



## Farmersville Unified School District April 5, 2024

### 2022-23 California School Dashboard Scores for Farmersville Unified School District

Dear Farmersville Community and Families:

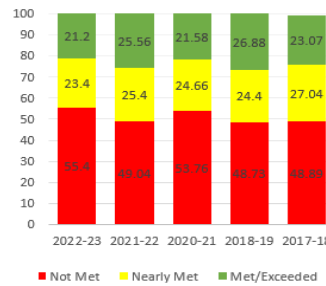
Farmersville Unified School District is committed to providing a high-quality education for all students. We invite students, parents, staff, and the community to review and be aware of all accessible student academic data via site and district-level platforms. At the February 27, 2024, School Board meeting, the Farmersville Unified School District shared a Five-year Smarter Balanced Assessment Consortium (SBAC) comparative and Student Group Report of SBAC test scores in English language arts and Mathematics. Every Spring, students in grades three through eight and eleven in Math and English language arts are assessed.

The SBAC is an essential tool for evaluating the instructional program and ensuring that all students are meeting rigorous academic standards. The test measures students' ability to analyze, reason, and solve problems. The test assesses a student's ability to write effectively, understand complex texts, and apply mathematical concepts and procedures to real-world problems.

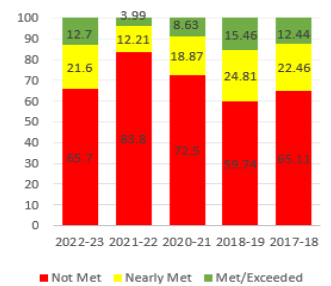
#### **Farmersville Unified reported the following:**

21.2% of ELA students met or exceeded the standard.  
12.7% of Math students met or exceeded the standard.

**FUSD SBAC ELA  
ALL District Students**



**FUSD SBAC Math  
ALL District Students**



Each LEA, school, and student group will receive one of five status levels:

Very High (BLUE), High (GREEN), Medium (YELLOW), Low (ORANGE), and Very Low (RED) for each academic indicator.

#### **Farmersville Unified reported the following status levels:**

##### Student Group Report for 2023

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Orange	Blue	Red	Red	Low
English Learners	Orange	Yellow	Orange	Blue	Red	Red	Very Low
Foster Youth	N/A	Green	Red	N/A	--	--	N/A
Homeless	N/A	Orange	Red	--	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Blue	Red	Red	Low
Students with Disabilities	N/A	Yellow	Red	--	Red	Red	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Orange	Blue	Red	Orange	Low
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A	N/A
White	N/A	--	--	--	--	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A	N/A

N/A: Not Applicable

-- : No Performance Level

#### **Academic Indicator**

English Language Arts: **Very Low**

Mathematics: **Very Low**

College/Career Indicator: **Low**

Graduation Rate: **Very High**

Chronic Absenteeism Rate: **Medium**

English Learner Progress: **Low**

Suspension Rate: **Low**

[Please click on image above to be re-directed to CA School Dashboard landing page](#)

The data will always define our work at FUSD. It's safe to say we have a lot of room for improvement and work ahead of us to meet the needs of all FUSD students. There is a mutual understanding in education that change requires time and the ability to look at the data through the lens of continuous improvement.

The belief and commitment of the FUSD is to provide support and guidance reflecting the data. Our emphasis is building our educational capacity to meet the needs of our district by providing team members with rich opportunities for professional development from site, district, county, and state levels. The focus is on developing, supporting, and implementing the following to increase student achievement:

**Provide effective instruction daily that includes:**

- An appropriate deconstructed standard with common learning targets (measurable objectives) that are specifically communicated to students at the start of the lesson and referenced during the lesson.
- Direct instruction, guided, structured, and independent practice.
- Frequent checks for understanding that include:
  - whole class checks and individual checks using random selection
  - wait time
  - targeted checks for EL and RSP
- Formative assessments are used to determine intervention prior to graded assessments.
- Daily use of student engagement structures (Kagan or otherwise) for guided/independent practice.
- Use of targeted instructional practices/strategies to improve achievement for students with language deficiencies (EL, RSP, SED), including specific vocabulary instruction and SDAIE strategies.
- Use of lesson plans to ensure that the above elements are intentionally planned for and implemented.

**Work as Professional Learning Communities to:**

- Determine what students need to know with clearly defined essential/guaranteed standards.
- Determine how we will know if they've learned it, using data protocol to measure success toward learning goals.
- Decide what to do when students don't learn and provide effective, research-based interventions.
- Decide what to do when students have learned and provide relevant and rigorous enrichment.

**Increase student success through improved significance and belonging** with a specific focus on

- Increasing awareness of S.E.L. and opportunities to meet with staff to meet student needs. (Suite360), dedicated S.E.L period.
- Recognition for positive behavior and achievements
- Increase relevant extracurricular opportunities & the percentage of students who participate in extra-curricular activities.

As a district, increasing student success will continue to be the top priority. We will continue to plan and make the necessary adjustments to address academic needs throughout our district and work attentively to ensure that our students and staff are supported.

Sincerely,

*Manuel Mendez*



**Manuel Mendez**  
Assistant Superintendent of Curriculum & Instruction



**A MESSAGE FROM SUPERINTENDENT CHÁVEZ**  
**March 20, 2024**  
**2024 Fiscal State of Farmersville Unified School District**

Dear Farmersville Community and Families:

Farmersville Unified School District is committed to providing a high-quality education for all our students. In the spirit of transparency, we invite students, parents, staff, and the community to review and be aware of our budget and personnel information. These fiscal data points make up our **State of the District**. We want to continue to partner with parents, students, staff, and community members to continue to move our district forward because our students deserve the best - no shame, no blame, but no excuses.

The district FUSD budget is composed of federal and state funding allocations. All funding is based on our Student Enrollment and Student Average Daily Attendance with additional funding provided for “Unduplicated Count” students identified as either English Learners, Students Eligible for Free and Reduced Lunch, and Foster Care students. The budget is also adjusted to meet annual Cost of Living Adjustment (COLA) which varies year to year. The budget revenue or allocation is divided into Restricted and Unrestricted Funds. Unrestricted funds are used for the purposes of salaries and benefits, utilities, facilities, and other general functions. Restricted funds can only be spent on very specific purposes outlined in the grant and generally cannot be spent in the same manner as Unrestricted funds. Most restricted funds can only be used for specific programs and for specific groups of students. Restricted and Unrestricted funds make up our overall budget every year.

Our FUSD budget is required by law to receive a certification every year from the Tulare County Office of Education (TCOE). The district budget currently maintains a positive certification from TCOE. This certification means that FUSD has maintained a budget reserve of more than 3% of the overall budget for the next three fiscal years, which is required by law. Historically the Farmersville Unified School District has aimed to keep as reserves above 3% in order to save for years when it receives less money. As of today, our district projected end fund balances are as follows:

- 2023-24: 12.31%
- 2024-25: 9.13%
- 2025-26: 3.71%

This information is based on our 2<sup>nd</sup> Interim Report provided every Spring to the County and State. There are three major factors that impact on our overall budget: declining enrollment; decreased funding; and staffing levels.

### **Declining Enrollment**

The state provided districts with a Cost-of-Living Adjustment (COLA) originally projected to be an increase of 8.22% for the 23-24 school year. However, based on several factors, FUSD’s overall budget from the 22-23 school year to the 23-24 school year dropped by approximately three percentage points. Currently, FUSD receives approximately \$15,547.00 in revenue annually per student. Funding is based on actual attendance of students, so your students attendance at school is vital to their education as well as to the funding the District receives. From March 2023 to March

2024 student enrollment decreased by 94 students. This translates to a fiscal reduction of \$1,461,418.00 in lost revenue. It is important to note that these assumptions are based on current levels of staffing, spending, and student enrollment and attendance. With our current declining enrollment, our projected revenue adjustment is negatively impacted. At a recent school board meeting, information describing these variables was presented to the school board and the community.

### **Decrease in Funding**

Fiscal challenges remain for FUSD as the initial state budget proposal includes a COLA of less than 1% for 2024-25, lower Average Daily Attendance (ADA) of students, and the ending of one-time COVID related funds (i.e. ESSER funds). In addition, the overall state budget shortfall of over \$60 million dollars is expected to add stress to our district budget.

As a result of COVID, the district received federal ESSER Grants to recover from learning loss. Approximately \$18 million dollars in ESSER (I, II, and III) funds were provided over the last three years to cover a myriad of needs because of the effects of COVID. ESSER I and II had expired last year. ESSER III expires this year.

### **Staffing Levels**

In 2018-19, the student to teacher ratio was 18.37. In 2022-23 this ratio decreased to 16.02. This means that there were fewer students, on average, assigned to every teacher. If the student to teacher ratio would have remained the same from the 2018-19 year, this would have resulted in 18 fewer full-time employees (FTE). Two factors affected the decrease in the staffing to student ratio. Over the four years following 2018-19, average daily attendance (ADA) decreased by 142 students. Our staffing ratios did not remain in line with the decrease in student enrollment. Instead, the staffing for classrooms increased by 10.43 FTE.

Our current class sizes are lower than state averages. According to the CDE, expected class size averages are: K-3 average is 20:1, grades 4-9 average 29:1, and grades 10-12 average 32:1. However, many districts negotiate higher class sizes, which allows for the cost savings to be spent in other ways. At Farmersville Unified School District, our class sizes average is reported at 16:1. This translates in additional cost to the general budget. Classified Staff has also increased from 97 in 2018-19 to 132 in 2023-24. Unrepresented Management positions also increased by 4 positions from the previous year. Certificated Management increased by 2 administrators from previous year and assigned to the sites. Finally, over the last ten years the salary schedule has increased by 35%, with 2022-23 seeing the highest salary increase of 9%.

At this current trend, we assume that we will be facing additional fiscal challenges for the next three to five years. As a district we are working attentively to both navigate the fiscal challenges ahead and ensure that our students and staff are well taken care of. We will continue to plan and make the necessary adjustments to address budget reductions, however, students will continue to be the top priority for the district.

Thank you,

Sergio C. Chavez Ed.D., Superintendent  
Farmersville Unified School District