

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
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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%