

LCFF Budget Overview for Parents

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

CDS Code: 10-62281-00000000000

School Year: 2021-22

LEA contact information:

Lupe Gutierrez-Nieves

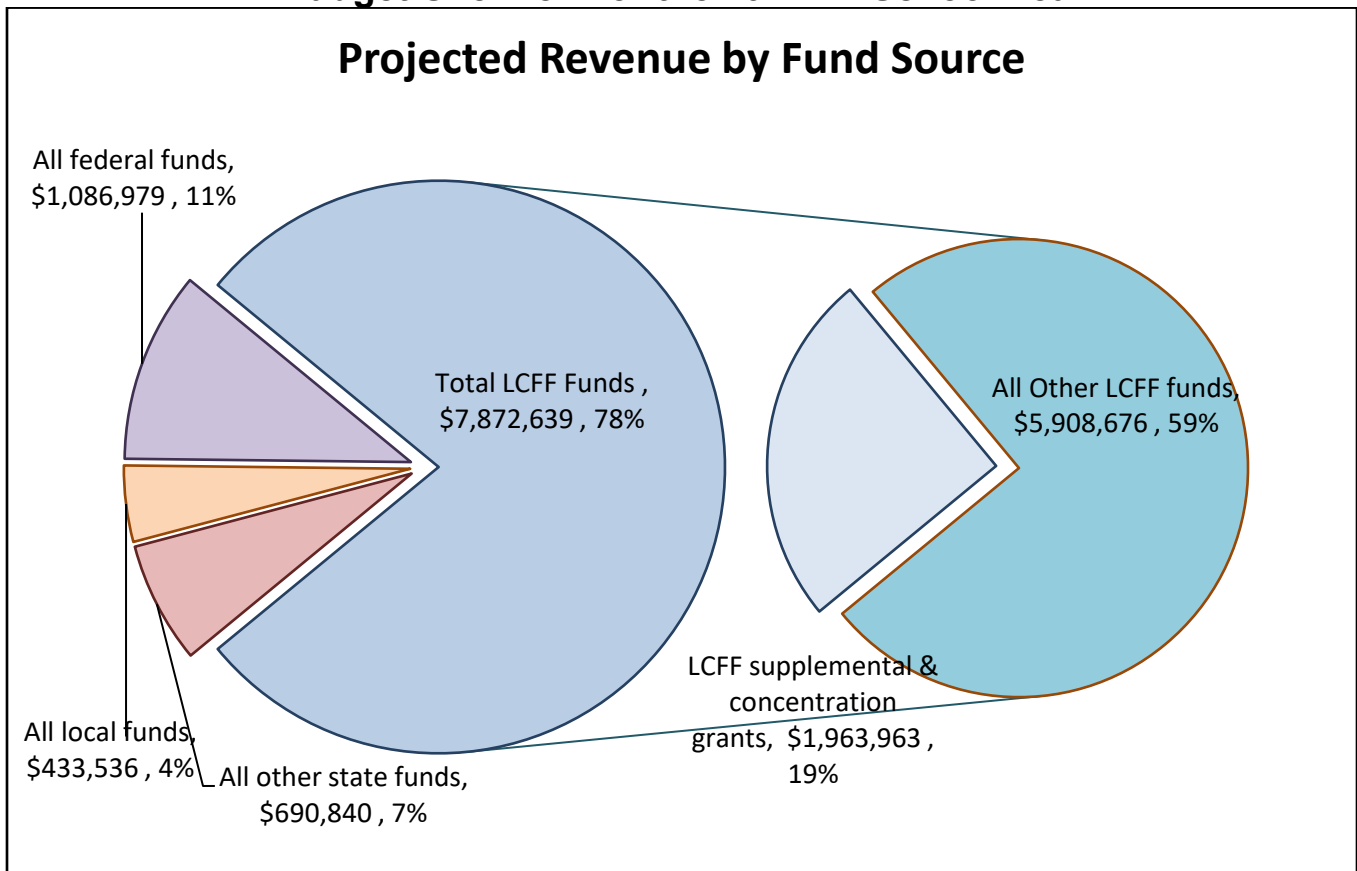
Superintendent

Inieves@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 2021-22 School Year

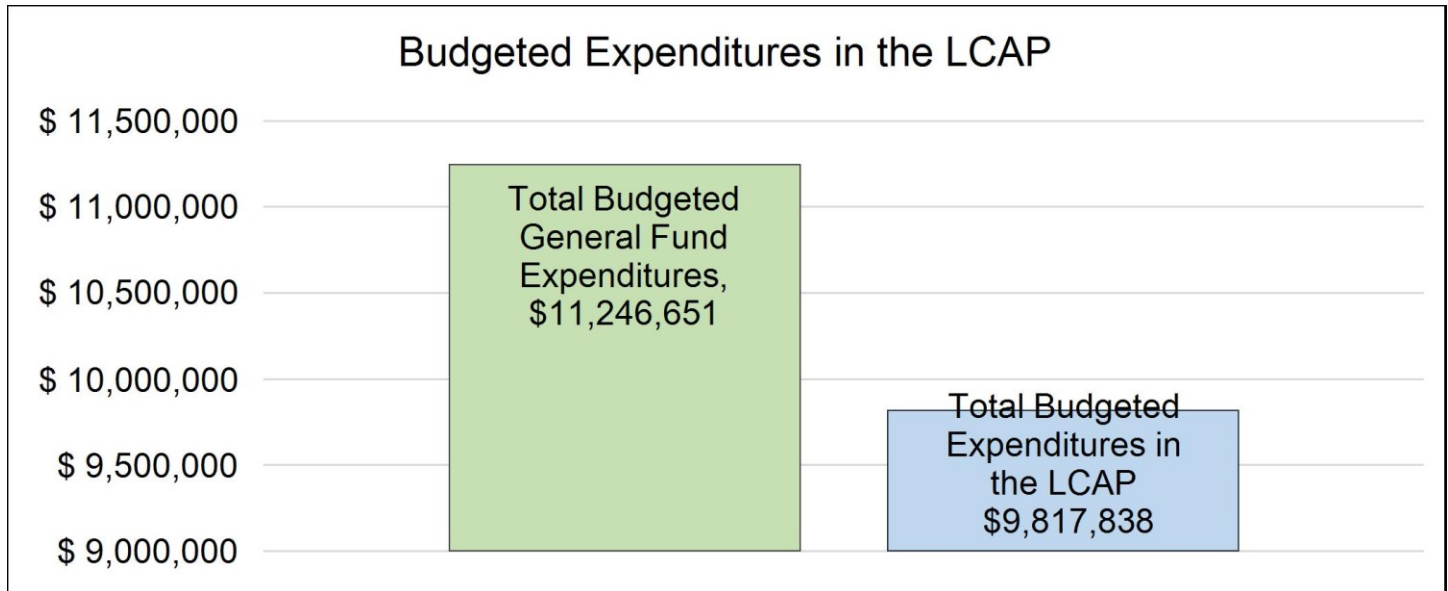


This chart shows the total general purpose revenue Laton Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Laton Unified School District is \$10,083,994, of which \$7872639 is Local Control Funding Formula (LCFF), \$690840 is other state funds, \$433536 is local funds, and \$1086979 is federal funds. Of the \$7872639 in LCFF Funds, \$1963963 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Laton Unified School District plans to spend \$11,246,651 for the 2021-22 school year. Of that amount, \$9,817,838 is tied to actions/services in the LCAP and \$1,428,813 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures not included in the LCAP are for operational expenses such as water, power, etc. The remainder is for general administrative costs, Governing Board and Superintendent expenses, funds to conduct the annual audit, and fiscal operations expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Laton Unified School District is projecting it will receive \$1,963,963 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 \$2,453,731 towards meeting this requirement, as described in the LCAP.

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

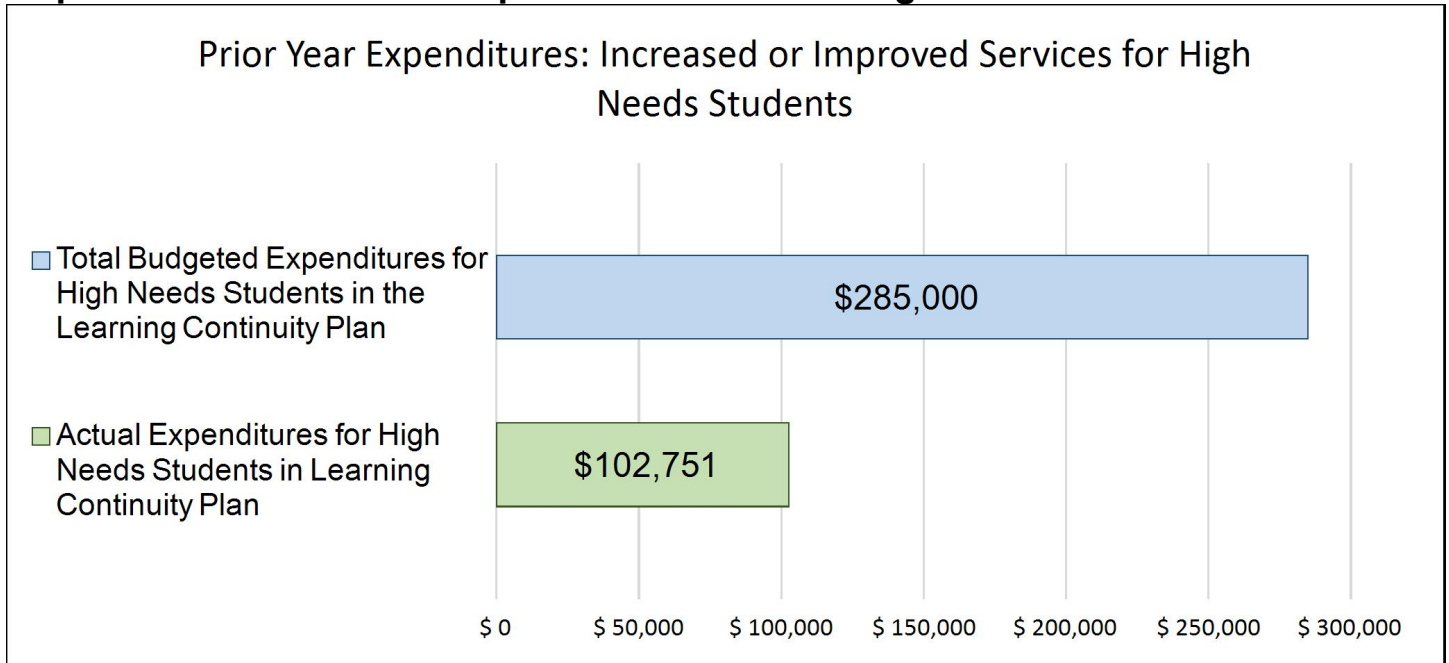
Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Laton Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Laton Unified School District's Learning Continuity Plan budgeted \$285,000 for planned actions to increase or improve services for high needs students. Laton Unified School District actually spent \$102,751 for actions to increase or improve services for high needs students in 2020-21.

The difference between budgeted and actual expenditures for high-needs students in 2020-21 was \$182,249. The bulk of that difference -- \$75,000 -- was in funds that had been budgeted for extra hours for staff outreach and academic support for students. As the year progressed, the District staff were able to offer the intended supports as part of their regular duty days, so the extra time was not needed. There was no significant impact on those students as a result of the difference.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

| Expected | Actual |
|-----------------------|--------|
| Good Rating= 90%-100% | |

Actions / Services

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

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

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--------------------------|------------------------|
| <p>Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students. It is our expectation that providing focused professional development in ELA and Math will result in an improvement with respect to our unduplicated students and will result in increased performance on the ELA and Math portions of the CAASPP over the course of the next three years.</p> <p>4. Laton Unified School District's California Dashboard ELA and Math performance indicators show improvement is needed with respect to our unduplicated students.</p> <p>To address this need, Laton Unified School District will hire properly credentialed teachers and qualified instructional aides at the elementary and middle school. This will allow smaller group and individualized instruction. It is our expectation that this reinforcement of the standards in ELA and math will result in increased performance on the ELA and Math portions of CAASPP.</p> <p>5. Modification: The district will allocate funding to California Association for Bilingual Education (CABE) to support Laton Unified Dual Immersion Program students and teachers in mastery of Spanish language acquisition for the purposes of developing bilingual and biliterate students who will demonstrate academic progress and increased performance on standardized assessments. Due to a district overage in teacher/administrator ratio, the position of Curriculum Director will be eliminated.</p> <p>RTI Program will not be implemented at Laton Elementary.</p> | | |

Goal Analysis

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

There were not significant differences in budgeted and actual expenditures. All actions were implemented as intended.

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

Prior to the COVID-19 pandemic and closure of schools, all actions were implemented. Implementation was generally successful; however, some changes will need to take place moving forward with the new plan.

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

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

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

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Metric/Indicator Students who need transportation are being transported every day.</p> <p>19-20 100% of students needing transportation to school will be served appropriately</p> <p>Baseline 100% of students needing transportation to school are being served appropriately</p> | <p>Students who need transportation were transported every day.</p> <p>100% of students needing transportation to school were served appropriately.</p> |
| <p>Metric/Indicator LHS students will participate in Social/emotional program offerings Middle School Students will participate in social/emotional program offerings</p> <p>19-20 40% at LHS 68 will participate</p> <p>40% at CMS</p> | <p>LHS students will participate in Social/emotional program offerings. Middle School Students will participate in social/emotional program offerings.</p> <p>27% at LHS participated. 48 students participated. While this was not the expected outcome, it was not a decrease from the prior year.</p> <p>At CMS, 31% participated. 46 students participated.</p> |

| Expected | Actual |
|--|---|
| <p>63 students will participate and social emotional incidents will decrease</p> <p>Baseline 104/170 participate at LHS 28/158 participate at CMS</p> <p>Metric/Indicator Students will receive mental health/counseling support focused on feeling safe at school; anti-bullying; California Healthy Kids Survey;</p> <p>19-20 Percentage of students who feel school is a safe learning environment will increase by Increase by 10%</p> <p>Baseline Percentage of students who feel school is a safe learning environment – 59.2% said they feel safe or very safe on their campus</p> <p>Metric/Indicator Student surveys indicating perception of bullying on campuses</p> <p>19-20 Discontinued - this metric will be revised to be more meaningful and useful and incorporated into the new LCAP for 2020-2021.</p> <p>Baseline Percentage of students who have experienced bullying (228 4th, 6th, 8th, and 9-12th surveyed):</p> | <p>While this was not the expected outcome, it was not a decrease from the prior year.</p> <p>Percentage of students who feel school is a safe learning environment was 49% on the 2019 California Healthy Kids Survey. It was not an increase.</p> <p>Discontinued</p> |

| Expected | Actual |
|---|---|
| Physical – 15.8% Non-Physical – 25.9% Cyber – 10.5% | |
| Metric/Indicator PBIS/SWIS data 19-20 Reported number of incidences of bullying will decrease by 1% Baseline Reported number of incidences of bullying - no baseline data | The District did not implement a system for accurately collecting data regarding incidences of bullying. |
| Metric/Indicator Suspension rate 19-20 Suspension Rate by subgroup will be maintained or decreased. Baseline Suspension rate for district is .08% 2015-2016. Suspension Rate by significant subgroup: all five subgroups fell into the yellow category based on 2014-15 data. | Overall: 4.3% EL: 3.5% SWD: 8.7% Hispanic: 4.2% LI: 4.7% White: 2.7% African American: 13.3% [DataQuest 2018-19 Suspension Rate] |
| Metric/Indicator Expulsion Rate 19-20 Expulsion rate will not increase. Baseline 1% of middle and high school students expelled 2015-2016 | 0.0% [DataQuest, 2018-19 Expulsion Rate] |

| Expected | Actual |
|--|--|
| <p>Metric/Indicator Middle School Dropout rate as measured by formula in LCAP appendix</p> <p>19-20 Dropout rate will not increase</p> <p>Baseline 0% Middle School Dropouts</p> | <p>0%</p> <p>[2019 CALPADS Report 8.1]</p> |
| <p>Metric/Indicator High School Dropout rate as measured by DataQuest</p> <p>19-20 Dropout rate will not increase</p> <p>Baseline 97% High School graduation rate (3% dropout rate) at Laton High School 2016</p> | <p>2.2%</p> <p>[DataQuest, 2019-20]</p> |
| <p>Metric/Indicator Attendance Rate as measured by district average</p> <p>19-20 Attendance rate will increase by 1%</p> <p>Baseline 95% Attendance</p> <p>Metric/Indicator CA Dashboard Local Indicator: Chronic Absenteeism</p> <p>19-20</p> | <p>94.13%</p> <p>[2019-20 District Data]</p> <p>Chronic Absenteeism: Overall: 3.1% Hispanic: 2.4% LI: 2.9% White: 4.3%</p> <p>[CALPADS 2020 EOY Report 14.1 & 14.2]</p> |

| Expected | Actual |
|---|---|
| <p>Districtwide Target -- A 2% reduction to result in a rate no higher than 10.4%</p> <p>Baseline Based on 16-17 PowerSchool data as of 4/27/17: LES: 1.1% CMS: 1.3% LHS: 11.3% LEA: 3.9%</p> | |
| <p>Metric/Indicator Graduation Rate</p> <p>19-20 Dataquest report for Cohort Graduation Rate: 98.7%</p> <p>Baseline Dataquest report for Cohort Graduation Rate: 2015-16: 35/36 97.2% 2014-15: 36/49 73.5%</p> | <p>Graduation Rate</p> <p>Overall: 88.9% Hispanic: 87.8% LI: 88.9%</p> <p>[DataQuest 2019 DataQuest Report]</p> |
| <p>Metric/Indicator Number of students enrolled in CTE courses</p> <p>19-20 63%</p> <p>Baseline 54 Students participated in CTE Programs at Laton Unified</p> | <p>Number of students enrolled in CTE courses</p> <p>24 students were enrolled in high-quality CTE courses in 2019-20. 100% completed the CTE course in which they were enrolled.</p> <p>[2019-20 CALPADS EOY 3.14, 3.15]</p> |
| <p>Metric/Indicator Percentage of English Learners that increase one level on state assessment</p> | <p>EL Progress [from California School Dashboard]: 49.7% (low)</p> <p>2017-18: Level 2 – 26.0% 2018-19: Level 2 – 36.9% (+ 10.9%)</p> |

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

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| 1. A major portion of our LEA's suspension/expulsion/ discipline, issues are connected to the same unduplicated student group. To address these needs LUSD will implement and continue to use programs already in place in an attempt to reduce these rates and close the achievement gap for these unduplicated students.by: Continuing with Counselor and Counseling Interns for K – 12th grade student support to address social/ emotional issues; Providing professional presentations/ assemblies to increase bullying awareness for all stakeholders; Contracting with Positive Behavior Intervention & Supports (PBIS) and when necessary district will continue to fund PBIS programs at each site K-12; Providing Professional Development for teachers and staff to increase bullying awareness and for prevention and intervention techniques; Implementing Safe School Ambassadors 4th - 12th; K9 Drug Dogs, Central Valley Detection KT; TIP - Truancy Intervention Program; | 1200,3000, 4300, 5200 S & C \$70,403 4300,4400,5800 S & C \$254,500 1200, 2200, 3000 S & C \$223,934 | 1200,3000 S & C \$60,276 4300,4400,5800 S & C \$233,535 1200,2200,3000, 4300, 5800 S & C \$184,673 |

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

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

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--------------------------|------------------------|
| <ol style="list-style-type: none"> 1. The district will allocate funding to implement the Character Counts Program K-12 in order to support social, emotional and character development as well as a positive school/district climate. 2. The district will increase the number of contracted hours with Code 3 to extend campus security into after school program hours. 3. Installation of security cameras was not budget for this year. 4. The speech language pathologist and .5 FTE psychologist will be moved to Goal 1; Acton 1. | | |
| Home to School Transportation | 580010 Base \$184,268 | 580010 Base \$184,268 |

Goal Analysis

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

Because of the pandemic and school closures in March, 2020, counseling services and outreach to families were increased from the planned amount.

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

Prior to the COVID-19 pandemic and school closures, all actions were implemented.

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

The percentages of students who responded to the California Healthy Kids Survey that they felt safe-at and connected-to school was below District expectations.

Suspension rates that had significantly decreased by 2019 were back up by 2020. Suspension rates for all student groups increased. However, it is difficult to compare 2019 and 2020 rates because, while close, the data sources are different. Our low-income students and students with disabilities were above the overall population rate.

The expulsion rate continued to be 0%.

The high school dropout rate decreased from 10.5% in 2018, to 2.2% in 2019, to 0% in 2020.

Chronic Absenteeism rates also declined overall and among all student groups. Overall, chronic absenteeism decreased by 8.5%, in 2019, putting the District in the Blue (Very Low) Category. Declines in rates for student groups include: English Learner students by 6.2%; Student with Disabilities, 19.1%; for Hispanic students, 7.0%; Low Income students, 9.3%; and White students, 15.0%. Those remarkable declines were followed by further declines in 2020, to Overall: 3.1%, Hispanic: 2.4%, and Low Income: 2.9%. Group sizes for other student groups were too small to provide reportable data.

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

CTE completion rates were below expectations in 2019, partly as a result of changes from the way the District initially reported the data. Moving forward, the District focused its efforts on completion of CTE pathways by graduation, and had a 100% completion rate in 2019-20.

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

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

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

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

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

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



Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

| Expected | Actual | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------|--------|--------|--------|-----|---------|-----|----|-------|-----|---------|----|----|----|----|---------|-------|-------|-----|-----|---------|----|-------|-----|-----|---------|-----|----|----|----|---------|-----|-------|-----|-------|---------|-------|-----|-------|-----|---------|-----|-----|----|-----|---------|--------|--------|-------|-------|---------|-----|-----|-----|-----|---------|------|-------|----|-------|---------|-------|-----|----|-------|---------|------------|--|-------|----|---------|-----------|----|--|----|---------|------------|--|----|----|---------|----|----|----|----|---------|-----|----|-----|----|
| <p>80% of students will meet the end-of-year (EOY) grade-level rubric expectations</p> <p>Baseline 2017-2018 Baseline</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Metric/Indicator Benchmark assessments in all core content areas as measured by District Writing Benchmarks and SBAC/CAASPP;</p> <p>19-20 Core Benchmarks – 75% P Writing Benchmarks – 75% P</p> <p>ELA DF3 (3-8, 11) – will decrease 7-20 points MATH DF3 (3-8, 11) – will decrease 5-15 points</p> <p>Baseline Core Benchmarks – n/a Writing Benchmarks – n/a ELA DF3 (3-8): -60.5 ELA DF3 (11): -59.8 MATH DF3 (3-8): -59.5 MATH DF3 (11): -144.9</p> | <p>Benchmark assessments in all core content areas as measured by District Writing Benchmarks and SBAC/CAASPP.</p> <p>Reading Inventory: Percentage Meeting Standard December, 2019. August, 2020. November, 2020. February, 2021</p> <table border="1"> <tr> <td>Overall</td> <td>4.07%</td> <td>22.44%</td> <td>11.87%</td> <td>26%</td> </tr> <tr> <td>Grade 1</td> <td>n/a</td> <td>2%</td> <td>14.5%</td> <td>20%</td> </tr> <tr> <td>Grade 2</td> <td>5%</td> <td>2%</td> <td>7%</td> <td>4%</td> </tr> <tr> <td>Grade 3</td> <td>17.5%</td> <td>20.5%</td> <td>18%</td> <td>21%</td> </tr> <tr> <td>Grade 4</td> <td>8%</td> <td>15.5%</td> <td>12%</td> <td>14%</td> </tr> <tr> <td>Grade 5</td> <td>22%</td> <td>6%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>Grade 6</td> <td>20%</td> <td>13.5%</td> <td>16%</td> <td>14.5%</td> </tr> <tr> <td>Grade 7</td> <td>17.5%</td> <td>18%</td> <td>15.5%</td> <td>15%</td> </tr> <tr> <td>Grade 8</td> <td>38%</td> <td>30%</td> <td>4%</td> <td>32%</td> </tr> </table> <p>Math Inventory: Percentage Meeting Standard December, 2019. August, 2020. November, 2020. February, 2021</p> <table border="1"> <tr> <td>Overall</td> <td>14.25%</td> <td>12.12%</td> <td>9.12%</td> <td>9.68%</td> </tr> <tr> <td>Grade 1</td> <td>28%</td> <td>39%</td> <td>13%</td> <td>12%</td> </tr> <tr> <td>Grade 2</td> <td>7.5%</td> <td>13.5%</td> <td>9%</td> <td>13.5%</td> </tr> <tr> <td>Grade 3</td> <td>33.5%</td> <td>12%</td> <td>7%</td> <td>26.5%</td> </tr> <tr> <td>Grade 4</td> <td>7%. 10%</td> <td></td> <td>22.5%</td> <td>9%</td> </tr> <tr> <td>Grade 5</td> <td>10% 6%</td> <td>4%</td> <td></td> <td>2%</td> </tr> <tr> <td>Grade 6</td> <td>9% 1.5%</td> <td></td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Grade 7</td> <td>9%</td> <td>2%</td> <td>7%</td> <td>2%</td> </tr> <tr> <td>Grade 8</td> <td>10%</td> <td>4%</td> <td>26%</td> <td>6%</td> </tr> </table> | Overall | 4.07% | 22.44% | 11.87% | 26% | Grade 1 | n/a | 2% | 14.5% | 20% | Grade 2 | 5% | 2% | 7% | 4% | Grade 3 | 17.5% | 20.5% | 18% | 21% | Grade 4 | 8% | 15.5% | 12% | 14% | Grade 5 | 22% | 6% | 8% | 9% | Grade 6 | 20% | 13.5% | 16% | 14.5% | Grade 7 | 17.5% | 18% | 15.5% | 15% | Grade 8 | 38% | 30% | 4% | 32% | Overall | 14.25% | 12.12% | 9.12% | 9.68% | Grade 1 | 28% | 39% | 13% | 12% | Grade 2 | 7.5% | 13.5% | 9% | 13.5% | Grade 3 | 33.5% | 12% | 7% | 26.5% | Grade 4 | 7%. 10% | | 22.5% | 9% | Grade 5 | 10% 6% | 4% | | 2% | Grade 6 | 9% 1.5% | | 0% | 0% | Grade 7 | 9% | 2% | 7% | 2% | Grade 8 | 10% | 4% | 26% | 6% |
| Overall | 4.07% | 22.44% | 11.87% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | n/a | 2% | 14.5% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | 5% | 2% | 7% | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 17.5% | 20.5% | 18% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 8% | 15.5% | 12% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 22% | 6% | 8% | 9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | 20% | 13.5% | 16% | 14.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 7 | 17.5% | 18% | 15.5% | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 8 | 38% | 30% | 4% | 32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 14.25% | 12.12% | 9.12% | 9.68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | 28% | 39% | 13% | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | 7.5% | 13.5% | 9% | 13.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | 33.5% | 12% | 7% | 26.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 | 7%. 10% | | 22.5% | 9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 10% 6% | 4% | | 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 6 | 9% 1.5% | | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 7 | 9% | 2% | 7% | 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 8 | 10% | 4% | 26% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Expected | Actual |
|-------------------------|---|
| | <p>K-8 ELA Distance from Standard (DF3) – [2019 Dashboard]</p> <p>Overall: Decreased by 14.5 points</p> <p>English Learners: Decreased by 20.4 points</p> <p>Students with Disabilities: Decreased by 31.5 points</p> <p>Hispanic Students: Decreased by 20.9 points</p> <p>Low Income: Decreased by 14.4 points</p> <p>White: Increased by 3.1 points</p> <p>K-8 MATH Distance from Standard (DF3) – [2019 Dashboard]</p> <p>Overall: Decreased by 25.2 points</p> <p>English Learners: Decreased by 32.8 points</p> <p>Students with Disabilities: Decreased by 21.4 points</p> <p>Hispanic Students: Decreased by 30.1 points</p> <p>Low Income: Decreased by 28.6 points</p> <p>White: Decreased by 8.0 points</p> <p>Grade 11 ELA Distance from Standard (DF3) – [2019 Dashboard]</p> <p>Overall: Decreased by 56.5 points</p> <p>English Learners: Decreased by 30.3 points</p> <p>Students with Disabilities: N/S*</p> <p>Hispanic Students: Decreased by 60.6 points</p> <p>Low Income: Decreased by 70.9 points</p> <p>White: N/S*</p> <p>Grade 11 MATH Distance from Standard (DF3) – [2019 Dashboard]</p> <p>Overall: Decreased by 46.4 points</p> <p>English Learners: Decreased by 30.3 points</p> <p>Students with Disabilities: N/S*</p> <p>Hispanic Students: Decreased by 57.0 points</p> <p>Low Income: Decreased by 65.3 points</p> <p>White: N/S*</p> <p>* The number of students' score was below 11, so no results were reported.</p> |
| Metric/Indicator | Decrease achievement gaps as measured by CAASPP scores for student subgroups. |

| Expected | Actual |
|---|--|
| <p>Decrease achievement gaps as measured by CAASPP scores for student subgroups</p> <p>19-20 ELA subgroups will each decrease the gap between the subgroup and ALL students by 5 points</p> <p>MATH subgroups will each decrease the gap between the subgroup and ALL students by 10 points</p> <p>Baseline ELA (3-8) ALL: -60.2 EL -66.8 EL (EL only) -68.7 SED -69.9 SWD -129.3 (<30 students) H/L -63.5 White -48 MATH (3-8) ALL: -58.9 EL -75.5 EL (EL only) -85.3 SED -72.8 SWD -134.9 (<30 students) H/L -63.7 White -36.8</p> | <p>[2019 California School Dashboard] All Students: 50.4 points below English Learners: Gap decreased by 1.2 points Students with Disabilities: Gap decreased by 13.0 points Hispanic Students: Gap decreased by 6.2 points Low Income: Gap decreased by 1.8 points White No defined gap existed</p> <p>[2019 California School Dashboard] All Students: 75.6 points below English Learners: Gap decreased by 4.7 points Students with Disabilities: Gap increased by 3.6 points Hispanic Students: Gap decreased by 5.6 points Low Income: Gap decreased by 5.5 points White No defined gap existed</p> |
| <p>Metric/Indicator EL reclassification as measured by prior year number of predesignated students</p> <p>19-20 Increase RFEP rate:</p> | <p>2018-19 RFEP rate [from DataQuest]:</p> <p>LES – 0% (a decrease of 6.5% from the prior year) CMS – 0% (a decrease of 30.4% from the prior year) LHS – 0% (a decrease of 22.4% from the prior year)</p> |

| Expected | Actual |
|---|---|
| <p>LES – 3% CMS – 2% LHS – 1%</p> <p>Baseline 2015-16 Reclassification Fluent English Proficient (RFEP) Rate: LES – 14/191 – 7.3% CMS – 3/49 – 6.1% LHS – 21/65 - 32.3%</p> | |
| <p>Metric/Indicator Students who will have access to a broad course of study as measured by review of teacher and/or Master Schedules including E-Dynamic Learning; Cyber High; Project Based Learning</p> <p>19-20 100% of students will have access to all new courses including any Fine Arts/Music and CTE courses and technological programs</p> <p>Baseline 100% of students will have access to all new courses including on-line technological programs.</p> | <p>100% of students had access to all new courses including any Fine Arts/Music and CTE courses and technological programs.</p> |
| <p>Metric/Indicator Percentage of AP success will increase yearly for AP success (3+)</p> <p>19-20 AP - 25% of English Lit/Comp exams will be +3 AP History - 25% of exams will be +3 AP Spanish - 75% of exams will be +3</p> <p>Baseline</p> | <p>Overall:18.2% AP English Lit/Comp – 0% AP History – 17% AP Spanish – 100%</p> <p>[2020 AP College Board]</p> |

| Expected | Actual | | | |
|---|--|---------|---------|--------|
| <p>AP Base AP success rate (3+): English Lit/Comp 0/5 = .0% US History 0/5 = .0% Spanish Lang 5/6 = 83.3%</p> <p>Metric/Indicator EAP College acceptance rate will increase yearly</p> <p>19-20 ELA-2% increase in students scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges</p> <p>Math-2% increase in student scoring at an “acceptable” rate in the EAP and therefore will not be required to take remedial courses in our CSU Colleges</p> <p>Baseline 0% of 11th graders tested ready in both Math and ELA as measured by their assessment scores in the EAP for CSU straight out of Laton High School</p> | <p>[From 2019 CAASPP Assessments]</p> <p>EAP ELA – All Students: 16.28% “Ready,” a 16.28% increase from 2017-18 (0%) Low Income: 20.59% increase Hispanic: 17.14% increase</p> <p>EAP Math – All Students: 2.33% “Ready” a 2.33% increase from 2017-18 (0%) Low Income: 2.94% increase Hispanic: 2.86% increase</p> <p>(Results not reported for other student groups)</p> | | | |
| <p>Metric/Indicator Percentage of students completing A-G requirements will increase yearly;</p> <p>19-20 A-G – will increase by 5%</p> <p>Baseline A-G: 17/37 45.9% (2014-15)</p> | <p>Overall: 35% Low Income: 35%</p> <p>[2020 DataQuest 4-Year Graduation Report]</p> | | | |
| <p>Metric/Indicator Physical Fitness tests will increase yearly in grades 5, 7, 9 as measured by PFT</p> | <p>[DataQuest, California Physical Fitness Report]</p> <p>Average Percentage in Healthy Fitness Zone (HFZ):</p> <table border="0"> <tr> <td>2017-18</td> <td>2018-19</td> <td>Change</td> </tr> </table> | 2017-18 | 2018-19 | Change |
| 2017-18 | 2018-19 | Change | | |

| Expected | Actual | | | |
|---|---------|-------|-------|----------|
| <p>19-20 Increase average score by 5 percentage points in both grade 7th and grade 9th in the HFZ on PFT.</p> <p>Baseline Average score of 69.2% of grade 7 are in HFZ on PFT 2015-2016 Average score of 53% of grade 9 are in HFZ on PFT 2015-2016</p> | Grade 5 | 74.9% | 46.1% | -- 28.8% |
| | Grade 7 | 65.4% | 50.9% | -- 14.5% |
| | Grade 9 | 60.1% | 72.4% | + 12.3% |
| | | | | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>1. Our unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> <p>To address this need LUSD teachers will:</p> <ol style="list-style-type: none"> Understand common core standards and assessments through professional development 2017-18. Understand project-based learning and how to assess standards using it. Learn to use data from Illuminate Data system to target individual student needs for standards mastery. Develop Grade-level Rubrics through professional development during the 2017-2018 school year to ensure that each student is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level and will create benchmark assessments in all content areas. | <p>5800 S & C 85,000</p> <p>4300,4400,5800 S & C \$35,000</p> <p>430004 S & C \$25,000</p> <p>5800 S & C \$40,000</p> | <p>5800 S & C \$97,000</p> <p>4300,4400,5800 S & C \$35,000</p> <p>430004 S & C \$1,700</p> <p>5800 S & C \$40,000</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.</p> | | |
| <p>1. The unduplicated students at LUSD have the lowest participation in AP courses and we believe this is partially due to the lack of knowledge unduplicated students have about the requirements to go to a college for post-secondary institution.</p> <p>To address this need, Laton High School will introduce our unduplicated population of students to post- secondary education through college visitations throughout their middle and high school experience. We want to make post-secondary education the expectation of every student.</p> <p>A. Grades 6-12 will make at least one college visit.</p> <p>B. Grades 11-12 will visit at least one CTE program at a community college. Our thought is if they have some familiarity with post-secondary institutions, they will be more interested in taking Advanced Placement classes that will help get them into college or at the very least doing some investigation into community college CTE courses.</p> <p>Modification: To increase participation and interest in AVID and college campus exposure, students will participate in AVID student recognition events, as a part of a college campus visit, such as AVID Magic Mountain Private Party and Universal Studios AVID Private Party.</p> <p>This action will support SED students.</p> | <p>5800 S & C 20,500 5800, 5200 S & C \$3,000</p> | <p>5800 S & C \$10,849 5800, 5200 S & C \$0.00</p> |
| <p>1. The District's unduplicated pupils have the lowest academic performance on CAASPP and state EL assessments.</p> | <p>1100, 3000 Base/S & C 267,634.46</p> | <p>1100, 3000 Base \$192,247</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>Literacy is the key to success in understanding and being able to show mastery of content standards. The district will:</p> <p>Address this need by hiring three Academic Coaches to provide targeted assistance to classroom teachers</p> <p>Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support.</p> <p>Continue with Illuminate, a web-based data/assessment program, with sufficient professional development so that staff can make data-driven decisions about instruction in English Language Arts and Math</p> <p>Provide professional development for instructional aides, especially in the areas of English Language Arts and Math</p> <p>Continue E-Dynamic Learning program as a supplemental curriculum.</p> <p>Elective Instructors to teach Fine Arts/Music and supplemental supplies.</p> <p>LUSD expects that establishing benchmark and assessment criteria in all content areas, training all staff in ELA and Math, and providing a data-driven information system will lead to increased performance for the unduplicated students on CAASPP, increased performance for EL assessments, greater reclassification levels, and a decrease in the achievement gap as measured by state and local assessments.</p> <p>Modification: LUSD will expand its music program to Laton Elementary School and Conejo Middle School. Performing band and marching band will be offered for both CMS and LHS. Instruments, sheet music, books, uniforms and supplemental materials for LES/CMS and LHS will be purchased. Recorders for 4th and 5th grades will be purchased as well as shelving for storage of instruments at LES/CMS and LHS. Participation in music competitions will be supported through providing the cost of competition fees, professional development for our music</p> | <p>2100,3000 Base/S & C 81,267</p> <p>See Goal 3 Action 1(3) Base/S & C 0.00</p> <p>5800 Base/S & C \$10,000</p> <p>5800 Base/S & C \$4,650</p> <p>1100, 3000 Base/S & C 195,113</p> <p>4300, 4400, 6400 Base/S & C 150,000</p> | <p>2100,3000 S & C \$85,338</p> <p>See Goal 3 Action 1(3) Base/S & C \$0.00</p> <p>5800 Base/S & C \$10,000</p> <p>5800 S & C \$4,650</p> <p>1100, 3000 S & C \$72,880</p> <p>4300,4400,5800 S & C \$29,189</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| <p>teacher and a district enclosed trailer to transport instruments to and from competitions.</p> <p>Our unduplicated students have performed poorly on the state physical fitness tests for years.</p> <p>The district will change from a part-time physical education teacher to a full-time teacher in the 2017-2018 school year to provide more time for physical fitness</p> | <p>1100, 3000 Base \$20,808</p> | <p>1100, 3000 Base \$72,880</p> |
| <p>The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. Unduplicated students make up 90 % of the students who attend after school programs. After School Programs are focused common core enrichment and homework completion. Homework can be a major obstacle for students, especially students with disruptive homes as most of our unduplicated find themselves living. The District will supplement the after school ASES program in partnership with Fresno County Office of Education.</p> <p>Our unduplicated students will have a place to go after school that will have adult supervision in an enriched atmosphere for completion of schoolwork/homework and athletics. This will result in increased performance on state and local assessments for these students.</p> <p>2019-20 Modification: Increase After School Program funding by \$15,000</p> <p>The unduplicated student population are some of the lowest performing students on state assessments and have some of the lowest attendance rates. To meet this need, the LEA will:</p> | <p>5800 S & C 85,000</p> <p>4300, 4400 S & C 194,000 5800, 5200 S & C \$45,000</p> | <p>5800 S & C \$85,000</p> <p>4300, 4400 S & C \$69,400 5800 S & C \$29,409</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--------------------------|------------------------|
| <p>1. Supplement and maintain materials and technological devices, printers, headsets and peripheral equipment grades K-12, so unduplicated students can access a 21st century curriculum.</p> <p>2. All students will attend culturally enriching field trips.</p> <p>These actions will increase achievement on state and local assessments and increase attendance for the unduplicated students.</p> <p>Modification: LUSD will Supplement and maintain materials and technological devices as needed.</p> | | |

Goal Analysis

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

Due to the pandemic and school closures, many planned expenditures were not made, and the focus shifted from tasks such as developing Grade-level rubrics through professional development to providing online instruction. Funds for action not fully implemented were re-purposed to provide distance learning, access to the curriculum, academic supports, and social / emotional supports for students, families, teachers, and other staff, including:

- On-line curriculum and support
- Chromebooks
- Distance learning delivery

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

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

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

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

our students meeting or exceeding standard was 6.5%.

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

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

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

The District remains committed to increasing the percentages of students completing requirements for UC/CSU admission, and who pass one or more AP exams. The data shown above show that the academic foundation is improving to support our high school students is achieving greater success, and the 2021-24 LCAP will build on those improvements.

Nineteen English Learner students were reclassified as RFEP students during the 2018-19 school year. However, data-entry mistakes led to the district not submitting the data in time for inclusion in the DataQuest 2018-19 report. The 2019-20 report showed students were entered as RFEP at the elementary level, but not at middle or high school. The District will be addressing data-entry and oversight as we move forward with the 2021-2024 LCAP.

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

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

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

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

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

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

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

As is the case with other goals, frequent changes in leadership within the District over the past three years appear to have resulted in an occasional lack of oversight of data and systems for collecting those results. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Percentage of parents who attend school events measured by sign in sheets. More parents of unduplicated students will participate in the educational processes of their child and result in increased student achievement on assessments.</p> <p>19-20 Back-to-School Night - 95% Open House – 90% Conferences – 95% PIQE-75%</p> <p>Baseline Percentage of parents who attended – n/a</p> | <p>Percentage of parents who attend school events measured by sign in sheets.</p> <p>Sign-in sheets were not available for the 2019-20 school year.</p> |
| <p>Metric/Indicator Number of parents who attend decision-making committee meetings including: SSC, ELAC, DAC, DELAC, LCAP, Site Committees, Interviews, etc.;</p> <p>19-20 Increase average by 1</p> <p>Baseline Average number of parents who attended:</p> | <p>Number of parents who attended decision-making committee meetings in 2019-20, in-person or virtually:</p> <p>SSC - 5 ELAC - 7 DAC - 5 DELAC - 4 LCAP - 16</p> |

| Expected | Actual |
|--|---|
| SSC -5 ELAC -5 DAC - 5 DELAC - 5 LCAP - 65 | |
| Metric/Indicator Number of Parent LCAP surveys that are returned 19-20 Increase the number of parents who return completed surveys by 3% of total families Baseline 2016-17 completed surveys – 83/375 surveys – 24% | Number of Parent LCAP surveys that are returned. 48 Parent survey returned |
| Metric/Indicator Percentage of parents who finish PIQE Program 2017-2018 19-20 100% Baseline Baseline Data | Percentage of parents who finish PIQE Program 2019-20 60% |

Actions / Services

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

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--------------------------|--------------------------|
| A. Continue to provide parent workshops on how to access parent portal for attendance and grade/progress reporting. | 4300 S & C 2,500 | 4300 S & C \$500 |
| B. Continue to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways. | 4300 S & C 1,111 | 4300 S & C \$500 |
| C. Start a PIQE (Parent Institute for Quality Education) parent group in the fall 2017. | 4300 S & C 2,000 | 4300 S & C \$500 |
| D. The district will continue to offer ESL classes for parents to learn English as a Second Language. | 2000, 3000 S & C 54,584 | 2100,3000 S & C \$53,928 |
| E. Teacher-led workshops for K-3 parents. | | |
| F. The district will purchase equipment, materials and supplies for parent classes and workshops, if necessary. | | |
| G. The district will provide refreshments for parent meetings, including data-gathering “coffees,” decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE. | | |
| H. Methods of communication will be improved to notify parents of school or district events, workshops, and volunteer opportunities | | |
| I. Communication will increase to notify parents of new student programs that become available through message board, flyers, Open House, PIQE. | | |
| Through these actions more parents of unduplicated students will participate in the educational process of their child and result in increased student achievement on assessments. | | |

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

Goal Analysis

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

The pandemic, school closures, and shift to distance learning greatly impacted planned expenditures for parent and family engagement. Due to the pandemic and school closures, many of what was planned in regards to parent and family engagement activities was not carried out. We were not able to provide parent workshops on course offerings, A-G requirement, College application and FAFSA completion, and Career Technical Education (CTE) pathways. Teacher-led workshops for K-3 parents were not conducted. The district did purchase equipment, materials and supplies for parent classes and workshops; and the need for refreshments for parent meetings, including data-gathering “coffees,” decision-making committee meetings like ELAC, DELAC, SSC, and some workshops like PIQE were less than planned due to the termination of in-person meetings.

Some of the budgeted funds were used to conduct greater outreach to families in order to assess their needs so the District could provide the best possible services and supports to our LUSD families.

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

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

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

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

Parent participation in the LCAP feedback process was a significant challenge; parent participation in the LCAP survey was very good, but participation in meetings was not up to expectations. The District is attempting to discover why the PIQE completion rate was down in the most recent year offered.

As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information.

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| The District will purchase appropriate safety equipment (masks, face shields, etc.) to support safe interactions between students and staff in classrooms and on campuses. | 150,000 | 119758 | No |
| The District will purchase appropriate equipment and materials (hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness. | 280,858 | 239829 | No |
| The District will train staff and follow rigorous safety protocols to ensure the well-being of students and staff on school campuses and other District facilities. | 38,135 | 38135 | No |
| The District will contract for touchless classroom water dispensers. | 50,000 | 3367 | No |

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

The District did not need to spend as much as expected on providing safety equipment and materials to maintain rigorous conditions of cleanliness. Touchless classroom water dispensers cost much less than expected.. The District purchased Goalbook software for RSP students of \$50,000 non contributing.

Analysis of In-Person Instructional Offerings

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

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

Success

1. The Hybrid Model that has been in place since October has proven to be successful, as attendance percentages remain above 90% as of February 2021.

Attendance summary by grade for October and February:

Laton High School Attendance

10/1-10/30 = 97.29%

2/1-2/26 = 95.70%

Laton Elementary School Attendance

10/1-10/30 = 90.89%

2/1-2/26 = 94.33%

Laton Middle School Attendance

10/1-10/30 = 96.59%

2/1-2/26 = 95.59%

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

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

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

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

5. Finding a silver lining to a generally dark cloud, outreach to parents as a result of the pandemic resulted in improved communication and an increase in parent involvement, which is the next huge success. We are seeing a greater connection with our families and want to continue to increase this engagement. The response to parent surveys increased from one in 2019-20 to 48 in 2020-21. The Parent Liaison has connected with families on a daily basis.

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

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

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

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

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

Challenges

1. Time has been the greatest challenge, both with our students in person and the time to plan or collaborate with colleagues and grade levels.
2. Anecdotal data from teachers demonstrate a serious concern that, in lower grade levels, students are lacking basic skills such as being able to hold a pencil, cut with scissors, etc., due to the lack of practice while at home during distance learning.
3. Students have not been able to receive the amount of direct instruction that they would receive in a regular school year due to reduced in-person instructional minutes.
4. Teachers report that they are having low homework completion rates and decreased student engagement. In turn, teachers are having to frequently reteach lessons.
5. The ability of teachers to provide instant instructional feedback is severely limited.
6. There has been an increase in inappropriate Social-Emotional behaviors. More so than in previous years, students are refusing to go to class, crying, or leaving class without permission. At times students have learned that if they say they feel sick, they will go home. Though this is not a large population of students, it is concerning.
7. The importance of tier-one intervention has also been brought to light. Many of our students are missing foundational skills. Because of these foundational deficits, teachers are having a hard time teaching grade-level standards.
8. Initially, technology was a challenge but has been a beneficial tool as teachers and students have learned the many different programs available.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| 1. Professional development in effective distance learning practices and providing students with social emotional supports. | 50,000 | 0 | Yes |
| 2. Teachers will schedule an additional support and acceleration period (minimum 30 minutes) for students to attend in person during the Monday hours with the teachers, based on individual student's academic needs. | 50,000 | 0 | Yes |
| 3. Purchase hotspots for students who need home-based internet access. | 50,000 | 50000 | Yes |
| 4. The District will purchase Edgenuity to support online instruction for distance learning. | 35,000 | 35000 | Yes |

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

Once the state's requirements for instructional minutes and attendance were communicated, it was found that the additional support and acceleration period could be scheduled within each teacher's regular instructional duty day, no expenditure was required to implement the action. Professional development for effective distance learning and SEL supports was not held because instructional staff were heavily tasked with providing distance learning, and, later, hybrid instruction. It was determined that circumstances were not conducive to the required level of engagement the training would require. The funds were instead spent on in-person learning expenses, which can be found in the last action in that section.

Analysis of the Distance Learning Program

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

Continuity of Instruction:

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

The range of software options provided to the teachers and students was successful helping them identify a program that could meet targeted student needs, and in determining which were the most effective and should be continued. To support the District's intervention efforts, the District has created a list of assessments and supplemental software that teachers will use to identify and respond to students' needs. Edgenuity proved too difficult for middle school students, and was used strictly for high school students who remained completely in distance learning after hybrid and all in-person were implemented.

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

Purchased licenses and trained teachers how to use Zoom to facilitate distance learning. Teachers successfully utilized GoGuardian Teacher for classroom management and student support.

In order to maintain continuity of instruction during the first six weeks of the school year, printed instructional materials were provided to all students during the time it took to distribute devices.

Access to Devices and Connectivity:

Generally, providing access to devices and connectivity to the internet has been one of the District's primary successes. There was a challenge initially, as the District took two weeks to organize and deploy student devices after school closed. Every student soon had access to a device and, if needed, access to a hotspot for internet connectivity. The District consistently has reached out to families to ensure that students' technological needs are met. The District checked out Chromebooks for students 1st grade to 12th grade and Chrome tablets for students in Preschool to Kindergarten, so that all students had a device at home and access to the internet.

Initially, the District faced the challenge of only 30% of its families with access to the internet. In response, we purchased hot-spots and were successful in providing them for all families. Every family with more than three children enrolled in LUSD received an additional hot spot to ensure sufficient bandwidth or access. For a handful, internet access was still not possible, so stronger non-dedicated hot spots that could access any nearby signal were purchased and provided to those families. It was a challenge to get them and took about six weeks to purchase and deploy.

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

Pupil Participation and Progress:

At the lower grades participation has been steady and positive. The higher grades have been more inconsistent. We have lower attendance at the high school level, which declined from 97.29% in October to 95.70% in February. Our community liaison and safety office have conducted numerous home visits to address this issue with parents and students. In a few cases, we allowed a small number of students to Zoom from the library under the supervision of office staff and librarian. Our SARB officer has also been supporting us in addressing this issue and has conducted home visits with our community liaison.

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

Distance Learning Professional Development:

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

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

The survey of teachers in Spring, 2020, showed that teachers were preoccupied with the demands of teaching virtual, hybrid, and in-person over the course of a single year, and not ready to assume additional professional learning activities, so formal professional development in SEL was postponed to 2021-22.

Staff Roles and Responsibilities:

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

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

Support for Pupils with Unique Needs:

The District provided supports for students with exceptional needs through targeted instruction but found that those students were still struggling to make progress through distance learning. As soon as it was allowed by state and local governments and health services, small cohorts of students with exceptional needs were returned to in-person instruction on February 2, 2021.

From the beginning of this pandemic, the district made sure we checked in weekly with our most vulnerable population of students, including English Learners, Foster youth, low income students, and students with exceptional needs. Teachers were checking in with students daily through Zoom, Class DOJO, Google Classroom, and/or KIK, among others. The district's community liaison conducted weekly home visits to students who were not login into their ZOOM session or attending. In some very severe cases, students were allowed to ZOOM in our library under paraprofessional supervision. Mondays were designated for intervention purposes. Students were placed in small groups and ZOOMED with the teacher or participated in face-to-face support/instruction for a few hours with their teacher. Check-in sessions conducted with students were not limited to academic content but were also done for social-emotional and mental health reasons. In February, RSP students returned daily to receive instruction. ELLs began daily in-person instruction in April, 2021. Teachers were also going out of their way and visiting home on their own. Front yards became a meeting place where students with special needs received service minutes and checked-in with the teacher.

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| 1. Teachers will schedule an intervention period (minimum 30 minutes, to an hour) for students to attend in person during the Monday hours with the teachers, based on individual student's academic needs. | 25,000 | 2226 | Yes |
| 2. Teachers, administrators, and instructional support staff will collaborate to assess the levels of individual student's learning loss from 2019-20, using the protocols described above. | 25,000 | 0 | Yes |
| 3. Laptops/desktops and Webcams for teachers, headphones for students, tablets for TK and K. | 250,000 | 295930 | No |

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

Teachers and administrators were able to schedule the intervention period and the collaboration period within the regular duty day, so no additional time was needed. The expense for the intervention period was for supplies and materials. The necessary laptops/desktops, webcams for teachers, headphones for students, and tablets for TK and K were more expensive than anticipated.

Analysis of Pupil Learning Loss

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

Preliminary examination of results confirms that the learning loss has occurred disproportionately in unduplicated pupil groups, so data will be examined with more depth. For English Learners enrolled in the Dual Immersion Program, academic proficiency assessments from March 2019 to March 2021 show greater learning loss than our English Only classrooms.

Math Inventory: Percentage Meeting Standard
 December, 2019 August, 2020 November, 2020 February, 2021
 Overall 14.25% 12.12% 9.12% 9.68%

| | | | | | | | |
|---------|-------|-------|-----|-------|----|----|------|
| Grade 1 | 28% | 39% | 13% | 12% | | | |
| Grade 2 | 7.5% | 13.5% | 9% | 13.5% | | | |
| Grade 3 | 33.5% | 12% | 7% | 26.5% | | | |
| Grade 4 | 7% | 22.5% | 9% | 10% | | | |
| Grade 5 | 10% | 4% | | 2% | | | 6% |
| Grade 6 | | | 9% | | 0% | 0% | 1.5% |
| Grade 7 | 9% | 2% | 7% | 2% | | | |
| Grade 8 | 10% | 4% | 26% | 6% | | | |

Due to proficiencies from reading and math assessment in previous years, it was expected that math learning losses would be far greater than the learning losses in reading. In math, the difference of students meeting or exceeding grade-level expectations between December 2019 and February 2021 has decreased roughly 5%. Based on the Math Inventory, we currently have 9.68 % of our 1st-8th grade students meeting or exceeding standard in math. The Math Inventory indicates that though 1-8 grades were impacted by learning loss as a whole, grades 2 and 4 were not impacted by learning loss.

To determine the levels of possible learning loss in grades 9-12, the 11th Grade IAB/FIAB assessment data, 11th Grade CAASPP ELA and Math assessment data, 9th -12th grade ELPAC, and Math Inventory (MI) data were analyzed. It was extremely challenging to compare data from year to year because common assessments had not been taken. When comparing the data for the Math Inventory, we analyzed data for the assessments taken in September 2018 and December 2019. We do not have MI data for the 2020-2021 school year. CAASPP assessment data was compared from the 2017-2018 and 2018-2019 school years.

The ELPAC assessment data was analyzed for the 2017-2018, 2018-2019, and 2019-2020 school years. Unfortunately, this assessment data did not give an accurate representation of our English Learners possible learning loss because we have yet to receive the assessment results for the 2020-2021 school year. Also, in the 2019-2020 school year, only students who had previously received a three or four were assessed therefore not giving an accurate representation of our entire English Learner population.

The MI, ELPAC, and CAASPP data helped to look at previous academic trends in relation to current academic proficiencies. IAB and FIAB assessments were given in both the 2019-2020 school year and 2020-2021 school year. Though thirteen assessments were given between the three school years, only three assessments were given in consecutive years.

HMH Math Inventory, IAB/FIAB assessments and CAASPP assessment data include grade level academic progress indicators. The levels of performance that were measured by the CAASPP and MI assessments were: "Below Standard, Approaching Standard, Meeting Standard, or Exceeding Standard". The IAB and FIAB assessments data include grade level academic progress indicators as well. The levels of performance that were measured by the assessment are: Below Standard, Nearing Standard, and Above Standard". The levels of performance for the ELPAC were measured with language proficiency levels: "Level 1, Level 2, Level 3, and Level 4."

CAASPP ELA Summative

| | | | | | |
|------------|-------------------|----------------|---------------------|--------------|------------------|
| 11th Grade | Students Assessed | Below Standard | Nearly Met Standard | Met Standard | Exceeds Standard |
|------------|-------------------|----------------|---------------------|--------------|------------------|

| | | | | | | |
|---|-------------------|-----|-----------------------|---------------------|----------------|------------------|
| 2017-2018 | 51 | 37% | 35% | 28% | 0% | |
| 2018-2019 | 44 | 21% | 36% | 27% | 16% | |
| CAASPP Math Summative | | | | | | |
| 11th Grade | Students Assessed | | Below Standard | Nearly Met Standard | Met Standard | Exceeds Standard |
| 2017-2018 | 51 | 64% | 23% | 11% | 0% | |
| 2018-2019 | 44 | 64% | 23% | 11% | 2% | |
| ELPAC | Students Assessed | | Level 1 | Level 2 | Level 3 | Level 4 |
| 2017-2018 | 36 | 22% | 25% | 33% | 19% | |
| 2018-2019 | 38 | 18% | 21% | 42% | 18% | |
| 2019-2020 | 7 | 43% | 0% | 14% | 43% | |
| Math Inventory. | Students Assessed | | Did Not Meet Standard | Nearly Met Standard | Met Standard | Exceeds |
| Standard | | | | | | |
| 7th - 2018 (Currently 9th) | 36 | 64% | 25% | 11% | 0% | |
| 8th - 2019 (Currently 9th) | 35 | 83% | 14% | 3% | 0% | |
| 8th - 2018 (Currently 10th) | 58 | 86% | 10% | 2% | 2% | |
| 9th - 2019 (Currently 10th) | 57 | 72% | 28% | 0% | 0% | |
| 9th - 2018 (Currently 11th) | 32 | 94% | 6% | 0% | 0% | |
| 10th - 2019 (Currently 11th) | 31 | 81% | 19% | 0% | 0% | |
| ELA IAB/FIAB (11 - Language and Vocabulary Use) | | | | | | |
| 11th Grade | Students Assessed | | Below Standard | Nearing Standard | Above Standard | |
| 2019 – 2020 | 128 | 45% | 47% | 8% | | |
| 2020 -- 2021 | 49 | 45% | 51% | 4% | | |

Similar to our elementary and middle school, due to proficiencies from reading and math assessment in previous years, it was expected that math learning losses would be far greater than the learning losses in reading. In math, when comparing the academic proficiencies from the CAASPP in 2017-2018 and 2018-2019, to the Algebra and Functions I (IAB) and Seeing Structure in Expressions/Polynomial Expressions (FIAB) we see a similar trend that a very small portion of our 11th grade students are meeting or exceeding the standard. Because we do not have data from the same assessments it is hard to identify the exact amount of potential learning loss.

As we move forward it is imperative that we solidify an assessment plan that will be implemented yearly with fidelity. The district will take into account individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom and individual student levels to determine, plan and drive instruction for the 2021-2022 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year. Our high-school team is in the process of working with our FCSS coaches to create a year plan that uses the IAB and FIAB to assess learning as well as drive instruction. We will move forward using the same yearly pacing to ensure we have consistent data to analyze. In connection with the elementary and middle schools, we are also noticing a drastic change in social emotional skills. Tiered systems of academic and social emotional support are being established. We are also implementing school-

wide AVID as well as the implementation of Leader In Me. To support teachers in analyzing student data to inform and drive their instruction, they will receive professional development and continual support, and be provided with increased and consistent time for Professional Learning Communities where data analysis and opportunities for collaboration are strongly encouraged.

Individual classroom data, Interim Assessments (IAB) from CAASPP, and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2021-2022 school year. English Learners were given the ELPAC assessment, and those results will demonstrate language acquisition progress. Additionally, data from other local assessments, grade reports, and teachers' expert opinions will be considered in identifying participants' needs and planning instruction, supports, and interventions for the Expanded Learning Program, as will input from family members and the students themselves.

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Low-income children and families, both immigrant and native, are often at a loss to identify or access services that more affluent families take for granted. As a result of the pandemic, the District found a challenge in that many children in social or emotional distress did not have an idea of even how to ask for help. For those who did, or who were identified by staff, the District provided both counselors and a school psychologist. Staff were also able to access counselors and the psychologist as needed, with services kept completely confidential.

As part of its “Intervention Pyramids” the District will create Resource Centers that students will know and recognize as safe havens for questions and aid. Also, within the Social Emotional Support Pyramid, the District will provide LHS mentors and leadership at LES/LMS, PBIS Focused Intervention, and much more to be described in detail in the LCAP. Tiered supports for social-emotional learning will begin with all students participating in:

2nd Step Curriculum for K-6 *Bell schedule that supports 2nd Step *PBIS systems that target positive reinforcement and engage every stakeholder

*PBIS routines are ingrained in every aspect of our school environment and practice *LHS/LMS Breaking Down the Walls program

*Franklin Covey, "The Leader in Me" curriculum *High School Prep course requirement for all 9th graders * Positive Behavior Recognition Awards/Assemblies

The next tier will include:

*Targeted behavior intervention groups led by the site counselor *Student Support/Resource Center *Rosetta Stone ELD Language Tutorial *LHS mentors and leadership at LES/LMS *PBIS Focus Intervention

At the most intensive level, the targeted intervention will be:

*All4Youth *Behavior Plans *One-on-One Counseling/Psychologist *PBIS Intense Support

Analysis of Pupil and Family Engagement and Outreach

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

Challenges:

Throughout the year, prior to resuming full-time in-person instruction in April, keeping the students accountable and motivated to complete all school work was a significant challenge.

Dead spots for hotspots created difficulties in connecting, and purchasing internet service were too expensive for some of our families. Additional hotspots were made available, and District tech-support was provided. As families became acclimated to the distance learning model, with instruction and outreach coming through internet access, there was a decline in parent attendance in meetings, even when a zoom link was provided.

Successes:

Increased communication through Blackboard.

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

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

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

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

The District was moderately successful in employing its plan for re-engagement of students who were not attending or signing-in to Distance learning. Initial outreach was conducted by school support staff who monitored student attendance and identified students who failed to attend school on a daily basis. Teachers were also on the front lines of informing the site administrator if a student was not engaged. Our Community Liaison reached out to students and families as to the cause of lack of attendance and to connect students and families to needed services. School counselors and administrators had already identified students as a habitual or chronic truant, and closely monitored those. Once a student had an unexcused absence, the teacher contacted the parents to notify them, and discuss the importance of attendance. This initial contact was documented with date, time, and outcome of the attempt. If a student had more than a single unexcused absence, the classroom teacher completed a District form referring the student for a home visit from the Liaison. Continuing absences usually resulted in a referral to the School Attendance Review Board (SARB). At the district level, the Superintendent oversaw school attendance to help truant students and their parents or guardians solve school attendance and behavior problems prior to referring them to the district level SARB. Several site and district level positions were charged with ensuring that the well-being of students was addressed. This included school site administration and the school counselors. Administrators and counselors were responsible for identifying students who are disengaging in learning due to an issue with their welfare. Counselors were specifically trained to seek out and address student issues around health and safety. Laton Unified also employed an All4Youth counselor who also provided mental health services to students identified, as needed and appropriate. The school psychologist also provided mental health services and evaluations if it appeared those were impacting a student's engagement.

Analysis of School Nutrition

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

Challenges

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

Successes

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|----------------------|-------------------------------|--------------|
| School Nutrition | 1. Meals will be delivered, as necessary, to District families, through District transportation. Paraprofessional staff member(s) will accompany the delivery to assist in meal distribution. | 100,000 | 26637 | No |
| Mental Health and Social and Emotional Well-Being | 2. All staff will receive training in supporting students' mental health and social emotional well-being. | 50,000 | 15525 | Yes |

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

The District was able to provide the meal delivery at much less expense than planned, as the regular transportation contract with Southwest was sufficient to cover meal delivery, and a cafeteria employee was able to accompany the delivery. No paraprofessional expense was necessary. The expense was for additional tables to enable social distancing when students returned to campus. The training provided to staff was much less than expected, as the survey of teachers in Spring, 2020, showed that teachers were preoccupied with the demands of teaching virtual, hybrid, and in-person over the course of a single year, and not ready to assume additional professional learning activities.

Overall Analysis

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

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

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

on-one supports at Tier III.

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

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

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

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

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

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

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

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

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

Possible learning loss will be frequently monitored through the establishment of a systematic assessment and data collection program that will provide instructional staff with the information they need to diagnose the areas in which high-needs students struggle, and respond to those needs with appropriate instruction. To support this program, the District will provide professional learning and collaboration opportunities for teachers; support teachers in refining their abilities to use data to target individual student needs for standards-mastery; improve rubrics to ensure that each student is evaluated by the same grade level criteria; use benchmark assessments in all core content areas; and use standards-based report cards.

District data clearly show there are achievement gaps between student groups in our District. Even after those students have received appropriate interventions, it is possible that, while “some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed ...” (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working, and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, the training to use them effectively, and the dedicated time to do so, that we will target instruction for high-needs students to get increased academic outcomes.

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

The District has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update, so those descriptions are not reiterated here.

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

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

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

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

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

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

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

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

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

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

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

Better-than-expected outcomes on academic achievement metrics provide strong evidence that the actions and services to address

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

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

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

Local Control 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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

Laton Unified is comprised of four schools: Laton High School, Laton Middle School, Laton Elementary School, and Laton Preschool. Most students of LUSD are born and raised here and attend kindergarten through twelfth grade. LUSD is a small district with approximately 633 students in Preschool, Transitional Kindergarten, and the K-12 program. Most students qualify for the Free and Reduced Lunch, with 84% considered Socioeconomically Disadvantaged or Low-Income. We are a diverse district, with 85% of our students Hispanic/Latino, 10% White, 2% African American, and 3% of students declining to report an ethnicity. English Learners make up over 37% of our students. Just over 14% of LUSD students are in the Special Education Program.

Our Beliefs and Values, developed by teachers, principals, superintendent, and school board members, are based upon a unified effort to help 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 important challenges and problems;
- Belief in work-group support characterized by feedback, collaboration, flexibility, trust, and a safe environment that encourages us to risk;

Building rapport and positive communication from the student level to the governance team.

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

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

Laton Unified is committed to providing all students with an enriching and impactful educational experiences. We offer safe, welcoming schools and employ many caring and talented people dedicated to our students and the District. It is a great place where students can grow and achieve!

Reflections: Successes

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

Prior to the pandemic, Laton Unified School District students showed significant improvement overall, and for most student groups, in English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension rates. The results for Students with Disabilities (SWD) also showed those students closing performance gaps in ELA, Absenteeism, and Suspension. [Student groups include: English Learners (EL), Students with Disabilities (SWD), Low Income (LI), Hispanic, White, and Two or More Races. Results may not be reported if the student group results have less than 30 students.]

Overall -- ELA: +19.4 to -50.7 (Yellow*) Math: +27.9 to -75.6 (Yellow*). Chronic Abs: -8.5% to 3.9% (Blue*). Suspension: -2.5% to 4.3% (Green*)

EL +20.7 to -71.1 +32.6 to -83.3 -6.2% to 5.0% -3.3% to 3.5%

SWD +32.8 to -104.1 +24.3 to -128.0 -19.1% to 3.1% -5.9% to 8.7%

Hispanic +25.6 to -51.7 +33.5 to -75.1 -7.0% to 4.3% -2.2% to 4.2%

LI +21.4 to -54.9 +33.4 to -76.1 -9.3% to 3.8% -2.6% to 4.7%

White n/r +8.6 to -58.9 -15.0% to 3.4% -3.5% to 2.7%

Two/More Races n/r n/r -3.7% to 5.7% n/r

Reading Inventory: Percentage Meeting Standard:

| December, 2019 | August, 2020 | November, 2020 | February, 2021 |
|----------------|--------------|----------------|----------------|
| Overall 4.07% | 22.44% | 11.87% | 26% |

Grades 1, 3, 4, and 8 appear to have experienced no grade-level learning loss; in fact, these grade levels made gains in the percentage of students meeting or exceeding grade-level expectations. The site reading proficiencies increased from December 2019 to August 2020. The academic proficiency gains were initially attributed to tests being taken at home, though February 2021 assessment, which was taken at school, demonstrates that our academic proficiencies continued to grow. The decline in the November 2020 assessment can be attributed to tests being initially taken at home, and a large portion of our eighth-grade students who met or exceeded standard was not assessed (15 students meeting or exceeding the standard in August 2020, 2 meeting or exceeding the standard in November 2020, and 16 meeting or exceeding standard in February 2021).

The District's 2020 Graduation Rate increased to all-time highs. The overall rate was 95.2%, with Low-Income students increasing to 95.0%, and 97.1% of Hispanic students graduating. Though not strictly comparable, we were pleased to see that 52.4% of students in the 2020 graduation cohort met the College and Career readiness requirements. This was an increase of 20% over 2019.

17.5% of the 2020 graduation cohort earned the State Seal of Biliteracy.

Thanks to the voters of Laton passing a bond in 2019, the District has almost completed the construction of a new multipurpose room on the Laton Elementary School campus.

Based on data cited above, the District believes that the activities in which it has engaged have generally been effective, and many of those actions will be continued, with emendations, in the 2021-2024 LCAP. We also recognize that additional actions can amplify those results. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, the training to use them effectively, and the dedicated time to do so, that we will target instruction for high-needs students to get increased academic outcomes. Providing systematic interventions and supports is also a means by which we can continue to better meet our students' needs and close performance gaps. Hattie's research (2008) showed an effect size of .77 for comprehensive interventions. The District will provide tiered academic supports that include, but are not limited to:

- Teachers that allow the district to provide smaller class sizes at the elementary and middle school
- Instructional aides that will provide smaller group instructional support and more individualized attention.
- Academic Coaches to provide targeted assistance to classroom teachers

- Additional instructional aides in K-2 grade levels to provide classroom and reading support
 - MTSS and Universal Design for Learning
 - Laton Online Academy
 - Edgenuity
- [Note: 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.]

Reflections: Identified Need

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

The District did not reach its expected outcomes in the most recent (2019) English Learner (EL) Progress, with a “low” result of 49.7%. The District will provide a tiered system of supports, augmented by a systematic program for collecting, examining, and acting upon data to accelerate language acquisition for English Learners. Additionally, the District plans to revise its English Learner Master Plan to align with the English Learner Roadmap and guide the Dual Immersion program implementation with integrity.

Grades 1-8 Math Inventory: Percentage Meeting Standard:

| | December, 2019 | August, 2020 | November, 2020 | February, 2021 |
|---------|----------------|--------------|----------------|----------------|
| Overall | 14.25% | 12.12% | 9.12% | 9.68% |

In grades 1-8 math, the difference of students meeting or exceeding grade-level expectations between December 2019 and February 2021 has decreased roughly 5%. Based on the Math Inventory, we currently have 9.68 % of our 1st-8th grade students meeting or exceeding standard in math. The Math Inventory indicates that though 1-8 grades were impacted by learning loss as a whole, grades 2 and 4 were not impacted by learning loss. In high school math, when comparing the academic proficiencies from the CAASPP in 2017-2018 and 2018-2019, to the Algebra and Functions I (IAB) and Seeing Structure in Expressions/Polynomial Expressions (FIAB), we see a similar trend that a very small portion of our 11th-grade students is meeting or exceeding the standard. Due to logistical problems caused by the closure of school, we do not have Math Inventory or any formative data for the 2019-20 or 2020-2021 school years.

For high school ELA, the following data are available and suggest that our Low-Income students, English Learners, Foster Youth, and students with exceptional needs in high school are lagging behind county and state populations in ELA achievement. Though the differences in sample sizes preclude drawing string conclusions from the data, the decline in "above standard" performance and the low performance in both years indicates that interventions and supports are needed.

ELA IAB/FIAB (11 - Language and Vocabulary Use)

| 11th Grade | Students Assessed | Below Standard | Nearing Standard | Above Standard |
|------------|-------------------|----------------|------------------|----------------|
|------------|-------------------|----------------|------------------|----------------|

| | | | | |
|--------------|-----|-----|-----|----|
| 2019 – 2020 | 128 | 45% | 47% | 8% |
| 2020 -- 2021 | 49 | 45% | 51% | 4% |

As we move forward, it is imperative that we solidify an assessment plan that will be implemented yearly with fidelity. The district will take into account individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2021-2022 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.

The suspension rate increased by 1.5% to 5.8%, remaining significantly below the baseline year. Improvement is needed for all students. The District will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among all students at all school sites as outline in Goal 2, Action 3.

The numbers of high school and middle school students availing themselves of the social/emotional program offerings were short of District expectations. We remain committed to identifying and reaching out to students who might benefit from participation.

Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. Using the “intervention pyramid” as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports.

LCAP Highlights

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

The 2021-2024 LUSD LCAP is a clear and direct outline of who we are and where we are going.

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

A consistent system to collect, analyze and compare from month to month and year to year will make an enormous difference in our response to students’ needs. To support teachers in analyzing student data to inform and drive their instruction, they will receive professional development and support and be provided with increased and consistent time for Professional Learning Communities where data analysis and opportunities for collaboration are strongly encouraged. The implementation of systematic and deliberate data analysis will allow more evidence-based collaboration among teachers and between classrooms and homes. Teacher meetings will be more powerful with authentic, useful data to power them.

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

2nd Step Curriculum for K-8 *Bell schedule that supports 2nd Step *PBIS systems that target positive reinforcement and engage every stakeholder *PBIS routines

ingrained in every aspect of our school environment and practice *LHS Breaking Down the Walls program *High School Prep course requirement

for all 9th graders. *Positive Behavior Recognition Awards/Assemblies

The next tier will include:

*Targeted behavior intervention groups led by the site counselor *Student Support/Resource Center *LHS mentors and leadership at LES/LMS *PBIS Focus Intervention

At the most intensive level, targeted intervention will be:

*All4Youth *Behavior Plans *One-on-One Counseling/Psychologist

*PBIS Intense Support

Integrated with those in a corresponding pyramid, academic supports will begin with all students participating in:

*Good first instruction for all that targets essential standards, 21st century learning and standards-based curriculum * ED. Tech Team- using technology to enhance instruction

*Viable assessment system driven by essential standards that shapes targeted instruction *Small group instruction provided by a teacher and driven by

students' needs *LMS intervention elective class *Structured Intervention (scheduled daily) in grades K-5 *High School Prep course requirement for all 9th graders *Standards Based Report cards * Academic Achievement Awards/Assemblies

The next academic support tier will include:

*Reading groups for ELA, Math and ELD *After school tutoring for ELA, Math and ELD for LHS and LMS

*Systematic SSTs and 504 plans

At the most intensive level, targeted intervention will be:

*One-on-One Intervention with Resource Teacher/Reading specialist

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

Comprehensive Support and Improvement

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

Schools Identified

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

The District is proud to note that Conejo Middle School and Laton High School exited CSI status as a result of their many improvements in all state indicators.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional supports and interventions.

After school started, the District sought input to inform major portions of the District's instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Laton Unified School District held stakeholder meetings to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners.

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

All meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's Instructional Services building. Meetings were also made accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

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

Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology

Parents were surveyed to assess what the District has done really well in the areas of technology, instruction and assessment, social and emotional support, and other areas.

Students were asked to respond to the same prompt, and the additional, “Where do you think the biggest learning loss occurred during the school closure due to COVID-19?” Responses from the above surveys were discussed at a community stakeholder meeting.

Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months. The District’s proposed actions to provide support and accelerate learning for our neediest students were primary topics at all meetings.

Community-wide stakeholder meetings were held on March 23 and 25.

Students, parents, teachers, and support staff were also surveyed again in the Winter/Spring of 2021. Responses from those surveys were also examined to inform the development of the Expanded Learning Opportunities Plan. All materials, surveys, communications, and presentations were provided in English and Spanish.

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting, August 21, 2020.

Certificated Bargaining Unit including teachers Stakeholder Input Meeting, August 18, 2020, and April 14, 2021.

Community Stakeholder Input Meeting – Surveyed Fall, 2020, met March 23 and 25, 2021.

Student Input – Surveyed Fall, 2020, Spring 2021.

Parent Advisory Committee (PAC) Input Meeting and March 23, 2021. A draft of the plan was presented to the PAC at this meeting.

District English Learner Advisory Committee (DELAC) Input Meeting, March 25, 2021. A draft of the plan was presented to the DELAC at this meeting. Neither the PAC or the DELAC had questions for the Superintendent.

The Public Comment period ran from June 7 through June 16, 2021. A draft of the LCAP was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

The LCAP submitted for LUSD Governing Board approval was posted on the District's website, and a link included in the Board agenda posted 72 hours prior to the meeting. At the June 23 Board meeting, the Local Indicators report was presented to the Board prior to LCAP approval. The District's 2021-22 budget was approved subsequent to the LCAP.

Public Hearing, June 9, 2021

Board Adoption, June 23, 2021

Submitted to FCSS, June 24, 2021

A summary of the feedback provided by specific stakeholder groups.

Stakeholder input from the March 23 and 25 included:

- Focus on improving middle school GPA;
- Help LMS improve student GPA;
- Breakfast and lunch should be provided for students;
- Enough staff for social-emotional curriculum;
- Need more counseling;
- Educative field trips;
- Science/Math/Literacy Nights

Teacher Input

- Dedicate planning time most Mondays, with more time to plan and prep and administrators present during group planning
- Full time designated ELD Teacher K-2; Reading lab teacher English/Spanish
- Aides for struggling students, not designated as students with disabilities; more aides for students with disabilities
- Emotional support counselor full time
- Expand electives at LHS to offer more than A-G; expand STEM program; increase VAPA implementation
- AVID and AVID strategies schoolwide; prizes for attendance and character recognition involve Mexican consulate with the

State Seal of Biliteracy; partner with colleges & technical schools to encourage higher education attendance; implement

leadership/mentoring programs supported by district

- Transportation for afterschool sports, and more individual sports - cross country, track, etc.; more after school clubs,
- Monthly community activities to bring a positive culture
- Continue security measures

Student Input

- Parent technology courses
- New mascot uniform
- Replace benches in stadium and add a student section
- Career Center-Technician/Full time librarian
- Assessment Coordinator- Manage all testing and assist teachers/students to prepare
- More student activities and advertisement throughout campus
- Student Store
- Monthly character and academics recognition
- Workshops for parents
- Security at both sites at all times

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

After the numerous opportunities for stakeholder input, the following elements were included in the LCAP:

- A social-emotional curriculum (The Leader in Me) with staff to implement
- Counselor and counseling interns
- Educative field trips to create a culture of post-secondary success
- Science/Math/Literacy Nights
- Transportation for greater participation in after-school activities
- Security Measures
- Increased rigor of Dual Immersion Program
- Consult with instructional staff in identifying areas in which to provide professional development opportunities

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | <p>Promote Academic Success for All</p> <p>Provide 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 stakeholders, and is centered on data-driven decision making.</p> |

An explanation of why the LEA has developed this goal.

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

The District did not reach its expected outcomes in the most recent (2019) English Learner (EL) Progress, with a “low” result of 49.7%. The District will provide a tiered system of supports, augmented by a systematic program for collecting, examining, and acting upon data to accelerate language acquisition for English Learners. Additionally, the District plans to revise its English Learner Master Plan to align with the English Learner Roadmap and guide the Dual Immersion program implementation with integrity.

Grades 1-8 Math Inventory: Percentage Meeting Standard:

| | December, 2019 | August, 2020 | November, 2020 | February, 2021 |
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| Overall | 14.25% | 12.12% | 9.12% | 9.68% |

In grades 1-8 math, the difference of students meeting or exceeding grade-level expectations between December 2019 and February 2021 has decreased roughly 5%. Based on the Math Inventory, we currently have 9.68 % of our 1st-8th grade students meeting or exceeding the standard in math. The Math Inventory indicates that though 1-8 grades were impacted by learning loss as a whole, grades 2 and 4 were not impacted by learning loss. In high school math, when comparing the academic proficiencies from the CAASPP in 2017-2018 and 2018-2019, to the Algebra and Functions I (IAB) and Seeing Structure in Expressions/Polynomial Expressions (FIAB), we see a similar trend that a very small portion of our 11th-grade students are meeting or exceeding the standard. Due to logistical problems caused by the closure of school, we do not have Math Inventory or any formative data for the 2019-20 or 2020-2021 school years.

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in sample sizes preclude drawing string conclusions from the data, the decline in "above standard" performance and the low performance in both years indicates that interventions and supports are needed.

ELA IAB/FIAB (11 - Language and Vocabulary Use)

| 11th Grade Students Assessed | Below Standard | Nearing Standard | Above Standard |
|------------------------------|----------------|------------------|----------------|
| 2019 – 2020 | 128 45% | 47% | 8% |
| 2020 -- 2021 | 49 45% | 51% | 4% |

As we move forward, it is imperative that we solidify an assessment plan that will be implemented yearly with fidelity. The district will take into account individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction for the 2021-2022 school year. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.

EAP results show progress in preparing students for college success but still fall short of county and state levels of performance for our high-needs pupils. The District remains committed to increasing the percentages of students completing UC/CSU admission requirements and who pass one or more AP exams. The data shown above show that a strong academic foundation is being created to support our high school students in achieving greater success.

Instructional decisions will be student-centered and informed by excellent data collection and analysis. Research clearly demonstrates that teacher quality is a significant factor in predicting student achievement. Fully-credentialed and appropriately assigned teachers who are then provided high-quality, ongoing professional development and coaching have an unparalleled impact that is progressively higher at the upper grades.

Small enrollment limits elective options for such classes as music, fine arts, etc., and the District seeks to offer the broadest possible curriculum within those constraints.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| California School Dashboard: ELA Distance from Standard | All Students: 50.7 points below EL: 71.7 points below SWD: 104.1 points below Hispanic: 51.7 points below LI: 54.9 points below | | | | All Students: 20 points below EL: 30 points below SWD: 60 points below Hispanic: 20 points below LI: 20 points below White: 5 points above |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| | White: 25.1 points below [2019 California School Dashboard] | | | | [California School Dashboard] |
| California School Dashboard: Math Distance from Standard | All Students: 75.6 points below EL: 83.3 points below SWD: 128 points below Hispanic: 75.1 points below LI: 76.1 points below White: 58.9 points below [2019 California School Dashboard] | | | | All Students: 40 points below EL: 40 points below SWD: 80 points below Hispanic: 40 points below LI: 40 points below White: 25 points below [California School Dashboard] |
| District Benchmark Assessments: Reading Inventory Math Inventory | Reading Inventory: Percentage Meeting Standard: 26% Math Inventory: Percentage Meeting Standard: 9.68% [Winter 2021 Local Data] | | | | Reading Inventory: Percentage Meeting Standard: 60% Math Inventory: Percentage Meeting Standard: 40% [Local Data] |
| California School Dashboard: English Learner Progress -- | 49.7% [2019 California School Dashboard English Learner | | | | 65% [California School Dashboard English |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| Percentage of EL students who make one or more year's progress on the ELPAC. | Progress Indicator Status] | | | | Learner Progress Indicator Status] |
| English Learner Reclassification Rate | 9.9% [2019-20 DataQuest English Learner Annual Reclassification Rate] | | | | 23% [DataQuest English Learner Annual Reclassification Rate] |
| Advanced Placement Exams: % of pupils scoring 3 or higher | Overall: 18.2% [2020 AP College Board] | | | | Overall 40% [AP College Board] |
| Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready" | EAP ELA – All Students: 16.28% Low Income: 20.59% Hispanic: 17.14% EAP Math – All Students: 2.33% Low Income: 2.94% Hispanic: 2.86% [2019 CAASPP Assessments] | | | | EAP ELA – All Students: 30% Low Income: 35% Hispanic: 35% EAP Math – All Students: 20% Low Income: 20% Hispanic: 20% [CAASPP Assessments] |
| A-G Completion Rate | Overall: 35% Low Income: 35% | | | | Overall: 65% Low Income: 65% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| | [2020 DataQuest 4-Year Graduation Report] | | | | [DataQuest 4-Year Graduation Report] |
| CTE Completion Rate | 100% of the 2020 Graduation Cohort completed a CTE course of study [2020 CALPADS EOY 3.14, 3.15] | | | | 96% of the Graduation Cohort will complete a CTE course of study. [CALPADS] |
| Combined CTE and A-G Completion Rates | 34.1% of the 2020 Graduation Cohort completed both the A-G requirements and a CTE course of study. | | | | 55% |
| California School Dashboard: College and Career Indicator - % of students meeting "Prepared" requirements. | All Students: 52.4% Hispanic: 54.3% LI: 55.0% [2020 California School Dashboard Reports] | | | | All Students: 65% Hispanic: 70% LI: 70% [California School Dashboard] |
| California Physical Fitness Test (PFT): Increase average percentage in Healthy Fitness Zone | Grade 5 46.1% Grade 7 50.9% Grade 9 72.4% [2018-19 California PFT] | | | | Grade 5 60% Grade 7 65% Grade 9 85% [California PFT] |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| State Standards Implementation and English Learner Access to Core Curriculum: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board | <p>MET -- Results Reported</p> <p>The state's self-reflection tool reflected an average rating of 3.0 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum.</p> <p>[June, 2021, Report to LUSD Governing Board]</p> | | | | <p>MET -- Results Reported</p> <p>The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1 = exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum.</p> <p>[Report to LUSD Governing Board]</p> |
| Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the LUSD Governing Board | <p>MET -- Results Reported</p> <p>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.</p> | | | | <p>MET -- Results Reported</p> <p>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.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| | <p>All students had access to a broad course of study.</p> <p>[June, 2021, Report to LUSD Governing Board]</p> | | | | <p>All students will have access to a broad course of study.</p> <p>[Report to LUSD Governing Board]</p> |
| Percentage of teachers fully credentialed and appropriately assigned. | <p>MET -- Results Reported</p> <p>100% of teachers fully credentialed.</p> <p>0 mis-assignments.</p> <p>[2021 Report to LUSD Governing Board]</p> | | | | <p>MET -- Results Reported</p> <p>100% of teachers fully credentialed.</p> <p>0 mis-assignments.</p> <p>[Report to LUSD Governing Board]</p> |
| Percentage of students with sufficient access to standards-aligned materials. | <p>MET -- Results Reported</p> <p>All necessary core and supplemental materials and technology were available and accessible to 100% of students.</p> <p>[2021 Report to LUSD Governing Board]</p> | | | | <p>MET -- Results Reported</p> <p>All necessary core and supplemental materials and technology are available and accessible to 100% of students.</p> <p>[Report to LUSD Governing Board]</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|----------------|--------------|
| 1 | Outstanding Staff | The District will provide for core staffing, including administrative, teaching, classified, and support staff, including for Special Education. | \$6,484,460.00 | No |
| 2 | Dual Immersion Language Program | <p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our unduplicated pupils and those statewide, the District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be:</p> <ol style="list-style-type: none"> 1. To promote high levels of oral language proficiency and literacy in both Spanish and English. 2. To achieve proficiency 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. Qualify for State Seal of Bi-literacy. <p>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:</p> <ol style="list-style-type: none"> (a) pedagogical equity, (b) effective bilingual teachers, (c) active parent participation, (d) knowledgeable leadership and continuity. <p>The Dual Immersion Master Plan has been revised and updated, and will be implemented to reflect the above principles and practices. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.</p> | \$50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3 | Teacher Collaboration for Improving Instruction | <p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our unduplicated pupils and those statewide, the District will:</p> <ul style="list-style-type: none"> • Provide professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. • Support teachers in refining their abilities to use data from Illuminate Data system and other data systems to target individual student needs for standards-mastery. • Continue development and improvement of Grade-level Rubrics to ensure that each student is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level • Use benchmark assessments in all core content areas. • Use standards-based report cards. | \$259,574.00 | Yes |
| 4 | Effective Professional Development | <p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our unduplicated pupils and those statewide, the District will:</p> <p>Consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for high needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments. As described by Dr. Michael Fullan in Coherence, staff will</p> | \$337,896.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|----------------|--------------|
| | | <p>connect professional learning with the District's mission and vision, and administrators will function as lead learners.</p> <p>Professional development will support standards-based instruction 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.</p> <p>Provide substitutes in order to release teacher groups to work collaboratively on developing curriculum scope and sequence, common assessments, and for vertical articulation.</p> <p>Continue professional development for instructional aides, especially in the areas of English Language Arts and Math.</p> <p>Allocate funding to California Association for Bilingual Education (CABE) to support the Laton Unified Dual Immersion Program students and teachers in mastery of Spanish.</p> | | |
| 5 | Tiered Academic Supports | <p>In order to improve students' academic outcomes and close achievement gaps in literacy and mathematics that exist between our unduplicated pupils and those statewide, the District will:</p> <ul style="list-style-type: none"> • Hire properly credentialed teachers that allow the district to provide smaller class sizes at the elementary and middle school, grades 4-8. • Hire qualified instructional aides that will provide smaller group instructional support and more individualized attention. | \$1,194,421.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|--------------|--------------|
| | | <ul style="list-style-type: none"> • Continue Academic Coaches to provide targeted assistance to classroom teachers; • Continue with four additional instructional aides in K-2 grade levels to provide classroom and reading support; • Continue professional development for instructional aides, especially in the areas of English Language Arts and Math; • MTSS and Universal Design for Learning • Laton Online Academy that uses a curriculum supplemental to the Board-adopted base curriculum for our Low-Income, English Learners, and/or Foster Youth students whose needs, conditions, or circumstances have resulted in academic distress and the need for a educational options. | | |
| 6 | Access to a Broad Curriculum | <p>The District will plan master schedules at the secondary level to ensure that English Learners, and students with exceptional needs have access to a broad course of study in the middle school and high school.</p> <p>Maintain a full-time district physical education teacher to provide additional time for physical fitness.</p> <p>Research adding AP Ag Course (Plant Science).</p> <p>Upgrades to shop to provide up-to-date equipment that contributes to increased students' success in securing post-secondary careers.</p> | \$113,205.00 | No |
| 7 | After School Program | <p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our unduplicated pupils and those statewide, 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 unduplicated 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.</p> <p>The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.</p> | \$75,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|---|--------------|--------------|
| 8 | Supplemental/Intervention Materials | <p>To support academic gains and to close achievement gaps on state and local assessments, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels.</p> <p>Provide and maintain supplemental materials and technology that enhances Low Income students, Foster Youth, English Learners, and students with exceptional needs, access to a broad variety of online and in-person enrichment experiences to create an expanded base of experiences that support language acquisition, improved academic outcomes, and access to a broad course of study. These materials will include, but are not limited to:</p> <ul style="list-style-type: none"> Learning A-Z (TK-8) Raz Kids Headsprout Writing A-Z Science A-Z Vocabulary A-Z ELL Edition ABCmouse (TK-3) Frog Street (Pre-TK) ABC Teach (TK-8) Mystery Science (TK-8) Discovery Education (TK-8) Boom Cards (SPED) ABCYa (TK-8) Reflex Math (TK-8) Lyrics to Learn (TK-8) Classkick (TK-8) Starfall (TK-3) Peardeck (TK-8) Mobymax (TK-8) Ed Helper (TK-8) Dataworks- | \$150,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--------------------------|--|--------------|--------------|
| | | <p>Imagine Learning Language and Literacy (TK-3) Imagine Learning Spanish Language and Literacy (TK-3) EdPuzzle (TK-12) Nearpod (TK-8) Flocabulary (TK-8) Goalbook (SPED) MyOn Renaissance Scholastic Magazine</p> | | |
| 9 | English Learner Supports | <p>To support academic gains and to close achievement gaps on state and local assessments, the District will provide English Language Development (ELD) supplemental materials (e.g., Rosetta Stone) and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties.</p> <p>These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County Superintendent of Schools' staff to support the best use of these materials and programs in order to support the broadest possible access to the curriculum.</p> <p>The District will revise and implement its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.</p> | \$78,000.00 | Yes |
| 10 | Summer School Program | To support academic gains and to close achievement gaps on state and local assessments, the District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12. | \$117,108.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 11 | Create a Culture of Post-Secondary Success | <p>To increase the number of unduplicated pupils completing requirements for admission to U.C. and/or C.S.U., and those taking and passing AP classes, the District will:</p> <ul style="list-style-type: none"> • Ensure students in grades 6-12 will make at least one college visit; • Ensure grades 11-12 will visit at least one CTE program at a community college; • Use new green house as driver for creating a student-run farmer's market and entrepreneurial program • Increase participation and interest in AVID and college campus exposure by promoting students' participation in AVID student recognition events, as a part of a college campus visit • CTE field trips • Expand use of AVID strategies throughout district | \$62,500.00 | Yes |
| 12 | Early Childhood Education | The District offers a pre school program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of pre-school age children on the importance of early education and literacy, including three-week "launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten. | \$20,000.00 | Yes |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | <p>Maintain a Safe, Healthy, and Supportive School Environment</p> <p>Maximize the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all stakeholders that promotes student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.</p> |

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and encourages regular attendance. 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.

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

The suspension rate increased by 1.5% to 5.8%, remaining significantly below the baseline year. Improvement is needed for all students. The District will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among all students at all school sites as outline in Goal 2, Action 3.

Only 50% of students who responded to the 2019 California Healthy Kids Survey indicated that they felt safe at school or connected to the school.

Under this goal, the District has gathered those measures that are related to positive school climate and student engagement, and also those actions that have had positive results, complemented by new or revised actions that have evidence of contributing to continuous improvement.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| School facilities maintained in good repair based on average score of Facilities Inspection Tool (FIT). | <p>MET -- Results Reported</p> <p>Average percentage of 8 FIT categories: LES – 77.7% Fair CMS – 86.1% Fair LHS – 83.1% Fair</p> <p>[Fall, 2019 FIT]</p> | | | | <p>MET -- Results Reported</p> <p>Average percentage of 8 FIT categories: LES – 90% Good CMS – 90% Good LHS – 90% Good</p> <p>[FIT]</p> |
| <p>Percentage of students who feel safe and connected to school.</p> <p>California Healthy Kids Survey</p> | <p>MET -- Results Reported</p> <p>Percentage of students who feel safe at school -- 49%</p> <p>Percentage of students who feel connected to school -- 50%</p> <p>[2019 California Healthy Kids Survey]</p> | | | | <p>MET -- Results Reported</p> <p>Percentage of students who feel safe at school -- 65%</p> <p>Percentage of students who feel connected to school 65%</p> <p>[California Healthy Kids Survey]</p> |
| Suspension Rate | <p>Overall: 5.8%</p> <p>EL: 5.7%</p> <p>SWD: 10.5%</p> <p>Hispanic: 5.3%</p> <p>LI: 6.1%</p> <p>White: 9.7%</p> | | | | <p>Overall: 3.5%</p> <p>EL: 3.5%</p> <p>SWD: 5.2%</p> <p>Hispanic: 3.2%</p> <p>LI: 3.0%</p> <p>White: 5.0%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|--|----------------|----------------|----------------|---|
| | African American: 0.0% [DataQuest 2019-20 Suspension Rate] | | | | African American: 0.0% [DataQuest Suspension Rate] |
| Expulsion Rate | 0.58% [DataQuest, 2019-20 Expulsion Rate] | | | | 0.38% [DataQuest Expulsion Rate] |
| Middle School Dropout Rate | 0% [2020 CALPADS Report 8.1] | | | | 0% [CALPADS] |
| High School Dropout Rate | 0.0% [DataQuest, 2019-20] | | | | 0.0% [DataQuest] |
| Attendance Rate: District Average | 94.13% [2019-2020 District Data] | | | | 95% [District Data] |
| Chronic Absenteeism | Chronic Absenteeism: Overall: 3.1% Hispanic: 2.4% LI: 2.9% White: 4.3% [CALPADS 2020 EOY Report 14.1 & 14.2] | | | | Overall: 2.1% Hispanic: 1.4% LI: 1.9% White: 3.0% [CALPADS EOY Report 14.1 & 14.2] |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|--|----------------|----------------|----------------|---|
| Graduation Rate | Overall: 95.2% Hispanic: 97.1% LI: 95.0% [DataQuest 2020 Four Year Adjusted Cohort Graduation Rate] | | | | Overall: 95.2% Hispanic: 97.1% LI: 95% [DataQuest Four Year Adjusted Cohort Graduation Rate] |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|--------------|--------------|
| 1 | Well-Maintained Facilities | The District will maintain safe, welcoming facilities for all stakeholders and continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure appropriate learning environments for all students. The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students. The District will follow the Facilities Master Plan and review possible portable classroom replacement. | \$390,366.00 | No |
| 2 | Transportation | Ensure that our students have access to safe, reliable transportation to and from school every day. | \$176,583.00 | No |
| 3 | Positive School Climate | In order to improve student outcomes related to student engagement and school climate, and close performance gaps among student groups, the District will implement and continue to use programs already in place, including: <ul style="list-style-type: none"> • Providing professional presentations/ assemblies to increase bullying awareness for all stakeholders; • Continuing use of PBIS structures at each site K-12; • Providing professional development for staff to increase bullying awareness and for prevention and intervention techniques; | \$50,730.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| | | <ul style="list-style-type: none"> • Implementing Safe School Ambassadors 4th - 12th; • A daily healthy snack beyond the meal program will be provided to all kindergarten students; • Purchasing supplemental curriculum or technology in social-emotional learning, as needed in support of these programs; • Provide transitional services, social/emotional, and academic supports to Foster Youth and homeless students. | | |
| 4 | Social/Emotional Learning and Supports | <p>In order to improve student outcomes related to student engagement and school climate, and close performance gaps among student groups, the District will offer social/emotional programs for middle school and high school students. The District will track students' participation in order to evaluate the impact of the programs.</p> <ul style="list-style-type: none"> • Continuing with Counselor and Counseling Interns for K – 12th grades student support, and a full-time school psychologist to address social/emotional issues; • Implementing Character Counts at each site, K-12, in order to support social, emotional, and character development as well as a positive school/district climate; • Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students; • Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. | \$214,610.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|---|-------------|--------------|
| 5 | Safe Schools | <p>In order to respond to stakeholders' requests, and to ensure our students have a safe physical environment, the District will contract with K9 Drug Dogs, Central Valley Detection KT. This service will include:</p> <ul style="list-style-type: none"> • 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 <p>The presence of canines on campus will not only provide a deterrent to the presence of illegal items at school, but is also expected to provide a deterrent to individuals seeking to cause problems or incite violence on campuses.</p> | \$880.00 | No |
| 6 | Improve Attendance | <p>In order to improve attendance and students' connectedness to school, the District will contract with FCSS Truancy Intervention Program. This program will not only intervene with truant students, but will also be proactive in providing strategies for prevention truancy before it happens.</p> | \$2,505.00 | No |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | <p>Collaborative culture that impacts student achievement.</p> <p>Build 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.</p> |

An explanation of why the LEA has developed this goal.

Parent in-person participation in LUSD and school events has been generally sustained during the last several years. Parent participation in committees, and input into decisions affecting their children, though experiencing a decline in 2018-19, then increased to or exceeding former levels in 2019-20 as school closed and outreach to families intensified. The impact of the pandemic and school closure, with the heavy reliance on remote participation, appeared to have a negative impact on parent participation during the current (2020-21) school year.

Stakeholders agree that the newly-hired Parent Liaison is having a positive impact on improving the quality of parent participation, including parents of Unduplicated Pupils and parents of students with exceptional needs.

The District is attempting to discover why the PIQE completion rate was down in 2019.

As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-------------------------|----------------|----------------|----------------|--|
| Parent Engagement Results of the State's Self-Reflection Tool | MET -- Results Reported | | | | The state's self-reflection tool will reflect an average |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|--|----------------|----------------|----------------|---|
| Reported to the LUSD Governing Board | 3.8 Average Score (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) on the State's Self-Reflection Tool MET [June, 2021, Report to the LUSD Governing Board] | | | | rating of 4.5 (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree) for parent and family engagement MET [Report to the LUSD Governing Board] |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1 | Increase Community Outreach and Family Engagement | <p>The District will support improved student outcomes in academic performance and school engagement, and closing gaps on state and local measures through family engagement opportunities principally focused on the families of high-needs students and including families of students with exceptional needs, TK–12:</p> <ul style="list-style-type: none"> • Support District Family Liaison • Improved lines of communication with our community by expanding the use of communication systems and software applications • Stakeholder advisory meetings: <ul style="list-style-type: none"> District English Learner Advisory Committee Parent Advisory Committee <p>The information garnered at the stakeholder advisory meetings will be disseminated and discussed at District and school level department and leadership meetings.</p> | \$25,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | <p>In order to increase family engagement opportunities principally focused on the families of high-needs students, and including families of students with exceptional needs, TK–12, the District will also provide:</p> <ul style="list-style-type: none"> • Parent-Requested Workshops • Site hosted Family Nights (STEM, Literacy, Math, Art, Technology, etc.) <p>Back to School Night</p> <p>Open House</p> <p>Academic Awards</p> | | |
| 2 | Support Our Greater Learning Community | <p>To support improved student outcomes in academic performance and school engagement and to close gaps on state and local measures through increased family engagement, the District will establish well-defined procedures to address the needs of our families and the greater learning community. Procedures will include, but not be limited to:</p> <ul style="list-style-type: none"> • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support the family health and wellness and enhance behavioral and academic success for students. | \$5,000.00 | Yes |
| 3 | Stakeholder-Informed Decision Making | <p>To support improved student outcomes in academic performance and school engagement and close gaps on state and local measures through increased family engagement, the District will use multiple sources of information to make decisions that affect our school communities. This includes the use of survey data, advisory committee meetings, and Family Empowerment Workshops such as PIQE.</p> | \$10,000.00 | Yes |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 34.61% | \$1,963,963 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis, and are consistent with 5 CCR Section 15496(b). As described in the Instructions to the 2021-24 LCAP, these actions are principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

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

Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Needs, Conditions, or Circumstances for Goal 1: Maximize the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all stakeholders that promotes student engagement, provides social-emotional support, and builds academic success by providing access to 21st-century learning.

In determining the need for increased services for the District's Unduplicated Pupils (low-income students, English Learners, Foster Youth), the District examined available data for objective indicators of academic risk. Because we were not able to reliably conduct the assessments that would normally give in the Spring of 2020, we used the most recent local data (IAB, reading and math inventories, diagnostic assessments, standards taught).

2020-21 ELA – In the first through eighth-grade levels, our Unduplicated Pupils showed levels of mastery on the District Reading inventory that was in the mid-20 percentiles, meaning that almost 75% of those students are not reading on grade level, a necessary condition for academic success. In the high school, almost 50% of students were below standard on the District's ELA assessment.

2020-21 Math – In grades 1-8 math, the difference of students meeting or exceeding grade-level expectations between December 2019 and February 2021 has decreased roughly 5%. Based on the Math Inventory, we currently have less than 10% of our 1st-8th grade students meeting or exceeding the standard in math. In high school math, when comparing the academic proficiencies from the CAASPP in 2017-2018 and 2018-2019, to the Algebra and Functions I (IAB) and Seeing Structure in Expressions/Polynomial Expressions (FIAB) we see a similar trend that a very small portion of our 11th-grade students are meeting or exceeding the standard. Due to logistical problems caused by the closure of the school, we do not have the Math Inventory or any formative data for the 2019-20 or 2020-2021 school years.

We also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April 2020).

Prior to the pandemic, the District has shown gains in students' performance in ELA and Math. However, the levels of achievement for Low-Income students indicated on these assessments remained significantly below statewide averages for those groups – 23.8 points less in ELA, 12.4 points less in math. At the same time, our English Learners and students with disabilities lag substantially behind those groups in performance.

The District did not reach its expected outcomes in the most recent (2019) English Learner (EL) Progress, with a "low" result of 49.7%.

A-G Completion Rates and AP Pass Rates are not at District expectations for our Unduplicated pupils, standing at 35% and 18%, respectively. Individual group results for English Learners and students with disabilities are not reported due to small numbers, but stakeholders at the high school agree that rates for those groups are well behind.

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

Our Low-Income and English Learner students overwhelmingly come from families in which college attendance has not been an expectation. The Education Commission of the States (ECS) found that "students and parents are misinformed about what it takes to prepare for college. Fewer than 12 percent of high-schoolers even know what courses they should take...students whose parents did not go to college are at a particular disadvantage. Just 19 percent were found to be "very qualified" to enroll in a four-year college, compared to 31 percent of students whose parents had completed some college."

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

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

Goal 1, Action 2 -- The District will provide a District-wide Two-Way Dual Immersion Program in Spanish and English. The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs: pedagogical equity, effective bilingual teachers, active parent participation, knowledgeable leadership, and continuity. The Dual Immersion Master Plan has been revised and updated and will be implemented to reflect the above principles and practices. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.

In a summary of the 2019 study of dual immersion learners in elementary school (Serafini, Rozell, and Winsler), “the researchers found that ELs who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models...as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (GPA). Specifically, students in two-way programs met English proficiency criteria on their district’s English for Speakers of Other Languages (ESOL) assessment and exited EL status earlier than their peers in other programs.” We expect to see similar results as our program is implemented with integrity.

Goal 1, Action 3 -- The District will provide professional learning and collaboration opportunities for teachers; support teachers in refining their abilities to use data to target individual student needs for standards-mastery; improve rubrics to ensure that each student is evaluated by the same grade level criteria; use benchmark assessments in all core content areas, and use standards-based report cards.

District data clearly show there are achievement gaps between student groups in our District. Even after those students have received appropriate interventions, it is possible that, while “some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed ...” (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, the training to use them effectively, and the dedicated time to do so, that we will target instruction for high-needs students to get increased academic outcomes.

Goal 1, Action 4 – The District will consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for high-needs students and students with exceptional needs. This will include professional development in English Language Development, Mathematics, and English Language Arts.

Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators, is expected to have a significant impact on students’ academic and other outcomes. Professional learning activities that have been identified through survey input and that are evidence-based, followed by peer coaching and collaboration, will be essential in enhancing our teachers’ self-efficacy, an educator’s belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher’s self-efficacy.

Goal 1, Action 5 – District will provide tiered academic supports that include, but are not limited to:

- Teachers that allow the district to provide smaller class sizes at the elementary and middle school, grades 4-8
 - Instructional aides that will provide smaller group instructional support and more individualized attention.
 - Academic Coaches to provide targeted assistance to classroom teachers

- Additional instructional aides in K-2 grade levels to provide classroom and reading support
- MTSS and Universal Design for Learning
- Laton Online Academy that uses a curriculum supplemental to the Board-adopted base curriculum for our Low-

Income, English Learners, and/or Foster Youth students

whose needs, conditions, or circumstances have resulted in academic distress and the need for a educational options.

Hattie's research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning. 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." [<https://tinyurl.com/Class-Size-Study>]. Based on research, having smaller class sizes with extra support in math to support acceleration is expected to increase learning outcomes for unduplicated students who are struggling. Paraprofessionals to support small group practice will also aid academic gains. Feedback and acceleration in a small group setting is expected to have an effect size on the improvement of almost twice (.76) the threshold for gains. The Laton Online Academy, which uses Edgenuity, provides an educational option for students who cannot attend school in-person due to extenuating circumstances. Edgenuity provides scaffolds to support close reading, and teaching metacognitive skills, and is designed to include evidence-based instruction that better meets the needs of students with disabilities and students at-risk. It also meets the requirements for high school a-g completion. We expect the implementation of these coordinated efforts to result in increased achievement on state and local assessments, higher grade point averages, and more successful preparation for post-secondary opportunities.

Goal 1, Action 7 – 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 unduplicated 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 District will also provide transportation, so students have access to safe, reliable means of traveling from activities to home.

Across grades, K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. We expect to see these outcomes as a result of the implementation of this action.

Goal 1, Action 8 – To support academic gains and to close achievement gaps on state and local assessments, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels, and provide and maintain supplemental materials and technology that enhances Low Income students, Foster Youth, English Learners, and students with exceptional needs, access to a broad variety of online and in-person enrichment experiences to create a expanded base of experiences that support language acquisition, improved academic outcomes, and access to a broad course of study.

We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs; .60 for phonics programs; and .67 for both vocabulary programs and repeated reading programs. The "What Works Clearinghouse" found repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials and practices that have shown evidence of success with our neediest students.

Goal 1, Action 9 – The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties. These Reading/Literacy/Technology

instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County Superintendent of Schools' staff to support the best use of these materials and programs. The District will revise and implement its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Paraprofessionals to support small group practice will also aid language acquisition. Feedback and acceleration in a small group setting is expected to have an effect size on the improvement of almost twice (.76) the threshold for gains (.40). As noted throughout this section, culturally responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing support, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to redesignation will help those students maintain academic success.

Goal 1, Action 11 – The District will take the following steps, and others, to increase the number of unduplicated pupils completing requirements for admission to U.C. and/or C.S.U., and those taking and passing AP classes:

- Ensure students in grades 6-12 will make at least one college visit;
 - Ensure grades 11-12 will visit at least one CTE program at a community college;
 - Use the new greenhouse as a driver for creating a student-run farmer's market and entrepreneurial program
 - Increase participation and interest in AVID and college campus exposure by promoting students' participation in AVID student recognition events, as a part of a college campus visit and expand the use of AVID strategies throughout the district
- CTE field trips

The Education Commission of the States (ECS) recommends that high school students and parents set clear goals, choose challenging high school courses, and learn more about colleges' expectations -- all of which will raise students' chances of future success in college. The commission also calls for schools [to] provide parents with annual updates of their children's college readiness." The AVID white paper, "Making College and Career Readiness More Equitable (2019) states that "when California's statewide data is displayed next to AVID students' data from California, we see that almost all AVID students, regardless of their race/ethnic background, are poised for college entrance. In addition, AVID's impact on minimizing subgroup differences in achievement is evidenced when completion of college entrance requirements is used as an outcome measure."

https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID_CollegeAndCareerReadiness_White%20Paper_20200510.pdf

We expect increases in College and Career Readiness rates, in the percentages of students taking and passing AP exams, in the percentages of students scoring "ready" on the EAP, and higher A-G completion as a result of this action.

Goal 1, Action 12 -- Many of our Low-Income and English Learner families have been reluctant to send their children to pre-school. Whether this hesitance is based on economic factors, cultural factors, or concerns that interactions with the District might lead to interactions with enforcement agencies, it is our best estimate that almost half of pre-school age children in our attendance area do not attend pre-school, 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. In order to address this circumstance and better prepare those students for success in school, the District will offer a pre school program that promotes early literacy and a smooth transition to elementary school. We will increase our outreach to the community to educate parents of pre-school age children on the importance of early education and literacy, including three-week "launchpad" program to prepare students who have not attended preschool to be ready for Kindergarten. Given this head start in preparing for school, we expect to see improved academic outcomes in Kindergarten and onward, as reflected in state and local assessments.

Actions Carried Forward from Prior LCAP

Prior to the pandemic, Laton Unified School District students showed significant improvement overall, and for most student groups, in English Language Arts (ELA) and Mathematics.

English Learners improved 21 points in ELA and 33 points in math; Low Income students grew 21 points in ELA and 33 points in math; Students with Exceptional Needs saw a 33 point increase in ELA and 24 points in math. EAP results show progress in preparing students for college success. Our CTE completion rate for 2019-20 was 100%. The percentage of Low-Income students graduating college and career ready grew to 55%. Based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2019-20 LCAP Goal 1 to the 2021-24 plan Goal 1:

Action 2, Action 3, Action 4

Needs, Conditions, or Circumstances for Goal 2: Maximize the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all stakeholders that promotes student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.

Stakeholder input results from our attempts to engage students in emotional support services, and anecdotal data strongly indicate that at-risk students have needs for social-emotional supports, and the focus is increasing in that area. We know, and COVID-related data confirm, that the social-emotional impacts of the pandemic have been exacerbated among our low-income and English Learner student populations. The resumption of full, in-person instruction has led District staff to recognize that our younger students may need to re-acclimatize and relearn social skills after participating in distance learning for so long.

The suspension rates for students with disabilities and low-income students were above the overall rate. The District will continue to provide behavior supports and at-risk intervention services to reduce suspension rates among those students at all school sites.

Only 50% of students who responded to the 2019 California Healthy Kids Survey indicated that they felt safe at school or connected to school and the overwhelming majority of those students are Unduplicated Pupils. We need to increase their feelings of safety and connectedness; until those needs are met, academics will continue to suffer. Most of our low income students live in areas in which the perception of physical security is lacking. Laton has a small police department with only two patrol officers. Rural areas are under the jurisdiction of the Sheriff's Office and far from prompt response if any danger threatens. Drive-by shootings have occurred in the city and the treat of gang violence is real. For most of those students, the school and playground are where they feel comfortable and have the most access to safe study and play. Students and teachers both stressed the need to provide ongoing security in order for low-income students and English Learners to feel that school is a place where they can feel secure, where the basic needs outlined by Maslow -- physiological, safety, and relationships -- can be met and students can focus on learning.

The District's most recent attendance rate of just over 94% is below expectations, and most of those students are low-income. This concern is also reflected in our chronic absenteeism data, with Low-Income students above the over rate for this measure. These are the same students who struggle academically; improved school attendance is crucial to their success in school.

Virtually 100% of Our low-income Kindergarten students -- as with many others -- experience food insecurity. Almost all these families work in agriculture sector and experience low pay, uneven work availability, and are often dependent upon agencies outside the home to supplement their food resources. Food insecurity that affects a youngster's physiological needs, can be an impediment to a student's attitude and brain functioning. These conditions, combined with the growing bodies and minds of early learners, create a daily need for snacks to be provided at school.

Under this goal, the District has gathered those measures that are related to positive school climate and student engagement, and also those actions that have had positive results, complemented by new or revised actions that have evidence of contributing to continuous improvement.

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

Goal 2, Action 3 -- The District will implement and continue to use programs already in place, including:

- Presentations to increase bullying awareness for all stakeholders, and training for staff on bullying prevention and intervention techniques;
- Continuing use of PBIS structures at each site K-12;
- Implementing Safe School Ambassadors 4th - 12th;
- A daily healthy snack beyond the meal program will be provided to all kindergarten students;
- Purchasing supplemental curriculum or technology, as needed in support of these programs;
- Provide transitional services, social/emotional, and academic supports to Foster Youth and homeless students.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. PBIS focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler, and Feinberg found that PBIS helped increase reading and math scores (<http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf>) and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. We are certain that providing the resource of a Family Liaison to identify and reach out to the families of Foster Youth and homeless students will increase their school connectedness and help improve attendance and behavior outcomes. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well.

Providing students nutritious snacks at school will mitigate the impact of food insecurity and meet their physical and psychological need so they can better engage in and focus on learning. Such snacks "are effective in alleviating food insecurity and poverty, supporting good nutrition, and improving health and learning." (School Research and Action Center, "School Meals, Health, and Learning", August, 2019). When we provide a snack for them, we are supporting their health and brain development, impacting the foster and homeless children even more so because of food insecurity. The District expects that providing daily snacks will help kinder students better focus on learning, an impact that will be reflected through increased local Kinder assessments.

Goal 2, Action 4 – The District will offer social/emotional programs for middle school and high school students. The District will track students' participation in order to evaluate the impact of the programs.

- Counselor and Counseling Interns for K – 12th grades student support, and a half-time school psychologist to address social/emotional issues;
- Implementing Character Counts at each site, K-12.
- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students.

- Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.

Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011) [<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>]. We expect to see increased connectedness to school, prosocial behaviors, and a decline in suspension rates for our low-income students and students with disabilities as a result of the programs implemented in this action.

Actions Carried Forward from Prior LCAP

Prior to the pandemic, Laton Unified School District students showed significant improvement overall, and for most student groups, in Chronic Absenteeism, and Suspension rates. The results for English Learners (EL), Low-Income (LI), and Students with Exceptional Needs (SWD) also showed those students closing performance gaps in Absenteeism, and Suspension.

Chronic Absenteeism Suspension Rate

EL Declined 6.2% Declined 3.3%

SWD Declined 19.1% Declined 5.9%

LI Declined 9.3% Declined 2.6%

The District's 2020 Graduation Rate increased to all-time highs. The overall rate was 95.2%, with Low-Income students increasing to 95.0%, and 97.1% of Hispanic students graduating. 17.5% of the 2020 graduation cohort earned the State Seal of Biliteracy. Based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2019-20 LCAP Goal 2 to the 2021-24 plan Goal 2:

Actions 1 and 2 (combined), Action 3

Also, based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2019-20 LCAP Goal 3 to the 2021-24 plan:

Action 1 (to Goal 2, Action 3 in 21-24 Plan)

Needs, Conditions, or Circumstances for Goal 3: Build 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.

Parent participation in many schools and District activities is at lower levels than expected. Though 90% of students are low-income, less than 50% of the parent survey respondents were parents of low-income students. Similarly, the District's students are almost 40% English learners, yet only about 10% of the respondents were EL parents. We are gratified that 80%-90% of the parents of Unduplicated Pupils attend the traditional school events (Back to School Night, Open House, etc.), less than a quarter participates in decision-making activities. As is the case with local data reporting and local metrics under other goals, frequent changes in leadership within the District over the past three years may have also impacted family and community participation. It is almost certain that the frequent transitions hampered efforts to fully implement actions and services under this Goal, and also resulted in lost or uncollected information.

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

Goal 3, Action 1 – Increase Community Outreach and Family Engagement: The District provides family engagement opportunities principally focused on the families of high-needs students, and including families of students with exceptional needs, TK–12 through improved lines of communication with our community and stakeholder advisory meetings. The information garnered at the stakeholder advisory meetings will be disseminated and discussed at District and school level department and leadership meetings. The District will also increase family engagement opportunities through parent-requested workshops, site-hosted Family Nights, and academic award recognition.

Goal 3, Action 2 – Support Our Greater Learning Community: the District will establish well-defined procedures to address the needs of our families and the greater learning community. Procedures will include, but not be limited to:

- Translation services for communications at family events
- Maintaining welcoming environments at schools and District facilities
- Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.

"Welcoming environments" will be maintained by ensuring that parents and family members are greeted cordially when they call or enter a school or District office, are provided translation services if they need in order to conduct business, are made to feel that their concerns are important and heard, that they are given accurate information in timely manner, and that they are always provided a response, whether or not it is the one they want. We believe that creating this kind of atmosphere throughout the District will increase the engagement families have with their child's school, and improve outcomes as measured by the state's self-reflection instrument.

Goal 3, Action 3 -- Stakeholder-Informed Decision Making: To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, the District will use multiple sources of information to make decisions that affect our school communities. This includes the use of survey data, advisory committee meetings, and Family Empowerment Workshops such as PIQE.

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

The Family Liaisons will have a primary focus on engaging families in their children's education. Additionally, enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement.

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

Actions Carried Forward from Prior LCAP

Parent Survey data were included in the Local Indicator report presented to the Governing Board. In those surveys, 75% of parents felt schools build trusting relationships and 78% felt that there was effective two-way communication. These results indicate that, while there is need for improvement, our family engagement actions have met the approval of parents and should be continued. Parents at stakeholder LCAP input meetings reiterated the desire to continue parent workshops. Based on this evidence of their effectiveness, and stakeholder input, the District is continuing the following actions, with emendations, from the 2019-20 LCAP Goal 4 to the 2021-24 plan Goal 3:

Action 1

All of the actions and services in the 2021-24 LCAP are being performed on a districtwide basis in order to increase the efficiency of delivery and effectiveness of these actions and services. This means of delivering services and use of resources is believed to be the best way of improving learning for all students. C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

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

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

The Laton Unified School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of \$7,872,639 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of \$1,963,963 and other resources to provide the additional actions and services as described above. For example, in order to improve academic outcomes for our high-needs students, the District has implemented a comprehensive Dual Immersion Language program.

All, but one, increased/improved services are LEA-Wide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students. These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the 11.27% of students not included in the unduplicated student groups.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 34.61% noted at the top of this section.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|-------------|---------------|----------------|
| \$8,942,483.00 | \$539,629.00 | \$42,361.00 | \$293,365.00 | \$9,817,838.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$7,501,007.00 | \$2,316,831.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | All | Outstanding Staff | \$5,805,213.00 | \$418,521.00 | \$42,361.00 | \$218,365.00 | \$6,484,460.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Dual Immersion Language Program | \$50,000.00 | | | | \$50,000.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Teacher Collaboration for Improving Instruction | \$247,574.00 | | | \$12,000.00 | \$259,574.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Effective Professional Development | \$337,896.00 | | | | \$337,896.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Tiered Academic Supports | \$1,194,421.00 | | | | \$1,194,421.00 |
| 1 | 6 | All | Access to a Broad Curriculum | \$113,205.00 | | | | \$113,205.00 |
| 1 | 7 | English Learners Foster Youth Low Income | After School Program | \$75,000.00 | | | | \$75,000.00 |
| 1 | 8 | English Learners Foster Youth Low Income | Supplemental/Intervention Materials | \$150,000.00 | | | | \$150,000.00 |
| 1 | 9 | English Learners | English Learner Supports | \$50,000.00 | | | \$28,000.00 | \$78,000.00 |
| 1 | 10 | All | Summer School Program | | \$117,108.00 | | | \$117,108.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1 | 11 | English Learners Foster Youth Low Income | Create a Culture of Post-Secondary Success | \$23,500.00 | \$4,000.00 | | \$35,000.00 | \$62,500.00 |
| 1 | 12 | English Learners Low Income | Early Childhood Education | \$20,000.00 | | | | \$20,000.00 |
| 2 | 1 | All | Well-Maintained Facilities | \$390,366.00 | | | | \$390,366.00 |
| 2 | 2 | All | Transportation | \$176,583.00 | | | | \$176,583.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Positive School Climate | \$50,730.00 | | | | \$50,730.00 |
| 2 | 4 | English Learners Foster Youth Low Income | Social/Emotional Learning and Supports | \$214,610.00 | | | | \$214,610.00 |
| 2 | 5 | All | Safe Schools | \$880.00 | | | | \$880.00 |
| 2 | 6 | All | Improve Attendance | \$2,505.00 | | | | \$2,505.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Increase Community Outreach and Family Engagement | \$25,000.00 | | | | \$25,000.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Support Our Greater Learning Community | \$5,000.00 | | | | \$5,000.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Stakeholder-Informed Decision Making | \$10,000.00 | | | | \$10,000.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$2,453,731.00 | \$2,532,731.00 |
| LEA-wide Total: | \$2,433,731.00 | \$2,512,731.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$20,000.00 | \$20,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|----------|--|-------------|----------------|----------------|
| 1 | 2 | Dual Immersion Language Program | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$50,000.00 | \$50,000.00 |
| 1 | 3 | Teacher Collaboration for Improving Instruction | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$247,574.00 | \$259,574.00 |
| 1 | 4 | Effective Professional Development | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$337,896.00 | \$337,896.00 |
| 1 | 5 | Tiered Academic Supports | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,194,421.00 | \$1,194,421.00 |
| 1 | 7 | After School Program | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$75,000.00 | \$75,000.00 |
| 1 | 8 | Supplemental/Intervention Materials | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$150,000.00 | \$150,000.00 |
| 1 | 9 | English Learner Supports | LEA-wide | English Learners | All Schools | \$50,000.00 | \$78,000.00 |
| 1 | 11 | Create a Culture of Post-Secondary Success | LEA-wide | English Learners Foster Youth | All Schools | \$23,500.00 | \$62,500.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|--|---|--------------|--------------|
| | | | | Low Income | | | |
| 1 | 12 | Early Childhood Education | Schoolwide | English Learners Low Income | Specific Schools: Laton Elementary Pre-school | \$20,000.00 | \$20,000.00 |
| 2 | 3 | Positive School Climate | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$50,730.00 | \$50,730.00 |
| 2 | 4 | Social/Emotional Learning and Supports | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$214,610.00 | \$214,610.00 |
| 3 | 1 | Increase Community Outreach and Family Engagement | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,000.00 | \$25,000.00 |
| 3 | 2 | Support Our Greater Learning Community | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | \$5,000.00 |
| 3 | 3 | Stakeholder-Informed Decision Making | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | \$10,000.00 |

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---------|---------------------------|------------------------|
| Totals: | | |

Instructions

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[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.