	A meeting was held on May 28, 2026 with a presentation of data and a review of prior LCAP actions to support student success. The Public Comment period ran from June 10 through June 23, 2026. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration or through a Google Form.
SELPA Consultation	The District consulted with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation

Educational Partner(s)	Process for Engagement
	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 2026 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 January 14, 2026. A public hearing of the plan was held at the Board meeting of June 10, 2026. 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 24, 2026, Board meeting, the Local Indicators report was presented to the Board prior to LCAP approval. The District's 2026-27 budget was approved subsequent to the LCAP at the June 24, 2026, meeting. Public Hearing, June 10, 2026. Board Adoption, June 24, 2026. Submitted to FCSS, June 25, 2026.
Parent Advisory Committee (PAC)	The draft of the 2026-27 LCAP was presented to the Parent Advisory Committee (PAC) for review on May 28, 2026, before presentation to the Board. The District Superintendent "present[ed] the draft LCAP to the parent advisory committee established pursuant to Section 52063 for review and comment." [EC 52062(A)(1)]. Included in the PAC membership are May 28, 2026 school students and a parent of a student with disabilities. The Parent Advisory Committee (PAC) were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational

Educational Partner(s)	Process for Engagement
	setting for the school, to provide more opportunities for their children to improve academically. There were no questions or comments from the PAC that required a written response from the Superintendent.
District English Learner Advisory Committee (DELAC)	The draft of the 2026-27 LCAP was presented to the District English Learner Advisory Committee (DELAC) for review on May 23, 2026, before presentation to the Board. The District Superintendent "present[ed] the draft LCAP to the committee established pursuant to Section 52063 for review and comment." The DELAC were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically. There were no questions or comments from the DELAC 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. There was agreement with the SSC and Educational Partners to make changes to the actions in Goal 5. The SSC agreed that actions 5.2 and 5.3 mainly contributed to the increase in graduation rate at LOA, and decided to delete Actions 5.1, 5.4, 5.5, and 5.6. The SSC also acknowledged that Actions 5.2 and 5.3 will continue to address the LOA suspension rate for Low-Income students.

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. 95% of parents who responded in the 2026 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". With such an overwhelming support for this action, the District understands the need to continue it.

Another powerful way in which parents 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 Educational Partners have voiced the desire to amplify their voices in decision-making. Currently, the District supports students serving in advisory Governing Board positions, and as members of the Parent 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 provided feedback that they "would change the behavior of certain peers, wishing there was less bullying, drama, or disruption in the classrooms." 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.

Responses from the 2026 Parent Survey underscore that the actions from Goal 1 have garnered their support. Parents lauded the community liaisons for "improved communication and trust", evidence to continue Action 1.2. "The CASITA" (or "La CASITA"), was explicitly called out multiple times as "the best thing" about the schools. Parents view it as a vital hub for community connection, early childhood development, and parent resources, so Action 1.1 will continue.

Partners from the teachers' bargaining unit agreed with the Superintendent that monthly meetings to review progress would support open communication and transparency. Support staff also 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 will be continued as part of 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 includes "Teaching Fellows will serve as mentors to newer teachers, providing guidance, sharing best practices, and fostering a collaborative professional learning community." Feedback from conversations with instructional Educational Partners, and certificated staff surveys showed a need for more teacher involvement in decision-making. As a result, the District created a Guiding Coalition for professional development activities, reflected in 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 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. 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. Teachers' feedback regarding showcases, and their suggestions for improvement guided the planning for 2026-27. 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. Family Educational Partners have also expressed concerns that translations at conferences and 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 regarding their child's academic progress, and at family events, the District will hire a permanent, part-time translator for District and school conferences and meetings and add it to Action 2.8. Parents' support for the Dual Immersion program and supports for English Learners, and support staff responses that the district values English Learners confirm the need to continue Actions 2.2 and 2.8.

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 surveys 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 maintain Action 2.15.

As with Goal 1, responses from the 2026 Parent Survey underscore that the actions from Goal 2 have been welcomed by parents, as access to tutoring, after-school programs, homework help, and data-driven instruction garnered positive comments. Parents also expressed appreciation for 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 continued in 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. Parents

expressed, in meetings, a desire to see social-emotional supports continue. Many teachers and classified staff described concerns with students' behavior and motivation. As a result, we will continue implementation, with integrity, of Actions 3.3 and 3.4.

2026 Parent Survey responses were positive about the actions under Goal 3. Parents appreciated the holistic ecosystem of the school, praising its homework help, social-emotional support, parenting tips, and healthy lifestyle education. The recommendations to provide "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; they will continue to be implemented to the greatest degree possible. Eighty-nine percent of parents agreed that the schools have clean and well-maintained facilities.

The 2026 survey responses from support staff included the request more training on "handling behavioral issues, safety, health, and student emotional regulation", so "provide 'de-escalating conflict' strategies for support staff" will be continued in Action 3.4.

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 added Action 4.1, that families of Low-Income students will have their admissions to athletic events waived by the District. 84% of parents who responded in the 2026 survey agreed that, as a result of the actions the District has taken to promote parent and community involvement, their family is participating in more District and/or school activities.

Parents have requested workshops in English As a Second Language and Using Technology, which were included in Action 4.1.

Responses from the 2026 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.

Goal 5 -- The graduation rate for Laton Online Academy increased significantly, but those the numbers cannot be published due to privacy concerns. There was agreement with the SSC and Educational Partners that Action 5.1, "Purposeful Goal Setting" and Action 5.2, "Intensive Instructional Support" were the primary drivers of this success. All agreed to make changes to the actions in Goal 5 that would provide more focus on those two actions.

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)

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, investing 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.

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	All Students: 64.9 points below English Learners: 86.7 points below LTEL: 112.9 points below Students with	All Students: 62 points below English Learners: 81.8 points below LTEL: 117.4 ' points below Students with	All Students: 50 points below English Learners:: 65 points below LTEL: 80 points below Students with	All Students: 18.6 points improvement English Learners: 27.9 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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]	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]	Disabilities: 127.5 points below Hispanic: 61.9 points below Low-Income: 64.8 points below White: 49.2 points below Other student groups too small (<11) to report data due to privacy concerns. Laton Elementary English Learners: 84.5 points below [2025 California School Dashboard]	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]	LTEL: 4.5 points decline Students with Disabilities: 32.6 points decline Hispanic: 25.1 points improvement Low-Income: 17.0 points improvement White: 6.8 points decline Laton Elementary English Learners: 17.1 points improvement
1.2	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	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	All Students: 99.9 points below English Learners: 118.3 points below LTEL: 175.3 points below Students with Disabilities: 154.6 points below Hispanic: 104.2 points below Low-Income: 102.2 points below	All Students: 70 points below English Learners:: 75 points below LTEL: 100 points below Students with Disabilities: 75 points below Hispanic: 70 points below Low-Income: 70 points below	All Students: 1.7 points improvement English Learners: 1.2 points improvement LTEL: 14.1 points decline Students with Disabilities: 42.5 points decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard]	White: 79.1 points below Homeless: 193.8 points below Other student groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard]	White: 55.2 points below Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard]	White: 50 points below [2026 California School Dashboard]	Hispanic: 1.0 points decline Low-Income: 2.1 points improvement White: 24.2 points improvement
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 English Learner Progress Indicator]	District: 56.7% District LTEL: 71.4% Laton Middle School: 77.8% Laton Elementary School: 40.7% [2025 California School Dashboard English Learner Progress Indicator]	District: 60% District LTEL: 65% Laton Middle School: 60% Laton Elementary School: 60% [2026 California School Dashboard English Learner Progress Indicator]	District: 28.0% improvement District LTEL: 12.7% improvement Laton Middle School: 47.4% improvement Laton Elementary School: 14.5% improvement
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%	MET -- Results Reported Percentage of students who feel safe at school -- 79%	MET -- Results Reported Percentage of students who feel safe at school -- 88%	MET -- Results Reported Percentage of students who feel safe at school -- 100%	8% increase in the percentage of students who feel safe at school. 12% increase in the percentage of students who feel

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of students who feel connected to school -- 76% [District 2024 Student Survey]	Percentage of students who feel connected to school -- 79% [District 2025 Student Survey]	Percentage of students who feel connected to school -- 88% [District 2026 Student Survey]	Percentage of students who feel connected to school -- 100% [District 2027 Student Survey]	connected to school.
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% 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%	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: 5.3% Hispanic: 4.3% Laton Middle	Overall: 7.3% Low-Income: 7.3% English Learner: 7.5% LTEL: 7.7% Students with Disabilities: 7.3% Hispanic: 6.2% White: 13.2% Homeless: 3.8% Other student groups too small (<11) to report data due to privacy concerns. Laton High School Suspension rates Overall: 3.6% Low-Income: 2.6% English Learners: 0% Hispanic: 2.8% Laton Middle	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%	Overall: 3.5% improvement Low-Income: 4.0% improvement English Learner: 3.7% improvement LTEL: 1.5% improvement Students with Disabilities: 11.0% improvement Hispanic: 4.1% improvement White: 2.1% improvement Laton High School Suspension rates Overall: 7.4% improvement Low-Income: 8.7% improvement English Learners: 13.6% improvement Hispanic: 7.5% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Laton Elementary School Suspension rates Students with Disabilities: 11.8% [2023 California School Dashboard]	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]	School Suspension rates Overall: 11.1% Low-Income: 12.2% English Learners: 17.6% Students with Disabilities: 13.6% Hispanic: 12.1% Laton Elementary School Suspension rates Students with Disabilities: 8.3% [2025 California School Dashboard]	Students with Disabilities: 10% Hispanic: 10% Laton Elementary School Suspension rates Students with Disabilities: 4% [2026 California School Dashboard]	Laton Middle School Suspension rates Overall: 9.6% improvement Low-Income: 10.5% improvement English Learners: 1.6% improvement Students with Disabilities: 13.4% improvement Hispanic: 9.7% improvement Laton Elementary School Suspension rates: Students with Disabilities: 3.5% improvement
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%	Overall: 12.5% Hispanic: 11.5% Low-Income: 13.8% English Learner: 13.4% LTEL: 15.8% White: 18.2% Students/Disabilities: 17.9%	Overall: 11.5% Hispanic: 10.4% Low-Income: 12.7% English Learner: 10.4% LTEL: 6.5% White: 12.5% Students with Disabilities: 13.6% Homeless: 21.4%	Overall: 7% Hispanic: 7% Low-Income: 7% English Learner: 7% LTEL: 7% White: 7% Students/Disabilities: 7% Foster Youth: 7%	Overall: 5.2% improvement Hispanic: 5.8% improvement Low-Income: 5.2% improvement English Learner: 0.9% improvement LTEL: 9.3% improvement White: 8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LMS Students/Disabilities: 21.6% [2023 California School Dashboard]	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]	Other student groups too small (<11) to report data due to privacy concerns. LES Students with Disabilities: 8.6% LMS Students with Disabilities: 9.5% [2025 California School Dashboard]	LES Students/Disabilities: 10% LMS Students/Disabilities: 7% [2026 California School Dashboard]	improvement Students with Disabilities: 16.5% improvement LES Students with Disabilities: 26.7% improvement LMS Students with Disabilities: 12.1% 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 [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 data due to privacy concerns. [2024 California School Dashboard]	Overall: 97.3% Hispanic: 96.6% Low-Income: 97.1% Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard]	Overall: 98% Hispanic: 98% Low-Income: 98% English Learner: 98% Foster Youth: 98% [2026 California School Dashboard]	Overall: 1.6% improvement Hispanic: 1.6% improvement Low-Income: 2.1% improvement
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	MET -- Results Reported 3.8 Average Score (on a scale of 1 =	MET -- Results Reported 3.9 Average Score (on a scale of 1 =	MET -- Results Reported 4.5 Average Score (on a scale of 1 =	0.2 points increase, close to "high implementation".

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disagree to 5 = Strongly Agree) on the State's Self- Reflection Tool [June, 2024, Report to the LUSD Governing Board]	Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool [June, 2025, Report to the LUSD Governing Board]	Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool [June, 2026, Report to the LUSD Governing Board]	Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool [June, 2027, Report to the LUSD Governing Board]	

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

Goal Analysis [2025-26]

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 partially implemented as planned. A single CASITA 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 Community Schools Coordinator resigned in January and was not replaced.

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 held 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 mostly 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 were conducted.

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 Community Schools Coordinator resigned in January and was not replaced.

Action 1.5: Over-Budgeted -- Implementation of this action did not require the amount of extra staff time and resources that had been budgeted.

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

Action 1.1: The 2026 family survey results showed parents' remarks from surveys were highly encouraging and highlighted a school community with deep appreciation for its personnel, communication, and specialized family wellness and resource support such as the CASITA. There is a strong sense of optimism, perfectly captured by one parent who wrote: "The potential is astronomical." 95% 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". 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 from the baseline, and improvements for Low-Income students and English Learners.
- Chronic absenteeism rates continued to improve significantly Overall, and for Low-Income students and English Learners.
- Continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe increased to 88%, and those feeling connected increased to 88%, as well.
- The family engagement survey results improved from 3.8 to 3.9, 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 maintained an increase over the baseline at 73%. The percentage of parents who feel their children are safe at school was also 73%. 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.

These data demonstrate that offering comprehensive support services such as health and wellness programs, after-school activities, and family resources was effective.

Action 1.2: Feedback from Educational Partners has been very positive regarding the Family Liaisons and the assistance that they provide. The metrics used to show the effectiveness of this action also show that the support organizing family and community events, the workshops, and the forums to promote engagement and collaboration facilitated by the District Family Liaisons to was effective:

- The family engagement survey results improved from 3.8 to 3.9.
- The percentage of parents who responded that they feel welcome at their children's schools maintained an increase over the baseline at 73%.
- Chronic absenteeism rates continued to improve significantly from the baseline year Overall, and for Low-Income students, English Learners, LTEL, and Students with Disabilities.

Action 1.3: The metrics indicate that training in restorative practices and the Friday extended day Restorative Practices sessions impacted students' behaviors, as did bullying prevention assemblies and climate conversations with students. Along with Student Representatives to the Board, selected to amplify students' voice, these initiatives to empower students have been effective as demonstrated by the metrics. There was an Overall improvement in the suspension rate from the baseline, and improvements for Low-Income students and English Learners. Chronic absenteeism rates continued to improve significantly Overall, and for Low-Income students and English Learners. These data confirm that this action has yielded positive results. 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 were pleased to see the continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. 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. Graduation rates also increased over the baseline year, by 1.6% Overall, by 1.6% for Hispanic students, and by 2.1% for Low-Income students.

Action 1.4: As shown in the data above, the Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 69% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. Improvements over baseline are in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.

Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons.

As described in the "Reflections" section, the 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.

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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.

The increases in CTE completion rates helped contribute to a third year of increases in this indicator for the Overall cohort and for Low-Income students, with Overall results earning a Blue performance level, the highest possible. Overall percentages and those for Low-Income students and Hispanic students increased from the baseline year. Eighty percent of the students who met the "Prepared" requirements did so through completing a CTE course of study. The District's plan to fully implement a dual enrollment program in the 26/27 school year will help maintain the high percentages of College and Career Readiness.

Based on the positive results on all of the indicators associated with this action, we can say that the focus was greater on building ELA and ELD skills than Math. The use of universal screeners and UDL principles to diagnose students' needs were more effective for ELA. The regular education Resource Teachers and paraprofessionals provided students with more one-on-one support in all areas, but, again, Math results lagged behind. Additional instructional aides in K-2 grade levels also provided classroom reading support. 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 enabled teachers to evaluate and adjust instruction al practices as indicated. Improvements for Low-Income students and English Learners, particularly from the baseline, show that these initiatives were mostly effective.

Action 1.5: Based on the effectiveness of Actions 1.1-1.4, we believe that the District's support for program monitoring and fiscal reporting, the monthly meetings between the Superintendent and Principals to review academic and implementation data, the monthly meetings between the Superintendent and bargaining unit representatives to review progress, and the regularly scheduled meetings of Educational Partners (students, parents, and staff) to review assessment data have 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.

Action 1.1: The wording was revised to reflect that there is a single CASITA.

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.	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• The 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. 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.		
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
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	The District will provide a multi-tiered system of supports for students that include:	$272,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Principles and Practices	• 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 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	$98,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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. • 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.

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.

As shown in the "Reflections" section of this plan, the Overall performance level in Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from

the prior year, and were assigned the Red (Very Low) performance level. 69% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. Improvements over baseline are in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.

Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons.

The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.

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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.

The District is continuing the actions described in this goal to continue the success reflected in the above data.

LREBG:

Students with Disabilities (SWD) at Laton Elementary School have declined significantly in average Distance from standard in both ELA and Math from the baseline year. The same is true of SWD at Laton Middle School. These declines have increased the inequalities in results for SWD when compared to Overall outcomes. Additionally, feedback from both certificated and classified staff suggested their is a need for more instructional support for SWD, including increased one-on-one and small group intervention. To address these needs based on the data, the District will utilize $209,868.37 in LREBG funds for additional paraprofessionals for focused support for small groups and individuals at the teacher's direction at LES and LMS. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, 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. It will be monitored using the California School Dashboard Distance from Standard in ELA and Math to ensure that this LREBG-funded action promotes equitable outcomes for Student with Disabilities.

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 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: 62 points below English Learners: 81.8 points below LTEL: 117.4 points below Students with Disabilities: 127.5 points below Hispanic: 61.9 points below Low-Income: 64.8 points below White: 49.2 points below Other student groups too small (<11) to report data due to privacy concerns. Laton Elementary English Learners: 84.5 points below [2025 California School Dashboard]	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 Laton Elementary English Learners: 60 points below [2026 California School Dashboard]	All Students: 18.6 points improvement English Learners: 27.9 points improvement LTEL: 4.5 points decline Students with Disabilities: 32.6 points decline Hispanic: 25.1 points improvement Low-Income: 17.0 points improvement White: 6.8 points decline Laton Elementary English Learners: 17.1 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 data due to privacy concerns. [2024 California School Dashboard]	All Students: 99.9 points below English Learners: 118.3 points below LTEL: 175.3 points below Students with Disabilities: 154.6 points below Hispanic: 104.2 points below Low-Income: 102.2 points below White: 55.2 points below Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard]	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: 1.7 points improvement English Learners: 1.2 points improvement LTEL: 14.1 points decline Students with Disabilities: 42.5 points decline Hispanic: 1.0 points decline Low-Income: 2.1 points improvement White: 24.2 points improvement
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	LES and LMS, Change from Initial (Fall, 2024) to Trimester 3 (Spring, 2025): LES Reading: Urgent Intervention - 3% increase Intervention - 2% increase	LES and LMS, Change from Initial (Fall, 2025) to Trimester 3 (Spring, 2026): LES Reading: Urgent Intervention - 1.9% decrease Intervention - 1.4% increase	LES and LMS,Change from 2026 TO 2027: LES Reading: Urgent Intervention - 25% decrease Intervention - 15% increase On Watch - 20% increase	LES Reading: Urgent Intervention - 4.9% decrease Intervention - 0.6% decrease On Watch - 0.8% increase At/Above benchmark - 5.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%	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: 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	On Watch - 2.8% increase At/Above benchmark - 0.8% increase LES Math: Urgent Intervention - 8.1% decrease Intervention - 14.3% increase On Watch - 5.8% increase At/Above benchmark - 5.5% decrease LMS Reading: Urgent Intervention - 6.4% decrease Intervention - 6.0% increase On Watch - 1.7% decrease At/Above benchmark - 4.5% increase LMS Math: Urgent Intervention - 7.3% decrease Intervention - 0.4% decrease On Watch - 3.7% 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: 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 Math: Urgent Intervention - 0.1% decrease Intervention - 1.7% decrease On Watch - 9.8% increase At/Above benchmark - 1.5% decrease LMS Reading: Urgent Intervention - 4.4% decrease Intervention - 4.0% increase On Watch - 0.3% increase At/Above benchmark - 2.5% increase LMS Math: Urgent Intervention - 1.3% decrease Intervention - 2.4% decrease On Watch - 1.3% decrease At/Above benchmark - 0.3% decrease LES Early Literacy: Urgent Intervention - 8.4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Local Data]	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]	At/Above benchmark - 0.7% increase LES Early Literacy: Urgent Intervention - 8.4% decrease Intervention - 0.8% decrease On Watch - 15.5% increase At/Above benchmark - 14.1% decrease [2026 Local Data]	LES Early Literacy: Urgent Intervention - 20% decrease Intervention - 15% increase On Watch - 20% increase At/Above benchmark - 25% increase [2027 Local Data]	Intervention - 13.8% decrease On Watch - 17.5% increase At/Above benchmark - 2.1% decrease
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: 56.7% District LTEL: 71.4% Laton Middle School: 77.8% Laton Elementary School: 40.7% [2025 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: 28.0% improvement District LTEL: 12.7% improvement Laton Middle School: 47.4% improvement Laton Elementary School: 14.5% improvement
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]	21.2% [CALPADS 2024-25 Reports 2.16 and 8.1]	12% [CALPADS 2025-26 Reports 2.16 and 8.1]	9.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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]	67.6% Other student groups too small (<11) to report data due to privacy concerns. [2025 AP College Board]	Overall: 65% [2026 AP College Board]	6.6% increase
2.7	Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready"	EAP ELA – All Students: 11.11% Low Income: 12.50% Hispanic 8.33% EAP Math -- All Students: 7.41% Low Income: 8.33% Hispanic 4.17% [2023 CAASPP Assessments]	EAP ELA – All Students: 13.9% 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 ELA – All Students: 10.0% Low Income: 11.1% Hispanic 10.1% EAP Math -- All Students: 7.5% Low Income: 5.6% Hispanic 5.4% Other student groups too small (<11) to report data due to privacy concerns. [2025 CAASPP Assessments]	EAP ELA – All Students: 30% Low Income: 30% Hispanic 30% EAP Math -- All Students: 20% Low Income: 20% Hispanic 20% [2026 CAASPP Assessments]	EAP ELA – All Students: 1.1% decline Low Income: 1.4% decline Hispanic 1.8% improvement EAP Math -- All Students: 0.1% improvement Low Income: 2.7% decline Hispanic 1.2% improvement
2.8	A-G Completion Rate	Overall: 30.4% Low Income: 25.0% English Learners: 16.7% Hispanic: 32.5%	Overall: 23.3% Low Income: 24.1% Hispanic: 24.0% Other student	Overall: 24.3% Low Income: 20.6% Hispanic: 24.1% Other student	Overall: 65% Low Income: 65% English Learners: 58% Hispanic: 68%	Overall: 6.1% decline Low Income: 4.4% decline Hispanic: 8.4% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard Additional Reports]	groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard Additional Reports] Additional Reports]	groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard Additional Reports]	[2026 California School Dashboard Additional Reports]	
2.9	CTE Completion Rate	2023 Graduation Cohort completing a CTE course of study: 76.1% Low-Income: 77.5% English Learners: 83.3% [2023 California School Dashboard Additional Reports]	2024 Graduation Cohort completing a CTE course of study: Overall: 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]	2025 Graduation Cohort completing a CTE course of study: Overall: 78.4% Low Income: 79.4% Hispanic: 93.1% Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard Additional Reports]	2026 Graduation Cohort completing a CTE course of study: 90% Low-Income: 90% English Learners: 90% [2026 California School Dashboard Additional Reports]	Overall: 2.3% improvement Low Income: 1.9% improvement Hispanic: 17.1% improvement
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%	2024 Graduation Cohort completing both the A-G requirements and a CTE course of study: Overall: 16.7%	2025 Graduation Cohort completing both the A-G requirements and a CTE course of study: Overall: 21.6%	2026 Graduation Cohort completing both the A-G requirements and a CTE course of study: 50% Low-Income: 50%	Overall: 4.5% decline Low Income: 2.4% improvement Hispanic: 8.1% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard Additional Reports]	Low Income: 17.2% Hispanic: 16.0% Other student groups too small (<11) to report data due to privacy concerns. [2024 California School Dashboard Additional Reports]	Low Income: 17.6% Hispanic: 24.1% Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard Additional Reports]	English Learners: 45% [2026 California 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: 78.4% Hispanic: 79.3% Low-Income: 76.5% Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard]	All Students: 80% Hispanic: 80% Low-Income: 80% English Learners: 75% [2026 California School Dashboard]	All Students: 8.8% improvement (Blue performance level) Hispanic: 9.3% improvement Low-Income: 6.5% 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%	All Students: 14.3% English Learners: 5.3% LTEL: 0% Students with Disabilities: 11.8% Low-Income: 12.9%	All Students: 25% English Learners: 15% Students with Disabilities: 20% Low-Income: 25% Hispanic: 25% White: 35%	All Students: 0.8% improvement English Learners: 5.3% improvement LTEL: No change Students with Disabilities: 5.1% improvement Low-Income: 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Other student groups too small (<11) to report data due to privacy concerns. [2024 CAST]	Hispanic: 13.4% White: 25.0% Other student groups too small (<11) to report data due to privacy concerns. [2025 CAST]	[2026 CAST]	improvement Hispanic: 2.5% improvement White: 1.7% decline
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.	MET -- Results Reported The state's self-reflection tool reflected an average rating of 3.3 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	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.	0.1 points decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			State standards were implemented in all classrooms and English Learners were provided access to the core curriculum and ELD standards. [June, 2025, Report to LUSD Governing Board]	in all classrooms and English Learners were provided access to the core curriculum and ELD standards. [June, 2026, Report to LUSD Governing Board]	[June, 2027, 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.	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.	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.	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]	[June, 2026, Report to LUSD Governing Board]	[June, 2027, Report to LUSD Governing Board]	
2.15	Percentage of teachers fully credentialed and appropriately assigned.	MET -- Results Reported 86.4% of teachers fully credentialed. 3.8% mis-assignments. [2022-23 CDE DataQuest]	MET -- Results Reported 87.7% of teachers fully credentialed. 1.2% mis-assignments. [2023-24 CDE DataQuest]	The TAMO data on teacher credentialing with the 2024-25 teacher credentialing data will be entered as soon as it is made available by the CDE and reported to the LUSD Governing Board [2024-25 CDE DataQuest]	MET -- Results Reported 100% of teachers fully credentialed. 0% mis-assignments. [2025-26 CDE DataQuest]	The TAMO data on teacher credentialing with the 2024-25 teacher credentialing data will be entered as soon as it is made available by the CDE and reported to the LUSD Governing Board.
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 were available and accessible to 100% of students. [2026 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%	All Students: 24.5% Low-Income: 23.4%	All Students: 26.7% Low-Income: 25.2%	All Students: 40% Low-Income: 40% English Learners: 30%	All Students: 7.0% improvement Low-Income: 5.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 2.8% Hispanic: 17.5% White: 37.1% LTEL: 0% [2023 SBAC]	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. [2024 SBAC]	English Learners: 11.5% Students with Disabilities: 11.8% Hispanic: 27.0% White: 28.1% LTEL: 8.6% Other student groups too small (<11) to report data due to privacy concerns. [2025 SBAC]	Students with Disabilities: 30% Hispanic: 40% White: 50% LTEL: 25% [2026 SBAC]	English Learners: 8.3% improvement Students with Disabilities: 9.0% improvement Hispanic: 9.5% improvement White: 9.0% decline LTEL: 8.6% improvement
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: 17.4% Low-Income: 16.7% English Learners: 7.6% Students with Disabilities: 12.1% Hispanic: 16.2% White: 31.5% LTEL: 2.9% Other student groups too small (<11) to report data due to privacy concerns. [2025 SBAC]	All Students: 25% Low-Income: 25% English Learners: 18% Students with Disabilities: 18% Hispanic: 25% White: 30% LTEL: 15% [2026 SBAC]	All Students: 5.4% improvement Low-Income: 5.5% improvement English Learners: 6.6% improvement Students with Disabilities: 9.3% improvement Hispanic: 5.4% improvement White: 14.4% improvement LTEL: 2.9% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 left each of the past four years to take other teaching jobs. [2025 Local Data]	Average of 3.2 teachers left each of the past four years to take other teaching jobs. [2026 Local Data]	Average of 1.5 teachers will leave each year to take other teaching jobs [2027 Local Data]	0.2 decrease

Goal Analysis [2025-26]

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. An Assessment Coordinator was secured and hired to support teachers and students as the district strives to be data driven in PLCs and throughout the district decision making.

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 district continues to employ a full-time librarian 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 and enrichement 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 assessment system was only partially implemented and will be adjusted to be more systematic for the upcoming year.

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, and 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 not implemented as planned. In response to an assessment of local conditions, the District found that administration and staff at LMS and LES identified a need for the expansion of AVID strategies to the middle school and upper elementary grades in order to establish a "college-going" mindset and better study habits that would lay the foundation for success in high school. As a result, training and resources were provided to expand AVID to the middle school and upper elementary grades. College visits were held, as planned, as were trips to observe CTE programs in community colleges. The District was challenged in completing the planned greenhouse entrepreneurial program due to challenges in finding an advisor and staff to support the program.

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. Implementation of 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 was also implemented as planned. However, the District was challenged by changes in the age requirement for TK that impacted preschool enrollment. GreatMinds and Renaissance Learning were implemented as supplemental Materials to support the "Launchpad" program, as planned. Pre-K enrollment declined from 47 students in 2024-25 to 34 students in 2025-26. Of that decline, 15 were students who were now qualified to enroll in TK, and whose parents chose to do so.

The District will undertake efforts to identify and provide information to families of eligible children who have concerns about participating in the LaunchPad program.

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.

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 2.5: Under-Budgeted -- Due to rising fuel costs, the cost of transportation for field trips was more than anticipated.

Action 2.7: Under-Budgeted -- The District purchased more technology hardware and software than planned.

Action 2.11: Under-Budgeted -- Training and resources that were not originally budgeted were provided to expand AVID to the middle school and upper elementary grades.

Action 2.15: Over-Budgeted -- The District was not able to offer a salary increase. The funds were used to supplement other contributing actions, including 2.2, 2.5, and 2.7.

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 -- This action has been mostly effective, except for the lack of expected improvement in Math. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.
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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.
The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in 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. Training that has been provided to teachers, in addition to the time and resources to support implementation of the program with integrity, along with monitoring implementation with regard to students' progress have translated to increasingly strong performance in ELA by both Low-Income students and English Learners, including LTELs. The implementation of dual language instruction along with culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition, have also resulted in significant gains in English language acquisition for English Learners, including LTELs.
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, with parents of English Learners especially appreciative of the District's welcoming and supportive school environment for Spanish-speaking students ("el apoyo que brindan a los niños", "la atención que tienen").

Action 2.3 -- This action has been mostly effective, except for the lack of expected improvement in Math. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.
The District’s professional learning and collaboration opportunities for teachers were effective in producing the desired outcomes in ELA. PLCs were effective in engaging instructional staff in collaborative continuous improvement activities. Refining their abilities to use Illuminate Data and other data systems, along with benchmark assessment data, to target skill development for individual students, then providing them protected time to review and plan using those data, enabled them to identify high impact teaching strategies to address students’ language needs. Instructional staff engaged in this same pattern of activities to use data and collaborate on increasing students’ performance in math. However, the data show that they did not have the expected level of improvement and effectiveness.

Action 2.4 -- This action has been mostly effective, except for the lack of expected improvement in Math and the modest decline in ratings for implementation of state standards. 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. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall

improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.
Teachers' ratings of the implementation of state standards declined slightly to 3.3, between "Initial Implementation" and "High Implementation" on a scale of 1 ("Research Phase") to 5 ("Full and Sustained implementation").
The professional development activities identified by the Guiding Coalition were effective in producing the desired outcomes in ELA. Providing substitutes so teachers had time to meet in collaborative continuous improvement activities provided needed articulation that enabled teachers in grade level teams to identify common problems and solutions – many gleaned from participation in CABE – that translated into greater skills development for individual students and groups. The time was also effectively used for teachers to meet with preceding teachers for their classes and gain insight into more nuanced academic needs. The professional learning provided to paraprofessionals was essential to their abilities to maximize the time that they worked with individual groups and students in ELA. Instructional staff used the provided professional learning and protected time to engage in this same pattern of collaborative activities to increase students' performance in math. However, the data show that they did not have the expected level of improvement and effectiveness.

Action 2.5 -- This action has been mostly effective, except for the lack of expected improvement in Math. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.

The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.
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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.
The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in 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. The initiatives that were implemented to provide access to a broad curriculum were effective in producing the desired outcomes in ELA. The field trips to support standards-aligned instruction were intentionally used by teachers to build vocabulary, and the results were reflected in improved performance by Low-Income students and English Learners in ELA and ELD progress. The supplementary materials, and the increased computer/mobile devices, supported by the library aide, were also used to focus on building vocabulary, comprehension, and research skills that are reflected in the data. Though the enrollment at Laton Online Academy is too small for state assessment results to be reported, local data on grad rates show that teachers were able to use the supplemental curriculum to enable students to complete and pass sufficient units to significantly improve the graduation rate. Instructional staff used the provided supplemental resources and access in to activities and materials to increase students' performance in math. However, the data show that they did not have the expected level of improvement and effectiveness, possibly due to an unintentional emphasis on literacy.

Action 2.6 -- The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.

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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.
The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in the prior year.
The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased slightly Overall and for Hispanic students. The rate for Low-Income students declined from the prior year. All groups have declined from the baseline. In examining local conditions, we confirmed that, as we expected, the small size of our high school limited the electives that can be offered, sometimes lowering expectations and motivation for our students. While many could take a course through the local community college, it was not a program that was not a structured dual enrollment program. To address this, the District is developing partnerships that will enable LHS to offer community dual enrollment in college courses that will expand offerings and offer the possibility of students earning an Associate of Arts degree, or completing their college undergraduate requirements before graduating.
Increases in CTE completion rates helped contribute to a third year of increases in this indicator for the Overall cohort and for Low-Income students, with Overall results earning a Blue performance level, the highest possible. Overall percentages and those for Low-Income students and Hispanic students increased from the baseline year. Eighty percent of the students who met the "Prepared" requirements did so through completing a CTE course of study. The future dual enrollment program will help maintain the high percentages of College and Career Readiness.
Dashboard data from state assessments and the College and Career indictor show that this action has been moderately 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. The after school and expanded learning programs were effective in producing the desired outcomes in ELA and in College and Career Readiness. Daily providing students with a place that promoted completion of homework by having trusted adults available and ready to help, reinforced students' learning and retention. Their participation in enriched schoolwork and athletics often provided the extra boost to keep them engaged in their regular schoolwork. The credit recovery, high-stakes test preparation and other academic support services that students could access at the Saturday Academy provided supplemental help that also boosted ELA scores and enabled some to complete the requirements for College and Career Readiness through focused interventions, though it did not have the expected positive impact on A-G completion. Additionally, the data show that the afterschool and expanded learning activities did not have the expected level of improvement and effectiveness in math.
It's overall effectiveness is compromised to some degree by the declines in A-G completion rates and the lower-than-expected improvements in Math. Surveys from parents and staff give high marks of appreciation for the afterschool program's benefit to students. Parents of English Learners also praised the afterschool program for its support for their children.

Action 2.7 -- This action has been mostly effective, except for the lack of expected improvement in Math. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline

were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.
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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.
The supplemental and intervention materials, including technology-based instructional programs, to provide interventions and additional supports for English Learners and Low-Income student were effective in producing the desired outcomes in ELA. Once they assessed students and identified specific group and individual needs, the materials were used for targeted support. For students who were identified as making appropriate progress, the technology-based materials and programs were used for online and in-person enrichment experiences that supported language acquisition and improved academic outcomes that were reflected in the data for ELA and progress in acquiring English. Instructional staff used the provided supplemental resources in a similar manner to increase students' performance in math. However, the data show that they did not have the expected level of improvement and effectiveness. The evaluation process to has determined that the supplemental /intervention materials being used mostly effective and are having a positive impact on student outcomes. 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 -- This action has been mostly effective, except for the lack of expected improvement in Math. The performance in average Distance from Standard for English Learners showed improvement in ELA. The improvements for English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Comparing ELA Dashboard results to the baseline, we see the same improvements for English Learners. Improvements over baseline were in the double digits for English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for them.
Distance from Standard Math results for English Learners resulted in assignment to the Red performance level. While they made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA and Math continued to improve for English Learners, with increases from the prior year and from the baseline.
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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.

The supplemental and additional support materials, including the Reading/Literacy/ Technology instructional programs to provide interventions and additional supports for English Learners were effective in producing the desired outcomes in ELA and in making appropriate progress in English language acquisition. As described in the District's English Learner Master Plan, the progress of EL students and RFEP students was monitored and instruction was immediately instruction as warranted by data and students' needs. Professional learning activities conducted by FCSS staff helped teachers hone their skills in using data for identifying gaps and modifying instruction to fill those. As EL students were assessed and their specific language needs were identified, the materials and programs were used for targeted support. The credit recovery, high-stakes test preparation and other academic support services that students could access at the Saturday Academy provided supplemental help that also boosted ELA scores and enabled some to complete the requirements for College and Career Readiness through focused interventions, though it did not have the expected positive impact on A-G completion. Additional tutoring by paraprofessionals in individual or small group settings to address the identified needs of English Learners supported language acquisition and improved academic outcomes that were reflected in the data for ELA and progress in acquiring English. Instructional staff used the provided professional learning and supplemental services for English Learners in this same pattern of activities to increase students' performance in math. However, the data show that they did not have the expected level of effectiveness in improving Distance from Standard results. Overall, 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 LTEL performance level in average Distance from Standard declined from the prior year, and were assigned the Red (Very Low) performance level. Distance from Standard Math results for LTEL also declined from the prior year. Comparisons to the baseline year are similar to the over-year comparisons. On a positive note, the 2025 SBAC data for the percentage of LTEL students "Meeting or Exceeding Standard" in ELA continued to improve for LTEL, as did Math percentages. Comparisons to the baseline year in both ELA and Math reflected increased percentages for LTELs who grew from 0% in 2024. As a result of the efforts by District staff in implementing actions in this action, the rate of LTEL students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, students improved by 12.7% to 71.4%, achieving the Blue performance level.
Providing instructional staff with professional learning in the specific needs of Long-Term English Learners has enabled them to use early identification as "at risk", followed by targeted instructional support, with emphasis in reading, to have a positive impact for LTEL students in developing English language skills, as demonstrated by the ELPI results. Monitoring progress and intervening immediately with small groups and individual support has also focused on building English language skills and academic vocabulary. Examining the state assessment data, the LTEL students who were already closer to meeting standard in both ELA and math appear to be improving at a faster rate than those who were struggling more. DFS results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that LTEL students who have struggled more in the past to be successful have slightly slipped back, and so scoring farther from standard, while the percentages in the higher ranges are improving more quickly and meeting or exceeding standard. As the percentage who slipped back is greater than the percentage who improved, the Overall result is a decline in DFS. While there are positive results in the ELPI and the percentage of students "Meeting or Exceeding Standard" from this action, the Distance from Standard data indicate it has been moderately effective. The District believes that the growth data show that the action is having a positive impact and will result in wider-ranging improvement as implementation continues.

Action 2.10 -- The extended learning program was effective in producing the desired outcomes in ELA and in making appropriate progress in English language acquisition. The learning recovery and English language development activities focused on improving literacy skills and provided students with intensive support, forestalling the "learning loss" that often occurs during the summer break. For those students who

were making appropriate progress, the acceleration and enrichment activities enhanced vocabulary, comprehension, and creative thinking skills. Credit recovery and original credit classes gave high school students the boost that they needed to meet graduation requirements, reflected in the District's increased grad rate. Though the focus was heavier on literacy, similar activities were offered in summer to increase students' performance in math. However, the data show that they did not have the expected level of effectiveness and improvement.

Action 2.11 -- The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined Overall from the prior year, as did the percentage for Hispanic students. Low-Income students improved over the prior year, and from the baseline in ELA. Overall, Low-Income, and Hispanic are the only student groups for whom results are reported. All groups improved the percentage of 11th-grade students scoring "ready" in the Math EAP. Low-Income students declined from the baseline year, a year that saw a tremendous increase for that group, while Overall students' results and those for Hispanic students were slightly above the baseline.
The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased slightly Overall and for Hispanic students. The rate for Low-Income students declined from the prior year. All groups have declined from the baseline.
Results for CTE completion rates showed increases for all groups, maintaining completion levels exceeding 70%. The increases in CTE completion rates resulted in increases in the combined A-G/CTE completion metric.
The increases in CTE completion rates helped contribute to a third year of increases in the College and Career Readiness indicator for the Overall cohort and for Low-Income students, with Overall results earning a Blue performance level, the highest possible. Overall percentages and those for Low-Income students and Hispanic students increased from the baseline year. Eighty percent of the students who met the "Prepared" requirements did so through completing a CTE course of study.
Based on the metrics associated with this action, it can best be described as partly effective. The activities that highlighted developing a "college-going" attitude appeared to be effective as reflected College and Career showed excellent improvements. Additionally, improvements in CTE completion rates suggest that the visits to C.T.E. program at a community college were effective in contributing to that success. Students EAP results and A-G completion rates did not show expected improvements, which the District attributed to insufficient access to AVID classes that support increased academic success as reflected in EAP results and A-G completion. Classes were added during the past year, and the action has been amended to reflect that need for Low-Income students and English Learners. The greenhouse is still in development, so its effectiveness cannot be ascertained at this time.

Action 2.12 -- Feedback from parents has been positive about the preschool program and the Launchpad for kindergarten. Participation in preschool decreased due to changes in TK age requirements; Pre-K enrollment declined from 47 students in 2024-25 to 34 students in 2025-26. Of that decline, 15 were students who were now qualified to enroll in TK, and whose parents chose to do so. While the enrollment declined, the awareness that led to the increase in TK enrollment, which otherwise might have led to a higher preschool enrollment, leads us to evaluate this action as effective in accomplishing its purpose. Enrollment in the Launchpad program to prepare students who had not attended preschool ready for Kindergarten was close to steady from 2024-25 to 2025-26, with 17 attending in the former and 16 in the latter. The program was effective in increasing their readiness by creating familiarity with the routines and some basic skills work; Spring, 2026, District Early Literacy benchmarks showed that, by the end of the year, there was an 8.4% decrease in the percentage of students needing Urgent Intervention, and a 13.8% decrease in those needing Intervention. The percentage On Watch (approaching grade level) increased by 17.5%.

Action 2.13 -- Our Students with Disabilities showed declines in ELA and Math "Distance from Standard". The 2025 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 results are mixed, and the supports and interventions, including supplemental materials and access to technology that will allow those students to access the core curriculum more easily, and professional development for teachers, that the District has initiated have been partly effective for our Students with Disabilities.

Action 2.14 -- Dashboard data from state assessments show that this action has been mostly effective in improving academic results for Low-Income students and English Learners. Math Distance from Standard results, EAP results, and A-G completion rates have not seen expected growth.
The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.
Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons.
The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024.
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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level.
The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in the prior year.
The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP declined Overall from the prior year, as did the percentage for Hispanic students. Low-Income students improved over the prior year, and from the baseline in ELA. Overall, Low-Income, and Hispanic are the only student groups for whom results are reported. All groups improved the percentage of 11th-grade students scoring "ready" in the Math EAP. Low-Income students declined from the baseline year, a year that saw a tremendous increase for that group, while Overall students' results and those for Hispanic students were slightly above the baseline. We believe that the results for Low-Income students show that the actions in Goal 2 to address EAP are having a positive impact, and continued implementation will see increasingly positive results.

The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) increased slightly Overall and for Hispanic students. The rate for Low-Income students declined from the prior year. All groups have declined from the baseline.
The District saw a third year of increases in the College and Career indicator for the Overall cohort and for Low-Income students, with Overall results earning a Blue performance level, the highest possible. Overall percentages and those for Low-Income students and Hispanic students increased from the baseline year.

Action 2.15 -- The action was not implemented in 2024-25 or in 2025-26. This action was not implemented as planned, so its effectiveness cannot be ascertained.

Required Action 2.16 -- This action was effective in increasing the percentage of English Learners making appropriate progress in acquiring English language skills, but did not have the expected positive impact in ELA growth for English Learners at LES. 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. The 2025 Dashboard results show that there are no longer any groups in that performance level; the District has improved to the Blue, or highest, level, as has the middle school. The ELPI at LES improved to the Yellow performance level. 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. Though the Dashboard results from 2025 show that the indicator was Red for English Learners at LES, results were improved from the prior year and significantly improved from the baseline, due to the action's focus on developing English language skills and academic vocabulary that improve reading, writing, listening, and speaking skills, along with the early literacy focus in the primary grades at Laton Elementary School, supported by English language development activities such as pre-loading and vocabulary development. These results indicate that the action has been effective in improving ELA results for English Learners.

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.

Metric 2.2: LES data deleted from Year 1. It showed up there as a "rollover" mistake and should not have been included in the 2025-26 LCAP.

Metric 2.19: Data sources and years added to Year 1 Outcome, Year 2 Outcome, and Target for Year 3 Outcome.

Action 2.4: More than half of the teacher Educational partners identified professional support as a need. To address that need, the Action 2.4 includes "Teaching Fellows will serve as mentors to newer teachers, providing guidance, sharing best practices, and fostering a collaborative professional learning community." Feedback from conversations with instructional Educational Partners, and certificated staff surveys showed a need for more teacher involvement in decision-making. As a result, the District created a Guiding Coalition for professional development activities, reflected in Action 2.4.

Action 2.7: Instructional Educational Partners suggested Renaissance Learning and Learning A-Z as effective and engaging supplementary learning programs, so they have been added to the action. "Access to a Broad Course of Study" has been moved as a metric to measure effectiveness from this action to Action 2.5.

Action 2.8: "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. This action was inadvertently marked as

Action 2.10: The Title was corrected to "Extended Learning Program".

Action 2.11: The phrase "to include middle grades and upper elementary students" was added to the action to reflect practice from the past year in response to the identification of a local need.

Action 2.12: The first paragraph was revised to read "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.
"The District will offer a three-week "Launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten. 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. GreatMinds and Renaissance Learning will be used as supplemental Materials to support the "Launchpad" program" for greater clarity.

Action 2.15: The action was revised to read "In order to continue prior gains in students' learning, and to address the inequalities that continue to exist, 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. 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.
An 'Instructional Educational Partner Satisfaction Feedback' baseline will be established in the 2026-27 school year and will be reported annually in the description of the effectiveness or ineffectiveness of this specific action in making progress toward the goal." 'Retention of Staff (Not Leaving for Higher Salary Elsewhere)' will be included as a metric and reported in the evaluation of the action's effectiveness."

Action 2.17: Added to utilize LREBG funds for additional paraprofessional support at LES and LMS.

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.	$4,952,367.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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.	$201,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. • 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 2026-27 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.	$233,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Effective Professional Development	The District will: • Continue 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. • 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.	$115,000.00	Yes
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.	$255,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.	$364,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.		
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 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.	$385,000.00	Yes
2.8	English Learner Supports	All English Learners in LUSD are provided daily instruction and supports in English Language Development. For students in grades TK through 6, he District provides the Dual-Language Immersion program described in Action 2.2. For students in grades 7-12, a structured English immersion program for English learners is provided, in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will also provide the following: Professional development for instructional staff.	$78,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 and Teaching Fellows 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.		
2.9	Addressing the Needs of Long-Term English Learners	The Laton Unified School District aims to support Long-Term English Learners' (LTEL) linguistic and academic needs, ensuring their success in school and beyond. All LTELs in LUSD are provided daily instruction and supports in English Language Development. For students in grades TK through 6, the District provides the Dual-Language Immersion program described in Action 2.2. For students in grades 7-12, a structured English immersion program for English learners is provided, in which nearly all classroom instruction is provided in English, but with curriculum and a	$95,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		presentation designed for pupils who are learning English. To increase academic outcomes for students and decrease inequalities in performance results between Long-Term English Learners and higher-performing student groups, the District will also provide 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.		
2.10	Extended Learning Program	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.	$106,854.00	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 Low-Income students, Foster Youth, and English Learners with	$52,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 to include middle grades and upper elementary students.		
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. The District will offer 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.	$171,491.00	No

Action #	Title	Description	Total Funds	Contributing
		• Implement a Comprehensive Coordinated Early Intervening Services (CCEIS) plan to support the proper identification of 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 continue prior gains in students' learning, and to address the inequalities that continue to exist, 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. 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. An "Instructional Educational Partner Satisfaction Feedback" baseline will be established in the 2026-27 school year and will be reported annually in the description of the effectiveness or ineffectiveness of this specific action in making progress toward the goal." "Retention of Staff (Not Leaving for Higher Salary Elsewhere)" will be included as a metric and reported in the evaluation of the action's effectiveness.	$216,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.17	Additional Academic Support for Students with Disabilities	Students with Disabilities (SWD) at Laton Elementary School have declined significantly in average Distance from standard in both ELA and Math from the baseline year. The same is true of SWD at Laton Middle School. These declines have increased the inequalities in results for SWD when compared to Overall outcomes. Additionally, feedback from both certificated and classified staff suggested their is a need for more instructional support for SWD, including increased one-on-one and small group intervention. To address these needs based on the data, the District will utilize $$209,868.37 in LREBG funds for additional paraprofessionals for focused support for small groups and individuals at the teacher's direction at LES and LMS. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, 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. It will be monitored	$209,868.37	No

Action #	Title	Description	Total Funds	Contributing
		using the California School Dashboard Distance from Standard in ELA and Math to ensure that this LREBG-funded action promotes equitable outcomes for Student with Disabilities. (Metrics 2.1 and 2.2)		

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.

Educational partners' input resulting from our actions to engage students in emotional support services has resonated with families and received their strong support. Anecdotal data also strongly indicate that students need social-emotional support, and the focus is increasing in that area. The District staff provide input that there is a need for improvements in student discipline and accountability.

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.

Dashboard results show that there are no longer any groups in that performance level. The 2025 Dashboard level for the Overall group was in the Orange. Low-Income students, English Learners, and Hispanic students all achieved the Orange performance level, as well. Students with Disabilities were at the Yellow level. White students were in the Red.

- 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. On the 2025 Dashboard, the Overall group dropped to the Orange level; Low-Income students, English Learners, and Hispanic students all declined to the Red performance level. Students with Disabilities were not assigned a color as the cohort has less than 30 students.
- 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. 2025 Dashboard results show that there are no longer any groups in that performance level. The Overall group, Low-Income students, and Hispanic students have achieved the Green level. English Learners and LTEL reached the Blue performance level, the best possible.
- 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 decreased for that group at LES to teh Orange level. 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 for 2025 show that there are no longer any schools with SWD in that performance level. The rate District-wide improved to the Yellow level and improved to the Green performance level at LES. The LMS percentage improved as well, but is no longer assigned a performance level due to the dropping to less than 30.

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, 2025 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:	MET -- Results Reported	MET -- Results Reported	MET -- Results Reported	MET -- Results Reported	8% increase in the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who feel safe and connected to school.	Percentage of students who feel safe at school -- 80% Percentage of students who feel connected to school -- 76% [District 2024 Student Survey]	Percentage of students who feel safe at school -- 79% Percentage of students who feel connected to school -- 79% [District 2025 Student Survey]	Percentage of students who feel safe at school -- 88% Percentage of students who feel connected to school -- 88% [District 2026 Student Survey]	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. 12% increase in the percentage of students who feel connected to school.
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%	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%	Overall: 7.3% Low-Income: 7.3% English Learner: 7.5% LTEL: 7.7% Students with Disabilities: 7.3% Hispanic: 6.2% White: 13.2% Homeless: 3.8% Other student groups too small (<11) to report data due to privacy concerns. Laton High School Suspension rates Overall: 3.6% Low-Income: 2.6%	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: 3.5% improvement Low-Income: 4.0% improvement English Learner: 3.7% improvement LTEL: 1.5% improvement Students with Disabilities: 11.0% improvement Hispanic: 4.1% improvement White: 2.1% improvement Homeless: 0.3% improvement Laton High School Suspension rates Overall: 7.4% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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]	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: 0% Hispanic: 2.8% Laton Middle School Suspension rates Overall: 11.1% Low-Income: 12.2% English Learners: 17.6% Students with Disabilities: 13.6% Hispanic: 12.1% Laton Elementary School Suspension rates Students with Disabilities: 8.3% [2025 California School Dashboard]	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]	Low-Income: 8.7% improvement English Learners: 13.6% improvement Hispanic: 7.5% improvement Laton Middle School Suspension rates Overall: 9.6% improvement Low-Income: 10.5% improvement English Learners: 1.6% improvement Students with Disabilities: 13.4% improvement Hispanic: 9.7% improvement Laton Elementary School Suspension rates: Students with Disabilities: 3.5% improvement
3.4	Expulsion Rate	0% [DataQuest, 2022-23 Expulsion Rate]	0% [DataQuest, 2023-24 Expulsion Rate]	0% [DataQuest, 2024-25 Expulsion Rate]	0% [DataQuest, 2025-26 Expulsion Rate]	No change -- no expulsions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Middle School Dropout Rate	0% [2023 CALPADS Report 8.1]	0% [2024 CALPADS Report 8.1]	0% [2025 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, 2024-25]	0% [DataQuest, 2025-26]	No change
3.7	Attendance Rate: District Average	93.8% [2023-24 District Data]	94.0% [2024-25 District Data]	94.1% [2025-26 District Data]	96% [2026-27 District Data]	0.1% increase
3.8	California School Dashboard: Chronic Absenteeism Rate	Chronic Absenteeism (K-8) Overall: 16.7% Hispanic: 16.2% 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]	Chronic Absenteeism (K-8) 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. LMS Students/Disabilities: 15.6% LES	Overall: 11.5% Hispanic: 10.4% Low-Income: 12.7% English Learner: 10.4% LTEL: 6.5% White: 12.5% Students with Disabilities: 13.6% Homeless: 21.4% Other student groups too small (<11) to report data due to privacy concerns. LES Students with Disabilities: 8.6% LMS Students with Disabilities: 9.5%	Chronic Absenteeism (K-8) Overall: 7% Hispanic: 7% 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%	Overall: 5.2% improvement Hispanic: 5.8% improvement Low-Income: 5.2% improvement English Learner: 0.9% improvement LTEL: 9.3% improvement White: 8.3% improvement Students with Disabilities: 16.5% improvement LES Students with Disabilities: 26.7% improvement LMS Students with Disabilities: 12.1% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students/Disabilities: 9.7% [2024 California School Dashboard]	[2025 California School Dashboard]	[2026 California School Dashboard]	
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 data due to privacy concerns. [2024 California School Dashboard]	Overall: 97.3% Hispanic: 96.6% Low-Income: 97.1% Other student groups too small (<11) to report data due to privacy concerns. [2025 California School Dashboard]	Overall: 98% Hispanic: 98% Low-Income: 98% English Learner: 98% Foster Youth: 98% [2026 California School Dashboard]	Overall: 1.6% improvement Hispanic: 1.6% improvement Low-Income: 2.1% improvement
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 -- 73.0% Percentage of parents who feel welcome at school -- 76.2% [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]	9.0% decline in the percentage of parents responding who believe their children feels safe at school 11.2% increase in the percentage of parents who feel welcome at school.
3.11	Percentage of teachers: • Who feel safe at school.	Percentage of teachers: Who feel safe at school -- 97%	Percentage of teachers: Who feel	Percentage of teachers: Who feel	Percentage of teachers: Who feel	No change in the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Who feel connected to school.	Who feel connected to school -- 94% [Spring, 2024, District Survey]	safe at school -- 100% Who feel connected to school -- 100% [Spring, 2025, District Survey]	safe at school -- 97% Who feel connected to school -- 93% [Spring, 2025, District Survey]	safe at school -- 100% Who feel connected to school -- 100% [Spring, 2027, District Survey]	teachers who feel safe at school. 1% decline in the percentage of teachers who feel connected to school.

Goal Analysis [2025-26]

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 successful implementation of this action. as planned

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.

Required Actions:
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard.

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. This action was implemented as planned. Students who were found to have their first vaping offense were referred for mandatory counseling, where they were educated on the dangers of vaping and strategies to resist peer pressure.

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. The action was implemented as planned; Students with Disabilities with prior suspensions were provided counseling and benefitted from periodic check-ins with a trusted adult.

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. The action has been implemented as planned. The District provides regular communication to parents of Students with Disabilities that the District has continued cleaning and safety protocols to protect against widespread contagion, and that their children are no likelier than any others to become seriously ill from attending school

when feeling slightly unwell. The District also communicated to parents of SWD at LMS and LES through ParentSquare, newsletters, and conversations of 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 3.2: Under-Budgeted -- Due to increases in fuel costs, the required transportation expenditures were greater than anticipated.

Action 3.5: Under-Budgeted -- The agencies with which the District contracts, K9 Drug Dogs and Central Valley Detection KT, raised their rates prior to the beginning of the school year, costing more than had been budgeted.

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 safe, reliable transportation to and from school every day caused Chronic absenteeism rates continued to improve significantly Overall and for all student groups.

Action 3.3 and 3.4 -- These actions combine to achieve the ultimate outcome of every student eager to attend school because they feel safe, connected, and engaged. The data suggest that these actions have been mostly effective in achieving that outcome.
There was an Overall increase in the suspension rate, and slight increases for Low-Income students, English Learners, and Hispanic students compared to the prior year. Students with Disabilities, Homeless students, and LTEL all improved from the year before. Every group has seen significant declines in suspensions since the baseline year, confirming that actions 3.3 and 3.4 have yielded the planned results.
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. Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, Low-Income students, English Learners, Students with Disabilities, White students, and Hispanic students all achieved the Yellow performance level. Long-Term English Learners were at the Green level.
Graduation rates increased Overall to 97.3%, as improvement of 10.6% and assignment to the Blue performance level. Results for Low-Income students and Hispanic students also improved to 97.1% and 96.6%, respectively. The examination of data and supports for LOA students to graduate supported the improved results. 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 maintain their grad rates above the 95% marker.
We were pleased to see the continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. Several comments from the 2026 student survey pointed out that their schools are safe, clean, and positive places to learn. 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 2026 survey results demonstrate high levels of agreement in students' attitudes about school safety. The percentage who feel safe increased to 88%, indicating the effectiveness of this action. 73% of parents agree that their child feels safe at school. These data indicate that the K9 Drug Dogs and Central Valley Detection KT were effective in improving students' and parents' attitudes toward school safety.

Action 3.6 -- This action has been 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. Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, Low-Income students, English Learners, Students with Disabilities, White students, and Hispanic students all achieved the Yellow performance level. Long-Term English Learners were at the Green level.

Action 3.7 -- The data to judge effectiveness are generally positive, leading us to deem this action as mostly effective, though the suspension rates data were not improved as expected. It, too, was intended to achieve the outcome of every student feeling safe, connected, and engaged by guiding them to enriching, physical activities and games. There was an Overall increase in the suspension rate, and slight increases for Low-Income students, English Learners, and Hispanic students compared to the prior year. Students with Disabilities, Homeless students, and LTEL all improved from the year before. Every group has seen significant declines in suspensions since the baseline year, confirming that actions 3.3 and 3.4 have yielded the planned results.
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. Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, Low-Income students, English Learners, Students with Disabilities, White students, and Hispanic students all achieved the Yellow performance level. Long-Term English Learners were at the Green level.
There were continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. Several comments from the 2026 student survey pointed out that their schools are safe, clean, and positive places to learn.

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. Districtwide, the action has been effective.
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. On the 2025 Dashboard, the Overall group dropped to the Orange level; Low-Income students, English Learners, and Hispanic students all declined to the Red performance level. Students with Disabilities were not assigned a color as the cohort has less than 30 students. Since the baseline year, 2023, when the action was mandated, suspensions at Laton Middle School for All Students (9.6% decrease), Low-Income students (10.5% decrease), English Learners (1.6% decrease), Students with Disabilities (13.4% decrease), and Hispanic students (9.7% decrease) have all improved. Additionally, the number of overall suspensions at LMS declined by six from the prior year; however, an overall decline in enrollment at a greater rate resulted in the All Students suspension rate increasing. Suspensions for vaping at LMS also decreased by tow-thirds.the action has been mostly ineffective. The increase that offset that was in physical confrontations, so the District has added "provide professional development training to LMS teachers and students that focuses on restorative practices. The aim of this professional development is to work

as a team to teach and empower students to manage their feelings and behavior. Restorative practices support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents" to the action to address that concern.
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. 2025 Dashboard results show that there are no longer any groups in that performance level. The Overall group, Low-Income students, and Hispanic students have achieved the Green level. English Learners and LTEL reached the Blue performance level, the best possible. At LHS, the action has been effective.
Whether it was the referral for mandatory counseling and the educational sessions on the dangers of vaping and strategies to resist peer pressure, or the threat of those sanctions, they were effective in lowering suspension rates at the elementary and high schools.

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 decreased for that group at LES to the Orange level. The data indicate that providing Students with Disabilities with prior suspensions counseling and periodic check-ins with a trusted adults was moderately effective in reducing suspensions.

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 for 2025 show that there are no longer any schools with SWD in that performance level. The rate District-wide improved to the Yellow level and improved to the Green performance level at LES. The LMS percentage improved as well, but is no longer assigned a performance level due to the dropping to less than 30. These efforts to regularly communicate with parents of Students with Disabilities have been effective in achieving the desired 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.

Metrics 3.3 and 3.8: "Homeless" student group added to Year 2 to reflect available data.

Action 3.4: "Character Counts" changed to "Character Strong".

Action 3.7: A reference to the "part-time Guided Playtime Facilitator" was inadvertently included in the Required Descriptions action description last year, it was removed from the Required Descriptions for 2026-27.

Action 3.8: "The District will also provide professional development training to LMS teachers and students that focuses on restorative practices. The aim of this professional development is to work as a team to teach and empower students to manage their feelings and behavior. Restorative practices support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents" was added to address increased suspension rates for student group at Laton Middle School.

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 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.	$1,508,643.00	No
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'	$678,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 Strong 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.		

Action #	Title	Description	Total Funds	Contributing
		• The District will provide after school student-focused Restorative Practices activities. • The District will provide 'de-escalating conflict' strategies for support staff.		
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.	$397,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 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.	$165,000.00	Yes
3.8	Required Action: Districtwide Suspension rates for All Students, Low-Income students, English Learners, Students with	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,	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	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	English Learners, and Hispanic students at Laton High. To address these 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. The District will also provide professional development training to LMS teachers and students that focuses on restorative practices. The aim of this professional development is to work as a team to teach and empower students to manage their feelings and behavior. Restorative practices support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents.		
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	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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."

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	MET -- Results Reported 3.8 Average Score (on a scale of 1 = Strongly Disagree	MET -- Results Reported 3.9 Average Score (on a scale of 1 = Strongly Disagree	MET -- Results Reported 4.5 Average Score (on a scale of 1 = Strongly Disagree	0.2 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agree) on the State's Self- Reflection Tool [June, 2024, Report to the LUSD Governing Board]	to 5 = Strongly Agree) on the State's Self-Reflection Tool [June, 2025, Report to the LUSD Governing Board]	to 5 = Strongly Agree) on the State's Self-Reflection Tool [June, 2026, Report to the LUSD Governing Board]	to 5 = Strongly Agree) on the State's Self-Reflection Tool [June, 2027, Report to the LUSD Governing Board]	

Goal Analysis [2025-26]

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 District's Community School Liaisons, we continued building relationships and trust with families. The Parent Institute for Quality Education (PIQE) was conducted. Twenty-six parents of high school students participated in a Success Together parenting class offered by the District.

The District strengthened family engagement by hosting events such as Family Art Night, where the cafeteria became a welcoming hub for families to connect with staff, celebrate student learning, and build stronger school-home partnerships.

The District Liaisons were active in improving lines of communication with families of Students with Exceptional Needs and promoting participation by targeted communications through the Parent Square. The District provided childcare for parents of Students with Exceptional Needs to facilitate their attendance at meetings.

These activities resulted in improved parent survey scores, including a rise in The percentage of parents who responded that they feel welcome at their children's schools stayed at a high level of 73%. Families responded positively to the implementation of waived athletic event fees and expanded access to decision-making. While no significant implementation gaps occurred, ensuring consistency in translation services continues to be a challenge.

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.

There were no material differences.

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 Community School Liaisons were effective in soliciting responses, and the number of responses almost doubled to 63 this year. From those 2026 responses, the District's rating improved to 3.9 from 3.8, indicating that the actions were moderately effective.

Parents' remarks from surveys were highly encouraging and highlighted a school community with deep appreciation for its personnel, communication, and specialized family resources such as the CASITA. There is a strong sense of optimism, perfectly captured by one parent who wrote: "The potential is astronomical." The family engagement survey results improved from 3.8 to 3.9, and it is evident that there is a need to continue the family outreach activities that have seen success. 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. Communication between parents, teachers, and staff is highly rated. Parents noted that it has become "easier & quicker to communicate" this year, making them feel more involved. Parents value that the District makes efforts to address the needs of the "whole child", praising its homework help, social-emotional support, parenting tips, and healthy lifestyle education. The high volume of Spanish responses praising the care, attention, and after-school programs highlights a welcoming environment for Spanish-speaking families ("el apoyo que brindan a los niños", "la atención que tienen"). Parent feedback from the Success Together class was positive. All participating parents indicated that the content and presenter were effective, the information was easy to understand, and the class helped them feel more confident in their parenting and/or reflect on parenting practices.

95% of parents who responded in 2026 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". Additionally, 84% 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 mostly 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
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:	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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.		
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

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 for Low-Income students will decrease from 21.4% to 0%. 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 2025 California School Dashboard, 21.4% of LOA students were suspended, an increase of 12.3% from the prior year. The group was not assigned a performance level for Suspension rate or any other Dashboard indicator due ot the small size of the cohort.

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. 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. There was agreement with the SSC and Educational Partners to make changes to the actions in Goal 5. Though it cannot be specifically reported due to the small size of the cohort, the graduation rate for LOA increased significantly. As a result, the SSC and Educational Partners found that actions 5.2 and 5.3 mainly contributed to that result, and agreed to delete Actions 5.1, 5.4, 5.5, and 5.6. The SSC also acknowledged that Actions 5.2 and 5.3 will continue to address the LOA suspension rate for Low-Income students.

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% Low-Income -- 9.1% [2024 California School Dashboard]	Overall -- 20.0% Low-Income -- 21.4% [2025 California School Dashboard]	Overall -- 0%	Overall -- 11.7% increase Low-Income -- 12.3% increase
5.2	California School Dashboard: Graduation Rate	Not reported, <11 students [2024 California School Dashboard]	Not reported, <11 students [2024 California School Dashboard]	Not reported, <11 students [2025 California School Dashboard]	Overall -- 68%	No data

Goal Analysis [2025-26]

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.

The District continues to focus Goal 5 on improving college and career readiness and graduation outcomes for students enrolled in Laton Online Academy through the Equity Multiplier. The intended outcome is to reduce the Laton Online Academy suspension rate and to increase the graduation rate so that more than 50% of seniors enrolled in Laton Online Academy graduate.

Action 5.1: This action was implemented as planned. The District examined individual cases at Laton Online Academy to determine what barriers existed to each student's success in graduating. The counselor conducted student interviews to examine causes or potential roadblocks to graduation and every effort was made to erase those roadblocks.

Action 5.2: This action was implemented as planned. LOA students were provided additional counselor time and participated in purposeful goal setting to increase engagement and school connectedness to reach their goals and for seniors to graduate.

Action 5.3: The LOA teacher provided intensive instructional support to struggling students in one-on-one sessions, both in-person and online, with implementation proceeding as planned.

Action 5.4: This action was implemented as planned, as the District conducted college visits for all LOA students who were making post-secondary plans. Students had the opportunity to
talk to college educators and students who encouraged them to continue their education after high school.

Action 5.5: This action was not implemented as planned. While the District sought opportunities for collaboration with Laton and surrounding area businesses in programs that teach marketable skills, the dearth of local businesses outside agriculture were a challenge to establish any partnerships.

Action 5.6: This action was not implemented as planned. No vans were purchased in 2025-26.

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 5.6: Over-Budgeted -- No vans were purchased in 2025-26.

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

Action 5.1 -- This action was effective, as the graduation rate for LOA increased significantly. Conducting student interviews to examine causes or potential roadblocks to graduation, determining what barriers existed to each student's success, and making every effort to erase those roadblocks resulted in a better-than-expected outcome in grad rate

Action 5.2 -- This action was not effective when assessed by the suspension rate metric. Unfortunately, because of the small school enrollment, a singular situation resulted in an 11.7% increase in the suspension rate. However, in surveying local conditions the District found that the students felt that the purposeful goal-setting and attention to wellness contributed to their desire to be successful and graduate. The action resulted in 100% feeling cared for and 100% feeling supported to succeed. In an unplanned outcome, the action was resulted in increasing the graduation rate.

Action 5.3: Providing intensive instructional support to struggling students in one-on-one sessions, both in-person and online, was effective in supporting increased graduation rates and positive students' survey responses.

Action 5.4: College visits for all LOA students who were making post-secondary plans and talking to college educators and students who encouraged them to continue their education after high school was effective in supporting increased graduation rates and positive students' survey responses.

Action 5.5: This action was not implemented as planned so its effectiveness cannot be evaluated.

Action 5.6: This action was not implemented as planned so its effectiveness cannot be evaluated.

Although the District did not meet this goal during the current year, the goal remains a priority. Implementation was impacted by the uncertainty of staffing changes, including position reductions, which impacts consistency of instructional support, goal setting, and progress monitoring. Moving forward, the District will reestablish structured support systems, strengthen progress monitoring, and provide targeted intervention to improve student engagement, graduation outcomes, and college and career readiness.

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.

The Goal statement was revised to reflect new data: "By the end of the 2026-2027 school year, the Laton Online Academy suspension rate for Low-Income students will decrease from 21.4%."

Though it cannot be specifically reported due to the small size of the cohort, the graduation rate for LOA increased significantly. As a result, the SSC and Educational Partners found that actions 5.2 and 5.3 mainly contributed to that result, and agreed to delete Actions 5.1, 5.4, 5.5, and 5.6.

Metric 5.1: "Low-Income -- 9.1%" added to Year 1 Outcome to correct an oversight from last year.

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	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.	$535.00	No
5.2	Intensive Instructional Support	The District will provide intensive instructional support to struggling Laton Online Academy students.	$137,368.73	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,355,797	$285,812

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
34.524%	0.000%	$0.00	34.524%

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	Establish Community School "casita", 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	• California School Dashboard: Suspension Rate • California School Dashboard: Chronic Absenteeism Rate • District Survey Results:

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, English Learners, and Foster Youth 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. 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. 2026 family survey results showed parents' remarks from surveys were highly encouraging and highlighted a school community with deep appreciation for its personnel, communication, and specialized family resources such as the CASITA. There is a strong sense of optimism,	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. 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. These parent leaders 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	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

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
	perfectly captured by one parent who wrote: "The potential is astronomical." 95% 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". 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 from the baseline, and improvements for Low-Income students and English Learners. • Chronic absenteeism rates continued to improve significantly Overall, and for Low-Income students and English Learners. • Continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe increased to 88%, and those feeling connected increased to 88%, as well. • The family engagement survey results improved from 3.8 to 3.9, and it is evident that there is a need to	services at the hub. 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 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.	

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
	continue the family outreach activities that have seen success. • The percentage of parents who responded that they feel welcome at their children's schools maintained an increase over the baseline at 73%. These data demonstrate that this action has been successful in improving results for students and should be continued to build upon that success. **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' comments confirm 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"	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	• 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

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
	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 barrier. The metrics used to show the effectiveness of this action also show generally positive results: • Chronic absenteeism rates continued to improve significantly Overall, and for Low-Income students and English Learners. • The family engagement survey results improved from 3.8 to 3.9, 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 maintained an increase over the baseline at 73%. These data demonstrate that this action has been successful in improving results for students and should be continued to build upon that success. **Scope:** LEA-wide	ways, the families' perceptions of the District's desire to welcome and engage with parents as 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:** There was an Overall improvement in the suspension rate from the baseline, and	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	• California School Dashboard: Suspension Rate • California School Dashboard: Chronic

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
	improvements for Low-Income students and English Learners. Chronic absenteeism rates continued to improve significantly Overall, and for Low-Income students and English Learners. These data confirm that this action has yielded positive results. 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 were pleased to see the continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. 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. Graduation rates also increased over the baseline year, by 1.6% Overall, by 1.6% for Hispanic students, and by 2.1% for Low-Income students. We believe that the data shown above confirm the need to continue empowering partners in school safety and connectedness. **Scope:** LEA-wide	• 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 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.	Absenteeism Rate • California School Dashboard: Graduation Rate • District Survey Results: Percentage of Students Who Feel Safe and Connected to School

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1.4	**Action:** Develop and Implement MTSS Principles and Practices **Need:** As described in the "Reflections" section, the Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from the prior year, and were assigned the Red (Very Low) performance level. 69% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. Improvements over baseline are in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the	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 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	• 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 • California School Dashboard: College and Career Readiness

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
	prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. 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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level. The increases in CTE completion rates helped contribute to a third year of increases in this indicator for the Overall cohort and for Low-Income students, with Overall results earning a Blue performance level, the highest possible. Overall percentages and those for Low-Income students and Hispanic students increased from the baseline year. Eighty percent of the students who met the "Prepared" requirements did so through completing a CTE course of study. The future	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 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	

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	dual enrollment program will help maintain the high percentages of College and Career Readiness. We believe that the data shown above confirm the need to continue all elements of this action to continue implementation of MTSS principles and practices. **Scope:** LEA-wide	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 Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Low-Income students achieved the Yellow (Medium) performance level. Long-Term English Learners (LTEL) declined from the prior year, and were assigned the Red (Very Low) performance level. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has	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. 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	• 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 • Reclassification Rate

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	initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for Low-Income students and English Learners. Math results saw increases in percentages "Meeting or Exceeding Standard" for Low-Income students and English Learners, as well. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for Low-Income students and English Learners, including LTELs who grew from 0% in 2024. 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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in the prior year.	flexible growth mindset that is better able to deal with academic and social challenges. 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 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.	• Educational Partner Feedback

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	Dashboard data from state assessments show that this action has contributed to 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, with parents of English Learners especially appreciative of the District's welcoming environment for Spanish-speaking students ("el apoyo que brindan a los niños", "la atención que tienen"). **Scope:** Schoolwide		
2.3	**Action:** Teacher Collaboration for Improving Instruction **Need:** This action has been mostly effective, except for the lack of expected improvement in Math. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Hispanic students also improved results in 2025, joining Low-Income students at the Yellow (Medium) performance level. Long-Term English Learners (LTEL) and Students with Disabilities declined from	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	• 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

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 prior year, and were assigned the Red (Very Low) performance level. 68.9% students improved their score from the prior year. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines Overall, and for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Only White students showed significant improvement from the prior year, and were at the Yellow level. 56.9% students improved their score from the prior year. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for all student groups, with the exception of White students, who showed a decline. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for all groups. Comparisons to the baseline year in both ELA and Math Overall and for all groups	each Low-Income student and English Learner is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level. • Maintain full-time physical education teachers for K-8 students in order to provide teachers at those levels time to collaborate on data review and planning to address the needs of Low-Income students, English Learners, and Foster Youth. • Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners • Use standards-based report cards that 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,	

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	reflect increased percentages for every group, including LTELs who grew from 0% in 2024. 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. Data from state assessments show that this action has contributed to improving academic results for Low-Income students and English Learners. These results confirm the need to continue providing professional learning and collaboration opportunities for teachers. **Scope:** LEA-wide	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 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. The Assessment Coordinator will ensure that the assessments and data are readily available for instructional staff to access for	

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		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 academic outcomes for all students, this action is being provided on a Districtwide basis.	
2.4	**Action:** Effective Professional Development **Need:** 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. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Low-Income students achieved the Yellow (Medium) performance level. Long-Term English Learners (LTEL) were assigned the Red (Very Low) performance level. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and	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	• 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

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
	interventions that the District has initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for Low-Income students and English Learners. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for those groups, too. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. Teachers' ratings of the implementation of state standards declined slightly to 3.3, between "Initial Implementation" and "High Implementation" on a scale of 1 ("Research Phase") to 5 ("Full and Sustained implementation"). These results confirm the need to continue professional development activities. **Scope:** LEA-wide	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. 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 will provide support and guidance to new teachers,	

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		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 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:** 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. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Low-Income students achieved the Yellow (Medium) performance level. Long-Term English Learners (LTEL) were assigned the Red (Very Low) performance level. Comparing ELA Dashboard results to the baseline, we see the same improvements and	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	• 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

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
	declines for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for Low-Income students and English Learners. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for those groups, too. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. 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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students	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. 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.	• Reclassification Rate • Access to a Broad Course of Study

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	improved by 12.7% to 71.4%, also achieving the Blue performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in the prior year. 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). In addition, 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.	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
	Scope: LEA-wide		
2.6	**Action:** After School Program **Need:** 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. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Low-Income students achieved the Yellow (Medium) performance level. Long-Term English Learners (LTEL) were assigned the Red (Very Low) performance level. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups.	The District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners and Low-Income students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The contributing funds will be used to open additional spaces for 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	• 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

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 Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for Low-Income students and English Learners. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for those groups, too. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. 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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in the prior year. The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) declined slightly	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 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 three years of implementation. Last year, Saturday Academy and Teaching Fellows were 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• Educational Partner Feedback

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	for Low-Income students from the prior year. There were no reported results for English Learners due to the small number in that cohort. In examining local conditions, we confirmed that, as we expected, the small size of our high school limited the electives that can be offered, sometimes lowering expectations and motivation for our students. While many could take a course through the local community college, it was not a program that was not a structured dual enrollment program. To address this need, the District is developing partnerships that will enable LHS to offer community dual enrollment in college courses that will expand offerings and offer the possibility of students earning an Associate of Arts degree, or completing their college undergraduate requirements before graduating. Increases in CTE completion rates helped contribute to a third year of increases in the College and Career Readiness indicator for the Overall cohort and for Low-Income students. Overall percentages and those for Low-Income students also increased from the baseline year. Dashboard data from state assessments and the College and Career indictor show that this action has contributed to 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		

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	effectiveness is compromised to some degree by the declines in A-G completion rates and the lower-than-expected improvements in Math. Surveys from parents and staff give high marks of appreciation for the afterschool program's benefit to students. Parents of English Learners also praised the afterschool program for its support for their children. **Scope:** LEA-wide		
2.7	**Action:** Supplemental/Intervention Support and Materials **Need:** 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. The Overall performance level in average Distance from Standard, as well as those for Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Low-Income students achieved the Yellow (Medium) performance level. Long-Term English Learners (LTEL) were assigned the Red (Very Low) performance level. Comparing ELA Dashboard results to the	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.	• 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

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
	baseline, we see the same improvements and declines for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for Low-Income students and English Learners. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for those groups, too. Comparisons to the baseline year in both ELA and Math Overall and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. 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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students	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 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. 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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	improved by 12.7% to 71.4%, also achieving the Blue performance level. 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. Dashboard data and other state assessment data 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 supplemental interventions, supports and materials described 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. **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 improved for Low-Income students over the prior year, and from the baseline in ELA. Overall, Low-Income, and Hispanic are the only student groups for whom results are reported. Low-Income students improved the percentage of 11th-grade students scoring "ready" in the Math EAP. However, Low-Income students declined from the baseline	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-	• Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready" in ELA and Math • A-G Completion Rate • CTE Completion Rate

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	year, a year that saw a tremendous increase for that group, while Overall students' results were slightly above the baseline. The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) declined for Low-Income students from the prior year and from the baseline. Results for the CTE completion rate increased for Low-Income students, achieving a level of almost 80%. The increases in CTE completion rates resulted in increases in the combined A-G/CTE completion metric. The increases in CTE completion rates helped contribute to a third year of increases in the College and Career Readiness indicator for Low-Income students. Overall percentages and those for Low-Income students increased from the baseline year. Based on the metrics associated with this action, it has contributed to success for Low-Income students in most areas, which indicates a need to continue this action to create a culture of post-secondary success. In an assessment of local needs, the District found that administration and staff at LMS and LES identified a need for the expansion of AVID strategies to the middle school and upper elementary grades in order to establish a "college-going" mindset and better study habits that would lay the foundation for success in high school. As a result, AVIS strategies will continue to be expanded to the middle school and upper elementary grades.	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 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.	• Combined CTE and A-G Completion Rates • California School Dashboard: College and Career Indicator

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	Scope: LEA-wide	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 continue to voice concerns to District staff and express 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 barely 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. This establishes a need to provide a program that can help prepare them for success in Kindergarten. 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.	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. The District will offer 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. We expect this head start in preparing for school offered by the Launchpad 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. 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.) • Percentage of Low-Income, English Learner, and Foster Youth students attending Launchpad. (Will be reported in the Annual Update for this action.) • Early Literacy Benchmark data

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	While preschool enrollment declined, the awareness that led to the increase in TK enrollment, which otherwise might have led to a higher preschool enrollment, leads us to evaluate this action as effective in accomplishing its purpose of encouraging parents to enroll their children. Feedback from parents has been positive about the Launchpad program for kindergarten. The Launchpad program to prepare students who had not attended preschool ready for Kindergarten was effective in increasing their readiness by creating familiarity with the routines and some basic skills work. Spring, 2026, District Early Literacy benchmarks showed that, by the end of the year, there was an 8.4% decrease in the percentage of students needing Urgent Intervention, and a 13.8% decrease in those needing Intervention. The percentage On Watch (approaching grade level) increased by 17.5%. These data reflecting the effectiveness of the program also underscore the need to continue to build on that success. **Scope:** Schoolwide		
2.14	**Action:** Smaller Class Sizes **Need:** The Overall performance level in average Distance from Standard, as well as those for	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,	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math

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	Low-Income students and English Learners showed improvement in ELA. The improvements for Low-Income students and English Learners outpaced the Overall improvement, closing performance inequalities between those groups. Low-Income students achieved the Yellow (Medium) performance level. Long-Term English Learners (LTEL) were assigned the Red (Very Low) performance level. Comparing ELA Dashboard results to the baseline, we see the same improvements and declines for each student group. No Foster Youth took the assessment. Improvements over baseline were in the double digits for Low-Income students and English Learners, results that indicate that the supports and interventions that the District has initiated are having a positive impact for those two groups. Distance from Standard Math results, Overall and for most student groups, resulted in assignment to the Red performance level. While Low-Income students and English Learners made slight improvements from the prior year, they were not enough to reach the next level. Comparisons to the baseline year are similar to the over-year comparisons. The 2025 SBAC data for the percentage of students "Meeting or Exceeding Standard" in ELA continued to improve Overall, and for Low-Income students and English Learners. Math results saw increases in percentages "Meeting or Exceeding Standard" Overall and for those groups, too. Comparisons to the baseline year in both ELA and Math Overall	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.	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 • 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
	and for all groups reflect increased percentages for every group, including LTELs who grew from 0% in 2024. 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, continued to increase. The 13.6% growth to 56.7%, placed this indicator at the Blue (Very High) performance level. LTEL students improved by 12.7% to 71.4%, also achieving the Blue performance level. The percentage of students reclassified as Fluent English Proficient (RFEP) increased to 21.2%, up from 7.3% in the prior year. The percentage of students scoring "Ready" -- exceeding standard -- on the ELA EAP improved for Low-Income students over the prior year, and from the baseline in ELA. Overall, Low-Income, and Hispanic are the only student groups for whom results are reported. Low-Income students improved the percentage of 11th-grade students scoring "ready" in the Math EAP. However, Low-Income students declined from the baseline year, a year that saw a tremendous increase for that group, while Overall students' results were slightly above the baseline. The percentages of students meeting the basic requirements for admission to U.C. or C.S.U. (A-G completion rates) declined for Low-Income students from the prior year and from the baseline.		

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
	Results for the CTE completion rate increased for Low-Income students, achieving a level of almost 80%. The increases in CTE completion rates resulted in increases in the combined A-G/CTE completion metric. The increases in CTE completion rates helped contribute to a third year of increases in the College and Career Readiness indicator for Low-Income students. Overall percentages and those for Low-Income students increased from the baseline year. 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. **Scope:** LEA-wide		

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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. 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 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	The District has identified a need for English Learners, Low-Income students, and Foster Youth to be served by a stable, high-quality instructional staff that remains in the District long enough to build on prior learning, strengthen instructional practice, and implement initiatives with fidelity over time. The design of this action addresses that need by supporting the hiring and retention of high-quality teachers and pairing staff stability with ongoing professional learning and professional development. By retaining effective teachers, the District ensures that these students are consistently served by educators who can deepen their expertise, become increasingly self-efficacious, and better respond to students' identified needs in ELA and mathematics. In this way, the action is intended to improve the quality and continuity of instruction for English Learners, Low-Income students, and Foster Youth and is expected to contribute to improved academic outcomes for these student groups. The action was not implemented in 2024-25 or in 2025-26 due to budget constraints. The District will annually report "Retention of Staff (Not Leaving for Higher Salary Elsewhere)" in the Annual Update for this action. The baseline will be established in the 2026-27 school year. Because stable, high-quality instruction benefits all students and maximizes this strategy's impact on unduplicated pupils, this action is being implemented on an LEA-wide basis.	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: Retention of Staff (Not Leaving for Higher Salary Elsewhere) 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
	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 retaining staff that we can continue to improve the quality of instruction for our unduplicated pupils.		

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	Scope: LEA-wide		
3.4	**Action:** Social/Emotional Learning and Supports **Need:** There were slight increases in suspensions for Low-Income students and English Learners compared to the prior year. LTEL improved from the year before. Every group has seen significant declines in suspensions since the baseline year, confirming that this action has yielded the planned results and needs to be continued. 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. Chronic absenteeism rates continued to improve significantly for Low-Income students and English Learners, who achieved the Yellow performance level. Long-Term English Learners were at the Green level. Graduation rates increased Overall to 97.3%, as improvement of 10.6% and assignment to the Blue performance level. Results for Low-Income students improved to 97.1%. The examination of data and supports for LOA students to graduate supported the improved results. We believe that continued implementation of Action 3.3, the continued use of PBIS structures at the school and the	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. • 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.	• 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

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	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. We were pleased to see the continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. Several comments from the 2026 student survey pointed out that their schools are safe, clean, and positive places to learn. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue all of the elements contained in this action. The quantitative and qualitative data establish the need to continue implementation of this action. **Scope:** LEA-wide	• 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. Research shows that Social Emotional Learning activities increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression	

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
		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 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".	

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
		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.	
3.6	**Action:** Improve Attendance **Need:**	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	- 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
	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. 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. Chronic absenteeism rates continued to improve significantly for Low-Income students and English Learners, who achieved the Yellow performance level. Long-Term English Learners were at the Green level. Based on the metric associated with this action, it has contributed to success for Low-Income students, which indicates a need to continue the supports included in this action. **Scope:** LEA-wide	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. • 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.	

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 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 **Need:** Within the Laton community, the only safe, clean, and wide-open spaces equipped for	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	• California School Dashboard: Suspension Rate • California School Dashboard: Chronic

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
	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. This action is intended to achieve the outcome of every student feeling safe, connected, and engaged there by guiding them to physical activities and games. There was an Overall increase in the suspension rate, and slight increases for Low-Income students, English Learners, and Hispanic students compared to the prior year. Students with Disabilities, Homeless students, and LTEL all improved from the year before. Every group has seen significant declines in suspensions since the baseline year. 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. Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, Low-Income students, English Learners, Students with Disabilities, White students, and Hispanic students all achieved the Yellow performance level. Long-Term English Learners were at the Green level.	increase students' feelings of connectedness and school engagement. 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 classroo m. 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 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	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
	There were continued high percentages of students who responded in the 2026 survey that they feel safe at, and connected to, school. The percentage who feel safe was 88%, and those feeling connected increased to 88%. Several comments from the 2026 student survey pointed out that their schools are safe, clean, and positive places to learn. Dashboard data for suspension rates and chronic absenteeism show that this action has contributed to improving culture and climate results for Low-Income students and English Learners, which indicates a need to continue the initiatives included in this action. **Scope:** LEA-wide	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:** Addressing the Needs of Long-Term English Learners **Need:** The LTEL performance level in average Distance from Standard declined from the prior	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	• SBAC ELA: Percentage of Students Meeting or Exceeding Standard (LTEL) • SBAC Math: Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	year, and were assigned the Red (Very Low) performance level. Distance from Standard Math results for LTEL also declined from the prior year. Comparisons to the baseline year are similar to the over-year comparisons. On a positive note, the 2025 SBAC data for the percentage of LTEL students "Meeting or Exceeding Standard" in ELA continued to improve for LTEL, as did Math percentages. Comparisons to the baseline year in both ELA and Math reflected increased percentages for LTELs who grew from 0% in 2024. As a result of the efforts by District staff in implementing actions in Goal 1 and Goal 2, the rate of LTEL students who made one or more years of growth in acquiring English, as measured by the state's ELPAC, students improved by 12.7% to 71.4%, achieving the Blue performance level. The "Meeting or Exceeding Standard" results show that LTEL students are making progress toward meeting standard. While our Long-Term English Learners are showing growth in many areas, the assessment results show that inequalities in ELA and Math continue to exist, and there is a need for increased acceleration in closing learning gaps. **Scope:** Limited to Unduplicated Student Group(s)	• 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. In order to maximize its impact in increasing academic outcomes for Long-Term English	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
		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

2026-27 Total Planned 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	6,823,609	2,355,797	34.524%	0.000%	34.524%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,180,808.00	$2,004,634.10	$305,000.00	$316,096.00	$11,806,538.10	$8,184,241.00	$3,622,297.10

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	$0.00	$275,000.00	$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	$0.00	$30,000.00	$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	$225,556.00	$46,494.00	$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	$0.00	$98,000.00	$45,000.00	$53,000.00			$98,000.00	
2	2.1	Outstanding Staff	All	No			All Schools	Ongoing	$4,952,367.00	$0.00	$4,562,333.00	$390,034.00			$4,952,367.00	
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	$108,000.00	$93,000.00	$201,000.00				$201,000.00	0
2	2.3	Teacher Collaboration for Improving Instruction	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$233,050.00	$0.00	$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			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	$0.00	$115,000.00	$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	$0.00	$255,662.00	$160,000.00	$95,662.00			$255,662.00	0
2	**2.6**	After School Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$364,000.00	$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	$311,288.00	$35,000.00		$38,712.00	$385,000.00	0
2	**2.8**	English Learner Supports	All	No			All Schools	Ongoing	$78,000.00	$0.00	$50,000.00	$28,000.00			$78,000.00	
2	**2.9**	Addressing the Needs of Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$95,765.00	$45,765.00	$30,000.00		$20,000.00	$95,765.00	0
2	**2.10**	Extended Learning Program	All	No			All Schools Specific Schools: Laton Middle School, Laton High School	Ongoing	$0.00	$106,854.00		$80,961.00		$25,893.00	$106,854.00	0
2	**2.11**	Create a Culture of Post-Secondary Success	English Learners Foster Youth Low Income	Yes	LEA-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	Yes	School wide	English Learners Foster Youth	Specific Schools: Laton	Ongoing	$0.00	$10,000.00	$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			Low Income	Elementary									
2	**2.13**	Students with Exceptional Needs	Students with Disabilities	No			All Schools	Ongoing	$171,491.00	$0.00				$171,491.00	$171,491.00	
2	**2.14**	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$110,499.00	$214,501.00	$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	$0.00	$216,288.00	$106,000.00	$110,288.00			$216,288.00	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	
2	**2.17**	Additional Academic Support for Students with Disabilities	Students with Disabilities	No			Specific Schools: Laton Elementary School and Laton Middle School	2026-2028	$0.00	$209,868.37		$209,868.37			$209,868.37	
3	**3.1**	Well-Maintained Facilities	All	No			All Schools	Ongoing	$1,508,643.00	$0.00	$1,230,410.00	$278,233.00			$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	$0.00	$26,666.00		$1,666.00		$25,000.00	$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	$394,635.00	$284,315.00	$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	$250,000.00	$252,000.00		$145,000.00		$397,000.00	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
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$165,000.00	$5,000.00		$160,000.00		$165,000.00	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 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	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	$0.00	$1,000.00	$1,000.00				$1,000.00	
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	$0.00	$1,000.00	$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	

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	**5.1**	Purposeful Goal Setting	All	No			Specific Schools: Laton Online Academy	2025-2027	$0.00	$535.00		$535.00			$535.00	
5	**5.2**	Intensive Instructional Support	All	No			Specific Schools: Laton Online Academy	2025-27	$0.00	$137,368.73		$137,368.73			$137,368.73	

2026-27 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
6,823,609	2,355,797	34.524%	0.000%	34.524%	$3,179,065.00	0.000%	46.589 %	**Total:**	$3,179,065.00
								LEA-wide Total:	$2,922,300.00
								Limited Total:	$45,765.00
								Schoolwide Total:	$211,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	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	$311,288.00	0
2	2.9	Addressing the Needs of Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,765.00	0
2	2.11	Create a Culture of Post-Secondary Success	Yes	LEA-wide	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	$106,000.00	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

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,584,716.00	$11,479,435.91

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	$275,000.00	$268,524.66
1	**1.2**	Support for Community Engagement	Yes	$255,000.00	$255,386.14
1	**1.3**	Empowering Partners in School Safety and Connectedness	Yes	$30,000.00	$37,985.81
1	**1.4**	Develop and Implement MTSS Principles and Practices	Yes	$272,050.00	$276,291.91
1	**1.5**	Monitoring Implementation of Goal 1	No	$98,000.00	$98,428.91
2	**2.1**	Outstanding Staff	No	$4,963,333.00	$5,012,098.12
2	**2.2**	Dual Immersion Language Program	Yes	$201,000.00	$215,885.97
2	**2.3**	Teacher Collaboration for Improving Instruction	Yes	$233,050.00	$237,893.79
2	**2.4**	Effective Professional Development	Yes	$115,000.00	$120,853.11
2	**2.5**	Access to a Broad Curriculum	Yes	$160,000.00	$178,116.97

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	2.6	After School Program	Yes	$364,000.00	$368,055.24
2	2.7	Supplemental/Intervention Support and Materials	Yes	$385,000.00	$328,414.97
2	2.8	English Learner Supports	No	$78,004.00	$81,615.02
2	2.9	Addressing the Needs of Long-Term English Learners	Yes	$95,765.00	$97,650.05
2	2.10	Summer School Program	No	$185,961.00	$184,882.41
2	2.11	Create a Culture of Post-Secondary Success	Yes	$52,012.00	$98,442.09
2	2.12	Early Childhood Education	Yes	$10,000.00	$9,658.32
2	2.13	Students with Exceptional Needs	No	$471,491.00	$495,008.09
2	2.14	Smaller Class Sizes	Yes	$325,000.00	$335,398.57
2	2.15	Provide Improved Excellent Instruction	Yes	$217,288.00	0
2	2.16	Required Action: Increasing English Learner Progress (ELPI) and English Learners' Performance in ELA	No	$1,000.00	795.74
3	3.1	Well-Maintained Facilities	No	$1,508,643.00	$1,531,145.72
3	3.2	Transportation	No	$100,000.00	$117,733.36

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	$26,666.00	$24,660.30
3	3.4	Social/Emotional Learning and Supports	Yes	$678,950.00	$657,138.98
3	3.5	Safe Schools	No	$41,968.00	$53,774.31
3	3.6	Improve Attendance	Yes	$337,000.00	$334,620.21
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Yes	$5,000.00	$4,798.85
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	$1078.35
3	3.9	Required Action: Suspension Rates for Students with Disabilities at Laton Elementary School	No	$1,000.00	$985.43
3	3.10	Required Action: Chronic Absenteeism for Students with Disabilities Districtwide, at Laton	No	$1,000.00	$978.27

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)
		Middle School, and Laton Elementary School			
4	**4.1**	Increase Community Outreach and Family Engagement	No	$15,000.00	$14,049.11
4	**4.2**	Support Our Greater Learning Community	No	$10,000.00	$9,902.00
4	**4.3**	Partner-Informed Decision Making	No	$10,000.00	$9579.81
4	**4.4**	Engaging Families of Students with Exceptional Needs	No	$10,000.00	$9,988.13
5	**5.1**	Increase Graduation Rate	No	$535.00	$0.00
5	**5.2**	Purposeful Goal Setting	No	$1,000.00	$0.00
5	**5.3**	Intensive Instructional Support	No	$5,000.00	$7,617.19
5	**5.4**	Planning for Post-Secondary Success	No	$2,000.00	$0.00
5	**5.5**	Acquiring Marketable Skills	No	$2,000.00	$0.00
5	**5.6**	Increasing Access and Attendance	No	$40,000.00	$0.00

2025-26 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)
$2,318,080	$3,229,065.00	$3,231,795.79	($2,730.79)	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	$50,000	$57,358.98	0	
1	1.2	Support for Community Engagement	Yes	$130,000.00	$137,795.32	0	
1	1.3	Empowering Partners in School Safety and Connectedness	Yes	$30,000.00	$37,985.81	0	
1	1.4	Develop and Implement MTSS Principles and Practices	Yes	$231,000	$244,985.65	0	
2	2.2	Dual Immersion Language Program	Yes	$201,000.00	$215,885.97	0	
2	2.3	Teacher Collaboration for Improving Instruction	Yes	$233,050.00	$237,893.79	0	
2	2.4	Effective Professional Development	Yes	$115,000.00	$120,853.11	0	
2	2.5	Access to a Broad Curriculum	Yes	$160,000.00	$178,116.97	0	
2	2.6	After School Program	Yes	$250,000.00	$259,055.24	0	
2	2.7	Supplemental/Intervention Support and Materials	Yes	$200,000.00	$328,414.97	0	
2	2.9	Addressing the Needs of Long-Term English Learners	Yes	$95,765.00	$97,650.05	0	
2	2.11	Create a Culture of Post-Secondary Success	Yes	$45,012.00	$44,185.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	Early Childhood Education	Yes	$10,000.00	$9,658.32	0	
2	2.14	Smaller Class Sizes	Yes	$325,000.00	$335,398.57	0	
2	2.15	Provide Improved Excellent Instruction	Yes	$217,288.00	$0	0	
3	3.4	Social/Emotional Learning and Supports	Yes	$678,950.00	$657,138.98	0	
3	3.6	Improve Attendance	Yes	$252,000.00	$264,620.21	0	
3	3.7	Expand Access to Athletic Fields and Recreational Areas	Yes	$5,000.00	$4,798.85	0	

2025-26 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)
$6,672,588	$2,318,080	0%	34.740%	$3,231,795.79	0.000%	48.434%	$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 2026-27, 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 2026-27, 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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