

LCFF Budget Overview for Parents

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

CDS Code: 54 75325 0000000

School Year: 2022-23

LEA contact information:

Dr. Sergio C. Chavez Sr.

Superintendent

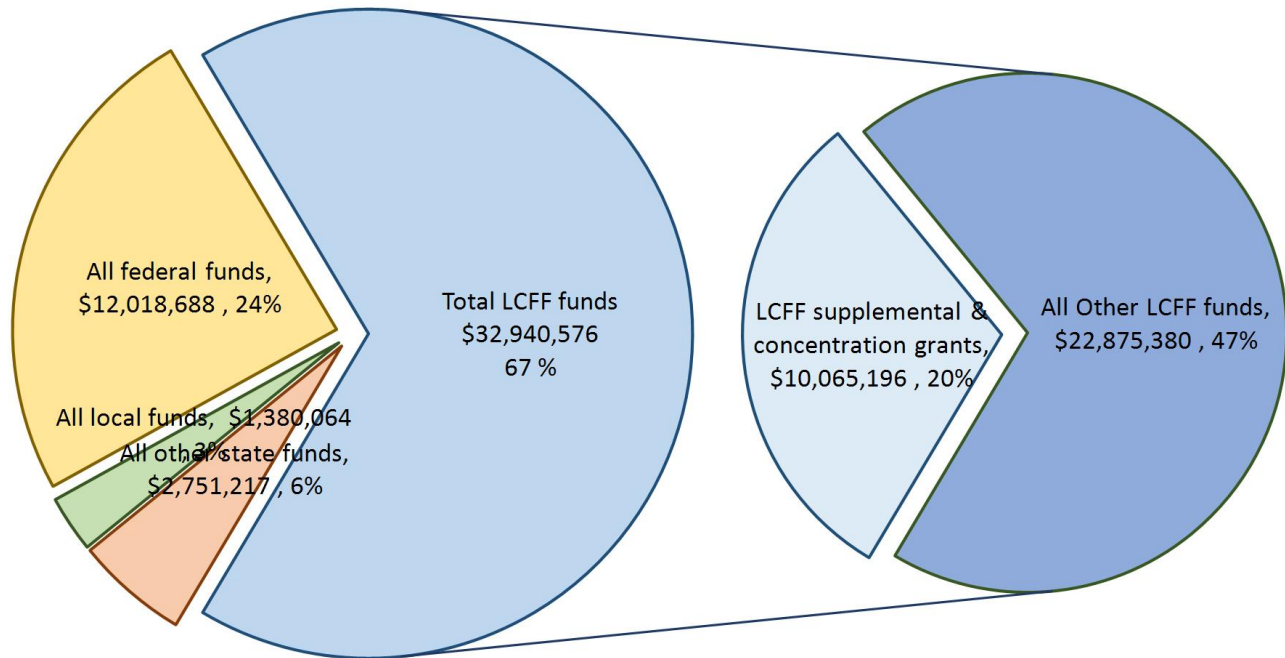
schavez@farmerville.k12.ca.us

559.592.2010

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 2022-23 School Year

Projected Revenue by Fund Source



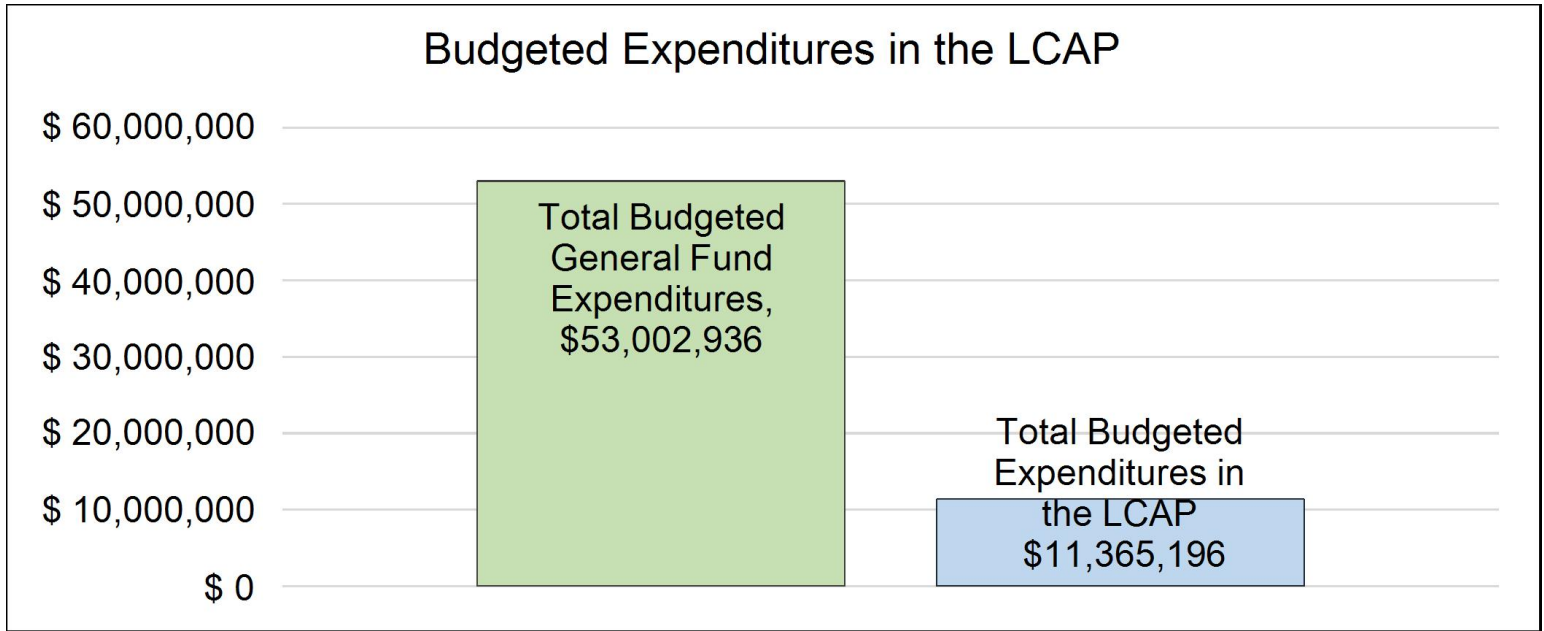
This chart shows the total general purpose revenue Farmerville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Farmerville Unified School District is \$49,090,545, of which \$32,940,576 is Local Control Funding Formula (LCFF), \$2,751,217 is other state

funds, \$1,380,064 is local funds, and \$12,018,688 is federal funds. Of the \$32,940,576 in LCFF Funds, \$10,065,196 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 Farmerville Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Farmerville Unified School District plans to spend \$53,002,936 for the 2022-23 school year. Of that amount, \$11,365,196 is tied to actions/services in the LCAP and \$41,637,740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

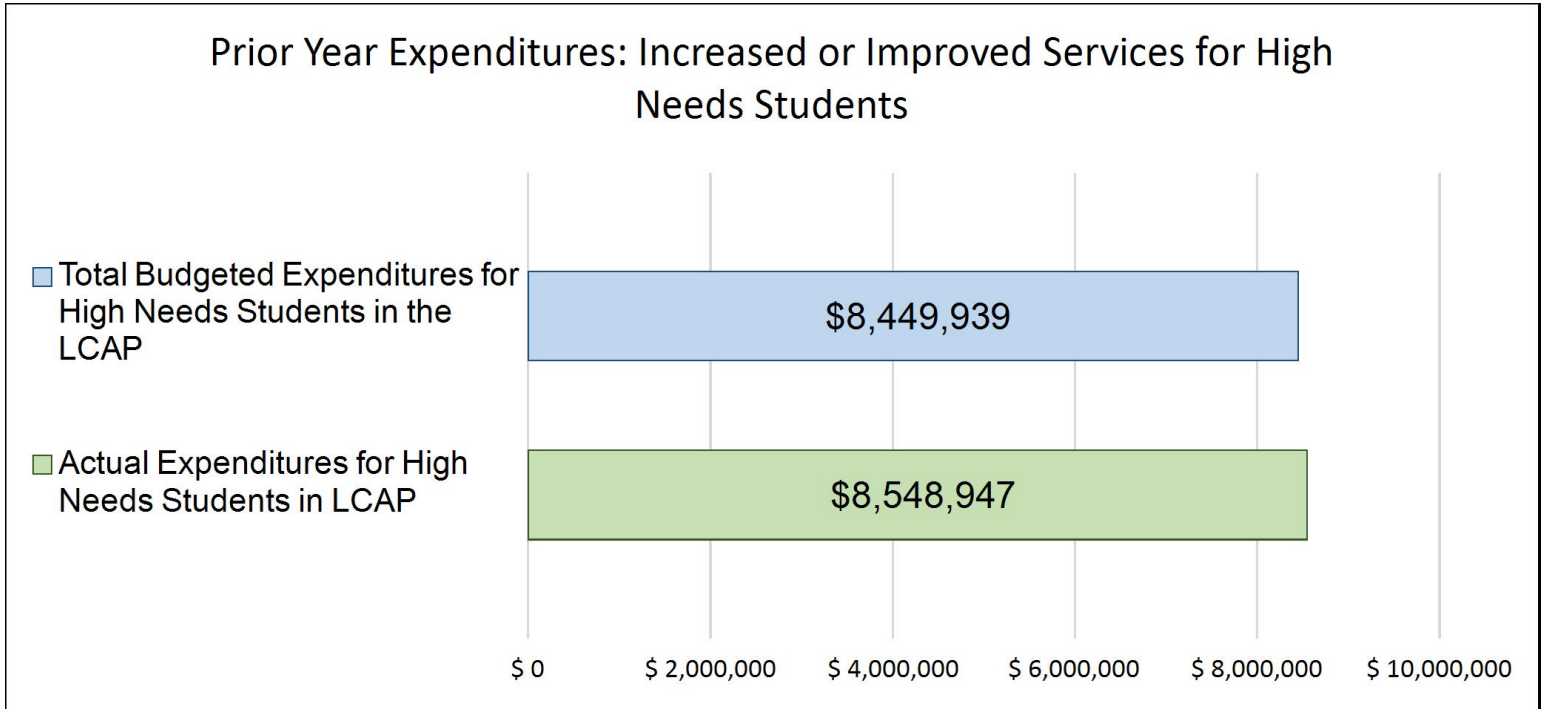
The budgeted expenditures that are not included in the LCAP will be used for the following: operation expenditures a school district would incur such as: certificated and classified salary and benefits, utilities, maintenance repairs, technology infrastructure, vehicle expenses, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Farmerville Unified School District is projecting it will receive \$10,065,196 based on the enrollment of foster youth, English learner, and low-income students. Farmerville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Farmerville Unified School District plans to spend \$11,365,196 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Farmerville Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Farmerville Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Farmerville Unified School District's LCAP budgeted \$8,449,939 for planned actions to increase or improve services for high needs students. Farmerville Unified School District actually spent \$8,548,947 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$99,008 had the following impact on Farmerville Unified School District's ability to increase or improve services for high needs students:

The difference had no impact on the districts ability to increase or improve services for Unduplicated Pupils.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Farmerville Unified School District	Dr. Paul Sevillano, Superintendent	psevillano@fusd.k12.ca.us 5595922010

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The district utilizes for educational partner engagement to develop state and federal funding priorities. The Local Control Accountability Plan (LCAP) Advisory Committee and the School Reopening Task Force Committees comprised of school representative educational partners including teachers, parents, administrators, classified support staff, and district staff to develop LCAP and ESSER funding priorities. In addition, the district also engages the District English Learner Advisory Committee approval for finalizing LCAP funding priorities. The LCAP Advisory Committee and School Reopening Task Force Committee meet monthly to conduct a comprehensive needs assessment, review LCAP data and progress, and to assess progress of LCAP progress. LCAP and ESSER III funding priorities were established by both the LCAP Advisory Committee and the School Reopening Task Force in the Spring as part of the 2021-2022 LCAP development process. The district's allocation of LCFF funding allocation does not adequately fund all the LCAP priorities and the district must utilize other funding sources to fund additional LCAP priorities. In the Fall of 2021, the LCAP Advisory Committee and School Reopening Task Force, and DELAC Committees were provided with Budget Act of 2021 information regarding LCAP additional concentration-grant funding. These committees began discussions (Fall, 2021) on how best to utilize the additional LCAP concentration-grant funds (Approximately \$1.2 million) based on the guidance received from the California Department of Education and the Tulare County Office of Education.

The district conducted three comprehensive parent and student needs surveys sent to educational partner groups to develop funding priorities. These surveys included 1) LCAP survey (Spring,2021, 2) ESSER III survey (Fall,2021), and 3) Teacher Learning Loss survey (Fall,2021) which provided community educational partner feedback on the district's highest priority needs. These survey results were used to develop LCAP funding priorities, ESSER III funding priorities. In the Fall, the LCAP Advisory Committee, School Reopening Task Force Committee, and DELAC Committee used these survey results to develop a funding plan for the additional LCAP concertation-grant funds from the Budget Act of 2021. The need to address student learning loss was identified in all surveys as the district's highest need by all educational partner groups. The 2021-22 LCAP Plan funds are used to address student learning loss actions by providing supplemental Multi-Tiered Systems of Support

(MTSS) intervention support for unduplicated students (i.e. after school tutoring, winter session, summer school etc.). The ESSER III

expenditure plan further supports LCAP /MTSS actions by providing funds to hire Intervention teachers for K-6 schools. The additional LCAP concentration-grant funds (approximately \$1.2 million) will be utilized to hire additional K-12 intervention teachers to provide direct instruction to unduplicated students (English Learners, Foster Youth, and low income). This includes hiring (7) K-6 classroom intervention teachers from temporary positions to permanent positions, and hire (4) additional 7-12 classroom intervention teachers. The purpose of hiring interventions teachers is to accelerate progress for closing student achievement gaps for English / Literacy and math through the implementation of learning supports provided by certificated teachers. ELA and math intervention teachers will assist with pull-out (MTSS) interventions for unduplicated students by providing small group classroom supports and accelerated learning strategies.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The additional LCAP concentration-grant funding will be utilized to hire additional (7) grades K-6 classroom intervention teachers and (4) grades 7-12 classroom intervention teachers. These new positions provide direct instruction to students for closing student achievement gaps in English / Literacy and math through the implementation of learning supports provided by certificated teachers. ELA and math intervention teachers will provide Multi-Tiered Systems of Support (MTSS) interventions for identified unduplicated students (low-income, English Learners, foster youth) via small group classroom supports and accelerated learning strategies. The hiring of additional K-12 certificated intervention teachers to provide evidence-based interventions, such as small group instruction for unduplicated students in ELA and math, provides extended learning time on standards-based instruction, and will result in increased student achievement. Additionally, this action is consistent with concentration-grant add-on funds requirements and adheres to California Education Code 42238.02 to increase the number of certificated staff who provide direct services to students at school.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Farmersville Unified School District utilized a series of meaningful consultation activities to engage parents, students, staff, bargaining unit members, and community members to develop meaningful engagement on the use of federal funds and ESSER III Plan development. The LCAP Advisory Committee and School Reopening Task Force served as avenues in which to consult with school and community educational partners to address both COVID-19 safety needs and student learning loss. The district developed a representative committee made up of parents, classified support staff, certificated teachers, and administrators to comprise the LCAP District Advisory Committee and School Reopening Task Force committees. The district utilized LCAP Advisory Committee, School Reopening Task Force, and the District English Learner

Advisory Committee (DELAC) to provide feedback on the development of ESSER III expenditure plan objectives. The LCAP Advisory Committee serves as the District Advisory Committee (DAC) and parent representation includes the following subgroups who serve on the LCAP Advisory Committee: Foster youth, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Back-to-School Forums were also used to acquire feedback regarding district needs from educational partners. The superintendent provided presentations at Back-to-School events at each school and solicited ESSER III expenditure plan feedback from educational partners at 21 separate meetings with various educational partner groups.

The LCAP Advisory committee developed ESSER III surveys that were sent out to all K-12 parents, students, staff, and community members to provide feedback on COVID-19 and learning loss needs. Parent surveys allowed parents to provide feedback on both the academic and social emotional needs of students. In addition to the LCAP and ESSER II surveys, the district provided parent forums to consult with parents during Back-to School events. The feedback garnered from both parent, student and staff survey results and virtual back-to school events were reviewed by the LCAP Advisory Committee and School Reopening Task Force to develop and finalize district priorities, actions, and services contained within ESSER III expenditure documents.

Farmersville Unified School District utilized a series of meaningful consultation activities to engage parent, students, staff, and bargaining unit members, and community members. The district hosted 21 meetings to discuss district priorities and met with over 300 parents and staff since the release of federal funds and received 161 ESSER III funding feedback surveys.

Educational Partner Meetings:

LCAP Advisory Committee monthly meetings include representatives from each school: parents, classified staff, certificated staff, and district and school administrators.

LCAP Advisory Committee Meeting dates - 9/16/21, 10/13/21

School Reopening Task Force Meetings include representatives from each school: parents, classified staff, certificated staff, district and school administrators.

School Reopening Task Force Meetings - 8/19/21, 9/2/21, 9/23/21, 10/7/21, 10/21/21

ESSER III Feedback Meetings include: Health Techs / LVN Meetings 8/23/21 & 9/27/21, Attendance Clerk Meetings 7/28/21 & 9/13/21, Secretary Meeting 9/23/21, Community Liaison Meeting 9/24/21, Curriculum Council 10/4/21, Principal Meeting 10/7/21

District English Learner Advisory Committee Meetings:

DELAC Meeting dates to review and acquire LCAP feedback: 9/15/21, 10/12/21

Back-to-School Forums:

- Invitation to attend back-to-school events sent to all teachers, staff, parents, administration and community members.
- Superintendent provided presentations at all back-to-school events and received feedback
- Freedom Open House 8/19/21
- Hester Open House 8/11/21
- Snowden Open House 8/18/21
- Deep Creek Academy Open House 8/23/21

- Farmersville High School Open House 8/25/21
- Farmersville Junior High School Open House 8/26/21

K-12 Learning Loss Teacher Survey - provided 130 teacher responses on academic learning loss needs.

K-12 Student Social Emotional Learning Surveys - provided 1,552 student and parent responses on student social-emotional learning needs.

The district LCAP Advisory and School Reopening Task Force Committees were provided with educational partner survey feedback results and districtwide performance data analysis findings were used to confirm ESSER priorities. An extensive list of educational partner priorities were identified by both committees. The committee reviewed the identified priorities and the amount of LCFF and ESSER III funding available for allocation. Each priority was reviewed and finalized by examining its' alignment with district LCAP broad goals, ESSER III Expenditure Plan, and Safe In-Person Instruction and Continuity of Services Plan. The decision to utilize additional LCAP concentration-grant funds on student learning loss was in alignment with highest priority for the district.

Based on a review of educational partner meeting feedback and alignment with state priorities; three major areas of improvement provided the 3 broad LCAP goals for improvement. These included: 1) Increase student achievement (ELA /ELD, Math Science, Social Science), 2) Provide comprehensive academic and social-emotional support systems, 3) Increase the level of parent, family, and community engagement. The additional state and federal funding received has allowed the district to address student and community needs resulting from the COVID-19 pandemic, and has guided funding priorities to shift their focus to operating schools safely and learning loss resulting from distance learning. While each of the specific educational partner representative groups had similar priorities, each group were provided the opportunity to share their rationale as to why each of these areas were high priorities for them based on a review of academic performance data to assess student learning loss and review COVID-19 school safety needs.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district has successfully implemented the ESSER III expenditure plan as required per the American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief requirements. The district's implementation ESSER III expenditure plan and the identified actions, has greatly benefited FUSD students and families. The implementation of ESSER III expenditure plan and actions has allowed students to return to school in a safe environment during the COVID-19 pandemic. District ESSER III actions has allowed the district to be proactive and prevent the spread of COVID-19 both at school and in the community. The district hired additional Health Techs and increased their hours to provide additional contact tracing and COVID-19 testing of students and staff. Another successful ESSER action has been in the area of student learning. The district leveraged ESSER funding to develop a seamless concurrent classroom learning system for students participating in in-person learning and for students participating in Independent Study (virtual). ESSER III funding was used to invest

heavily in the area of 21st Century learning including classroom technology, online instructional software, teacher training, and internet access. In addition to addressing social-emotional learning by adding social workers (K-6)/ behaviors counselors (7-12) at every school.

The district has successfully implemented a majority of actions as outlined in the ESSER III Expenditure Plan, with the exception of two actions. Both of these actions are dependent upon hiring qualified personnel identified in the expenditure plan which include hiring Computer Technicians and Instructional Classroom Aides. The challenges the district has experienced with hiring additional personnel is a consistent problem facing all public schools of not having sufficient qualified applicants to adequately staff schools. Another areas that has been a challenge is to ensure a continuity of services for the district with the number of staff having to be placed on quarantine due to COVID-19. To address the continuity of services challenge, the district included an ESSER III action when staff shortages occur which include providing additional funding for the hiring of classified and certificated substitutes, extra-hour pay for existing staff, and hiring additional staff to assist.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The LCAP Advisory Committee, School Reopening Task Force Committee, and DELAC committee provide ongoing progress monitoring of ESSER III and LCAP actions. These committees meet monthly to review progress towards broad LCAP goals, ESSER III Expenditure Plan actions, and Safe Return to In-Person Instruction and Continuity of Services Plan strategies. In development of these district actions, district committees were strategic in the alignment of the Safe Return to In-Person Instruction and Continuity of Services Plan, ESSER III Expenditure Plan, and 2021-22 LCAP goals and actions were of central importance. Three (3) LCAP broad goals and several LCAP actions are included in the ESSER III expenditure plan which is aligned to the Safe Return to In-Person Instruction and Continuity of Services Plan.

The ESSER III Expenditure Plan section strategies for continuous and safe in-person learning is aligned with district LCAP goals and actions. These include LCAP Goal #2, Action #1 Computer Technicians need to be increased to provide additional classroom technology support; LCAP Goal #1, Action #10 Attendance Clerks expanded hours to track short-term and long term Independent Study attendance and participation; LCAP Goal #1, Action #8 Technology Broadband Internet to increase access for families; LCAP Goal #3, Action #4 Community Liaisons expanded hours to assist parents with supporting their student with short-term and long term Independent Study requirements.

Two (2) LCAP goals and actions are included in the ESSER III expenditure plan strategies for addressing the impact of lost instructional time. These include: LCAP Goal #2, Action #9 Social Workers / School Counselors / will be added to support the mental health needs of unduplicated students; LCAP Goal #1, Action #12 MTSS Director will provide Multi-Tiered Systems of Support (MTSS) oversight for academic student interventions to close achievement gaps.

The additional concentration-grant funds will be used to support 2021-22 LCAP and ESSER III actions of implementing Multi-Tiered Systems of Support (MTSS) by hiring additional K-12 classroom intervention teachers for all K-12 schools.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Farmerville Unified School District	Dr. Sergio C. Chavez Sr. Superintendent	schavez@farmersville.k12.ca.us 559.592.2010

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Farmersville Unified School District serves approximately 2,463 students in grades TK-12. The district is located in the City of Farmersville which is a rural agricultural community of approximately 10,000 residents in the Central Valley. District schools include three elementary schools, junior high school, high school, continuation high school, and adult school. The district has over 280 employees. The ethnic composition of the district student population is 96% Hispanic, 0.5% White, and 0% are designated as two or more races. The student subgroup population includes 89.4% designated as receiving free and reduced priced meals, 40% are designated as English Learners, and the district's Unduplicated Pupil Percentage is 93.8% (English Learners, Low Income, and foster youth).

The vision of the Farmersville Unified School District is "Preparing students to be productive members of society and innovative leaders of tomorrow. Students will be equipped with the necessary skills and tools to be post-secondary prepared, and they will be highly qualified to compete in the global economy." FUSD district objectives are to work collaboratively with all educational partners to provide a rigorous and engaging course of study for all students. In addition to our high-quality curriculum programs, the district will continuously assess student learning and outcomes; provide researched-based and systematic student interventions to help close the student achievement gap for all students, and provide meaningful parent engagement programs to support students in their education.

Reflections: Successes

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

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on successes and/or progress are based on most recent available state and local data, educational partner input and any relevant

2019 Dashboard information still applicable to the maintenance of actions attributable to success outcomes.

- The district has established a standards-based assessment cycle that provides ongoing English Language Arts and Math local assessment data on student progress. The assessment cycle includes quarterly student ELA & math interim benchmark assessments, data dive analysis of results broken down by individual students and subgroup data, RTI reteaching component, and re-teaching assessment results. The assessment cycle has shown positive results in closing student achievement gaps in ELA and math with an average increase of student improvement in standards-based assessments of 20% when reteaching occurred. Illuminate assessment results are uploaded and disaggregated by student subgroups. The lowest performing standards in ELA & math are targeted and students are provided with re-teaching intervention and reassessment.

In 2018-2019, the ELPAC performance level of students scoring Well-Developed was 8% for the district. In 2020-2021, the performance level of students scoring Well-Developed was 13.98% as measured by ELPAC. Through the implementation of ELD standards education, the district has increased English Learner performance for Well-Developed by 5.98%.

In 2019-20, the English Learner Reclassification rate was 4.7%. In 2020-2021 the English Learner Reclassification rate was 6.5%. The district has implemented increased monitoring of English Learner students and have added additional academic supports needed for students to meet reclassification criteria. The district has implemented Ellevate English Learner software that tracks the progress of English Learners and provides feedback on their progress.

In 2020, the high school graduation rates for all students were 96.7%. In 2021, the graduation rates increased for all students were 97.3%. The increased graduation rates were attributed to increased student access to Apex credit recovery programs and increased focus on meeting core graduation credit requirements. The most significant graduation rate increase occurred at Deep Creek Academy. Deep Creek Academy was identified for Comprehensive Support and Improvement (CSI) status due low graduation rate which was 44.8% in 2020. This year, Deep Creek Academy will exit Comprehensive Support and Improvement status by increasing graduation rates from 44.8% in 2020 to 69.7% in 2021. Deep Creek Academy has implemented a Building and Trades career technical education program that shows promise for increasing student engagement and graduation rates. The school has also added a Community Liaison position to engage parents in the education of their students.

- The College and Career indicator for CTE Pathway completion showed a 16.99% significant increase from 6.38% in 2019 to 23.37% in 2020 . The following subgroups showed improvement including: Hispanic students increased 25.5% from 18% in 2019 to 43.5%; Socio-economically Disadvantaged students increased 25.1% from 17.5% in 2019 to 42.6% in 2020.
- The College and Career Indicator subgroup data for English Learners indicates the following improvement: Percentage Prepared increased 4.40% from 5.20% in 2019 to 9.60% in 2020; Percentage Approaching Prepared increased 16.20% from 6.90% in 2019 to 23.10% in 2020; and Percentage Not Prepared declined 20.60% from 87.90% in 2019 to 67.30 in 2020.
- The College and Career Indicator subgroup data for Socio-economically Disadvantaged students indicates the following improvements: Percentage Prepared increased 5.90% from 29.40% in 2019 to 35.30% in 2020; Percentage Approaching Prepared

increased 5.0% from 16.40% in 2019 to 21.40 in 2020; Percentage Not Prepared declined 10.80% from 54.20% in 2019 to 43.40% in 2020.

- The College and Career indicator subgroup data for Students with Disabilities indicates the following improvement: Percentage Approaching Prepared increased 9.10% from 9.10 in 2019 to 18.20 in 2020; Percentage Not Prepared declined from 90.90 in 2019 to 81.80% in 2020
- The district added Gifted and Talented Education (GATE) added GATE criteria in 2019 to identify and support GATE programs for students. In 2020 over 13% of students in grades 2-6 (2020 CALPADS) have met the GATE criteria and are receiving GATE program services.

The district's commitment to ensuring students are prepared for post-secondary options, specifically supporting Career Technical Education (CTE) programs has shown improvement in the number of students completing CTE pathways as reflected on the CA School Dashboard. The district showed a significant increase 16.99% in the number of students and subgroups completing CTE pathways from 2019 to 2020. In 2021, we saw a decline in students completing CTE pathways due to the COVID-19 pandemic. Senior students were pulled out of CTE and elective courses during the pandemic to complete core graduation classes. This district has invested in increasing CTE completion rates and have added a CTE Counselor to increase CTE certification. FUSD strategic LCAP plan invests in CTE course alignment, CTE curriculum materials and equipment, CTE teacher professional development, and CTE Coordinator support. The TCOE's Tulare Kings College and Career Consortium in partnership with FUSD provided valuable CTE resources for expansion of CTE program options. The district will continue provide CTE resources from LCAP to provide CTE pathway completion opportunities for all students.

The district's focus for providing students with a broad course of study in the previous LCAP resulted in a successful implementation of Gifted and Talented Education, Dual Language, and expansion of STEM programs. GATE funding from LCAP provided additional funding for GATE resources and activities that provide students with opportunities to increase critical-thinking skills, develop creativity, and to demonstrate higher cognitive learning skills for students in grades 2-6. The district will continue to expand GATE opportunities for all students and provide professional development to support GATE teachers. The district has added a Dual Language Immersion (DLI) program to meet the needs of English Learners. The Dual Language Immersion program provided teachers with extensive professional development and provided students with opportunities to be proficient in two languages and retain important cultural aspects in the DLI program. The DLI program is in its third year and has expanded to two schools Hester and Snowden. The district has expanded STEM offerings based on LCAP survey feedback from the community. Farmersville Junior High School currently has STEM courses and the district continues to offer STEM summer and after school programs. The district also used LCAP funding to provide additional funds for teachers to expand hands on science activities aligned to Next Generation Science Standards for STEM based learning. The district will add additional funding to hire a STEM district coordinator with the goal of supporting teachers with professional development, provide STEM lesson and materials, and increase STEM opportunities district wide.

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.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on identified needs are based on most recent available state and local data, educational partner input, and any relevant 2019 Dashboard information still applicable to addressing identified needs through LCAP actions. The COVID-19 pandemic has had a major impact on student learning loss. A significant change was the majority of students returning back to in-person learning for the 2021-2022 school year. However, parental choice allowed a smaller population to continue with online learning via Independent Study. CAASPP student assessment data and local district measures revealed significant learning loss for a majority of students.

- The 2021 CAASPP results for ELA showed 21.58% of all students performed at Standards Met/ Standards Exceeded as measured by CAASPP English Language Arts. In comparison to the 2018-2019 CASSPP results for ELA which showed a 26.88% Standards Met / Standards Exceeded for all students. These results showed a decline of 5.3% CAASPP student results for ELA Standards Met / Standards Exceeded for all students. The district has prioritized literacy improvement across all grade levels. In grades TK-12, the district has implemented Renaissance / STAR Assessments and Myon digital reading materials access for all students. This has helped students increase literacy by increasing access to daily reading materials. Myon /STAR reports include data on the number of books and words students are reading weekly and reports this information by students, schools, and overall grade spans. Another literacy focus has been implementation of Scholastic Guided Reading program for grades TK-6. The district invested heavily in teacher professional development and Guided Reading materials. Guided Reading requires daily literacy instruction and reading materials that focus on student literacy improvement.
- The 2021 CAASPP results for Math showed only 8.63% of all students performed at Standard Met / Standards Exceeded. In comparison to 2018-2019 where 15.46% of all students performed at Standards Met/ Standards Exceeded. These student results showed a decline of 6.83% for Math for Standards Met / Standards Exceeded. The district has implemented two key focus areas for math improvement. The first area was to contract with Tulare County Office of Education (TCOE) Math Consultants to provide professional development for math instruction for K-6 teachers. TCOE Math Consultants provide a Model-Observe / Coach - Observe instruction model for teachers to implement the Common Core Math Standards. The second area was continued implementation of the GEAR UP grant that provides extensive grades 7-12 teacher professional development and vertical math articulation for schools.
- 2021 CAASPP data reflected that the following student subgroups performed at Level 3 Standards Met or Level 4 Standard Exceeded and are in need of improvement: Economically Disadvantaged ELA 21.29% / Math 14.81%, Students with Disabilities ELA 4.11% / Math 3.92%, English Learners 5.19% / Math 16.67%, Migrant 18.83% / Math 16.67%. The district has implemented

Multi-Tiered Systems of Support to address the academic needs of all students and provides data for targeted intervention support for student subgroups.

Based on a review of performance on the 2019 and 2020 CA School Dashboard indicators and district local indicators include the following findings:

- The district's overall placement for All Students was in the "Yellow" performance in English Language Arts as identified by the 2019 CA School Dashboard. This medium performance was consistent in analysis 2020 district interim benchmark assessment results that showed an average of 70% of students not meeting grade-level standards. Further analysis indicate Students with Disabilities subgroup data was "Red" and English Learners subgroup was "Orange" both subgroups have the largest student achievement gaps in ELA. The district has taken the following actions to address Students with Disabilities and English Learners low ELA performance which include: alignment of standards-based materials and resources, professional development for teachers to ensure standards-based instruction, and development of Multi-Tiered Systems of Support (MTSS) certificated staff leads at each school to monitor student subgroup performance.
- The district's overall placement for All Students was in the "Orange" performance for Math as identified by the 2019 CA School Dashboard. Further analysis of student subgroup data indicate the following student subgroups performance was in the "Orange" performance: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students. The district has taken the following actions to address student subgroup low performance in math which include: alignment of standards-based materials and resources, professional development for teachers to ensure standards-based instruction, and development of Multi-Tiered Systems of Support (MTSS) certificated staff leads at each school to monitor student subgroup performance.
- The district's overall placement for the College and Career Indicator was in the "Yellow" performance as identified by the 2019 CA School Dashboard. Further analysis of student subgroup data indicate that English Learner student subgroup performance was in the "Red" performance. The district has taken action to address low student Foster Youth performance which includes the hiring of a CTE or college and career counselor who will provide oversight and resources to target specific student subgroup deficiencies.
- The district overall placement was in the "Orange" performance in mathematics as identified in the Schools Five-by- Five Placement in 2019. This low performance was consistent in the analysis of both 2020 and 2021 district interim benchmark assessments for mathematics. Further analysis indicate that English Learners and Students with Disabilities have the largest student achievement gaps in mathematics.
- The CA Dashboard results for the student Suspension Rate for All Students was "Green"; however was "Red" for the Foster Youth subgroup and "Orange" for Homeless subgroup. The district continues to embed Positive Behavior Intervention Support (PBIS) strategies as part of the MTSS process taking place at each school. PBIS strategies are implemented as part of the district's MTSS student interventions and are monitored by utilizing student suspension rates for each subgroup.

- Analysis of 2020 ELPAC data for English Learners indicate that Long Term English Learners continues to grow and therefore English Learners are not making satisfactory progress towards meeting the proficiency criteria needed for Reclassification. The district has added Ellevation English Learner monitoring and support software that allows teachers to track student English Learner progress and areas of growth needed for reclassification.
- Comparison of the CA School Dashboard College and Career Indicator data for all students in 2019 and indicate the Percentage not Prepared was 53.7% which showed a decrease in 2020 of 10.4% for all students (43.3%). The district will continue to provide targeted resources to address this continued decline.
- The California Science Test (CAST) provided the district with data in 2021 revealed that a large majority of students were nearing Level 3 proficiency (59.65% scored at Level 2). However, the district had a limited number of students scoring as proficient (11.77% scored at Level 3 & 4) on the 2021 CAST assessment. The district adopted a new science curriculum for K-12 in 2020-2021 and implemented Next Generation Science Standards (NGSS) professional development for teachers. The district also contracted with Tulare County Office of Education Science Consultant to provide NGSS professional development for teachers.
- District STAR Reading results indicate in and 2021 that 75% of students are reading below grade level and literacy continues to be a major area of improvement for students. The district has implemented a Scholastic Guided Reading program this year that provides consistent literacy instruction for all TK-6 students. End of the year STAR Growth Reports indicate that a large percentage of students made significant reading growth during the 2021-2022 school year.

The COVID-19 pandemic has contributed greatly to widening the achievement gap for high needs students, specifically English Learners, special needs students, homeless youth and foster youth students. The district currently has developed a consistent cycle of interim benchmark assessments to measure student performance in ELA, Reading, math, and science for all students. While the assessment cycle identifies student subgroups needing intervention that includes re-teaching of the standards; it does not alone necessarily address the achievement gap for high needs students. Additionally, the COVID-19 pandemic has also contributed greatly to the mental health needs of students and families. The district has taken steps to address social-emotional learning (SEL) for students and families by having school counselors and social workers at K-12 schools and by implementing SEL curriculum at schools. However, additional social emotional and mental health supports are needed for students and families.

The district has acquired Multi-Tiered System of Support (MTSS) grants for all schools to provide teacher and administrator MTSS training. The district will fully implement the Multi-Tiered System of Support (MTSS) comprehensive framework to address both the academic, behavioral, and socio-emotional needs of students. The Multi-Tiered System of Support is an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students academic, behavioral, and social success. The implementation of MTSS system provides tiered interventions of support which includes universal support for all students, supplemental supports for some students, and intensified support for identified high needs students.

LCAP Highlights

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

The district has aligned the Local Control Accountability Plan (LCAP) with the Multi-Tiered System of Support (MTSS) framework for supporting student needs. MTSS provides a tiered approach for meeting both the academic needs and social-emotional needs of students. MTSS Tier 1 includes all students receiving comprehensive instruction and social emotional support; Tier 2 includes some students who need additional support and interventions to support both academic and social-emotional needs; Tier 3 includes a limited number of students who need intensive academic and social-emotional support. The district has trained all sites on MTSS and will designate a site lead for each school to ensure MTSS systems and student interventions are implemented. The LCAP will utilize MTSS intervention systems to meet the needs of all students and target the specific needs of English Learners, Low Income students, Foster Youth, Homeless Youth, and Students with Disabilities. Subgroup needs were identified through an extensive review of student achievement subgroup data. The new LCAP actions reflect alignment with MTSS objectives to address both academic and social emotional support needs of all students and unduplicated student subgroups.

The 2021-2024 LCAP has three overarching broad goals: 1) Student Achievement, 2) Support for Learning, and 3) Parent and Community Engagement. Each broad goal resulted from extensive educational partner collaboration and community outreach, data analysis, and were organized to ensure that actions aligned with revised broad goals. The updated LCAP includes twenty-two of the same actions from the previous LCAP as many of these actions included provide personnel and support services for unduplicated students. New LCAP actions were developed to align MTSS framework and identified needs.

Finally, the COVID-19 pandemic had a major impact on student learning loss . Major LCAP focus areas include both academic and behavior supports were a key factors in the LCAP development process. The impact of COVID-19 resulted in numerous students being placed in both short-term Independent Study due to quarantine, and long-term Independent Study due to parent choice. Independent Study requirements created an opportunity for the district to pivot it's focus to 21st Century learning. The district leveraged LCFF funds, new state and federal funds to provide students and staff with the technology tools needed to shift to 21st Century learning. Several actions were included in the LCAP document to provide additional funding to close the student digital divide and to ensure 21st Century teaching and learning continue. Several new Actions were added to meet the evolving needs of students.

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.

Deep Creek Academy

Support for Identified Schools

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

The District supported Deep Creek Academy in the Comprehensive Support and Improvement process by conducting a School Self Study Review (needs assessment) in collaboration with Deep Creek Academy (DCA) educational partners. The district's self-study review process of DCA provided a comprehensive analysis of school practices and data review findings to identify researched based strategies and supports to increase student graduation rates from 44.8% in 2020 to the CSI threshold of 68%. In 2021, graduation rate data released indicate that DCA met the 69.7% graduation rate threshold to exit Comprehensive Support and Improvement (CSI) status. This was accomplished utilizing the a comprehensive self-study process. The DCA self-study review by the district also aligned with the school's three-year state WASC Accreditation mid-term review process. The self-study review process by the district involved school partners (teachers, support staff, school principal / counselor, district assessment coordinator, district English Learner coordinator, CTE coordinator, parent, students, and district superintendent). The district's self student review of DCA also included a review of CA School Dashboard indicators, student and staff interviews, classroom observations, SPSA, and WASC Self-Study documents. The School Site Council reviewed educational partner feedback before approving the CSI plan as part of the site SPSA development process.

The school areas assessed by the district are in line with the WASC state accreditation standards and included the following: A) Organization: Leadership and Staff, B) Standards Based Student Learning: Curriculum, C) Standards Based Student Learning: Instruction, D) Standards Based Student Learning: Assessment and Accountability, E) School Culture and Support for Student Personal Growth and Academic Growth. The district's Self Study Review findings identified four (researched based strategies) school wide critical areas for follow up: 1) Implement academic support and resources that foster student learning and increase literacy for English Learners, 2) Implement Career Technical Education programs to increase student engagement and expand post-secondary student options, 3) Expand staff knowledge and skills on the use of formative and summative assessments to improve student achievement, 4) Implement social emotional student support systems.

The area of school culture and support for student personal growth and academic growth provided insight for identifying resource inequities needed for the school. Due to the small size of school (70 students), student support systems were limited due to the small size of the school. The district's findings indicate that the school does not have any career technical education programs in which to engage students. Providing career technical education (CTE) opportunities for students were identified by the district as a major area and need to further engage students at the school. The current research on CTE indicates that students who participate in CTE programs have higher graduation rates. The district's CSI support plan provides resources to implement CTE programs at the school. On January 2022 DCA piloted it's first

CTE course: Building and Construction Trades Core. It utilized a combination curriculum between NCER and Patterson and Paxton making the curriculum much more hands on. It has been a success and it is our intent to further grow our CTE pathways in DCA.

Additional areas identified in the district developed CSI plan provide resources for academic and social-emotional support for students. Due to the high number of English Learners (EL) enrolled at the school; a need to provide additional literacy support for students was identified using ELPAC data to provide further support EL students. The district agreed to fund a classroom instructional aide to provide English Learner student literacy support in the classroom. Increasing the literacy skills for English Learners is an effective strategy for increasing student academic progress and graduation rates for English Learners. Providing increased student social-emotional support for DCA alternative education students who are identified as the most at-risk students in the district is both necessary and important component of the CSI plan. District Panorama social emotional survey results were used to identify the social-emotional needs of DCA students. The CSI plan includes hiring a Social Worker / Counselor whose duties include providing social-emotional counseling services for at-risk students. At-risk students require intensive counseling supports to increase student engagement. A proven strategy for increasing graduation rates for at-risk students is to provide intensive social-emotional support systems. At-risk students who develop social emotional coping skills increase their ability to remain academically engaged to meet rigorous graduation requirements, and graduate with their peers. Finally, the CSI plan includes increasing teacher knowledge and skills on the use of formative and summative assessment data. DCA currently implements Apex curriculum for analyzing individual academic progress. A review of Apex data findings suggest that while a student's individual progress is assessed regularly, the school does not have a current system for reviewing both formative and summative assessment data for all students. The district will utilize both Panorama data analysis and Apex resources to increase teacher knowledge and skills in the areas of using formative and summative assessment data to identify specific academic skill deficiencies for all students. This will assist the school staff ability to provide student interventions or re-teaching opportunities to close student learning gaps and increase student graduation rates. Lastly, the district also hired a Community Liaison to increase parent engagement. Both APEX and Panorama is in effect in supporting DCA students to recover credits and supporting and logging the MTSS supports provided to students. We will continue to monitor the progress of our students in DCA and increase the number of eligible students returning to Comprehensive High School at their appropriate grade level.

Monitoring and Evaluating Effectiveness

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

The identified four CSI researched based strategies areas are aligned with Deep Creek Academy's three-year state WASC Accreditation, SPSA, and Learning Continuity and Attendance Plan documents. Each of these documents provides consistent district monitoring requirements and ongoing analysis of the school's plan implementation and effectiveness, data review findings, and annual progress updates. The district will monitor to ensure that the SSC is reviewing implementation and success of the plan quarterly through the SPSA review process. The District has established an approved CDE / CSI budget that provides strategic funding resources aligned to the school wide critical areas for follow up. The CSI funding plan includes the following: 1) Provide funding to implement staff training for tracking assessment (formative and summative) data and development of a dashboard assessment monitoring system, 2) Provide funding to implement academic interventions and literacy support for English Learners, 3) Provide funding to implement social emotional student supports, 4) Provide funding to address resource inequities to implement Career Technical Education program. We have made some

progress in implementing the monitoring tools needed to ensure student success but more importantly we will further enhance these systems of support given that new leadership is in place to ensure that.

The district will monitor the CSI plan by requiring school educational partners in ongoing quarterly meetings with district staff to assess CSI plan progress. The district monitoring process will include a quarterly data review with educational partners to address CSI / SPSA plan progress. This will include district / educational partner analysis and assessment data regarding the four CSI plan areas and progress. The district has purchased Panorama Education data dashboard monitoring system that provides quarterly analysis of DCA's formative and summative assessments. Panorama integrates interim benchmark assessments and Apex assessments to provide a detailed analysis of student progress by each subgroup English Learners, Foster Youth etc., which will in turn provide a dashboard indicator on student academic progress (literacy) and deficient CCSS standards. Consistent review of academic data will increase the school staff expertise and skills for using formative and summative data. Panorama Education academic data can be used by the school staff and Teaching Fellow staff to target additional areas of student literacy, or deficient CCSS areas. Additionally, Panorama Education provides integration of social emotional learning (SEL) student survey data and provides a dashboard for areas of SEL curriculum deficiencies for the school. Dashboard indicators are linked to student behavior data that can provide further analysis and identification of SEL curriculum needs and targeted student interventions. Finally, the District CTE Coordinator will provide oversight for the implementation of a Career Technical Education (CTE) program at DCA. This will require providing additional oversight and CTE grant funding to fully develop DCA's CTE program during the quarterly review of CSI plan progress. The district is developing a CTE construction pathway to further engage students in meeting graduation requirements. Panorama CTE survey data will provide student CTE interest survey data and analysis of CTE progress. This data will be used to implement the CTE program for DCA students. The school staff involvement in the CSI plan quarterly review process will increase the staff's capacity for continuous school improvement and increase their capacity to increase student graduation rates.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Farmersville Unified School District utilized a series of activities to engage parents, students, staff, bargaining unit members, and community members in the development of the Local Control Accountability Plan (LCAP). The district developed a representative committee comprised of parents, classified support staff, certificated teachers, and administrators to formulate the LCAP Advisory Committee. Once the LCAP updated planning documents were released and approved by the state, the district used the LCAP Advisory Committee as well as the District English Learner Advisory Committee (DELAC) to develop the LCAP document. The LCAP Advisory Committee serves as the District Advisory Committee (DAC) and parent representation includes the following subgroups who serve on the LCAP Committee: Foster youth, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Open House Parent Forums were also used to acquire feedback regarding district needs from parents and over 150 parents were in attendance (combined) at schools. The superintendent provided LCAP presentations at Open House Parent Forums at each school.

The LCAP committee developed an LCAP parent survey that was sent out to all K-12 parents, students, staff, and community members to provide feedback on the LCAP goals. The LCAP parent survey allowed parents to provide feedback on both the academic and social emotional needs of students. In addition to the LCAP survey, the district provided parent forums to consult with parents during open house events. The feedback garnered from both parent, student and staff survey results and the virtual open house events were reviewed by the LCAP Advisory Committee to develop and finalize district priorities, actions, and services contained within LCAP document.

Farmersville Unified School District utilized a series of activities to engage parent, students, staff, and bargaining unit members, and community members. The district hosted 18 meetings to discuss LCAP priorities and met with over 150 parents in the development of the LCAP.

LCAP Advisory Committee Meetings:

LCAP Advisory Committee include representatives from each school: parents, classified staff, certificated staff, and district and school administrators.

LCAP Advisory Committee Meeting dates - 10/14/21, 11/18/21, 1/20/22, 2/17/22, 3/17/22, 4/21/22, 5/12/22, 5/23/22

District English Learner Advisory Committee Meetings:

DELAC Meeting dates to review and acquire LCAP feedback: 11/18/21, 3/28/22, 4/25/22, 5/25/22

Virtual Open House Public Forums:

- Invitation to attend open house forums sent to all teachers, staff, parents, administration and community members.
- Superintendent provided presentations at all Open House Forums and received feedback
- Freedom Open House 3/31/22
- Hester Open House 3/24/22
- Snowden Open House 4/7/22

- Deep Creek Academy Open House 4/4/22
- Farmersville High School Open House 4/28/22
- Farmersville Junior High School Open House 4/6/22

Bargaining Group Consultation:

California School Employee Association - May 26, 2022

Farmersville Teachers Association - May 25, 2022

District Special Education Meetings - Monthly Late Start Days

A summary of the feedback provided by specific educational partners.

Presentations to SSC and ELAC/DELAC committees, as well as virtual open house / community forums, bargaining units, Board of Education, and LCAP advisory committee were conducted to review progress in various areas including academics, social-emotional learning, attendance, behavior, parent engagement, and LCAP survey data. .

The district LCAP Advisory Committee were provided with educational partner feedback results and districtwide data analysis findings were used to confirm LCAP priorities. An extensive list of educational partner priorities were identified by the LCAP Advisory Committee. The committee reviewed the identified priorities and the amount of LCFF funding available for allocation. Each priority was reviewed and finalized by examining its' alignment with district LCAP broad goals and MTSS.

Based on a review of educational partner feedback and alignment with state priorities; three major areas of improvement provided the 3 LCAP broad goals. These included: 1) Increase student achievement (ELA /ELD, Math Science, Social Science), 2) Provide comprehensive academic and social-emotional support systems, 3) Increase the level of parent, family, and community engagement. While each of the specific educational partner representative groups had similar priorities, each group had the opportunity to provide the rationale as to why these area were high priorities for them based on a review of performance data. The LCAP Advisory Committee served the vehicle for reaching educational partner consensus on the 3 broad LCAP goals.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The district received 136 completed LCAP parent, student, and staff surveys, consulted with over 150 parents and staff during virtual open house events, and hosted meetings with DELAC and LCAP committees to review the results. The District LCAP Advisory Committee reviewed the feedback received from parents, students, and staff revealed the following: 80.1% indicate the district has school facilities that are well-maintained; 90.3% indicate that students and staff are safe at school; 80.5% agree that the school offers academic support for all

students; 87% reported English Learners have access to school programs and services; 82.1% indicate that the school encourages parent engagement; 87.5% indicate that schools share the academic progress to parents on a regular basis; 71.2% want summer school programs for students; 81.8% indicate that schools provide quality activities that meet student interests; 52% are concerned with their student's emotional well-being.

The LCAP survey allowed parents, students, staff, and community to respond to open-ended survey questions based on student or district needs resulting from the COVID-19 pandemic. The LCAP Advisory Committee included questions related to student and family priorities resulting from the COVID-19 pandemic. Open-ended LCAP survey responses allowed students, families, staff, and the community to report their priorities and needs to the district. The following responses were grouped based on common themes which included the following responses: parents reported barriers to Independent Study included lack of consistent internet access, need for increased teacher communication for online students, 62% liked daily live instruction for online students, 54% of staff want separate classes for online students, 47.3% liked daily live access to classroom teachers, parents requested more hands on projects and engaging activities (STEM, Music) for students, requested additional tutoring support for students.

Based on the LCAP survey open-ended responses and discussion with DELAC, SSC, ELAC, and special education staff and FUSD families, the broad goals above identified specific actions to address these high priority areas: 1) increased academic support for students, 2) increased support for social-emotional learning, 3) support for internet access, technology, and 21st Century learning, 4) broad course of study to include expansion of music, STEM, and after school programs.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement for all students and subgroups in core content areas (ELA / ELD, Math, Science, Social Science) as measured by CAASPP, ELPAC, and district standards-based assessments.

An explanation of why the LEA has developed this goal.

The district will implement Multi-Tiered System of Supports (MTSS) interventions to reduce grade level achievement gaps for all students and subgroups. Based on a review of 2019 CA Dashboard results, 2020-2021 CASSPP results, 2021 ELPAC results, and district standards-based interim assessment results in the core areas (ELA, ELD, Math, Science, and Social Science). Student performance data reflects a need to reduce grade level student achievement gaps for all students and subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) CAASPP- English Language Arts	In 2018/19, 26.88% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.	<p>In 2020-21, 21.58% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.</p> <p>The district did not meet the 7% increase for ELA for all students as measured by CAASPP. The district declined by 5.3% for all students Standards Met/ Standards Exceeded</p>			Through the implementation of content /performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded in ELA each year by 7% over the previous year as measured by CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		as measured by CAASPP / ELA.			
2) CAASPP - Mathematics	In 2018/2019, 15.46% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics.	In 2020-21, 8.63% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics. The district did not meet the 7% increase for math for math over the previous year for all students as measured by CAASP. The district declined by 6.83% all students as measured by CAASPP / math for Standards Met / Standards Exceeded.			Through the implementation of content / performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded in mathematics each year by 7% over the previous year as measured by CAASPP.
3) ELPAC Results	In 2018/2019, the performance level of students scoring Well-Developed was 8% for the district as measured by ELPAC	In 2020-21, the performance level of all students scoring Well- Developed was 13.98% for the district as measured by ELPAC.			Through the implementation of ELD standards education and MTSS intervention, we will increase the average Performance Level of Well-Developed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>The district did meet the 3% increase performance level over the previous year for all students scoring Well-Developed on the ELPAC. The district increased by 5.98% for all students scoring Well-Developed as measured by the ELPAC.</p>			<p>students each year by 3% over the previous year for the district as measured by ELPAC.</p>
4) CAASPP - CAST	<p>In 2018-2019, 11.24% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test</p>	<p>In 2020-2021, 10.48% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test.</p> <p>The district did not meet the 7% increase performance level over the previous year for Standards Met / Standards Exceeded for all students as measured by CASSPP Science Test. The district</p>			<p>Through the implementation of content / performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded each year by 7% over the previous year as measured by the California Assessment for Science Test (CAST).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student performance declined 0.76%.			
5) Interim Benchmark Assessments - Social Science	In 2020-2021, 23% of students performed at Standards Met / Standards Exceeded as measured by district social science interim benchmarks.	In 2021-22, 72% of students performed at Standards Met / Standards Exceeded for all students as measured by district social science interim benchmarks. The district exceeded the 7% increase for all students Social Science Standards Met/ Standards Exceeded as measured by district interim social science interim benchmarks. The district increased by 49%.			Through the implementation of content / performance standards education and MTSS interventions, we will increase the percentage of students of students achieving at standards met, standards exceed each year by 7% over the previous year as measured by district Social Science interim benchmark results.
6) STAR Assessments	In 2018-2019, approximately 81% of students K-6 were reading below grade level. as measure by the STAR Assessment	In 2020-2021, approximately 82% of students in K-6 were reading below grade level as measured by the STAR Assessment			Increase in K-6 the reading levels of students reading below grade level each year by one-year over the previous year as measured by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The district declined in the percent of students reading below grade level in K-6 by 1% from the previous year.			STAR utilizing MTSS student interventions.
7. Advanced Placement	<p>In 2019-2020, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36.5%</p> <p>In 2020-21, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36%</p>	<p>In 2020-21, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36%</p> <p>The district did decline .5% in the Advanced Placement rate of students who had passed AP exam with a score of 3 or higher. The district did not meet the 1% increase for students scoring a 3 or higher on Advanced Placement exams.</p>			Increase the number of all students including unduplicated students, the percentage of students passing the AP exam with a score of 3 or higher by 1% each year over the previous year.
8. EAP-ELA / Math Results	In 2018-2019, the percentage of all students including unduplicated scoring conditionally ready or	In 2020-21, the percentage of all students including unduplicated scoring conditionally ready or			Increase the percentage of all students including unduplicated scoring as conditionally ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ready on the EAP-ELA was 60.4 and Math was 10.96	ready on the EAP-ELA was 35.3 and Math was 2.9 The district did not meet the 1% increase the percentage of students scoring conditionally ready or ready on the EAP - ELA and Math. The district declined on the EAP - ELA 25% and Math 8.06%.			or ready by 1% each year over the previous year as measured by the EAP-ELA and EAP-Math.
9. State Adopted Standards-Based Materials	In 2019-2020, the district had 100% of state adopted standards based materials. In 2020-21, the district had 100% of state adopted standards based materials.	In 2020-21, the district had 100% of state adopted standards based materials.			The district will maintain 100% of state adopted standards-based materials.
10. Percentage of Teachers that are fully credentialed	In 2019-2020, the percentage of teachers that were fully credentialed was 87% (16 teachers without full credentials).	In 2020-21, the percentage of teachers that were fully credentialed was 89% (15 teachers without full credentials).			Increase the percentage of teachers that are fully credentialed to 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The district did not meet the 90% percent of teachers that are fully credentialed. The district did increase the percentage of fully credentialed teachers to 89% an increase of 2% over the previous year.			
11. Implementation of Common Core State Standards including ELD Standards	In 2019-2020, Priority 2 Implementation of the State Academic Standards surveys indicated that 58% of teachers reported (average) that the district had full implementation of the Common Core State Standard including ELD Standards	In 2020-21, Priority 2 Implementation of the State Academic Standards surveys indicated that 56% of teachers reported (average) that the district had full implementation of the Common Core State Standards including ELD Standards			Increase the percentage of teachers reporting the district had full implementation of the Common Core State Standards including ELD Standards to 68% as measured by the Priority 2 survey.
12. Appropriately Assigned Teachers	In 2019-2020, 100% of teachers were appropriately assigned for the students they teach (hold appropriate authorization)	In 2020-21, 100% of teachers were appropriately assigned for the students they teach (hold appropriate authorization)			Maintain 100% of teachers are appropriately assigned for the students they teach (hold appropriate authorization)
13. Percentage of district students with	100% of district students had sufficient	100% of district students had sufficient			100% of district students had sufficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficient access to State Adopted Standards-Based Instructional Materials	access to State Adopted Standards-Based Instructional Materials. (2020-21 per Board Resolution of Materials Sufficiency)	access to State Adopted Standards-Based Instructional Materials (2021-22)			access to State Adopted Standards-Based Instructional Materials.
14. Percentage of English Learners making progress toward English language proficiency as measured by the ELPAC Summative Assessment	44.1% of English Learners made progress toward English Language proficiency (2019 Dashboard)	Data on percentage of ELs making progress is not yet available.			___% of English Learners made progress toward English Language Proficiency

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Instructional Aides	The district will hire and train 9 classroom instructional aides to provide targeted language acquisition support for English Learners, low-income, and foster youth students. Instructional aides will provide targeted language acquisition classroom support to improve English Learner performance on state ELPAC and CAASPP assessments.	\$240,000.00	Yes
1.2	Assessment Coordinator	Maintain funding for an Assessment Coordinator to provide district-wide data analysis and reporting for local and state assessments.	\$133,901.00	Yes
1.3	Data Coordinator	Maintain funding for a data-management Data Coordinator to be available district-wide to ensure all student information are in alignment with state and local requirements.	\$137,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	21st Century Technology	The purchase of 21st Century technology and infrastructure will prepare students for state SBAC assessments and 21st Century learning. Technology funding will be provided to all students including unduplicated students having classroom access to 21st Century learning resources and technology to improve their performance on state SBAC assessments	\$2,205,000.00	Yes
1.5	Summer School	Maintain funding to provide K-12 summer school services for EL's, low income, and foster youth students for intervention, remediation, and acceleration purposes. The district will utilize standards-based intervention materials during summer school to target achievement gaps for unduplicated students.	\$200,000.00	Yes
1.6	Standards-Based Supplemental Instructional Materials	Maintain funding to purchase supplemental materials and supplies aligned to the state standards as well as resources for NGSS/ STEM, Dual Language, Dual Enrollment, and GATE /Honors will be provided to schools to ensure all students including unduplicated students have the support materials needed for their success on CAASPP state testing assessments.	\$644,841.00	Yes
1.7	Educational Fieldtrips	Maintain funding to provide all students including unduplicated students with an extension of classroom instruction will be provided for students to participate in fieldtrips related to their field of study as a way of extending their learning through real-world application of their studies and state CAASPP assessments.	\$57,500.00	Yes
1.8	SCICON	SCICON will be provided for 5th and 6th grade students to extend learning of the Common Core State Standards for EL's, low income, and foster youth students.	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	After School Program	The district will maintain funding for the After School Program Coordinator and 6 afterschool program staff, and materials. Increase funding / staffing to expand after school program access with the purpose of providing academic tutoring and enrichment for EL's, low income, foster youth student participation in the after school program resulting in improved academic performance on CAASPP and improved attendance.	\$57,500.00	Yes
1.10	Attendance Clerks	The district will maintain funding for Attendance Clerks to follow up on absent EL's, low income, and foster youth students to improve their attendance and reduce chronic absenteeism across the district.	\$57,960.00	Yes
1.11	TK-3 Class Size	Maintain supplemental funding for staffing to maintain TK-1 class size reduction to a maximum of 24-1 students. This will encourage student (EL's, low income, and foster youth) engagement and participation resulting in a more rigorous academic program for these students. The district utilizes this additional funding to provide support beyond the core program to reduce TK-3 class sizes to 24-1 student ratio to provide additional literacy support for English Learners, low income, and foster youth students.	\$1,352,022.00	Yes
1.12	MTSS Student Interventions / Tutoring	The district will provide funding to assist schools implementation of Multi Tiered Systems of Support (MTSS) academic and social-emotional student interventions. MTSS student interventions will target EL's, low income, and foster youth students to close academic achievements gaps on state CAASPP assessments and address the social emotional learning needs of students based on district SEL surveys.	\$240,000.00	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.

Actions / services within Goal 1 were all implemented. The COVID-19 pandemic has provided the district with an opportunity to develop 21st Century learning systems and technology to support student achievement. The district implemented a new Concurrent classroom instruction model that provides equity for all students by providing both in-person and Independent Study students with equitable classroom instruction districtwide. The district contracted with Tulare County Office of Education consultants and technology coaches to train all teachers on the concurrent model of classroom instruction. The district implemented the Google Classroom suite and trained all teachers on developing 21st Century skills for both teachers and students. The district's investment in 21st Century learning has equipped every classroom with View Sonic teaching screens, one-to-one Chromebooks for classrooms, and one-to-one Chromebooks for learning at home. The district also purchased internet hot spot for students. Additionally, the district will pilot and expand direct County internet for FUSD students for the upcoming school year.

The district's testing and assessment coordinator in collaboration with academic coaches and teachers have implemented a six-week assessment cycle for all core content areas (ELA, math, science, and social science) at each school. Each school has developed interim benchmark assessments and academic coaches worked with teachers to develop a re-teach cycle and academic interventions to address student deficiencies and mastery of the Common Core State Standards. The testing and assessment coordinator, MTSS Director and superintendent conducted "data dives" after each assessment to address student deficiencies using the Multi-Tiered Systems of Support approach to address student achievement gaps. The district did see a decline on CAASPP /ELA 5.58% and CAASPP / Math 6.83% student scores in 2021 from the previous year for students scoring Standards Met / Standards Exceeded. The COVID-19 pandemic which allowed many students to remain at home on Independent Study due to parent choice has contributed to learning loss districtwide. The district has taken action steps to address these deficiencies by continuing to provide professional development for ELA and math during late start days. TCOE consultants will continue to be employed to support WRAP (Writing, Reading, and Academic Proficiency) ELD literacy strategies and support math Common Core State Standards strategies for the 2022-2023 school year.

The district has received significant federal and state one-time funding to address student learning loss. The district has developed planned actions and added additional resources to address student achievement gaps in the area of literacy improvement. 2021 STAR assessment declines in reading levels were attributed to the COVID-19 pandemic, with significant numbers of students participating in online learning. The district purchased Scholastic Guided Reading program that includes instructional materials, online student software, and teacher training to improve student reading levels districtwide. The Scholastic Guided Reading Program is a researched-based literacy program that provides daily structured reading lessons in every K-6 classroom. In addition to Scholastic Guided Reading Instruction, the district also invested in Renaissance Myon digital reading program that provides digital library of books for students. Each book is aligned to the student's reading level and tracks the number of books, words, reading levels, and minutes students spend on reading. STAR Growth Reports results indicate the indicate the district is reducing the number of students reading below grade level. The district's combined planned actions and successful implementation of the above actions will significantly reduce student learning loss.

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

All actions and services were implemented as described in Goal 1. There were no material difference between planned action expenditures and actual expenditures.

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

The district's English Learner subgroup improved by 5.98% in 202-21 as measured by ELPAC for all students scoring Well Developed over the previous year. The district's Academic Coaches serve as lead teachers at each school to provide support for English Learners and to ensure both integrated and designated English Language Development strategies are being implemented districtwide. The district also contracts with the Tulare County Office of Education English Language Development (ELD) consultant to provide ELD support for academic coaches and teachers. The district continues to contract with the Tulare County Office of Education math consultants to provide math professional development support for K-6 teachers and academic coaches using a teach / co-teach model during late start days. The district is in year five of a six-year GEAR UP grant that provides training and support for secondary math teachers on implementing the Common Core State Standards.

All Actions under this Goal are planned to provide a cohesive and coherent effective effort in improving student outcomes. Class size reduction enable more effective engagement between student and teacher, thus enabling the maximizing of time in teaching and learning base foundational skills necessary for learning progress. Purchasing technology and ensure a consistent availability and access of learning resources by students and staff enable implementation of learning and intervention structures and tools. Sufficient content related instructional materials increase access to learning tools, and the support of instructional aides within classrooms provides additional student access to learning. All Actions play a calculated role in ensuring for best learning supports for students.

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.

A new required Metric was measured during the 2021-22 school year, and has been added as a continuing Metric. A required Metric was also added during 2021-22 to measure the percentage of English Learners making progress toward English proficiency. The Metric to measure appropriate assigned teachers for the students they teach was changed from a number measurement to a percentage measurement. There were no other changes made to the planned goal, metrics, desired outcomes, or actions for the upcoming school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide comprehensive academic and social emotional support systems to ensure students are provided with equitable opportunities to reach their full potential.

An explanation of why the LEA has developed this goal.

LCAP Survey results (85%) indicate that providing all students with equitable access to district support programs, resources, and services is a priority of the school community. To ensure equitable opportunities are provided for students, the district has trained all schools on implementing Multi-Tiered Systems of Support which provide students with both academic and social emotional support systems to ensure students have equitable access to programs and services needed to improve student subgroup performance on identified state CA Dashboard Indicators.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Chronic Absenteeism Rate	In 2019-2020, the chronic absenteeism rate (more than 10% of the school year) was 10.4%	In 2020-21, the chronic absenteeism rate (more than 10% of the school year) was 15.6%. (per Dataquest) The chronic absenteeism rate increased by 5.2% over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.			The district will decrease the percentage of students who are chronically absent by 1% each year over the previous year as measured by the Chronic Absenteeism Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Graduation Rate	In 2019-2020, the graduation rate was 88%	In 2020-21, the graduation rate was 92.3%. (Per DataQuest) The graduation rate increased 4.3% over the previous year. The district did achieve the 1% growth in graduation rates.			The district will increase the percentage of students graduating by 1% each year over the previous year as measured by the Graduation Rate.
3. Suspension Rate	In 2019-2020, the suspension rate in the district was 5.1%	In 2020-21, the suspension rate in the district was 0.2% (Per DataQuest) The suspension rate decreased 4.9% over the previous year. The district met the 1% decrease for suspension rates.			The district will decrease the percentage of students suspended by 1% each year over the previous year as measured by the Suspension Rate.
4. Student, Parent, and Staff sense of School Safety and Connectedness	In 2019-2020, the California Healthy Kids Survey reported that 80% of students reported a caring school environment. ___% of student indicated they felt safe at school	The 2022-2023 California Healthy Kids Survey reported that ___% (CHKS data not available until June) of students reported a caring school environment.			The California Healthy Kids Survey results will show that ___% of students reported a caring school environment. ___% of student indicated they felt safe at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>_____</p> <p>_____</p> <p>Parent sense of school safety is ___% and Staff sense of school safety is ___%.</p> <p>Parent sense that school provides a caring environment is ___% and Staff sense that school provides a caring environment is ___%.</p> <p>(The data on parent and staff sense of school safety and connectedness will be measured during the 2022-23 school year.)</p>	<p>___% of student indicated they felt safe at school</p> <p>_____</p> <p>Parent sense of school safety is ___% and Staff sense of school safety is ___%.</p> <p>Parent sense that school provides a caring environment is ___% and Staff sense that school provides a caring environment is ___%.</p> <p>(The data on parent and staff sense of school safety and connectedness will be measured during the 2022-23 school year.)</p>			<p>Parent sense of school safety is ___% and Staff sense of school safety is ___%.</p> <p>Parent sense that school provides a caring environment is ___% and Staff sense that school provides a caring environment is ___%.</p>
5. College and Career Indicator	In 2019-2020, the district college and career indicator for all students was 30.3% College Prepared.	<p>In 2020-21, the district college and career indicator for all students was 28.3% College Prepared.</p> <p>The district's college and career indicator declined 2% over the</p>			The district will increase the percentage of students prepared for college and career by 5% each year over the previous year as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.			College and Career Indicator.
6. LCAP Parent Survey - Broad Course of Study	In 2018-2019, 57% of parents surveyed reported that the district provides students with a broad course of study.	In 2020-21, 87% of parents surveyed reported that the district provides students with a broad course of study.			The district will increase the percentage of parents surveyed reporting the district offers a broad course of study by 5% each year over the previous year as measured by the LCAP parent survey.
7. CTE Pathway Completion Rates	In 2018-19, the percentage of all students including unduplicated students completing at least one CTE pathway was 30%.	In 2020-21, the percentage of all students completing at least one CTE pathway was 19.5%. The percentage of all students completing at least one CTE pathway declined by 10.5% over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.			The district will increase the percentage of all students including unduplicated completing one Career Technical Education pathway by 5% each year over the the previous year as measured by CTE Completion Rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. A-G Completion Rates	In 2018-2019, the percentage of all students including unduplicated students completing A-G courses was 32.12%.	In 2020-21, the percentage of all students completing A-G courses was 37.3%. The percentage of all students completing A-G courses increased 5.18%. The district met the 5% increase for all students completing A-G courses.			The district will increase the percentage of all students including unduplicated students completing A-G courses by 5% each year over the previous year as measured by A-G Completion Rates.
9. Expulsion Rates	In 2019-2020, the district student expulsion rate percentage was .12%	In 2020-21, the district student expulsion rate percentage was 0%. (per Dataquest) The district's student expulsion rate percentage decreased by .12%. The district maintained expulsion rates less than 1%.			Maintain the student expulsion rate to less than 1% each year.
10. Dropout Rates	In 2019-20, the student dropout rate for high school was 3.5% and junior high school dropout rate was .83%.	In 2020-21, the student dropout rate for high school was 5.5% and junior high school dropout rate was 0.			Decrease the student drop out rate for the high school and junior high school to less than 1% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The student dropout rate for high school increased 2% and the junior high school dropout rate decreased .83% over the previous year.			
11. English Learner Reclassification Rate	In 2019-2020, the English Learner Reclassification Rate was 4.7% due to no ELPAC assessment	In 2020-21, the English Learner Reclassification Rate was 6.5%. The English Learner Reclassification Rate increased 1.8% over the previous year. The district did not meet the 2% increase in English Learner Reclassification Rates. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.			Increase the English Learner Reclassification Rate by 2% each year over the previous year.
12. Attendance Rates	In 2019-2020, the average daily attendance rate was 96.11%.	In 2020-21, the average daily attendance rate was 94.53%.			Increase the average daily attendance rate by .5% each year over the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The average daily attendance rate decreased by 1.5%. The district did not meet .5% increase over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.			
13. Facilities / Safety Compliance Report	In 2019-2020, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report.	In 2020-2021, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report. The district maintained a pass score for all schools on yearly Facilities / Safety Compliance Report.			Maintain a pass score on all school Facilities / Safety Compliance Yearly Report
14. Percentage of district students (inclusive of Unduplicated and those with exceptional needs) are enrolled in and/or have access to	This is a new Metric with the Baseline to be established with results in the 2022-23 school year	New Metric for 2022-23			98% of all district students (inclusive of Unduplicated and those with exceptional needs) are enrolled in and/or have access to a Broad Course of Study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a Broad Course of Study					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Computer Technicians / Web-Specialist	Maintain funding for computer technicians to ensure they are available to provide classroom technology and infrastructure support for all students including unduplicated students in preparation for state assessments. In addition, a web-specialist will assist in the usage of media software to assist with school-home communication.	\$364,874.00	Yes
2.2	Media-Technology Specialists	Maintain funding for Media-technology specialists to be available and provide media services related to the acquisition, circulation, distribution and recovery of library materials. Media Specialists will provide targeted literacy support for all students including unduplicated students to improve student performance on state ELA / STAR assessments.	\$383,985.00	Yes
2.3	CTE Coordinator / Counselor	The district will maintain for a CTE Coordinator / Counselor to improve the performance of student CTE pathways completers, provide CTE grant oversight, and to increase the percent of students meeting college and career indicators, specifically targeting unduplicated students.	\$138,340.00	Yes
2.4	Broad Course of Study / CTE	Provide resources and materials to support all students including unduplicated students with access to a broad course of study and CTE programs that will broaden their experience and improve unduplicated students subgroup performance on college and career indicator.	\$367,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Elementary Music Teachers and Music Instrument Repair	Maintain funding for one music teacher and hire a second music teacher to provide music foundation and improve subgroup performance on state CAASP math assessments. Music Teachers will provide additional music exposure to all K-6 students including unduplicated students. In addition the district will provide funding for repair and/or purchase music instruments in order to support the music program.	\$231,996.00	Yes
2.6	Psychologist Intern	Maintain funding for a Psychologist Intern to provide additional behavior support for students with disabilities and unduplicated students. The district will utilize suspension and attendance subgroup data to monitor progress.	\$31,148.00	Yes
2.7	Guidance Secretary	Guidance secretary will provide assistance for the high school counselors to provide college and career planning for all students and unduplicated students. College and career student subgroup data will be utilized to provide targeted support.	\$58,730.00	Yes
2.8	Technology and Broadband Internet	All students including unduplicated students will be provided with one-to-one Chromebook devices, broadband internet access, and online educational software to insure that all students have access district learning platforms. Increasing student access to technology will improve student CAASPP assessments and improved student attendance.	\$400,000.00	Yes
2.9	School Counselors	Maintain funding for five counselors, one for each school to assist EL's, low income, and foster youth students with social emotional support , school guidance, and academics. Hire one counselor at DCA for half-time assignment, use the remaining half to provide oversight for Social Work Interns placed at each school district-wide to address the mental health needs of all students including unduplicated students and their families. School counselors will implement	\$1,170,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling standards to support improved student academic performance on state measures, provide social-emotional support to reduce student suspensions, and provide college and career advisement as measured by college and career indicator.		
2.10	Bilingual School Nurse, LVN, and Health Aides	Maintain funding for a bilingual Nurse, LVN, and Health Aides to be available at all schools to ensure that all students including unduplicated student health needs, dental, and eye-care are addressed immediately during school hours. District chronic absenteeism data will be utilized to monitor improvement and reduction in chronic absenteeism.	\$369,956.00	Yes
2.11	School-Home Transportation	School-home transportation is not required based on the size of the district, it is provided to increase attendance rates and safety for all K-6 students including unduplicated students. The district will purchase of one school van; and one school bus per year until all school buses meet safety and emission state requirements.	\$260,000.00	Yes
2.12	School Resource Officer	Beginning with the 2021-22 school year, the role of the School Resource Officer (SRO) will change to provide services that address the social-emotional and mental-health well-being of students resulting from the COVID-19 pandemic. The role of School Resource Officer will be to educate students in the area of conflict resolution, impact of drugs, anti-tobacco education, crime prevention, and de-escalation behaviors. The intent of the revised role of the School Resource Officer is to reduce student chronic absenteeism and suspensions rates of unduplicated students.	\$88,678.00	Yes
2.13	Save the Children Program	Save the Children program is a partnership to support young mothers with parenting skills, life skills, and educational literacy to prepare their	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		children for school. The district will continue to co-fund Save Children Coordinator program to support EL's, low income, and foster youth young mothers both in the district and in the school community. The district will utilize yearly STAR/ literacy assessment results to monitor student literacy progress.		
2.14	Special Education Classroom Behavior Aides	The district will maintain funding for 6 classroom behavior aides, and hire 3 additional behavior aides to support the behavior needs of students with disabilities. Specifically, all behavior aides will provide support for students with disabilities targeting the behavior needs of students with disabilities. Student subgroup suspension subgroup data results will be analyzed to monitor student progress.	\$112,303.00	Yes
2.15	Campus Supervisors and Noon-Duty Aides	Maintain funding for campus supervisors and noon-duty aides in grades 7-12 to ensure an inclusionary school environment while supporting the behavior needs of all students including unduplicated students. Student suspension and connectedness data results will be utilized to monitor student progress.	\$366,785.00	Yes
2.16	Late Start Days for English Language Development	Designated late start days will be utilized by Academic Coaches to provide English Language Development (ELD) strategies professional development to support classroom teachers. Specifically, these ELD strategies including Structured English immersion will accelerate will accelerate the rate at which English Learners acquire English skills and move toward reclassification.	\$99,000.00	Yes
2.17	Intervention Teachers	The district hired 11 Intervention teachers to provide MTSS academic interventions and support for K-12 unduplicated students in the areas for English Language Arts and math. (This Action is funded with LCFF Concentration Add-on Grant funding.)	\$1,190,574.00	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.

Actions / services within Goal 2 were all implemented. The district has invested substantial LCAP funds and on-time federal for providing comprehensive academic and social emotional supports. Additionally, the district has acquired Multi-Tiered System of Support (MTSS) grants for all schools to provide teacher and administrator MTSS training. The district will fully implement the Multi-Tiered System of Support (MTSS) comprehensive framework to address both the academic, behavioral, and socio-emotional needs of students. The Multi-Tiered System of Support is an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students academic, behavioral, and social success. The implementation of MTSS system provides tiered interventions of support which includes universal support for all students, supplemental supports for some students, and intensified support for identified high needs students.

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

All actions and services were implemented as described in Goal 2. For Action 2.16, The action was going to be carried out utilizing in-house personnel at no cost, but actually needed to be changed to a cost incurring action. For all other actions, there was no material difference.

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

The district's planned actions to address student social-emotional learning and mental health resulting from the COVID-19 pandemic has been positively received by our school community. Providing a Psychologist Intern (LCAP funds) and adding a second Psychologist and Social Workers at each school (ESSER III funds) has provided students and families with additional mental health services. The district also added a social worker / school counselor position to alternative education to provide additional counseling services for at-risk youth. This personnel-heavy Goal is geared toward maximizing the impact that highly effective, experienced personnel have upon student academic success and social-emotional well-being. All Actions encompass a focus on how best to address identified needs related to academic progress, student and school safety, leveraging personnel. In concert, these Actions and their results are effectively driving student successes.

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.

A new metric measuring student access to a Broad Course of Study has been added to meet LCAP requirements. The measurement for required Metric related to student, parent, and staff sense of school safety and connectedness has been revised and will be measured as percentages for all groups. The district added Action 17 to provide academic interventions and support for K-12 unduplicated students. 11 intervention teachers were hired to provide K-12 academic support for identified K-12 students. Measurable outcomes include 7% increased performance on the percentage of students performing at Standards Met / Standards Exceeded as measured by CASSPP ELA and math results.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Increase the level of engagement by parents, family, and community educational partners in the education of their children.

An explanation of why the LEA has developed this goal.

72% of parent and community educational partner surveys indicate that parents want to be more engaged in the education of their students. Barriers that prevent increased parent engagement include access to literacy education, parent education /engagement workshops, and technology literacy education. Providing parent education courses to address ESL / literacy, parent engagement education, and technology literacy will increase the level of parent and community educational partner engagement in the education of their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent participation in parent education classes	The percentage of parent /guardian participating in parent education workshops (registration and sign-ups forms) is 20%.	<p>The percentage of parent /guardian participating in parent education workshops for the 2021-22 school year (registration and sign-in forms) was 15%.</p> <p>The district declined 5% in the percentage of parent/guardian participation in parent education workshops over the previous year. The COVID-19 pandemic was a factor in this decline.</p>			Increase the percentage of parent / guardian participation in parent education classes by 5% each year over the previous year (registration and sign-in forms).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Parent participation in technology literacy courses	The percentage of parent/ guardian participating in district technology literacy workshops (registration and sign-in forms) is 20%.	<p>The percentage of parent/ guardian participating in district technology literacy workshops for the 2021-2022 school year (registration and sign-in forms) was 25%.</p> <p>The percentage of parent / guardian participating in district technology workshops for 2021-2022 increased by 5% over the previous year. The district did meet 5% increase for the 2021-2022 school year.</p>			Increase the percentage of parent / guardian participation in district technology literacy workshops by 5% each year over the previous year (registration and sign-in forms).
3. Parent participation in literacy courses, including parents of Unduplicated Pupils and parents of students with exceptional needs.	The percentage of parent/ guardian participating in district sponsored literacy courses is 10% (registration and sign-in forms).	<p>The percentage of parent/ guardian participating in district sponsored literacy courses for the 2021-2022 school year was 8% (registration and sign-in forms).</p> <p>The percentage of parent / guardian participating in district sponsored literacy courses declined 2%</p>			Increase the percentage of parent / guardian participation in district sponsored literacy courses by 5% each year over the previous year (registration and sign-in forms).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		over the previous year. The COVID-19 pandemic was a factor in this decline.			
4. Parent participation on school leadership committees (ELAC,SSC,DELAC, LCAP), including parents of Unduplicated Pupils and parents of students with exceptional needs.	The percentage parent /guardians participating on school leadership committees (sign-in forms and meeting minutes) is 15%.	<p>The percentage of parent /guardian participating on school leadership committees for the 2020-2021 school (sign-in forms and meeting minutes) was 9%.</p> <p>The district decreased by 6% over the previous year in the percentage of parent / guardian participating leadership committees for the 2021-2022 school year. The COVID-19 pandemic was a factor in this decline.</p>			Increase the percentage of parent / guardian participation on school leadership committees (i.e. ELAC, SSC, DELAC, and LCAP) by 5% each year over the previous year (sign in forms and meeting minutes).

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education Classes	Contract with parent education agencies to provide parent education (English and Spanish) classes to increase the level of parent engagement targeting parents of EL's, low income and foster youth	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. Parent education class enrolment data results will be utilized to monitor parent engagement.		
3.2	Parent Technology Literacy Workshops	District staff will provide parent technology literacy (English and Spanish) workshops districtwide to increase parent technology skills and engagement targeting parents of EL's, low income and foster youth students. Parent participation data in technology literacy workshops will be utilized to monitor parent engagement progress.	\$15,000.00	Yes
3.3	Adult Education ESL / Literacy Classes	Provide funding support for adult education to hire a secretary and security staff to implement and supervise English-as-a Second language (ESL) literacy evening classes for parent/ guardians with the purpose of increasing parent literacy / engagement targeting parents of EL's, low income and foster youth students. Parent enrollment data in ESL classes will be utilized to measure parent literacy progress.	\$59,622.00	Yes
3.4	Community Liaisons	Maintain funding for bilingual Community Liaisons at each school to develop community engagement, provide parent-teacher and staff communication, and parent outreach to increase the level of parent engagement for EL's, low income, and foster youth. Parent engagement in school leadership activities (SSC, ELAC, etc.) and parent communication with teachers data will be utilized to monitor parent engagement progress.	\$151,188.00	Yes
3.5	Spanish Translators for Special Education	Provide funding for 2 Spanish Translators to translate IEP documents for parents. The district will hire 2 Spanish translators to provide IEP translation services for parents of students with disabilities. Parent survey results will be utilized to monitor parent engagement.	\$50,000.00	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.

All actions / services within Goal 3 were implemented. The COVID-19 pandemic was a factor in the decline of parent engagement districtwide. The California Department of Public Health guidance placed restrictions on school protocols for outside visitors contributed to the decline in parent engagement.

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

All actions and services were implemented as described in Goal 3. There were no material difference between planned action expenditures and actual expenditures.

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

The district increased parent engagement in the area of parent participation for providing technology workshops for parents. The district offered several technology workshops to assist parents with Aeries Parent Portal student information system training. Parents also received technology training on Parent Square and how to navigate the Parent Square App. Due to COVID restrictions, Parent Square provided parents with one-way communication and updates regarding important school and district communications. Currently, 97% of parents are using Parent Square. The district declined in the parent participation rates for leadership committee activities (SSC, ELAC, DELAC). Virtual leadership committee meetings were provided to parents, however a noticeable decline in parent participation districtwide was evident.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the upcoming school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
10,065,196	1,333,411

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.12%	5.46%	\$1,194,052.00	49.58%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 district engaged educational partner groups in a comprehensive LCAP needs assessment process for identifying the needs of unduplicated pupils (Foster Youth, Low Income, English Learners). The LCAP needs assessment process included meeting with 9 educational partner groups; hosting 6 virtual open house community events involving 300 parents; hosting 18 LCAP meetings; reviewing 156 survey responses, and reviewing student performance and behavior data. The LCAP Advisory Committee met several times during the year to develop educational partner priorities and actions based on the needs of unduplicated pupils. The process of deciding which LCAP Actions would remain from the previous LCAP document required considerable review based on the current needs of unduplicated students. The COVID-19 pandemic also was a contributing factor for the review as several previous actions required additional modifications based on the academic and social emotional needs of unduplicated students. The overarching theme for the LCAP Actions was focused on providing resources to implement Multi-Tiered Systems of Support (MTSS) to support unduplicated students. The Actions and services listed below are key district-wide actions and services that are principally directed at English Learners, low income, and foster youth to close the achievement gap and meet the needs of these targeted students.

The 2019 California School Dashboard indicates the following subgroups are in the "Orange" indicator for ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities (Red in English Language Arts). Educational partner input also indicates the importance of these Actions to assist students in these academic areas, as well as to provide Multi-Tiered Systems of Support

(MTSS) to ensure all students receive academic support in a tiered systematic approach. Dashboard results, educational partner survey data, local assessments and needs assessment information will demonstrate that these actions will have a positive impact on student achievement. The COVID-19 pandemic and resulting impact upon schools and school children drives the need to continuance of Actions in the LCAP and the addition of a few new Actions to address evolving student needs. Learning acceleration and the addressing of social and mental health well-being is paramount to students progress and potential success.

2021 CAASPP data reflected that the following student subgroups performed at Level 3 Standards Met or Level 4 Standard Exceeded and are in need of improvement: Economically Disadvantaged ELA 21.29% / Math 14.81%, Students with Disabilities ELA 4.11% / Math 3.92%, English Learners 5.19% / Math 16.67%, Migrant 18.83% / Math 16.67%. The district has implemented Multi-Tiered Systems of Support to address the academic needs of all students and provides data for targeted intervention support for student subgroups. District STAR Reading results indicate in and 2021 that 75% of students are reading below grade level and literacy continues to be a major area of improvement for students. The 2021 CAASPP results for ELA showed 21.58% of all students performed at Standards Met/ Standards Exceeded as measured by CAASPP English Language Arts. In comparison to the 2018-2019 CASSPP results for ELA which showed a 26.88% StandardsMet / Standards Exceeded for all students. The 2021 CAASPP results for Math showed only 8.63% of all students performed at Standard Met / Standards Exceeded. In comparison to 2018-2019 where 15.46% of all students performed at Standards Met/ Standards Exceeded.

Goal 1, Action 1: Nine Classroom Instructional Aides will be hired and trained to provide language acquisition support for English Learners.

Goal 1, Action 2: Assessment Coordinator to provide district-wide assessments and data analysis

Goal 1, Action 3: Data Coordinator to ensure all student information systems are in alignment with state and local requirements

Goal 1, Action 4: 21st Century Technology and standards-based learning software will be purchased to support student learning interventions targeting achievement gaps

Goal 1, Actions 5: Provide K-12 Summer School services for student intervention, remediation, and acceleration

Goal 1, Action 6: Standards based supplemental instructional materials will be purchased to address learning loss

Goal 1, Action 7: Provide educational field trips to extend learning and provide real-world application

Goal 1, Action 11: Supplement funding for TK-3 to maintain reduced class size to increase student engagement

Goal 1, Action 12: MTSS intervention and tutoring programs will be implemented to provide both academic and socio-emotional support for students

Goal 2, Action 2: Media- Technology Specialist provide media services to students for acquisition, circulation, and distribution of library materials targeting literacy support for unduplicated students

Goal 2, Action 4: Provide Broad Course of Study 21st Century and CTE for students

Goal 2, Action 17: Provide academic Intervention teachers for K-12 unduplicated students utilizing Concentration Add-on funding.

The following actions support social-emotional health of students by providing appropriate MTSS tiered support interventions and services, use evidence-based systems to implement social-emotional learning supports and behavior to reduce suspensions, and expulsions, and improve student attendance and truancy rates. While the district offers these services district-wide, they are targeted for the following populations as Dashboard indicator shows Foster Youth falling in the "Red" indicator and Homeless students falling in the "Orange" indicator for suspensions; English Learners and White students falling in the "Orange" indicator for chronic absenteeism. These are important resources for families, particularly for families who may lack the resources to obtain the necessary support services needed. The COVID pandemic that cause many dynamics for schools. Farmersville is implementing the below Actions to address student chronic absenteeism, student engagement levels, social-emotional and mental health well-being, and the health and safety needs of our district students and staff. The district has acquired Multi-Tiered System of Support (MTSS) grants for all schools to provide teacher and administrator MTSS training. The district will fully implement the Multi-Tiered System of Support (MTSS) comprehensive framework to address both the academic, behavioral, and socio-emotional needs of students. impact and effectiveness of these Actions will be measured via the many Metrics under each Goal in this LCAP and by increasingly positive outcome for our students and other in our school community.

Goal1, Action 9: Provide After School Program to provide educational enrichment opportunities for students

Goal 1, Action 10: Attendance Clerks will provide follow up on absent students to improve attendance and reduce chronic absenteeism

Goal 1, Action 12: MTSS intervention programs will be implemented to provide both academic and socio-emotional support for students

Goal 2, Action 7: Guidance Secretary assist the counselors in providing college and career planning for unduplicated students

Goal2, Action 9: Provide School Counselors for each school to support social-emotional learning

Goal 2, Action 10: Provide Nurse and Health Techs to ensure all students and unduplicated students have access to health needs

Goal 2, Action 12: The role of the School Resource Officer (SRO) will change to provide services that address the social-emotional and mental-health well-being of students resulting from the COVID-19 pandemic. The intent of the revised role of the School Resource Officer is to reduce student chronic absenteeism and suspensions rates for unduplicated students.

Goal 2, Action 15: Provide Campus Supervisors and Non Duty Aides ensure an inclusionary school environment

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

Farmersville Unified School District through a comprehensive LCAP needs assessment process of identifying the needs of Unduplicated Students developed Actions that increase or improve services for these students. Based on information gained through the needs assessment process, inclusive of strong input from educational partners, these Actions were developed with the intent to mitigate or eliminate the performance gaps experienced by Unduplicated Students by providing supports necessary to increase the achievement and success outcomes of these students. Farmersville Unified School District also assessed all options and resources available to address the identified needs of Unduplicated Students. These included support resources such as personnel, facilities and condition, instructional materials utilized, curriculum, support for parents, and funding. This helped drive Action Development such as 21st Century Technology and Access, Supports for MTSS Interventions, Parent Engagement, Mental Health Counseling Services, Broad Course of Study Access, and many more.

Action 2.16 is targeted at addressing the needs of English Learners through building knowledge and skills in staff providing direct academic services to these students. Staff will participate in professional development opportunities related to English Language Development (ELD) in order to build knowledge and capacity to more effectively address the identified needs of English Learners (ELs). As district data reflects, an academic performance achievement gap exists between ELs and other student groups including statewide peers. Equipping staff with best knowledge and strategies to utilize in delivery of Integrated and Designated ELD will accelerate the English language acquisition of ELs. Thus, EL's will be more successful in accessing content area instruction leading to increased academic performance. Through this Action, staff will also demonstrate increased knowledge in how to best support the needs of ELs at differing levels of English language proficiency. Results of this Action will also be reflected in increased CAASPP ELA and Math results, as well as the percentage of ELs making progress toward English language proficiency per the ELPAC.

All Actions (marked Yes as Contributing) and components within each Action, whether implemented district/schoolwide or specifically targeted to serve Unduplicated Students were developed to positively impact students. Through these Actions, Farmersville Unified is meeting and exceeding this requirement to increase or improve services by the Minimum Proportionality Percentage over services provided for all students.

The district calculated that there is a Carryover requirement in the amount of \$1,194,052 for 21-22. These Carryover funds will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2022-23 LCAP.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All schools in the Farmersville Unified School District have Unduplicated student concentrations of greater than 55 percent. The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at all schools within the district through addition of new positions. As necessary and needed, these funds could also be utilized to maintain other identified positions which provide direct services to Unduplicated Pupils and are currently be funded by sunseting funds. If the district does not utilize these funds in this manner (if needed), the positions would be eliminated (due to the exhaustion of the expiring funding sources) and the staff to student ratio would increase (i.e., there would be fewer staff to serve students). FUSD will currently utilize the additional Concentration Add-on grant funds to hire 11 Intervention teachers to provide English Language Arts / Math academic interventions for K-12 Unduplicated students. The additional costs for Intervention teachers is \$1,200,000. Use of this funding is reflected in Goal 2, Action 17.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,365,196.00				\$11,365,196.00	\$5,358,171.00	\$6,007,025.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Instructional Aides	English Learners Foster Youth Low Income	\$240,000.00				\$240,000.00
1	1.2	Assessment Coordinator	English Learners Foster Youth Low Income	\$133,901.00				\$133,901.00
1	1.3	Data Coordinator	English Learners Foster Youth Low Income	\$137,701.00				\$137,701.00
1	1.4	21st Century Technology	English Learners Foster Youth Low Income	\$2,205,000.00				\$2,205,000.00
1	1.5	Summer School	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
1	1.6	Standards-Based Supplemental Instructional Materials	English Learners Foster Youth Low Income	\$644,841.00				\$644,841.00
1	1.7	Educational Fieldtrips	English Learners Foster Youth Low Income	\$57,500.00				\$57,500.00
1	1.8	SCICON	English Learners Foster Youth Low Income	\$54,000.00				\$54,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	After School Program	English Learners Foster Youth Low Income	\$57,500.00				\$57,500.00
1	1.10	Attendance Clerks	English Learners Foster Youth Low Income	\$57,960.00				\$57,960.00
1	1.11	TK-3 Class Size	English Learners Foster Youth Low Income	\$1,352,022.00				\$1,352,022.00
1	1.12	MTSS Student Interventions / Tutoring	English Learners Foster Youth Low Income	\$240,000.00				\$240,000.00
2	2.1	Computer Technicians / Web-Specialist	English Learners Foster Youth Low Income	\$364,874.00				\$364,874.00
2	2.2	Media-Technology Specialists	English Learners Foster Youth Low Income	\$383,985.00				\$383,985.00
2	2.3	CTE Coordinator / Counselor	English Learners Foster Youth Low Income	\$138,340.00				\$138,340.00
2	2.4	Broad Course of Study / CTE	English Learners Foster Youth Low Income	\$367,310.00				\$367,310.00
2	2.5	Elementary Music Teachers and Music Instrument Repair	English Learners Foster Youth Low Income	\$231,996.00				\$231,996.00
2	2.6	Psychologist Intern	English Learners Foster Youth Low Income	\$31,148.00				\$31,148.00
2	2.7	Guidance Secretary	English Learners Foster Youth Low Income	\$58,730.00				\$58,730.00
2	2.8	Technology and Broadband Internet	English Learners Foster Youth Low Income	\$400,000.00				\$400,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	School Counselors	English Learners Foster Youth Low Income	\$1,170,282.00				\$1,170,282.00
2	2.10	Bilingual School Nurse, LVN, and Health Aides	English Learners Foster Youth Low Income	\$369,956.00				\$369,956.00
2	2.11	School-Home Transportation	English Learners Foster Youth Low Income	\$260,000.00				\$260,000.00
2	2.12	School Resource Officer	English Learners Foster Youth Low Income	\$88,678.00				\$88,678.00
2	2.13	Save the Children Program	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.14	Special Education Classroom Behavior Aides	English Learners Foster Youth Low Income	\$112,303.00				\$112,303.00
2	2.15	Campus Supervisors and Noon-Duty Aides	English Learners Foster Youth Low Income	\$366,785.00				\$366,785.00
2	2.16	Late Start Days for English Language Development	English Learners	\$99,000.00				\$99,000.00
2	2.17	Intervention Teachers	English Learners Foster Youth Low Income	\$1,190,574.00				\$1,190,574.00
3	3.1	Parent Education Classes	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
3	3.2	Parent Technology Literacy Workshops	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.3	Adult Education ESL / Literacy Classes	English Learners Foster Youth Low Income	\$59,622.00				\$59,622.00
3	3.4	Community Liaisons	English Learners Foster Youth Low Income	\$151,188.00				\$151,188.00
3	3.5	Spanish Translators for Special Education	English Learners Foster Youth	\$50,000.00				\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22810898	10,065,196	44.12%	5.46%	49.58%	\$11,365,196.00	0.00%	49.82 %	Total:	\$11,365,196.00
								LEA-wide Total:	\$10,975,470.00
								Limited Total:	\$99,000.00
								Schoolwide Total:	\$290,726.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Classroom Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,000.00	
1	1.2	Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,901.00	
1	1.3	Data Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$137,701.00	
1	1.4	21st Century Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,205,000.00	
1	1.5	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Freedom, Farmersville High School TK-6, 7-12	\$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Standards-Based Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$644,841.00	
1	1.7	Educational Fieldtrips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,500.00	
1	1.8	SCICON	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Freedom Elementary Grades 5-6	\$54,000.00	
1	1.9	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-6	\$57,500.00	
1	1.10	Attendance Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,960.00	
1	1.11	TK-3 Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hester Elementary School, Snowden Elementary School TK-3	\$1,352,022.00	
1	1.12	MTSS Student Interventions / Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	\$240,000.00	
2	2.1	Computer Technicians / Web-Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$364,874.00	
2	2.2	Media-Technology Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$383,985.00	
2	2.3	CTE Coordinator / Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Farmersville High School, Deep Creek Academy Grades 9-12	\$138,340.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Broad Course of Study / CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$367,310.00	
2	2.5	Elementary Music Teachers and Music Instrument Repair	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hester, Snowden, and Freedom schools K-6	\$231,996.00	
2	2.6	Psychologist Intern	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,148.00	
2	2.7	Guidance Secretary	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Farmersville High School Grades 9-12	\$58,730.00	
2	2.8	Technology and Broadband Internet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
2	2.9	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,170,282.00	
2	2.10	Bilingual School Nurse, LVN, and Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$369,956.00	
2	2.11	School-Home Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,000.00	
2	2.12	School Resource Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,678.00	
2	2.13	Save the Children Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.14	Special Education Classroom Behavior Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,303.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.15	Campus Supervisors and Noon-Duty Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$366,785.00	
2	2.16	Late Start Days for English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$99,000.00	
2	2.17	Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,190,574.00	
3	3.1	Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.2	Parent Technology Literacy Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Freedom, Farmersville High School	\$15,000.00	
3	3.3	Adult Education ESL / Literacy Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,622.00	
3	3.4	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,188.00	
3	3.5	Spanish Translators for Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,449,939.00	\$8,548,947.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Instructional Aides	Yes	\$405,369.00	\$405,369.00
1	1.2	Assessment Coordinator	Yes	\$127,842.00	\$127,842.00
1	1.3	Data Coordinator	Yes	\$92,594.00	\$92,594.00
1	1.4	21st Century Technology	Yes	\$570,000	\$570,000
1	1.5	Summer School	Yes	\$200,000.00	200000
1	1.6	Standards-Based Supplemental Instructional Materials	Yes	\$774,328	\$774,328
1	1.7	Educational Fieldtrips	Yes	\$57,500.00	57500
1	1.8	SCICON	Yes	\$40,732	40,732
1	1.9	After School Program	Yes	\$416,877.00	416877
1	1.10	Attendance Clerks	Yes	\$57,961.00	57961

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	TK-3 Class Size	Yes	\$1,302,022.00	1302022
1	1.12	MTSS Student Interventions / Tutoring	Yes	\$240,000.00	240000
2	2.1	Computer Technicians / Web-Specialist	Yes	\$325,146.00	325146
2	2.2	Media-Technology Specialists	Yes	\$361,548.00	361548
2	2.3	CTE Coordinator / Counselor	Yes	\$138,340.00	138340
2	2.4	Broad Course of Study / CTE	Yes	\$340,057.00	340057
2	2.5	Elementary Music Teachers and Music Instrument Repair	Yes	\$210,000	210,000
2	2.6	Psychologist Intern	Yes	\$30,249.00	30249
2	2.7	Guidance Secretary	Yes	\$56,730.00	56730
2	2.8	Technology and Broadband Internet	Yes	\$413,937	413,937
2	2.9	School Counselors	Yes	\$834,795	\$834,795
2	2.10	Bilingual School Nurse, LVN, and Health Aides	Yes	\$309,468.00	309468
2	2.11	School-Home Transportation	Yes	\$300,000.00	300000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	School Resource Officer	Yes	\$88,678.00	88678
2	2.13	Save the Children Program	Yes	\$25,000.00	25000
2	2.14	Special Education Classroom Behavior Aides	Yes	\$93,022.00	93022
2	2.15	Campus Supervisors and Noon-Duty Aides	Yes	\$335,694.00	335694
2	2.16	Late Start Days for English Language Development	Yes	\$0.00	99008
3	3.1	Parent Education Classes	Yes	\$50,000.00	50000
3	3.2	Parent Technology Literacy Workshops	Yes	\$15,000.00	15000
3	3.3	Adult Education ESL / Literacy Classes	Yes	\$59,622.00	59622
3	3.4	Community Liaisons	Yes	\$127,428.00	127428
3	3.5	Spanish Translators for Special Education	Yes	\$50,000.00	50000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9742999	\$8,449,939.00	\$8,548,947.00	(\$99,008.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Classroom Instructional Aides	Yes	\$405,369.00	405369		
1	1.2	Assessment Coordinator	Yes	\$127,842.00	127842		
1	1.3	Data Coordinator	Yes	\$92,594.00	92594		
1	1.4	21st Century Technology	Yes	\$570,000.00	570000		
1	1.5	Summer School	Yes	\$200,000.00	200000		
1	1.6	Standards-Based Supplemental Instructional Materials	Yes	\$774,328.00	774328		
1	1.7	Educational Fieldtrips	Yes	\$57,500.00	57500		
1	1.8	SCICON	Yes	\$40,732.00	40732		
1	1.9	After School Program	Yes	\$416,877.00	416877		
1	1.10	Attendance Clerks	Yes	\$57,961.00	57961		
1	1.11	TK-3 Class Size	Yes	\$1,302,022.00	1302022		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	MTSS Student Interventions / Tutoring	Yes	\$240,000.00	240000		
2	2.1	Computer Technicians / Web-Specialist	Yes	\$325,146.00	325146		
2	2.2	Media-Technology Specialists	Yes	\$361,548.00	361548		
2	2.3	CTE Coordinator / Counselor	Yes	\$138,340.00	138340		
2	2.4	Broad Course of Study / CTE	Yes	\$340,057.00	340057		
2	2.5	Elementary Music Teachers and Music Instrument Repair	Yes	\$210,000.00	210000		
2	2.6	Psychologist Intern	Yes	\$30,249.00	30249		
2	2.7	Guidance Secretary	Yes	\$56,730.00	56730		
2	2.8	Technology and Broadband Internet	Yes	\$413,937.00	413937		
2	2.9	School Counselors	Yes	\$834,795.00	834795		
2	2.10	Bilingual School Nurse, LVN, and Health Aides	Yes	\$309,468.00	309468		
2	2.11	School-Home Transportation	Yes	\$300,000.00	300000		
2	2.12	School Resource Officer	Yes	\$88,678.00	88678		
2	2.13	Save the Children Program	Yes	\$25,000.00	25000		
2	2.14	Special Education Classroom Behavior Aides	Yes	\$93,022.00	93022		
2	2.15	Campus Supervisors and Noon-Duty Aides	Yes	\$335,694.00	335694		
2	2.16	Late Start Days for English Language Development	Yes	0.00	99008		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Parent Education Classes	Yes	\$50,000.00	50000		
3	3.2	Parent Technology Literacy Workshops	Yes	\$15,000.00	15000		
3	3.3	Adult Education ESL / Literacy Classes	Yes	\$59,622.00	59622		
3	3.4	Community Liaisons	Yes	\$127,428.00	127428		
3	3.5	Spanish Translators for Special Education	Yes	\$50,000.00	50000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21870055	9742999	0	44.55%	\$8,548,947.00	0.00%	39.09%	\$1,194,052.00	5.46%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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