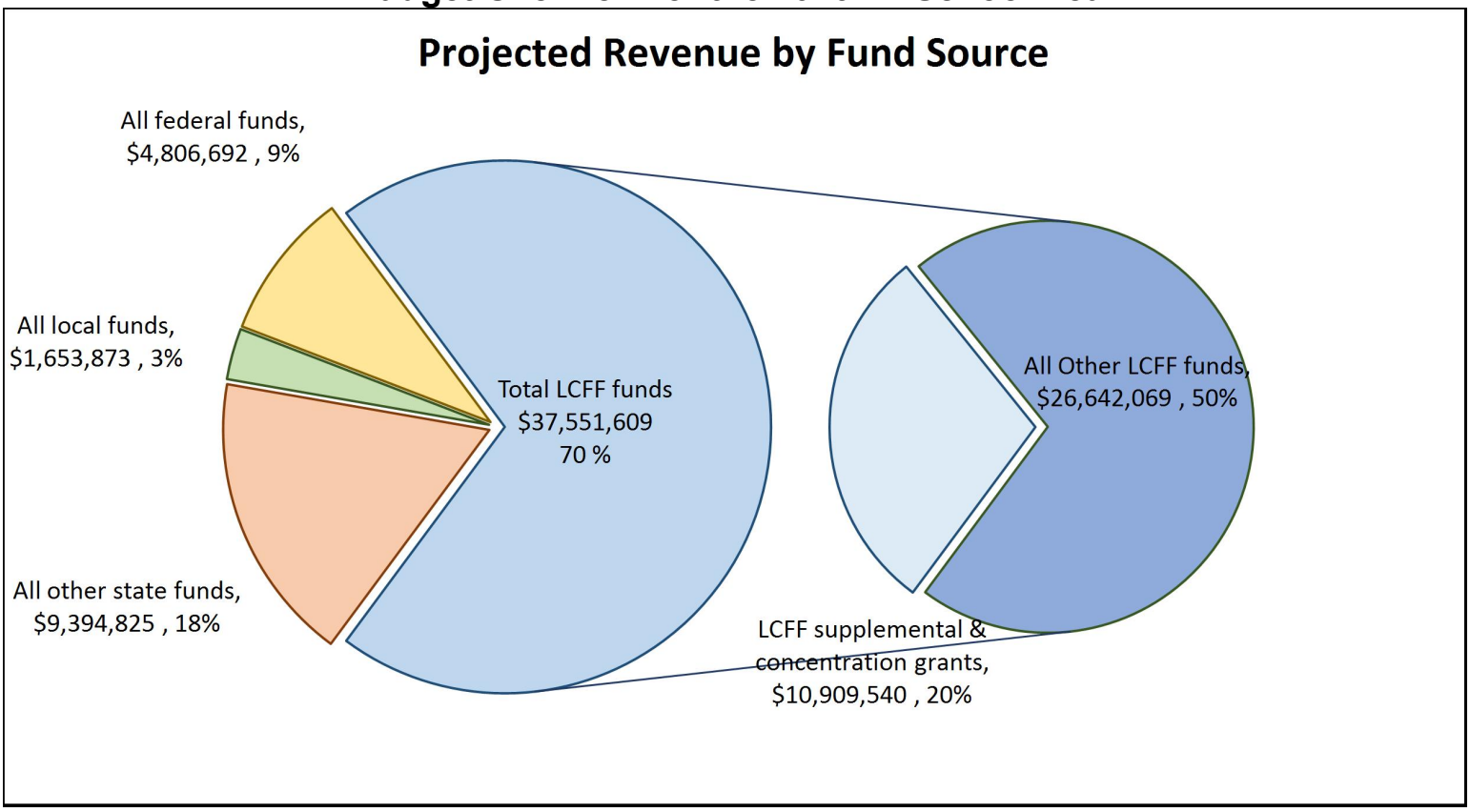
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Farmersville Unified School District
CDS Code: 54-75325-0000000
School Year: 2026-27
LEA contact information:
Mr. Manuel Mendez
Superintendent
mmendez@farmersville.k12.ca.us
(559) 592-2010

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

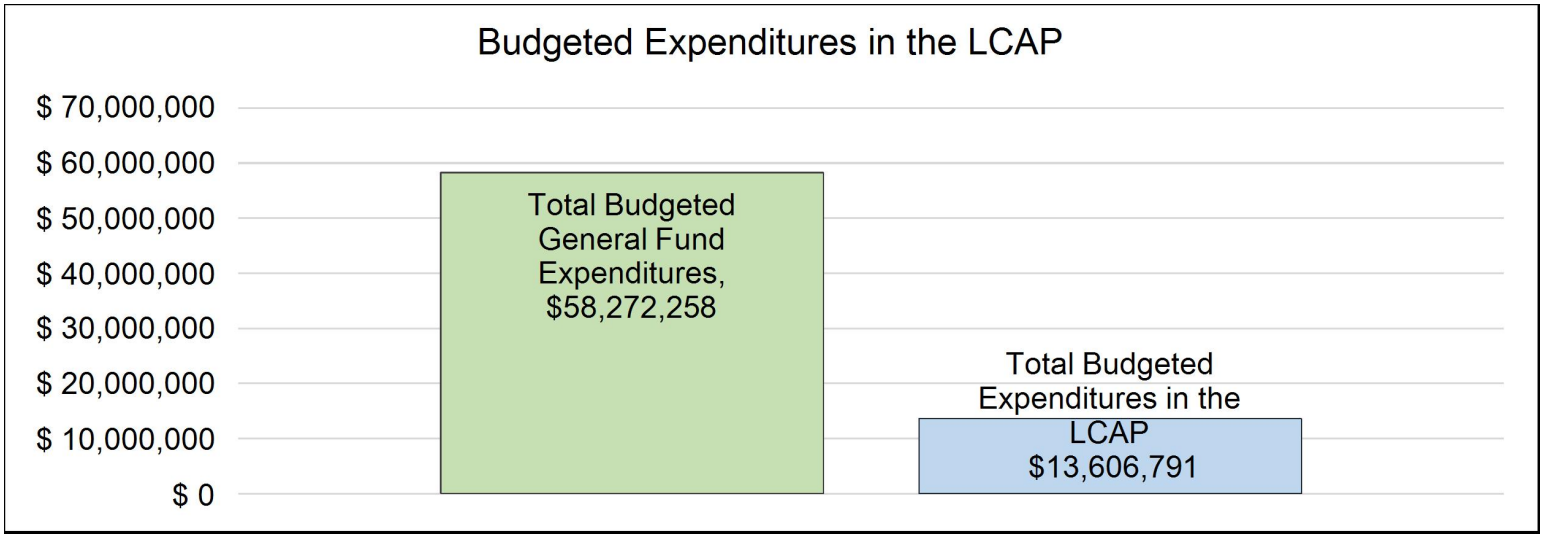


This chart shows the total general purpose revenue Farmersville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Farmersville Unified School District is $53,406,999, of which $37,551,609 is Local Control Funding Formula (LCFF), $9,394,825 is other state funds, $1,653,873 is local funds, and $4,806,692 is federal funds. Of the $37,551,609 in LCFF Funds, $10,909,540 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Farmersville Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Farmersville Unified School District plans to spend $58,272,258 for the 2026-27 school year. Of that amount, $13,606,791 is tied to actions/services in the LCAP and $44,665,467 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

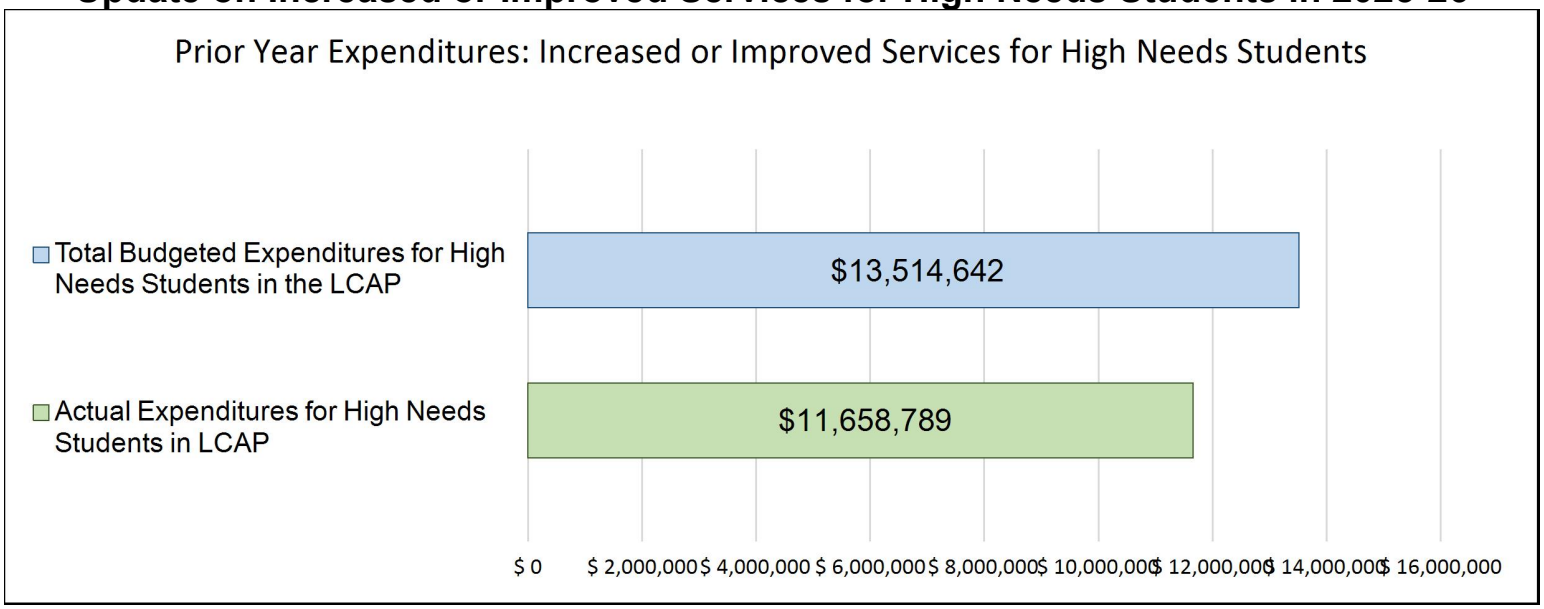
In addition to the expenditures identified within the Local Control and Accountability Plan (LCAP), the District incurs General Fund expenditures necessary to support the overall operation of the educational program and District services. These expenditures include salaries and benefits for certificated staff, classified staff, and district administration that support daily school and district operations. Additional expenditures not specifically identified in the LCAP include utilities, insurance, professional services, operational and administrative costs, and required General Fund contributions to support Special Education (SPED), Routine Maintenance Account (RMA), and Career Technical Education (CTE) programs.

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

In 2026-27, Farmersville Unified School District is projecting it will receive $10,909,540 based on the enrollment of Foster Youth, English learner, and low-income students. Farmersville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Farmersville Unified School District plans to spend $12,201,105 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Farmersville Unified School District's LCAP budgeted $13,514,642 for planned actions to increase or improve services for high needs students. Farmersville Unified School District actually spent $11,658,789 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,855,853 had the following impact on Farmersville Unified School District's ability to increase or improve services for high needs students:

While the District remains underspent overall, a significant portion of the unspent funds was budgeted for planned capital projects, including the Family Resource Center, CTE welding booths, and campus shade structures. In addition, the District continues to increase its capacity to serve dual language learners through the addition of certificated teaching staff dedicated to supporting this student population. The District also realized savings during the year as a result of staffing vacancies and positions remaining unfilled for portions of the school year. Furthermore, the District strategically utilized alternate funding sources to support LCAP-related goals and actions, which generated savings within LCFF-funded LCAP expenditures while still maintaining support for student programs and services.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Farmersville Unified School District	Mr. Manuel Mendez Superintendent	mmendez@farmersville.k12.ca.us (559) 592-2010

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Farmersville Unified School District serves approximately 2,311 students in grades TK-12. The district is located in the City of Farmersville, a rural agricultural community of approximately 10,000 residents in the Central Valley. District schools include three elementary schools, one junior high school, one high school, a continuation high school, and an adult school. The district has approximately 350 employees. The ethnic composition of the district student population is 95.7% Hispanic, 3% White, 0.6% Asian, and 0.4% Native American. The student population includes 91.4% designated as low income, 32% as English Learners, and the district's Unduplicated Pupil Percentage is 93.1%. Unduplicated Pupils are students identified as English Learners, Low Income, and/or 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 research-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.

Farmersville Unified School District has one school, Deep Creek Academy, identified for Targeted Support & Improvement (TSI) and no schools identified for Additional Targeted Support & Improvement (ATSI) or Comprehensive Support and Improvement (CSI). The district's alternative education school, Deep Creek Academy, received Equity Multiplier funding for the 2024-2025 and 2025-2026 school years.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

On the most recent 2025 CA School Dashboard, the LEA received some encouraging news with every student group (e.g., All students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and Hispanic) achieving "Blue" status on the Graduation Rate indicator. Additionally, the Socioeconomically Disadvantaged and Hispanic student groups met the "Green" status on the College and Careers indicator. Finally, the Long Term English Learners (LTELs) met the "Green" status on the English Learner Progress indicator. Other noteworthy strengths are listed below by school, indicator, and status.

Farmersville High School
* Graduation Rate: All Students (Blue), English Learners (Blue), Long Term English Learners (Blue), Socioeconomically Disadvantaged (Blue), Hispanic (Blue)
* College/Career: All Students (Green), Socioeconomically Disadvantaged (Green), Hispanic (Green)
* English Language Arts: All Students (Green), Socioeconomically Disadvantaged (Green), Hispanic (Green)

Freedom Elementary
* Suspension Rate: All Students (Green),
* ELPI: All Students (Green),

Snowden Elementary
* Suspension Rate: English Learners (Green)

There are significant challenges that stand out when reviewing the 2025 CA School Dashboard. FUSD had multiple student groups receive a "Red" status on the Math indicator at the LEA-level for all student groups including English Learners, Long Term English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and Students With Disabilities. Additionally, at the LEA level, LTELs, Homeless Youth, and Students with Disabilities received a "Red" in English Language Arts. Students with Disabilities and Homeless Youth both also are "Red" on the Suspension Indicator while Homeless Youth has an additional "Red" status for the Chronic Absenteeism indicator. The update of the 2024-2027 LCAP will continue focusing on the needs of these student groups identified in the "Red" status on the 2025 CA School Dashboard.

Deep Creek Academy
* Suspension Rate: All Students (Red), Socioeconomically Disadvantaged (Red), Hispanic (Red)

Farmersville High School
* English Learner Progress: All Students (Red), English Learners (Red), Long Term English Learners (Red)
* Math: English Learners (Red), Socioeconomically Disadvantaged (Red),
* Suspension: Students with Disabilities (Red)

Farmersville Junior High School

* Math: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), Hispanic (Red)
* English Language Arts: English Learners (Red), Students with Disabilities (Red),
* Science: English Learners (Red),
* Suspension: Students with Disabilities (Red),

Freedom Elementary
* English Language Arts: All Students (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red)
* Math: English Learners (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red)
* Suspension: Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), Hispanic (Red)

Snowden Elementary
* English Language Arts: All Students (Red), Socioeconomically Disadvantaged (Red), Hispanic (Red)
* Math: All Students (Red)
* Chronic Absenteeism: Students with Disabilities (Red)
* Suspension: Students with Disabilities (Red)

Hester Elementary
* Chronic Absenteeism: All Students (Red), English Learners (Red), Hispanic (Red),
* Suspension: All Students (Red), Socioeconomically Disadvantaged (Red), Hispanic (Red),
* English Learner Progress: All Students (Red), English Learners (Red),

Significant challenges were apparent when reviewing the 2023 CA School Dashboard. FUSD had multiple student groups receive a "Red" status on various indicators at the LEA-level including: Suspension Rate (Foster Youth, Homeless, and Students with Disabilities), English Language Arts (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic), and Mathematics (All Students, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities). Listed below are the noteworthy challenges at each school by indicator and student group. The 2024-2027 LCAP was initially developed with the focus and purpose to address these specific needs of the following student groups identified in the "Red" status.

Deep Creek Academy
* College & Careers: All Students (Very Low), Hispanic (Very Low), Socioeconomically Disadvantaged (Very Low)

Farmersville High School
* English Language Arts: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red), Hispanic (Red)
* College & Careers: English Learners (Very Low)

Farmersville Junior High School
* Suspension Rate: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), Hispanic (Red)

* English Language Arts: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red)
* Mathematics: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red), Hispanic (Red)

Freedom Elementary
* English Language Arts: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), Hispanic (Red)
* Mathematics: All Students (Red), English Learners (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), Hispanic (Red)

Snowden Elementary
* English Language Arts: Socioeconomically Disadvantaged (Red)

Hester Elementary
* English Learner Progress: English Learners (Red)
* Chronic Absenteeism: Students with Disabilities (Red)

Learning Recovery and Emergency Block Grant
FUSD has unexpended LREBG funds for the 2026-2027 school year.

LREBG-funded actions may be found in Goal 5, Actions 1-5.

FUSD needs assessment substantiated findings from the 2024 and 2025 CA School Dashboards related to academic progress, social-emotional and behavioral needs, and chronic absenteeism. A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with disabilities (SWD). Based on this, Goal 5, Action 1 directly addresses the need to provide more academic support during initial classroom instruction. State and local data also indicate significant behavioral needs among SED, EL, and foster youth students. Based on this, Goal 5 Action 4 directly address the need to provide increased social-emotional supports, create behavior plans, and work with staff members to identify and address behavior skill deficits. Finally, state and local data also show a significant attendance need among homeless youth, SED, ELs, and students with disabilities. Based on this, Goal 5 Action 3 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) process to intervene immediately when students demonstrate a pattern of chronic absenteeism. Action 5 will primarily support English Learners with literacy skills to support their progress in English Language Arts. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs. Action 2 was removed from the LREBG because the action will continue with a different funding source (School-Based Mental Health Grant) over the next four years.

The district may be receiving additional proposed LREBG funding outlined in the 2026 Education Omnibus Trailer Bill. This proposed funding would be identified and addressed as part of the district’s 2027-28 LCAP.

Reflections: Technical Assistance

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

In the Fall of 2025, Farmersville Unified School District was newly identified for Differentiated Assistance due to the 2025 CA School Dashboard outcomes with Homeless Youth (Academic, Chronic Absenteeism, Suspension) and Students with Disabilities (Academic, Suspension). The Tulare County Office of Education will continue to provide support and be available to assist FUSD in the current implementation status of research-based, schoolwide equity-based inclusive practices in the 2025-2026 and 2026-2027 school years. To support its academic performance, FUSD is ramping up its efforts with the work related to Professional Learning Communities (PLCs). Each Professional Learning Team (PLT) focuses on developing learning targets from the content standards and developing common formative assessments (CFAs) that all team members will use with their students. After the assessment is given, the teams develop a collective and common response to meet the additional needs of the students or to provide extensions of that work for others. This year, we are continuing to refine our learning targets and develop CFAs while ensuring they are clearly taught in each classroom. We are also developing common responses (RTI) after each CFA is given to provide intervention and/or enrichment. Our processes with homeless youth are also being revamped. More frequent proactive efforts are needed to ensure homeless youth receive the resources they need to access their education while also making contact with families to support homeless youth attending school regularly. Lastly, FUSD is tightening its MTSS systems to utilize other means of correction instead of suspension. This includes creating clear entry/exit criteria for interventions and supports, hiring additional behavior support staff through school-based mental health grants, and improving preventative measures such as increasing explicit teaching of behavior skills by all staff and providing intensive, explicit instruction with student practice in each intervention. Our work with MTSS systems of support and addressing unstructured time are directly affecting the work in Actions 2.1, 2.3, 2.4, 2.11, and 2.12. Additionally, addressing chronic absenteeism is directly impacting the work in Action 2.13.

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.

N/A - FJHS exited CSI status in the Fall 2024.

Support for Identified Schools

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

N/A - FJHS exited CSI status in the Fall 2024.

Monitoring and Evaluating Effectiveness

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

N/A - FJHS exited CSI status in the Fall 2024.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	* Met with local bargaining units to request feedback to inform the LCAP development [April 21, 2026] * Surveyed teachers to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [February 2 - 23, 2026] * Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026] * Held LCAP Open Forums during the day and evening to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March 4, 2026]. The LCAP forums were open to parents, students, community members, and staff.
Parents	* Met with representatives on the LCAP (PAC) Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026] * Surveyed parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [February 2 - 23, 2026] * Held LCAP Open Forums during the day and evening to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March 4, 2026]. The LCAP forums were open to parents, students, community members, and staff.
Students	* Met with representatives on the LCAP (PAC) Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026]

Educational Partner(s)	Process for Engagement
	* 2 students from grades 7-12 served on this committee to participate in the comprehensive needs assessment process, provide input, review the LCAP draft, and provide comments. * Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [February 2 - 23, 2026] * Held LCAP Open Forums during the day and evening to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March 4, 2026]. The LCAP forums were open to parents, students, community members, and staff.
Administrators	* Met with representatives on the LCAP (PAC) Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026] * Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [February 2 - 23, 2026] * Met with principals to receive input and feedback to inform the LCAP Development [February 12, February 19, February 26, March 12, 2026] * Held LCAP Open Forums during the day and evening to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March 4, 2026]. The LCAP forums were open to parents, students, community members, and staff.
Other School Personnel	* Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [February 2 - 23, 2026] * Met with representatives on the LCAP (PAC) Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026] * Held LCAP Open Forums during the day and evening to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March 4, 2026]. The LCAP forums were open to parents, students, community members, and staff.
Community Members	* Surveyed community members to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [February 2 - 23, 2026]

Educational Partner(s)	Process for Engagement
	* Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026] * Held LCAP Open Forums during the day and evening to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March 4, 2026]. The LCAP forums were open to parents, students, community members, and staff.
Local Bargaining Units	* Met with local bargaining units to request feedback to inform the LCAP development [December 2025 - April 2026] * Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026]
District English Language Advisory Committee (DELAC)	* Met with DELAC parents to review data, gather input, and develop the LCAP [January 26, February 23, March 23, April 20, 2026] * The full LCAP draft was shared with DELAC parents on May 18, 2026.
Deep Creek Academy Schoolsite Council (SSC), English Learner Advisory Committee (ELAC) (Equity Multiplier Schoolsite)	Each of the following educational partner groups was consulted at separate meetings in March 2026 and April 2026. SSC / ELAC (combined meetings) * Audience: Parents/community members, EL Parents, principal, teachers, staff * Topics discussed: School-level data analysis (CA School Dashboard - College and Career Readiness, Suspension, Graduation Metrics); School Plan for Student Achievement; Equity Multiplier funds and required LCAP goal, metrics, and actions
Parent Advisory Committee (PAC)	The district established a representative committee comprising parents and students to form the Parent Advisory Committee (PAC). Once the LCAP updated planning documents were released and approved by the state, the district used the PAC as well as the District English Learner Advisory Committee (DELAC) to get input and feedback to develop the LCAP document. The PAC representation who serve on the committee include the following subgroups: Foster youth, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. The full LCAP draft was shared for review and comment on April 9 and again on May 14, 2026 with the superintendent responding in writing to comments from this group.

Educational Partner(s)	Process for Engagement
	* Met with representatives on the PAC to receive input and feedback to inform the LCAP Development [December 11, 2025; February 12, March 12, April 9, May 14, 2026]

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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 and students to create a Parent Advisory Committee (PAC) as well as classified support staff, certificated teachers, community members, and administrators to create the district's LCAP Committee. Once the LCAP updated planning documents were released and approved by the state, the district used the LCAP Committee, the PAC, and the District English Learner Advisory Committee (DELAC) to receive input and feedback to develop the final LCAP document. The PAC's parent representation who serve on the committee include the following subgroups: Foster youth, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Separate Open Forums were also used to acquire feedback regarding district needs from parents, students, community members, and staff.

Farmersville Unified School District 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 survey allowed parents to provide feedback on the academic and social-emotional needs of students. In addition to the LCAP survey, the district provided open forums to consult with all educational partners (i.e., parents, students, community members, and staff) simultaneously. The feedback garnered from each of the parent, student, and staff survey results and the Open Forum events were reviewed by the Parent Advisory Committee to develop and finalize district priorities, actions, and services contained within the LCAP document.

Farmersville Unified School District utilized a series of activities to engage parents, students, staff, bargaining unit members, and community members. The district hosted two LCAP Open Forum meetings to discuss LCAP priorities.

During the data collection phase, educational partners shared their thoughts, feedback, and input. We then reviewed the themes among the data, including the feedback that educational partners mentioned the most frequently, and compared it to the data provided through our comprehensive needs assessment. This process was extremely important in informing our LCAP development and budget process.

The top responses gathered through the LCAP input process included the following:

Staff quotes:

- More aides for students
- More instructional aides that can work with all students
- Provide consistent Tier 2 support for students
- Spanish reading help for DL classes
- Continued implementation of RTI within the school day

- Tutoring
- Reading intervention in the primary grades
- Teachers need to provide best first instruction
- Newcomer ELs need academic support as soon as they enter our schools
- Support students in Reading
- Academic coaches need to be proactive and be in classrooms.
- Hire and retain qualified teachers
- More clubs and team building opportunities
- More workshops for parents
- Motivating students. Recognizing student success often, building relationships with students.
- Paent involvement at school
- More recognition events for students
- Provide recognition event for volunteers

Student quotes:

- More tutoring
- Giving students more attention
- Less work on computers
- Improve student engagement
- Give more information on managing stress and anxiety

Caregiver quotes:

- Provide more tutoring after school in all subject areas.
- Offer supplemental tutoring by outside agencies.
- Tutoring for all age groups
- Instructional aides for use in the classroom
- Small group support for reading
- Improved teacher preparation
- More reading support
- Monthly meetings with counselors
- Social skill development across the school
- Continue providing counselors and social workers at all schools
- Increase counseling services at elementary schools to decrease caseloads
- Anxiety and anger management supports for students
- Counselor and family supports
- More school activities for parents and students together
- Connect with parents to support students
- Use parent events like award ceremonies, performance events to announce school needs (volunteers, committee participation)

In the area of Family and Community Engagement, three themes rose to the top including support for actions related to effective communication, parent involvement/capacity building, and increased family-school interactions. Top responses included the following:

Staff quotes:

- More funding for schoolwide activities
- More recognition events for students
- More volunteer opportunities for parents
- Parent involvement at school
- Provide food and incentives for parents to attend meetings
- Provide translators for school events

Caregiver quotes:

- Bring parents to meetings. Get them involved using games, raffles.
- Have shorter parent meetings coupled with fun activities to bring more parents out
- Incentives for parents to come to the school for workshops and meetings. Provide dinner, child care
- Improve communication to families - more newsletters, timely communication for events
- Make meetings at times parents can attend. Don't do things before 5pm.
- Have meetings during the day and evenings. Provide daycare and Spanish translators.
- Gather parents in person to get their input. Don't rely on surveys.
- Give more notice for events, especially awards assemblies.
- Provide parent trainings to parents on what we can do at home. Reading, talking with our kids.
- Have more volunteer opportunities. Offer classes or events about social emotional development. Educate parents on topics that the school is dealing with

In the area of social-emotional wellness, multiple themes arose, including targeted support for student groups, welcoming and safe school environments, social-emotional well-being, and health services. The top responses included the following:

Student quotes:

- Better relationships with teachers and staff
- Talk to us
- Time with the counselor
- Give us a voice. Make decisions for the school.

Caregiver quotes:

- Make the counselor more available to students and parents
- Mental support services in school

- Provide more presentive help for students promoting no bullying and more kindness, specially at the K-6 grades
- Anxiety and anger management skills
- Need various check-ins with students

Staff quotes:
- Behavior aides for some students
- Providing consistent Tier 2 supports for our students
- We need our counselors and social workers to work more with the students
- Help students more with individualized attention.
- Kids with emotional needs should get help from counselors or from outside supports
- Create small group supports (e.g. social skills, rough behavior, bullying) to help specific needs
- More supervision to prevent unsafe or bullying behaviors
- Nurses at school have been helpful to keep kids at school
- More supervision during recesses and lunch

Areas of Strength by educational partner groups:

Parents/Caregivers
- There are lots of supports for students
- Afterschool program
- Lots of school events
- Computers for students
- Staff

Students
- Nice teachers
- Time with counselors
- Afterschool program

Certificated Staff
- Dedicated staff
- Instructional aides in classrooms
- CTE programs
- More social emotional support staff: counselors, social workers, aides

Classified Staff
- Caring staff
- Bilingual staff to help with parents
- SEL support for students

Management Staff

- Professional development
- Smaller class sizes
- Support staff
- More social workers and psychologists

Areas for Improvement by educational partner groups:

Caregivers

- Improve attendance. Absences are affecting academics
- Some students need more flexible tutoring options. Consider tutoring in the evenings or at the student's home through outside agencies
- Address potential transportation issues for homeless students and foster youth
- Provide more information to families experiencing homelessness so they can receive the appropriate and needed services
- Provide more training for support staff (aides & campus supervisors)
- Provide transportation for services with outside agencies
- Improve the behavior supports at the schools
- More coordination needed between homeless youth liaisons and behavior support staff
- Professional development needed for certificated staff (classroom management)
- Provide more options for parent education (workshops) to support parents
- Communicate needs at the school better to increase the number of parent volunteers
- Provide clarity on volunteer needs at each school
- School safety - physical and emotional - needs improvement.
- Pair parent meetings/trainings with school events (stack them). Cast a big net at parent events and share what the school needs are.
- Make meetings parent friendly - keep them to 20-30 minutes and pair them up with a training

Students

- Better teaching
- Less computer time
- Get to know us more. Connect with us.
- More college courses
- More time for lunch, faster lines, more options
- More electives at the junior high and high school
- Fewer student issues in classes and on campus. Handle bullying and mean kids

ELAC/DELAC

- Improved ELD strategies
- More reading and writing in all classes

- More teacher training with ELD - show them
- Reading intervention
- Writing workshops for parents. Can we help students with this at home?
- More tutoring in reading and writing
- Homework workshops for parents to support children at home
- Tutoring through outside agencies

Certificated Staff
- Need better designated ELD curriculum
- More time for PLT work
- Increase parent participation in the schools
- Address student behaviors in classroom and outside the classroom
- Increase the number of teachers
- Intervention teachers needed for reading and math
- Safety of staff and students

Classified Staff
- Instructional aides and noon duty staff need training to improve supervision of students
- Provide more instructional aides in the classrooms
- Maintain level of health and behavior support personnel
- More training for classified staff
- Help with student behaviors

Management Staff
- Provide professional development for support staff
- Expand reading intervention in elementary grades and into junior high
- Create an intervention resource center to support students exhibiting Tier 3 behaviors
- Expand athletic programs (frosh/soph teams)
- Provide support for parent events (translators and incentives)
- More funding for transportation for field trips

- Instructional aides to help with interventions (push-in or pull-out support)
- Professional development time for teachers to work in PLTs
- Assistant principals at the elementary schools
- Designated ELD support - time, curriculum, professional development
- Funds to provide student incentives (attendance, behavior, academics)
- Funds to provide parents incentives (food, daycare) to attend events

Community Partners
- Advertise the good things happening at the school

- More communication of school and district events - we want to support

Through the feedback we received from various educational partners, we maintained the following actions:
1.2: TK-12 Class Size
1.5: Broad Course of Study/CTE
1.7: Summer School
2.2 Bilingual School Nurse, LVNs, and Health Aides
5.1 Classroom Instructional Aides (using LREBG Funding)
5.3 Attendance Clerks (using LREBG Funding)
5.4 Behavior Counselor (using LREBG Funding)

Through the feedback we received from various educational partners, we added/updated the following actions:
1.1: Classroom Instructional Aides
1.8: 21st Century Technology
1.10 Assessment Coordinator
1.11 Data Coordinator
1.14 Educational Field Trips
1.15 Reading Intervention
2.1 School Counselors
2.3 Classroom Behavior Aides
2.4 Campus Supervisors and/or Noon-Duty Aides
2.6 Speech and Language Pathologists
2.7 Additional ELD Support
2.11 MTSS Student Interventions
2.15 School Safety Measures
2.16 Instructional Resource Center - New
3.1 Parent Education Classes
3.3 Supports for Parent Meetings
5.2 Psychologist
5.5 Reading Intervention - New

Goal 4 (Equity Multiplier Focus Goal) was influenced by the following educational partner feedback:

Deep Creek Academy SSC/ELAC
- Help students with grade level content, especially in ELA and math, to make up their credits (Action 4.1)
- Help students with direct instruction in reading (Action 4.1)
- Prepare students for college and careers after high school. (4.2)

- Develop systems of behavior support to motivate students, increase attendance, teach students social skills and appropriate replacement behaviors, decrease suspension (4.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement for all students and student groups in core content areas (ELA / ELD, Math, Science, Social Science) as measured by CAASPP, ELPAC, and district standards-based assessments. Increase student achievement in Preschool, Transitional Kindergarten, as well as CTE pathways.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The priority for this goal was based on a review of 2025 CA Dashboard results, CASSPP results from the last ten years (2016-2025), 2025 ELPAC results, and district benchmark assessment results in the core content areas (i.e. ELA, ELD, Math, Science, and Social Science). Student academic performance lags behind surrounding districts. Districtwide student academic performance data reflects a need to reduce grade-level student achievement gaps for all students and subgroups, especially with homeless youth and students with disabilities. While the area grew tremendously in the past year, student preparation for college and career opportunities beyond high school also needs to be improved. Input from educational partner groups, including parents, teachers, and administrators, reflects a priority to improve student performance in core content areas, improve initial instruction, and prepare students to be at grade level and prepared for college and career opportunities after high school. Educational partners also noted that improvement in the academic indicators on the California School Dashboard was critical, as well as improving student preparation in reading and math fundamentals at every grade level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP - English Language Arts	All= All district or All school student group SED= Socioeconomically Disadvantaged	Student Groups (2023-2024) FUSD	Student Groups (2024-2025) FUSD	FUSD All: 60 PBS SED: 60 PBS EL: 65 PBS LTEL: 65 PBS	FUSD All: +18.9 points SED: +19.6points EL: +23 points LTEL: -2.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Scale Score Distance From Grade Level Standard Data Source: CA School Dashboard	EL= English Learner LTEL= Long-term English Learner HIS= Hispanic FY= Foster Youth SWD= Students with Disabilities HY= Homeless Youth FUSD= Farmersville Unified School District PBS = Points Below Standard PAS = Points Above Standard Student Groups (2022-2023) FUSD All: 80.1 PBS (Red Indicator) SED: 82.3 PBS (Red) EL: 104.9 PBS (Red) LTEL: (not available) HIS: 80 PBS (Red) FY: (not available to protect privacy) SWD: 163.2 PBS (Red) HY: (not available to protect privacy) WHT: 63.9 PBS (No Color) School Sites and Student Groups Receiving a Red Indicator Include:	All: 66.3 PBS (Yellow Indicator) SED: 67.8 PBS (Yellow) EL: 93.9 PBS (Orange) LTEL: 105.3 PBS (Orange) HIS: 66.7 PBS (Yellow) FY: (not available to protect privacy) SWD: 140.3 PBS (Orange) HY: 88.2 PBS (No Color) WHT: 38.8 PBS (No Color) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville High School All: 26.8 PBS (Yellow) SED: 25.7 PBS (Yellow) Hispanic: 28.1 PBS (Yellow) EL: 89.1 PBS (Orange) Farmersville Junior High	All: 61.2 PBS (Yellow Indicator) SED: 62.7 PBS (Yellow) EL: 81.9 PBS (Orange) LTEL: 107.5 PBS (Red) HIS: 61.6 PBS (Yellow) FY: (not available to protect privacy) SWD: 144.2 PBS (Red) HY: 99.3 PBS (Red) WHT: 45.3 PBS (Orange) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville High School All: 13.1 PAS (Green) SED: 14.5 PAS (Green) Hispanic: 12.5 PAS (Yellow) EL: 36.8 PBS (Yellow) Farmersville Junior High	HIS: 60 PBS FY: 60 PBS SWD: 100 PBS HY: 60 PBS WHT: 45 PBS School Sites and Student Groups: Farmersville High School All: 40 PBS SED: 40 PBS Hispanic: 40 PBS EL: 60 PBS Farmersville Junior High All: 50 PBS SED: 50 PBS EL: 70 PBS Freedom Elementary All: 60 PBS SED: 60 PBS EL: 70 PBS HIS: 60 PBS SWD: 100 PBS Snowden Elementary SED: 60 PBS	HIS: +18.4 points FY: N/A SWD: +19 points HY: -11.1 points WHT: +6.7 points School Sites and Student Groups: Farmersville High School All: +68.3 points SED: +74.7 points Hispanic: +68.3 points EL: +64.9 points Farmersville Junior High All: +19.3 points SED: +20.9 points EL: +41.2 points Freedom Elementary All: +0.4 points SED: +0.8 points EL: +5.7 points HIS: +2 points SWD: +17.5 points Snowden Elementary SED: +9.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Farmersville High School All: 55.2 PBS (Red) SED: 60.2 PBS (Red) Hispanic: 55.8 (Red) EL: 101.7 PBS (Red) Farmersville Junior High All: 71.1 PBS (Red) SED: 71.8 PBS (Red) EL: 107.4 PBS (Red) Freedom Elementary All: 85.3 PBS (Red) SED: 87.9 PBS (Red) EL: 104 PBS (Red) HIS: 86.0 PBS (Red) SWD: 176.4 PBS (Red) Snowden Elementary SED: 89.6 PBS (Red)	All: 46.7 PBS (Yellow) SED: 49 PBS (Yellow) EL: 85.1 PBS (Orange) Freedom Elementary All: 88.2 PBS (Red) SED: 87.6 PBS (Red) EL: 102.1 PBS (Red) HIS: 88 PBS (Red) SWD: 144.6 PBS (Orange) Snowden Elementary SED: 71.7 PBS (Orange)	All: 51.8 PBS (Orange) SED: 50.9 PBS (Orange) EL: 66.2 PBS (Yellow) Freedom Elementary All: 84.9 PBS (Orange) SED: 87.1 PBS (Red) EL: 98.3 PBS (Orange) HIS: 84 PBS (Orange) SWD: 158.9 PBS (Red) Snowden Elementary SED: 80 PBS (Red)		
1.2	CAASPP - Math Student Scale Score Distance From Grade Level Standard Data Source: CA School Dashboard	Student Groups (2022-2023) FUSD All: 111.4 PBS (Red Indicator) SED: 113.1 PBS (Red) EL: 126.0 PBS (Red) LTEL: (not available) HIS: 111.1 PBS (Orange) FY: (not available to protect privacy)	Student Groups (2023-2024) FUSD All: 104.4 PBS (Orange Indicator) SED: 102.8 PBS (Orange) EL: 117.4 PBS (Orange) LTEL: 162.7 PBS (Orange)	Student Groups (2024-2025) FUSD All: 103.9 PBS (Red) SED: 105.2 PBS (Red) EL: 117.2 PBS (Red) LTEL: 170.3 PBS (Red)	Student Groups FUSD All: 80 PBS SED: 80 PBS EL: 90 PBS LTEL: 90 PBS HIS: 80 PBS FY: 80 PBS SWD: 130 PBS HY: 80 PBS	Student Groups FUSD All: +7.5 points SED: +7.9 points EL: +8.8 points LTEL: N/A HIS: +7.2 points FY: N/A SWD: +9 points HY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 186.3 PBS (Red) HY: (not available to protect privacy) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 114.1 PBS (Red) SED: 116.1 PBS (Red) EL: 152.5 PBS (Red) HIS: 112.0 PBS (Red) Freedom Elementary All: 107.6 PBS (Red) SED: 109.1 PBS (Red) EL: 120.1 PBS (Red) HIS: 108.2 PBS (Red) SWD: 195.0 PBS (Red)	HIS: 104.4 PBS (Orange) FY: (not available to protect privacy) SWD: 159 PBS (Red) HY: 108.9 PBS (No Color) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 98.7 PBS (Orange) SED: 99.2 PBS (Orange) EL: 136.2 PBS (Orange) HIS: 100.4 PBS (Orange) Freedom Elementary All: 106.7 PBS (Red) SED: 106.4 PBS (Red) EL: 102.1 PBS (Red) HIS: 88 PBS (Red) SWD: 144.6 PBS (Orange)	HIS: 103.9 PBS (Red) FY: (not available to protect privacy) SWD: 177.3 PBS (Red) HY: 177.4 PBS (Red) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 100.9PBS (Red) SED: 101.7 PBS (Red) EL: 124.2 PBS (Orange) HIS: 102.4 PBS (Red) Freedom Elementary All: 103.4 PBS (Orange) SED: 106 PBS (Red) EL: 110.3 PBS (Red) HIS: 102.7 PBS (Orange) SWD: 180 PBS (Red)	School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 80 PBS SED: 80 PBS EL: 100 PBS HIS: 80 PBS Freedom Elementary All: 70 PBS SED: 70 PBS EL: 80 PBS HIS: 70 PBS SWD: 140 PBS	School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: +13.2 points SED: +14.4 points EL: +28.3 points HIS: +9.6 points Freedom Elementary All: +4.2 points SED: +3.1 points EL: +9.8 points HIS: +5.5 points SWD: +15 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP - CAST Percentage of Students at Met/Exceeded Levels Data Source: DataQuest - California Science Test (CAST) Report	Student Groups (2022-2023) All: 13.21% SED: 12.58% EL: 0.95% LTEL: 0% HIS: 13.07% FY: (not available to protect privacy) HY: (not available to protect privacy) SWD: 8.7%	Student Groups (2023-2024) All: 10.9% SED: 12.08% EL: 0.55% LTEL: 0% HIS: 11.19% FY: (not available to protect privacy) HY: 0% SWD: 6.82%	Student Groups (2024-2025) All: 12.8% SED: 11.83% EL: 0.64% LTEL: 0% HIS: 11.84% FY: (not available to protect privacy) HY: 0% SWD: 3.57%	Student Groups All: 20% SED: 20% EL: 10% LTEL: 10% HIS: 20% FY: 20% HY: 20% SWD: 17%	Student Groups All: -0.41% SED: -0.75% EL: -0.31% LTEL: Maintained HIS: -1.23% FY: N/A HY: N/A SWD: -5.13%
1.4	Interim Benchmark Assessments - Social Science Percentage of Students at Met/Exceeded Levels Data Source: Illuminate	Student Groups (2023-2024) All: 73% SED: 73% EL: 54% LTEL: 50% FY: 92% SWD: 51%	Student Groups (2024-2025) - Mid Year All: 76% SED: 76% EL: 58% LTEL: 96% FY: 75% SWD: 21%	Student Groups (2025-2026) - Mid Year All: 66% SED: 66% EL: 51% LTEL: 37% FY: 67% SWD: 30%	Student Groups All: 76% SED: 76% EL: 60% LTEL: 56% FY: 93% SWD: 57%	Student Groups All: -7% SED: -7% EL: -3% LTEL: -13% FY: -25% SWD: -21%
1.5	ELPAC Results Percentage of English Learners at "Well-Developed" proficiency level on Summative ELPAC Data Source: DataQuest - Summative ELPAC Report	Student Groups (2022-2023) EL: 15.31% LTEL: 17.59%	Student Groups (2023-2024) EL: 12.42% LTEL: 16.83%	Student Groups (2024-2025) EL: 12.23% LTEL: 12.44%	Student Groups EL: 19.5% LTEL: 20%	Student Groups EL: -3.08% LTEL: -5.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	College and Career Indicator Percentage of Students at a Level of "College Prepared" - College/Career Levels & Measures Report Data Source: CA School Dashboard	Student Groups (2022-2023) All: 25.8% HIS: 27.2% EL: 7.1% (Red) LTEL: N/A SED: 25.1% SWD: 0% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 0% (Red) HIS: 0% (Red) SED: 0% (Red) Farmersville High School: EL: 9.3% (Red)	Student Groups (2023-2024) All: 34% (Yellow) HIS: 33.7% (Yellow) EL: 21.3% (Yellow) LTEL: 22.2% (Yellow) SED: 33.7% (Yellow) SWD: 0% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 0% (No Color) HIS: 0% (No Color) SED: 0% (No Color) Farmersville High School: EL: 27.7% (Yellow)	Student Groups (2024-2025) All: 43.7% (Green) HIS: 33.7% (Green) EL: 23.8% (Yellow) LTEL: 24.6% (Yellow) SED: 43.5% (Green) SWD: 26.7% (No Color) School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 0% (No Color) HIS: 0% (No Color) SED: 0% (No Color) Farmersville High School: EL: 30.2% (Yellow)	Student Groups All: 32% HIS: 33% EL: 15% LTEL: 25% SED: 32% SWD: 8% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 8% HIS: 8% SED: 8% Farmersville High School: EL: 20%	Student Groups All: +17.9% HIS: +6.5% EL: +16.7% LTEL: +18% SED: +18.4% SWD: +26.7% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: Maintained HIS: Maintained SED: Maintained Farmersville High School: EL: +20.9%
1.7	CTE Pathway Completion Rates Number of Students Completing At Least One CTE Pathway	Student Groups (2022-2023) All: 91 SED:73 EL:10 LTEL: (not available)	Student Groups (2023-2024) All:145 SED:120 EL:13	Student Groups (2024-2025) All:119 SED:106 EL:16	Student Groups All: 100 SED: 85 EL: 20 LTEL: 10 FY: 3	Student Groups All: +28 SED: +33 EL: +6 LTEL: N/A FY: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CALPADS Report 3.19	FY: 0 SWD: 4	LTEL: (not available) FY: 0 SWD: 5	LTEL: (not available) FY: 0 SWD: 7	SWD: 6	SWD: +3
1.8	STAR Reading Assessments Percentage of Students Reading at Grade Level Data Source: Renaissance STAR Reading Dashboard	Student Groups (2022-2023) All: 26% SED: 19% EL: 9% LTEL: 3% FY: 10% SWD: 5%	Student Groups (2024-2025) Winter 2024 All: 38% SED: 36% EL: 16% LTEL: 13% FY: 22% SWD: 10%	Student Groups (2025-2026) Fall 2025 All: 28% SED: 20% EL: 11% LTEL: 10% FY: 16% SWD: 14%	Student Groups All: 35% SED: 30% EL: 20% LTEL: 15% FY: 21% SWD: 17%	Student Groups All: +2% SED: +1% EL: +2% LTEL: +7% FY: +6% SWD: +9%
1.9	Elementary Music Program Participation Number of Students Enrolled in Elementary (K-6) Music Program Data Source: Aeries SIS	Student Groups (2023-2024) All TK - 3rd grade students receive elementary general music 4th - 50 (Recorder/General), 61 (choir) 5th - 46 (Band), 27 (choir) 6th - 13 (Band), 30 (choir)	Student Groups (2024-2025) All TK - 3rd grade students receive elementary general music 4th - 160 students (Music) 5th - 154 students (Music) 6th - 84 students (Music)	Student Groups (2025-2026) All TK-3rd grade students receive elementary general music 4th - 84 students (music) 5th - 115 students (music) 6th - 142 students (Music), 41 students (Beginning Band)	Student Groups All TK - 3rd grade students receive elementary general music 4th - 95 Music 5th - 95 Music 6th - 95 Music	Student Groups TK - 3rd grade: No change. All Students receive elementary general music. 4th: -27 (music) 5th: +42 (music) 6th: +140 (music)
1.10	State Adopted Standards-Based Materials Percentage of State Adopted Standards-	100%	School year 2024-2025: 100%	School year 2025-2026: 100%	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Based Instructional Materials in District Data Source: C&I Department					
1.11	Access to State Adopted Standards-Based Materials Percentage of Students with Sufficient Access to State Adopted Standards-Based Instructional Materials Data Source: C&I Department; Williams Visit Confirmation	100%	School year 2024-2025: 100%	School year 2025-2026: 100%	100%	No Change
1.12	Fully Credentialed Teachers Percentage of Teachers That Are Fully Credentialed Data Source: HR Database	91%	School year 2024-2025: 95.5%	School year 2025-2026 96.8%	94%	+5.8%
1.13	Appropriately Assigned Teachers Percentage of Teachers Holding Appropriate Teaching Authorization Data Source: HR Database	100%	School year 2024-2025: 100%	School year 2025-2026: 100%	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Common Core State Standards Implementation Data Source: Standards Implementation Survey (Local Indicator) - Average of Participant Responses	Implementation Level of Common Core State Standards 1- Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Implementation of Standards in the Following Areas: ELA: 3.6 ELD: 3.3 Mathematics: 3.6 Science: 3.0 History/Social Science: 2.9 Career Technical Education: 3.0 Health Education: 3.7 PE: 4.1 Visual and Performing Arts: 3.2 World Languages: 3.2	2023-2024 Implementation of Standards in the Following Areas: ELA: 3.6 ELD: 3.3 Mathematics: 3.9 Science: 3.1 History/Social Science: 2.7 Career Technical Education: 3.0 Health Education: 3.7 PE: 4.1 Visual and Performing Arts: 3.2 World Languages: 3.2	2024-2025 Implementation of Standards in the Following Areas: ELA: 3.7 ELD: 3.4 Mathematics: 3.7 Science: 3.0 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	Implementation of Standards in the Following Areas: ELA: 4.0 ELD: 4.0 Mathematics: 4.0 Science: 3.8 History/Social Science: 3.8 Career Technical Education: 3.8 Health Education: 4.1 PE: 4.5 Visual and Performing Arts: 4.0 World Languages: 4.0	Implementation of Standards in the Following Areas: ELA: +0.1 ELD: +0.1 Mathematics: +0.1 Science: No Change History/Social Science: +0.1 Career Technical Education: +1 Health Education: +0.3 PE: -0.1 Visual and Performing Arts: +0.8 World Languages: +0.8

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

1.1 Classroom Instructional Aides - This action was partially implemented. Fewer aides were hired than originally planned.
1.2 TK-12 Class Size - This action was fully implemented. The use of additional teachers allows us to have our class sizes lower than a 30:1 student-to-teacher ratio at each grade level.
1.3 Elementary Music Teachers, Music Instrument Repair - This action was fully implemented. Multiple music teachers are in place and shared across the school sites. Each elementary school has at least one fully dedicated music teacher to the site.
1.4 CTE Coordinator/ Counselor - This action was fully implemented. One CTE counselor supports the CTE efforts at FHS and DCA.
1.5 Broad Course of Study /CTE - This action was fully implemented.
1.6 CTE Expansion - This action was partially implemented. Timing with other districts projects as well as DSA requirements continues to impede the CTE expansion projects. Some of the projects will be finalized in Spring 2026, while others will be moved to the 2026-27 school year.
1.7 Summer School - This action was fully implemented. Summer school will be offered to all students in the district from June 9, 2026 to June 27, 2026.
1.8 21st Century Technology - This action was fully implemented. Technology and infrastructure have been purchased to meet student and teacher needs, but not all of the budget allocated to these expenses has been spent.
1.9 Computer Technicians / Web Specialist - This action was fully implemented. Each of these positions is filled, and support is being provided to all school sites to give students access and support.
1.10 Assessment Coordinator - This action was fully implemented. An assessment coordinator position was created and filled by a teacher on special assignment (TOSA).
1.11 Data Coordinator - This action was fully implemented. The data coordinator position is filled.
1.12 Save the Children Program - This action was fully implemented; however, the contribution that normally comes from the district was not fully needed since Save the Children often has grant monies that are used to fully pay for the cost of the program.
1.13 SCICON - This action was fully implemented. All 5th and 6th-grade students were able to attend SCICON.
1.14 - Educational Field Trips - This action was partially implemented. There continue to be challenges in implementation due to rising fuel costs that affect transportation. Field trips were planned, but some of the field trips did not take place due to a lack of fundraising measures to help bridge the total costs of the trip (transportation, registration, entrance fees, etc.).
1.15 - Reading Intervention - This action was partially implemented. Two reading specialists and two reading intervention aides were hired and started at the beginning of the school year. The third reading intervention aide for Freedom Elementary was not hired until mid-year.

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.

1.1 Classroom Instructional Aides - Expenditures were below the budgeted amounts due to turnover with instructional aides and some positions that were not filled.
1.5 Expenditures were below budgeted amount due to staff vacancies.

1.6 CTE Expansion - The goal is in the process of being implemented. Part of the costs will be in SY2025-26, with most of the project work being done and completed in 2026-27.
1.8 21st Century Technology - There was a greater-than-expected need to replace and update technology.
1.12 Save the Children Program - Contribution to the STC program is unspent as the program received additional funds to self-sustain this year.
1.13 SCICON - Expenditures were below the budgeted amount due to the projected budget being overstated. The goal will be adjusted annually to project costs on the student cohort size.
1.14 Academic Fieldtrips - Expenditures were below the budgeted amount because multiple field trips were changed to more local trips due to the high cost of transportation.
1.15 Reading Intervention - Expenditures were below the budgeted amounts due to not being fully staffed. This has resulted in expenditures being below the budgeted amounts.

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

1.1 Classroom Instructional Aides - This action was somewhat effective. Most student groups (All, SED, EL, Hispanic, White) grew on the CAASPP ELA, while minimal gains were realized on the CAASPP Math test by All students, EL, and Hispanic student groups. CAST results declined slightly overall and for the reported student groups, with the exception of LTELs. ELPAC Scores showed a decrease in the percentage of students moving into the level "4" or "Well Developed" range.
1.2 TK-12 Class Size - This action was somewhat effective. Most groups (All, SED, EL, Hispanic, White) grew on the CAASPP ELA, while minimal gains were realized on the CAASPP Math test by All students, EL, and Hispanic student groups. Additionally, STAR Reading assessment scores showed significant growth across all student groups through the Spring of 2026, with the largest growth occurring in 7th and 8th grade.
1.3 Elementary Music Teachers & Music/Theater Performances (TK-12) - This action was effective. Students participating in the district's music program continue to grow, especially at the elementary levels, where much of the expansion in services is taking place. Additionally, 100% of students continue to have access to a broad course of study, with 100% of students in grades TK-3rd participating in music instruction.
1.4 CTE Coordinator/ Counselor - This action was effective. The College/Career Indicator improved dramatically, with all student groups showing growth on the CA School Dashboard metric. All students, Hispanic, and SED students are now at a "Green" performance level on the CA School Dashboard. Additionally, CTE Pathway completion rates surged, with a 6.5% increase in students leaving high school at the "Prepared" level according to the CA School Dashboard
1.5 Broad Course of Study/ CTE - This action was effective. The College/Career Indicator improved significantly while the overall graduation rate increased by 1.3%. The dropout rate also decreased to 0% while A-G completion rates increased for SED, but had slight dips for other student groups.
1.6 CTE Expansion - This action was ineffective only because none of the projects were implemented this year. Growth in the College/Careers metrics was not attributed to any of the new project work that would have taken place this year. Perception data on whether the district offers a broad course of study, including CTE programs, was maintained at 83%.
1.7 Summer School - This action was somewhat effective. CAASPP scores in ELA increased while math scores remained largely the same. STAR reading assessment results also increased.
1.8 21st Century Technology - This action was mostly effective. CAASPP scores in ELA increased while math scores remained largely the same. ELPAC results were mixed, with 12% of students continuing to achieve a level of "4" overall.

1.9 Computer Technicians / Web Specialist - This action was mostly effective. CAASPP scores in ELA increased while math scores remained largely the same. ELPAC results show a decline in both EL and LTEL student groups.
1.10 Assessment Coordinator - This action was mostly effective. CAASPP scores in ELA increased while math scores remained largely the same. ELPAC results were mixed, with 12% of students continuing to achieve a level of "4" overall.
1.11 Data Coordinator - This action was mostly effective. CAASPP scores in ELA increased while math scores remained largely the same. ELPAC results were mixed, with 12% of students continuing to achieve a level of "4" overall.
1.12 Save the Children Program - This action was effective. STAR reading assessment scores increased across all student groups during the Spring of 2026.
1.13 SCICON - This action was somewhat effective. The CAST results showed minimal growth with all students, EL, and Hispanic groups realizing gains.
1.14 - Educational Field Trips - This action was somewhat effective. CAASPP scores in ELA increased while math scores remained largely the same. The CAST results showed minimal growth with all students, EL, and Hispanic groups realizing gains.
1.15 - Reading Intervention - This action was effective. CAASPP scores in ELA increased while math scores remained largely the same. The CAST results showed minimal growth with all students, EL, and Hispanic groups realizing gains. STAR reading assessment results also increased. ELPAC results were mixed, with 12% of students continuing to achieve a level of "4" overall.

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

1.1 Classroom Instructional Aides - Funds for professional development for this team to receive training throughout the year in instructional strategies and working with students with diverse needs will be included in the action.
1.2 TK-12 Class Size - This action will continue with no changes.
1.3 Elementary Music Teachers & Music/Theater Performances - This action will continue with no changes. The name of Metric 1.9, however, will change to "Elementary Music Program Participation," which will measure the number of students enrolled in an Elementary (K-6) Music program. This will improve music participation rather than tracking increases and decreases across the various music options (beginning music, choir, general music, band, guitar, etc.).
1.4 CTE Coordinator/ Counselor - This action will continue with no changes.
1.5 Broad Course of Study /CTE - This action will continue with no changes.
1.6 CTE Expansion - This action will continue with minor changes to the various projects within this action. The projects not completed in 2025-26 will be completed in 2026-27, along with other projects affecting the existing pathways, like the new health pathway. Equipment needs for the health pathway, including beds, medical equipment, manikins, and other items, will be purchased through this new pathway.
1.7 Summer School - This action will continue with no changes.
1.8 21st Century Technology - This action will change to include the purchase of tablets that will be issued to newcomer students to use language acquisition software at home, as well as hot spots for students on independent study. This will also support expected improvements in ELPAC assessments.
1.9 Computer Technicians / Web Specialist - This action will continue with no changes.
1.10 Assessment Coordinator - Funds for professional development will be allocated toward this action. The assessment coordinator will receive training throughout the year, with the expectation of providing training to various school teams (e.g., PLTs, guiding coalitions, principals)

1.11 Data Coordinator - Funds for professional development will be allocated toward this action. The data coordinator will receive training throughout the year, with the expectation of providing training to various school teams (e.g., attendance team, behavior support team)
1.12 Save the Children Program - This action will continue with no changes.
1.13 SCICON - This action will continue with no changes.
1.14 Educational Field Trips - This action will continue with a change to how the grade levels will receive funding. There will now be a schedule of trips that will remain the same from year to year for grades TK-6 to ensure equity across schools and a stronger tie-in to the academic program.
1.15 Reading Intervention - This action will continue, but will also now include professional development and additional curriculum sets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Instructional Aides	The district will hire and train classroom instructional aides to provide targeted language acquisition support for unduplicated students, including English Learners (EL), low-income (LI), and foster youth (FY). Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Hester Elementary - English Learners (EL) The effectiveness of this action will be monitored using English Learner performance on state ELPAC and CAASPP assessments.	$416,980.00	Yes
1.2	TK-12 Class Size	Provide supplemental funding to maintain small student-to-teacher ratios in grades TK-12 from baseline averages. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Hester Elementary - English Learners (EL) Specifically to address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District - All students, EL, Hispanic, SED, SWD Farmersville High School - All students, EL, Hispanic, SED Farmersville Junior High School - All students, EL, SED	$2,646,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Freedom Elementary - All Students, EL, Hispanic, SED, SWD Snowden Elementary - SED This action will encourage student engagement and the participation of unduplicated students, resulting in a more rigorous academic program for these pupils. The smaller class sizes allow the schools to respond sooner to student needs, utilizing small group differentiated instruction in and outside of the classroom in core content areas, including reading and math. The effectiveness of this action will be monitored using the STAR Reading and CAASPP ELA and Math data.		
1.3	Music, Art, and Theatre Teachers	Elementary music, art, and theatre teachers will provide increased exposure to all unduplicated K-6 students. These teachers will provide early support and development in the arts that will help develop student proficiency and interest in other music, art, or theatre classes in junior high and high school. Opportunities for students to observe and participate in music performances as well as theater productions inside and outside of the district, will also be provided. The effectiveness of this action will be monitored using student enrollment in the music, art, and theatre programs and access of students to a broad course of study.	$422,647.00	Yes
1.4	CTE Coordinator / Counselor	The CTE Coordinator/Counselor will improve the performance of student CTE pathway completers by strengthening the quality of each pathway and the connection to industry partners. Specifically to address the following Reds on the College and Careers Indicator (CCI) on the 2023 Dashboard: District - English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) Farmersville High School (FHS) - EL, SED, and SWD Deep Creek Academy (DCA) - EL, Hispanic, SED, All students	$206,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be monitored using the percent of unduplicated students meeting the college and career indicator and more students completing the CTE pathways.		
1.5	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 student performance on the college/career indicator. Specifically to address the following Reds on the College and Careers Indicator (CCI) on the 2023 Dashboard: District - English Learner (EL) Farmersville High School (FHS) - EL Deep Creek Academy (DCA) - All Students, Hispanic, Socio-economically Disadvantaged (SED) The effectiveness of this action will be monitored using access to a broad course of study, college/career indicator, A-G completion rates, graduation rate, and dropout rate.	$429,648.00	Yes
1.6	CTE Expansion	Provide funding to improve and expand CTE pathways in the district. Specifically to address the following Reds on the College and Careers Indicator (CCI) on the 2023 Dashboard: District - English Learner (EL) Farmersville High School (FHS) - EL Deep Creek Academy (DCA) - All Students, Hispanic, Socio-economically Disadvantaged (SED) This funding will cover the cost of much-needed CTE workspaces for students, including shade structures, welding booths, concrete pads, and equipment for the CTE programs at Farmersville High School, as well as CTE pathways being developed at Deep Creek Academy.	$853,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be monitored using CTE pathway completion rates, parent perception surveys of a broad course of study, and the college and career indicator.		
1.7	Summer School	Provide K-12 summer school services for unduplicated students including ELs, low income, and foster youth for intervention, remediation, and acceleration purposes. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - All students, EL, Hispanic, SED, SWD Farmersville High School - All students, EL, Hispanic, SED Farmersville Junior High School - All students, EL, SED Freedom Elementary - All Students, EL, Hispanic, SED, SWD Snowden Elementary - SED Additionally, this action will address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - All students, EL, SED, SWD Farmersville Junior High School - All students, EL, Hispanic, SED Freedom Elementary - All students, EL, Hispanic, SED, SWD The district will utilize standards-based intervention materials during summer school to target achievement gaps for unduplicated students. The effectiveness of this action will be monitored using STAR Reading assessments, local interim benchmark assessments, and state CAASPP testing data.	$175,000.00	Yes
1.8	21st Century Technology	Provide funding for the purchase of 21st-century technology and infrastructure that will prepare unduplicated students for 21st-century learning and improve their performance on the annual CAASPP and ELPAC assessments. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard:	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District - All students, EL, Hispanic, SED, SWD Farmersville High School - All students, EL, Hispanic, SED Farmersville Junior High School - All students, EL, SED Freedom Elementary - All Students, EL, Hispanic, SED, SWD Snowden Elementary - SED Additionally, this action will address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - All students, EL, SED, SWD Farmersville Junior High School - All students, EL, Hispanic, SED Freedom Elementary - All students, EL, Hispanic, SED, SWD Additionally, these technology resources allow each school to provide more opportunities for enrichment, intervention, credit recovery, increased rigor in core subject matter, and access to additional online resources to enrich the classroom curriculum. The effectiveness of this action will be monitored using student performance data from state CAASPP and ELPAC assessments.		
1.9	Computer Technicians / Web Specialist	Maintain funding for computer technicians 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 help with school-home communication. The effectiveness of this action will be monitored using student performance data from state CAASPP and ELPAC assessments.	$440,008.00	Yes
1.10	Assessment Coordinator	Maintain funding for an Assessment Coordinator to provide districtwide data analysis and reporting for local and state assessments. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - All students, EL, Hispanic, SED, SWD Farmersville High School - All students, EL, Hispanic, SED	$178,480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Farmersville Junior High School - All students, EL, SED Freedom Elementary - All Students, EL, Hispanic, SED, SWD Snowden Elementary - SED Additionally, this action will address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - All students, EL, SED, SWD Farmersville Junior High School - All students, EL, Hispanic, SED Freedom Elementary - All students, EL, Hispanic, SED, SWD The data will be used to support the Professional Learning Community (PLC) process at each school, which allows staff to review student data, share best practices, and plan instructional strategies to address specific student needs, especially for unduplicated students. The effectiveness of this action will be monitored using student performance data from state CAASPP and ELPAC assessments and local interim benchmark assessments.		
1.11	Data Coordinator	Maintain funding for a Data Coordinator to be available district-wide to ensure all student information is in alignment with state and local requirements. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - All students, EL, Hispanic, SED, SWD Farmersville High School - All students, EL, Hispanic, SED Farmersville Junior High School - All students, EL, SED Freedom Elementary - All Students, EL, Hispanic, SED, SWD Snowden Elementary - SED Additionally, this action will address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - All students, EL, SED, SWD Farmersville Junior High School - All students, EL, Hispanic, SED Freedom Elementary - All students, EL, Hispanic, SED, SWD	$143,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The data must be accurate to properly use for the Professional Learning Communities (PLC) process and meet the specific needs of unduplicated students. The effectiveness of this action will be monitored using student performance data from state CAASPP and ELPAC assessments.		
1.12	Save the Children Program	The Save the Children program is a partnership to support young mothers with parenting skills, life skills, and educational literacy to prepare their children for school. The district will continue to co-fund the Save the Children program to support unduplicated students by working with young mothers both in the district and in the school community. The effectiveness of this action will be monitored using data from STAR Reading assessments.	$30,000.00	Yes
1.13	SCICON	SCICON will be provided for 5th and 6th grade students to extend learning of the Common Core State Standards for unduplicated students. The effectiveness of this action will be monitored using data from local interim benchmark assessments and the state CAST assessment.	$45,000.00	Yes
1.14	Educational Field Trips	Provide unduplicated students with an extension of classroom instruction through educational field trips related to their field of study as a way of extending their learning through real-world application of their studies. Every grade level in grades TK-6 will have specific educational field trips they will participate in that grade level, while educational field trips in grades 7-12 will be based on specific content matter students are learning, as well as opportunities for college awareness and CTE promotion. The effectiveness of this action will be monitored using achievement data from CAASPP assessments and interim benchmark assessments in social science.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Reading Intervention	The district will hire and train 2 Reading Specialists and 3 Reading Intervention Aides to provide targeted reading interventions to unduplicated students in grades K-6 including English Learners (EL), low income (LI), and foster youth (FY). Reading Intervention curriculum will also be purchased along with professional development on how to use the curriculum. The effectiveness of this action will be monitored using academic performance on STAR Reading Assessments (local assessments) as well as on state CAASPP and ELPAC assessments.	$515,120.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Out of 56 LCAP Survey responses which include parents, students, community members, teachers, support staff, local bargaining units, and administrators, only 73.2% of our respondents believe that schools provide a safe environment for students, 78.6% think the school offers a caring environment for students, and 78.6% believe the school creates strong connections with students. An astonishing 41.2% of respondents are concerned with students' emotional well-being. To ensure equitable opportunities for students, the district has trained all schools in implementing Multi-Tiered Systems of Support, which provide students with both academic and social-emotional supports, ensuring they have equitable access to programs and services needed to improve student subgroup performance on identified state CA Dashboard Indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Percentage of Students Identified as Chronically Absent (Missing at least 10% of school year) Data Source: CA School Dashboard	Student Groups (2022-2023) All: 24.7% HY: 44.4% SED: 25.7% EL: 21.5% LTEL: (not available) HIS: 24.7%	Student Groups (2023-2024) All: 19.5% HY: 31.3% SED: 20.2% EL: 17.5% LTEL: 13% HIS: 19.1%	Student Groups (2024-2025) All: 19.9% HY: 36.6% SED: 20% EL: 17.1% LTEL: 13.3% HIS: 19.6%	Student Groups All: 16% HY: 20% SED: 17% EL: 13% LTEL: 13% HIS: 16% White: 25%	Student Groups All: -4.8% HY: -7.8% SED: -5.7% EL: -4.4% LTEL: N/A HIS: -5.1% White: -9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 37.1% FY: 8.7% SWD: 37.9% J.E. Hester Elementary (Red Indicator) SWD: 64.9%	White: 30.8% FY: 5.3% SWD: 29.1% J.E. Hester Elementary (Red Indicator) SWD: 48.2%	White: 28% FY: 12.5% SWD: 26.6% J.E. Hester Elementary (Red Indicator) SWD: 43.8%	FY: 5% SWD: 20% J.E. Hester Elementary SWD: 30%	FY: +3.8% SWD: -113% J.E. Hester Elementary SWD: -21.1%
2.2	Graduation Rate Percentage of 12th Grade Students Graduating from the District Data Source: CA School Dashboard	Student Groups (2022-2023) All: 95.9% SED: 95.8% HY: (Not Available) EL: 96.4% LTEL: (Not Available) HIS: 96.2% FY: (Not Available) SWD: 56.3%	Student Groups (2023-2024) All: 97.3% SED: 97.3% HY: (Not Available) EL: 100% LTEL: 100% HIS: 97.2% FY: (Not Available) SWD: 69.2%	Student Groups (2024-2025) All: 98.6% SED: 98.6% HY: 100% EL: 96.3% LTEL: 95.7% HIS: 98.6% FY: (Not Available) SWD: 100%	Student Groups All: 98% SED: 98% HY: 95% EL: 98% LTEL: 98% HIS: 98% FY: 95% SWD: 75%	Student Groups All: +2.7% SED: +2.8% HY: N/A EL: -0.1% LTEL: N/A HIS: +2.4% FY: N/A SWD: +43.7%
2.3	Dropout Rate Number of Students Dropping Out of School Data Source: CALPADS Report 1.8	Student Groups (2022-2023) All: 5 SED: 4 EL: 0 LTEL: 0 HIS: 5 FY: 0 HY: 4 SWD: 0	Student Groups (2023-2024) All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups (2024-2025) All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups All: 1 SED: 1 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups All: -5 SED: -4 EL: Maintained LTEL: Maintained HIS: -5 FY: Maintained HY: -4 SWD: Maintained
2.4	Suspension Rate Percentage of Students Being Suspended From School For At Least One Day	Student Groups (2022-2023) All: 5.4% (Orange Indicator) SED: 5.6% (Orange) EL: 4.9% (Orange)	Student Groups (2023-2024) All: 5.9% (Orange Indicator) SED: 6.1% (Orange)	Student Groups (2024-2025) All: 6.8% (Orange Indicator) SED: 6.9% (Orange)	Student Groups All: 4% SED: 4% EL: 4% LTEL: 4% HIS: 4%	Student Groups All: +1.4% SED: +1.3% EL: +0.5% LTEL: -1.3% HIS: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	LTEL: (not available) HIS: 5.1% (Orange) FY: 13.8% (Red) HY: 9.4% (Red) SWD: 8.1% (Red) Farmersville Junior High (Red Indicators) All: 19.3% (Red) SED: 20.2% (Red) EL: 24.1% (Red) HIS: 17.8% (Red) SWD - 25.0% (Red)	EL: 5.3% (Orange) LTEL: 12.2% (Orange) HIS: 5.8% (Orange) FY: 12% (Orange) HY: 4.3% (Green) SWD: 5.8% (Yellow) Farmersville Junior High (Red Indicators) All: 19.1% (Red) SED: 19.7% (Orange) EL: 22% (Orange) HIS: 18.9% (Red) SWD: 16.2% (Orange)	EL: 5.4% (Orange) LTEL: 10.9% (Orange) HIS: 6.6% (Orange) FY: 12% (Red) HY: 12.8% (Red) SWD: 10.6% (Red) Farmersville Junior High (Red Indicators) All: 12.3% (Yellow) SED: 13% (Yellow) EL: 12.6% (Orange) LTEL: 13.4% (Orange) HIS: 12.4% (Yellow) SWD: 19.6% (Red	FY: 9% HY: 7% SWD: 6% Farmersville Junior High (Red Indicators) All: 10% (Red) SED: 11% (Red) EL: 12% (Red) HIS: 8% (Red) SWD: 13% (Red)	FY: -1.8% HY: +3.4% SWD: +2.5% Farmersville Junior High (Red Indicators) All: -7% SED: -7.2% EL: -11.5% LTEL: 13.4% HIS: -5.4% SWD: -5.4%
2.5	Expulsion Rate Number of Students Being Expelled From the District Data Source: Expulsion Docket (MTSS Coordinator)	Student Groups (2023-2024) All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups (2024-2025) All: 1 SED: 0 EL: 1 LTEL: 0 HIS: 1 FY: 0 HY: 0 SWD: 0	Student Groups (2025-2026) All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups All: Maintained SED: Maintained EL: Maintained LTEL: Maintained HIS: Maintained FY: Maintained HY: Maintained SWD: Maintained
2.6	English Learners Making Progress Toward English Proficiency	Student Groups (2022-2023) EL: 51.3%	Student Groups (2023-2024) EL: 41.3%	Student Groups (2024-2025) EL: 44.2%	Student Groups EL: 57% J.E. Hester	Student Groups EL: -7.1% J.E. Hester

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of EL Students Moving up One Level on Summative ELPAC Data Source: CA School Dashboard - English Learner Progress Indicator	J.E. Hester (Red Indicator) EL: 15% (Red)	J.E. Hester (Red Indicator) EL: 27.1% (Yellow)	J.E. Hester (Red Indicator) EL: 2.9% (Red)	EL - 45%	EL: -12.1%
2.7	English Learner Reclassification Rate Percentage of EL Students Being Newly Reclassified Within the School Year Data Source: Aeries SIS Query	Student Groups (2022-2023) EL: 11.6% (1117 ELs, 147 RFEP, 1264 RFEP+ELs)	Student Groups (2023-2024) EL: 14%	Student Groups (2024-2025) EL: 9.5% (71/750)	Student Groups EL: 17%	Student Groups EL: -2.1%
2.8	At-Risk and Long-Term English Learner Counts Percentage of EL Students Identified as "At-Risk" or "LTEL" Data Source: DataQuest	Student Groups (2022-2023) At-Risk: 149 students (15% of all ELs) LTEL: 223 students (22.6% of all ELs)	Student Groups (2023-2024) At-Risk: 135 students (15% of all ELs) LTEL: 214 students (24% of all ELs) Total ELs: 891 Total RFEPs: 467	Student Groups (2024-2025) At-Risk: 106 students (14% of all ELs) LTEL: 217 students (29% of all ELs) Total ELs: 750 Total RFEPs: 501	Student Groups At-Risk: 12% LTEL: 19%	Student Groups At-Risk: -1% LTEL: +6.4%
2.9	A-G Completion Rates Percentage of Students Completing A-G Courses	Student Groups (2022-2023) All: 33.5% SED: 31.8% EL: 2.7%	Student Groups (2023-2024) All: 39.7% SED: 38.8% EL: 13%	Student Groups (2024-2025) All: 38.4% SED: 39.4% EL: 11.8%	Student Groups All: 37% SED: 36% EL: 8% LTEL: 8%	Student Groups All: +4.9% SED: +7.6% EL: +9.1% LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Aeries LCAP Dashboard (A/G Readiness 12th Graders)	LTEL: 2.7% FY: (not available) SWD: 0%	LTEL: 13% FY: 0% SWD: 15.4%	LTEL: N/A FY: 0% SWD: 6.7%	FY: 37% SWD: 8%	FY: Maintained SWD: +6.7%
2.10	Broad Course of Study - Perception Data Percentage of Respondents Reporting the District Provides Students with a Broad Course of Study Data Source: District LCAP Survey	Educational Partners (2023-2024) All: 86.4%	Educational Partners (2024-2025) All: 83.4%	Educational Partners (2025-2026) All: 87.5%	Educational Partners All: 90%	Educational Partners All: +1.1%
2.11	Access to a Broad Course of Study Percentage of District Students (Inclusive of Unduplicated and Those with Exceptional Needs) Enrolled in and/or Have Access to a Broad Course of Study Data Source: Master Schedules (Aeries)	100%	School year 2023-2024: 100%	School year 2024-2025: 100%	100%	No Change
2.12	Advanced Placement (AP) Passing Rate Percentage of Students Taking and Passing an AP Exam with a Score of "3" or Higher	Student Groups (Spring 2023) All: 38% (45/117) SED: 57% (43/76) EL: 40% (2/5) LTEL: 25% (1/4)	Student Groups (Spring 2024) All: 49% (46/93) SED: 51% (36/70) EL: 67% (2/3) LTEL: 0% (0/1)	Student Groups (Spring 2025) All: 41% (41/101) SED: 52% (38/73) EL: 18% (2/11) LTEL: 22% (2/9)	Student Groups All: 50% SED: 65% EL: 50% LTEL: 50% FY: 50% SWD: 50%	Student Groups All: +3% SED: -5% EL: -22% LTEL: -3% FY: N/A SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: FHS Counselors	FY: Not Applicable (No FY students took an AP test) SWD: Not Applicable (No SWD took an AP test)	FY: Not Applicable (No FY students took an AP test) SWD: Not Applicable (No SWD took an AP test)	FY: Not Applicable (No FY students took an AP test) SWD: 50% (1/2)		
2.13	College Enrollment (Dual Enrollment or Concurrent Enrollment) Number of Students Participating in Any College Course (Includes Disaggregated #s) Data Source: FHS Counselors	Student Groups (Spring 2023) All: 82 Students SED: 34/82 EL:7/82 LTEL: 7/82 FY: 0/82 SWD: 0/82	Student Groups (Spring 2024) All: 56 Students SED: 50/56 EL: 3/56 LTEL: 3/56 FY: 0/56 SWD: 0/56	Student Groups (Spring 2024) All: 77 Students SED: 51/77 EL: 7/77 LTEL: 5/77 FY: 4/77 SWD: 0/77	Student Groups All: 100 SED: 40/100 EL:20/100 LTEL: 20/100 FY: 5/100 SWD: 5/100	Student Groups All: -5 SED: +17 EL: 0 LTEL: -2 FY: +4 SWD: No Change
2.14	Health Supports Provided to Students Number of Total Student Contacts Needing Health Support Data Source: Aeries SIS	Student Groups (2022-2023) 13,550 Total Contacts All: 2,201 students SED: 1,888 EL: 887 FY: 12 SWD: 196	Student Groups (2023-2024) 18,578 Total Contacts All: 1,797 students SED: 1,540 EL: 627 FY: 25 SWD: 183	Student Groups (2024-2025) 14,820 Total Contacts All: 1,808 students SED: 1,463 HIS: 1,715 EL: 487 FY: 9 HY: 30 SWD: 176	Student Groups (2022-2023) 15,000 Total Contacts All: 2,300 students SED: 2,000 EL: 1,000 FY: 20 SWD: 200	Student Groups +1,270 Total Contacts All: -393students SED: -425 HIS: N/A EL: -400 FY: -3 HY: 30 SWD: -20
2.15	School Safety and Connectedness	Educational Partner Groups (2023-2024) Parents Safe environment: 81%	Educational Partner Groups (2024-2025) Parents	Educational Partner Groups (2025-2026) Parents	Educational Partner Groups Parents	Educational Partner Groups Parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Educational Partners Reporting Schools Are: Providing a Safe Environment Providing a Caring School Environment Creating Strong Connections with Students Data Source: District LCAP Survey (Anonymous Responses)	Caring environment: 83% Creating strong connections: 75% Students Safe environment: 74% Caring environment: 82% Creating strong connections: 84% Staff Safe environment: 78% Caring environment: 93% Creating strong connections: 89%	Safe environment: 83% Caring environment: 79% Creating strong connections: 74% Students Safe environment: 75% Caring environment: 71% Creating strong connections: 73% Staff Safe environment: 79% Caring environment: 90% Creating strong connections: 86%	Safe environment: 79% Caring environment: 76% Creating strong connections: 82% Students Safe environment: 100% Caring environment: 100% Creating strong connections: 100% Staff Safe environment: 81% Caring environment: 88% Creating strong connections: 88%	Safe environment: 85% Caring environment: 86% Creating strong connections: 80% Students Safe environment: 79% Caring environment: 85% Creating strong connections: 87% Staff Safe environment: 82% Caring environment: 95% Creating strong connections: 92%	Safe environment: -2% Caring environment: -7% Creating strong connections: -+7% Students Safe environment: +26% Caring environment: +18% Creating strong connections: +16% Staff Safe environment: +3% Caring environment: -5% Creating strong connections: -1%
2.16	Facilities / Safety Compliance Number and Percentage of Schools Receiving a Passing Score on the Facilities Inspections Tool (FIT) Report Data Source: FIT Report	6 schools (100%)	School year 2024-2025: 6 schools (100%)	School year 2025-2026: 6 schools (100%)	6 schools (100%)	No Change

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2.1 School Counselors - This action was fully implemented. Eight counselors provided support to students in the district. There were no challenges to implementation.
2.2 Bilingual School Nurse, LVNs, and Health Aides - This action was partially implemented. Most positions were filled except for 1 LVN.
2.3 Classroom Behavior Aides - This action was fully implemented. A total of nine behavior aides are funded to support student behavioral needs. Implementation challenges included a high turnover rate among instructional aides.
2.4 Campus Supervisors and/or Noon-Duty Aides - This action was fully implemented. Implementation challenges included a high turnover rate among noon duty aides.
2.6 Speech and Language Pathologists - This action was partially implemented. FUSD is like many other school districts in the area that have been unable to hire their own SLPs. Due to this challenge, FUSD had to contract with a variety of online speech service providers, which significantly increased the cost of the services.
2.7 Additional ELD Support - This action was partially implemented. Substitutes were hired to create a pull-out schedule for teachers to work with the EL Program Specialist, their Academic Coach, and a Tulare County Office of Education consultant to participate in training and coaching to integrate English Language Development strategies in the classroom.
2.8 EL Coordinator - LTEL Support - This action was fully implemented. The EL Coordinator worked with the Tulare County Office of Education to provide professional development to all staff in August 2025 and again in January 2026, as well as conduct multiple coaching sessions with each core content teacher throughout the school year.
2.9 Guidance Secretary - This action was fully implemented. This position has been filled. There were no challenges to implementation.
2.10 School Resource Officer - This action was fully implemented. The district pays for one out of its two SROs using LCAP funds. There were no challenges to implementation.
2.11 MTSS Student Interventions - This action was partially implemented. Academic tutoring is provided to students after school and on Saturdays. FUSD faces a challenge where few teachers are available to provide tutoring. Additionally, the after-school program is able to pay teachers more for tutoring.
2.12 MTSS Coordinator - This action was fully implemented. There were no challenges to implementation.
2.13 Attendance Clerks - This action was fully implemented. LCAP funds were used to multi-fund five attendance clerk positions. There were no challenges to implementation.
2.14 Media-Technology Specialists - This action was fully implemented. Media specialists are in place at each school site, supporting literacy efforts at each school. There were no challenges to implementation.
2.15 School Safety Measures - This action was partially implemented. FUSD is currently working on the implementation of ActivNet and placing new cameras on campuses. The project will be completed in the early fall of 2026.

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.

2.3 Classroom Behavior Aides - Expenditures were below the budgeted amount due to staff turnover at various times of the school year.
2.4 Campus Supervisors and/or Noon-Duty Aides - Expenditures were below the budgeted amount due to staff vacancies.

2.6 Speech Therapist - Expenditures exceed budgeted amounts due to increased need for contracted services.
2.7 Additional ELD Support - Expenditures were below the budgeted amount as the action was implemented internally and not through contracted services.
2.8 EL Coordinator - LTEL Support - Expenditures have exceeded the budgeted amount. The goal amount will be adjusted to more accurately reflect actual projected expenditures.
2.11 MTSS Student Interventions - Expenditures were below the budgeted amount due to staff vacancies.
2.15 School Safety Measures - Goal to be partially implemented in the current year. Carryover for 2026-27 will cover the total costs to complete the high costs of this action (ActivNet implementation and security cameras). Ongoing safety measures will be implemented, including updating gates, door locks, etc in the upcoming years.

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

2.1 School Counselors - This action was largely effective. The College/Career Indicator increased across every student group. Additionally, the graduation rate increased by 1.3%, the dropout rate remained at 0%, and the A-G completion rate remained fairly steady. The suspension rate increased by 0.9%. The percentage of students testing and passing the Advanced Placement tests remained fairly steady, although more students are now bypassing AP classes to take classes at the community college instead.
2.2 Bilingual School Nurse, LVNs, and Health Aides - This action was effective. Chronic absenteeism rates remained mostly steady (+0.3%) after a decrease the previous year. The number of total student contacts needing health supports decreased from Winter of 2025 to Winter of 2026 by 3,758, although the number of students receiving any type of health support increased by 10.
2.3 Classroom Behavior Aides - This action was not effective. While classroom behavioral aide supports are being provided to students, the intensity of behavioral incidents continues to increase, with many occurring at the primary grade levels. The suspension rate increased by 0.9%.
2.4 Campus Supervisors and/or Noon-Duty Aides - This action was partially effective. The suspension rate increased by 0.9%, with most suspensions occurring during unstructured portions of the school day, including recess, lunch, and transition periods. Metric 2.15 School Safety and Connectedness shows that students indicate they are in a safe environment (+26%) or a caring environment (+18%), and that they create strong connections (+16%) at school.
2.6 Speech and Language Pathologists - This action was partially effective. CAASPP ELA scores increased, while math scores remained largely unchanged.
2.7 Additional ELD Support - This action was ineffective. ELPAC results for Spring of 2025 were mixed, with 12% of students continuing to achieve a level of "4" overall, while the percentage of reclassifications decreased.
2.8 EL Coordinator - LTEL Support - This action was partially effective. ELPAC results from 2025 show a decrease of 7.1% in the number of students growing at least one level on the summative ELPAC compared to the previous year. Additionally, 12% of students continue to achieve a level of "4" overall, while the percentage of reclassifications decreased by 2.1%. The percentage of EL students "At Risk" decreased by 1%, although the percentage of LTELs grew by 6.4%.
2.9 Guidance Secretary - This action was effective. Students were placed in courses that supported their interests and satisfied various graduation, A-G, and CTE requirements. The College/Career Indicator's measure of students being prepared for college increased by 6.5%. The graduation rate increased by 1.3% while the dropout rate remained at 0%, and the A-G Completion rates largely remained the same.
2.10 School Resource Officer - This action was somewhat effective. Chronic absenteeism rates were maintained (+0.3%); however, the suspension rate increased by 0.9%, and the expulsion rate decreased to 0%.

2.11 MTSS Student Interventions - This action was somewhat effective. Most student groups (All, SED, EL, Hispanic, White) grew on the CAASPP ELA, while minimal gains were realized on the CAASPP Math test by All students, EL, and Hispanic student groups. The CAST results showed minimal growth with all students, EL, and Hispanic groups realizing gains. ELPAC Scores showed a decrease in the percentage of students moving into the level "4" or "Well Developed" range. Surveys measuring school safety and connectedness show that a lower percentage of parents believe that the school is a safe environment, even though more students and staff believe it is. All three groups believe that the schools create strong connections, and fewer parents and staff believe the school provides a caring environment.
2.12 MTSS Coordinator - This action was somewhat effective. Most student groups (All, SED, EL, Hispanic, White) grew on the CAASPP ELA, while minimal gains were realized on the CAASPP Math test by All students, EL, and Hispanic student groups. The CAST results showed minimal growth with all students, EL, and Hispanic groups realizing gains. Chronic absenteeism increased by 0.3% after decreasing by 5.2% the previous year, and the suspension rate increased by 0.9%.
2.13 Attendance Clerks - This action was somewhat effective. Chronic absenteeism rates were maintained with a net change of +0.3% overall
2.14 Media-Technology Specialists - This action was somewhat effective. CAASPP ELA scores increased, while math scores remained largely unchanged. STAR reading assessment results also increased.
2.15 School Safety Measures - This action was somewhat effective since it is still being implemented. Additionally, chronic absenteeism rates were maintained (+0.3%); however, the suspension rate increased by 0.9%, and the expulsion rate decreased to 0%.
2.14 Media-Technology Specialists - This action was somewhat effective. CAASPP scores in ELA increased while math scores remained largely the same. STAR reading assessment results also increased.

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

2.1 School Counselors - This action will change to reduce the number of counselors throughout the district from 8 to 7. Deep Creek Academy will not have a counselor due to the low number of students (approximately 25) attending continuation school.
2.2 Bilingual School Nurse, LVNs, and Health Aides - This action will change to include only one LVN instead of 2 LVNs. Educational partners continue to share their preference for having nurses and health aides be available to students to help minimize instructional time lost for health-related reasons.
2.3 Classroom Behavior Aides - This action will continue with changes. Each school's PBIS teams will be working on tightening its behavior supports and interventions, including articulating entry and exit criteria for Tier 3 intensive behavior supports. Behavior intervention plans (BIPs) and Behavior Support Plans (BSPs) will be developed and shared with each of the behavior aides to be more explicit with the services they are expected to provide to identified students throughout the day. Funds for professional development will be allocated toward this action as well with a focus on behavior support strategies necessary to work with a diverse group of students and their specific needs. Additionally, the number of behavior aides needed in the action description was removed due to the changing number of aides needed. Those needs are dependent on aggressive student behaviors as well as declining student enrollment.
2.4 Campus Supervisors and/or Noon-Duty Aides - This action will continue with changes. Site administrators will provide training throughout the year, as well as use data to make decisions with this team to respond to behavior patterns across the campus during unstructured portions of the school day. Additionally, the number of noon duty aides and supervisors needed in the action description was removed due to the changing number of staff members needed to support this work, as well as declining student enrollment.
2.6 Speech and Language Pathologists - This action will continue, but with changes. If the district cannot hire its own SLPs, all services will be provided by an outside contractor, which will significantly increase costs.

2.7 Additional ELD Support - This action will continue with changes. The district will continue to contract with an outside agency to work with the EL Program Specialist, academic coaches, and staff to schedule specific dates for teacher release time to work with staff and train, model, and coach them in ELD strategy implementation. Additionally, a supplemental ELD curriculum will be purchased to help support designated ELD instruction at each school. Tablets and language development software will also be purchased to provide newcomer students the ability to accelerate their acquisition of the English language at home.
2.8 EL Coordinator - LTEL Support - This action will continue with no changes. The EL Coordinator will continue to be paid 30% out of the LCAP to address the needs of At-Risk and LTEL students.
2.9 Guidance Secretary - This action will continue with no changes.
2.10 School Resource Officer - This action will continue with no changes.
2.11 MTSS Student Interventions - This action will now include the ability to contract with outside agencies to provide tutoring for homeless youth and students with disabilities outside of the regular school day at home or in public places (i.e. public library). Additionally, an expanded plan for the use of student incentives to support the school in the areas of academics, behavior, attendance, and literacy will be created.
2.12 MTSS Coordinator - This action will continue with no changes.
2.13 Attendance Clerks - This action will continue with no changes.
2.14 Media-Technology Specialists - This action will continue with no changes.
2.15 School Safety Measures - This action will continue to complete the ActivNet project not completed during the 2025-26 school year as well as purchase additional radios for elementary, junior high, and high school. Additional equipment for securing gates and classroom doors will also be included.
2.16 Instructional Resource Center - This is a new action. FUSD will contract with Tulare County Office of Education to provide targeted behavioral and instructional support as part of the district's Tier 3 offerings. This service will enhance the district’s ability to meet its goals by promoting student success, improving engagement, and reducing exclusionary practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselors	Maintain funding for 7 counselors to assist unduplicated students with school guidance as well as academic and social-emotional support. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Foster Youth, Homeless Youth, SWD Farmersville Junior High School - All students, EL, Hispanic, SED, SWD	$1,484,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School counselors will implement counseling standards to support improved student academic performance and provide social-emotional support. The effectiveness of this action will be monitored using suspension rates, CCI metric, A-G completion rates, graduation rates, dropout rates and AP exam scores.		
2.2	Bilingual School Nurse, LVNs, and Health Aides	Provide a bilingual School Nurse, 1 LVN, and 4 Health Aides to be available at all schools to ensure that all unduplicated students' health needs, dental, and eye-care are addressed immediately during school hours. Specifically to address the following Reds on the Chronic Absenteeism metric on the 2023 Dashboard: Hester Elementary - SWD The effectiveness of this action will be monitored using the chronic absenteeism rates on the CA School Dashboard.	$581,607.00	Yes
2.3	Classroom Behavior Aides	The district will maintain funding for classroom behavior aides to support the acute behavior needs of unduplicated students. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Foster Youth, Homeless Youth, SWD Farmersville Junior High School - All students, EL, Hispanic, SED, SWD Effectiveness of this action will be monitored using student suspension data.	$371,140.00	Yes
2.4	Campus Supervisors and/or Noon-Duty Aides	Maintain funding for campus supervisors and noon-duty aides to ensure an inclusive school environment while supporting the behavioral needs of all unduplicated students.	$668,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be monitored using student suspension rates as well as connectedness data from student surveys.		
2.6	Speech and Language Pathologists	Maintain funding for unduplicated students who need Speech and Language Pathology support. The district has approximately 200 students identified with Special Needs including Speech. Of those students, nearly half of them are English Learners, and over two-thirds are identified as socioeconomically disadvantaged (SED), hence the need to support unduplicated count students. The effectiveness of this action will be monitored using CAASPP ELA and Math assessment results.	$471,800.00	Yes
2.7	Additional ELD Support	Provide additional hourly and/or substitute coverage in order for each school's Academic Coaches and the District EL Coordinator to provide/facilitate professional development in English Language Development strategies. Provide supplemental ELD curriculum to support designated ELD instruction. Provide online access to language learning software to newcomer students to help expedite language acquisition at home. Specifically to address the following Reds on the English Learner Progress Indicator metric on the 2023 Dashboard: Hester Elementary - EL These ELD strategies and the use of supplemental ELD curriculum aligned to the English Language standards will accelerate the rate at which English Learners move toward reclassification. The effectiveness of this action will be monitored using EL Progress data on the ELPAC as well as through EL Reclassification rates.	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	EL Coordinator - LTEL Support	The EL Coordinator will provide/facilitate professional development in English Language Development strategies targeting the progress of English Learners, At-Risk of Long-Term English Learners, and Long-Term English Learners. Specifically to address the following Reds on the English Learner Progress Indicator metric on the 2023 Dashboard: Hester Elementary - EL The ELD strategies will focus heavily on the language domains of reading and writing as these are the areas of the ELPAC that are the most challenging for EL students. The effectiveness of this action will be monitored using EL Progress results on the ELPAC assessment as well as through the EL Reclassification rates.	$54,060.00	Yes
2.9	Guidance Secretary	The guidance secretary will provide assistance for all high school counselors to provide college and career planning for all unduplicated students. Specifically to address the following Reds on the College and Careers Indicator metric on the 2023 Dashboard: District - EL, SWD Farmersville High School - EL, SWD The effectiveness of this action will be monitored using the college and career indicator, graduation rates, dropout rates, and A-G completion rates.	$69,938.00	Yes
2.10	School Resource Officer	The School Resource Officer (SRO) will provide services that address the social-emotional and mental-health well-being of unduplicated students. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Foster Youth, Homeless Youth, SWD	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Farmersville Junior High School - All students, EL, Hispanic, SED, SWD The role of the School Resource Officer will be to educate students in the areas of conflict resolution, impact of drugs, anti-tobacco education, crime prevention, and de-escalation behaviors. The effectiveness of this action will be monitored using student chronic absenteeism rates, suspension rates, and expulsion rates.		
2.11	MTSS Student Interventions	The district will provide funding to assist with the implementation of Multi-Tiered Systems of Support (MTSS) at each school. This includes the development and implementation of academic and behavior support systems, providing academic tutoring at school or at home, student incentives, and professional development related to behavior support system implementation. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - All students, EL, Hispanic, SED, SWD Farmersville High School - All students, EL, Hispanic, SED, Farmersville Junior High School - All students, EL, SED, Freedom Elementary - All Students, EL, Hispanic, SED, SWD, Snowden Elementary - SED, Additionally, this action will address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - All students, EL, SED, SWD Farmersville Junior High School - All students, EL, Hispanic, SED Freedom Elementary - All students, EL, Hispanic, SED, SWD This will consist of academic and social-emotional student interventions. MTSS student interventions will target English Learners, low-income students, and foster youth students to close achievement gaps. The effectiveness of this action will be monitored using data from state CAASPP assessments, suspensions, and SEL surveys.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	MTSS Coordinator	The MTSS Coordinator will coordinate, monitor, and support school sites and classrooms with professional development and resources to address attendance, behavior, and academics. The effectiveness of this action will be monitored using student attendance rates, suspension rates, and CAASPP results.	$238,180.00	Yes
2.13	Attendance Clerks	The district will maintain funding for Attendance Clerks to follow up on unduplicated student absences. Specifically to address the following Reds on the Chronic Absenteeism metric on the 2023 Dashboard: Hester Elementary - SWD The effectiveness of this action will be monitored using chronic absenteeism rates across the district.	$215,504.00	Yes
2.14	Media-Technology Specialists	The district will provide media-technology specialists at the school sites so they may provide media services related to the acquisition, circulation, distribution, and recovery of library materials. Media Specialists will assist with targeted literacy support to unduplicated students. The effectiveness of this action will be monitored using data from STAR Reading assessments, CAASPP assessments, and district SEL surveys.	$444,720.00	Yes
2.15	School Safety Measures	School Safety Measures will provide schools with an increased ability to properly respond to a variety of minor and major safety issues at each school campus with an increased number of tools, including the use of ActivNet, surveillance cameras, radios for classrooms, new perimeter gates and classroom door safety locking mechanisms. ActivNet will be used by staff to quickly respond to major safety incidents, including active shooters. Surveillance cameras will provide increased	$135,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coverage to properly address minor and major behavioral concerns involving rough behavior, truancy, fighting, and vaping on campus. Classroom radios will allow quick communication by classroom teachers to specialized staff who may be mobile on campus to help address student safety concerns anywhere on campus. The effectiveness of this action will be monitored using student chronic absenteeism rates, suspension rates, and expulsion rates.		
2.16	Instructional Resource Center (IRC)	The Instructional Resource Center (IRC) will provide students with specialized educational materials and support services to address academic and behavior challenges through individualized skill-building and behavior support. This action is being provided specifically to address the Reds on the Chronic Absenteeism and Suspension metrics on the 2025 CA School Dashboard with student groups including Homeless Youth and Students with Disabilities. The effectiveness of this action will be monitored using chronic absenteeism and suspension rates.	$250,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Over half of the LCAP survey respondents provided feedback indicating recommendations to improve parent participation and engagement in the education of students. Barriers that prevent increased parent engagement include access to adult education, parent training to take on active roles in their child's education, and parent education/engagement workshops to develop the background and knowledge base of parents. Providing parent education courses to build familiarity and background knowledge of the school's supports and systems will increase the level of parent and community stakeholder engagement in the education of their children.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation Number of Parent/Guardian Participants in District and School Parent Education Workshops Data Source: Sign-In Sheets and Counts of Participants at District and School Events	225 Parents	2024-2025 237 Parents (Mid-Year Count)	2025-2026 118 parents	350	-107 parents
3.2	Parent Participation on District and School Leadership Committees	2023-2024 Data: DELAC: 6 Parents	2024-2025 DELAC: 7 Parents	2025-2026 DELAC: 4 Parents	DELAC: 10 DAC/LCAP Committee: 12 SSC/ELAC: 40	DELAC: -2 DAC/LCAP Committee: -2 SSC/ELAC: +3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Parent/Guardian Participants in District and School Leadership Committees (DELAC, DAC/LCAP Committee, SSC/ELAC) Data Source: Sign-in Sheets of District and School Leadership Committees	DAC/LCAP Committee: 6 Parents SSC/ELAC: 28 Parents	DAC/LCAP: 6 Parents SSC/ELAC: 53 Parents	DAC/LCAP: 4 Parents SSC/ELAC: 31 Parents		
3.3	Parent Contacts Number of Parents/Guardians Receiving Support through Family Resource Center Data Source: Sign-In Sheets, Phone Logs and Student/Parent Referrals to Outside Agencies THIS METRIC HAS BEEN DISCONTINUED.	(New Metric - No baseline available) Baseline will be established upon final data from the 2024-2025 school year.	2024-2025 0 Parents	2025-2026 0 Parents	400	No Change
3.4	Parent Participation in School Events Number of Parent/Guardian Participants in School Events (i.e. Literacy Night, Open House, Back to School Night,	(New Metric - No baseline available)	(New Metric - No baseline available)	(New Metric - No baseline available)	900 Contacts per Elementary School 400 Contacts per Secondary School	(New Metric - No baseline or comparison available at this time.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Music Performances, etc) Data Source: Sign-in Sheets for School Events, Head Counts of Participants					

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

3.1 Parent Education Classes - This action was fully implemented. A series of PIQE classes was offered to parents at each school.
3.2 Community Liaisons - This action was fully implemented.
3.3 Supports for Parent Leadership Meetings - This action was fully implemented. Spanish translators were available for every meeting where they were needed.
3.4 Family Resource Center - This action was not implemented because it was eliminated.

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.

3.1 Parent Education Classes - Expenditures were below the budgeted amount due to budget being overstated and an alternate funding source was identified for expenses. Title I for approximately $12k, that was utilized for this expense.
3.3 Supports for Parent Leadership Meetings - Expenditures were below the budgeted amount due to an underutilization of this resource.

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

3.1 Parent Education Classes - This action was not effective. PIQE continues to draw out the largest number of parents for any workshop or series of workshops, but participation has dropped from a year ago.
3.2 Community Liaisons - This action was not effective. The number of parent participants in educational workshops and in district or school leadership committees has dropped from a year ago.
3.3 Supports for Parent Leadership Meetings - This action was somewhat effective. Some schools are receiving more parent turnout, while others are not. The DELAC committee and the SSC for DCA and Freedom Elementary experienced hardships with fielding a quorum at many meetings.

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

3.1 Parent Education Classes - Expand offerings beyond PIQE. Examples: Understanding content standards, helping children manage stress and anxiety, recognizing signs of emotional distress and cyberbullying)
3.2 Community Liaisons - This action will continue with no changes.
3.3 Supports for Parent Leadership Meetings - This action will continue with changes, including a new title for the action. It will change to "Supports for Parent Involvement" to allow for the ability to increase parent volunteerism, parent participation in school events, and parent participation in leadership meetings. Educational partners highlighted the need to create more active partners within the broader parent community through attending school events, creating opportunities for parents to volunteer aside from field trips, and bringing more families into meetings like the SSC, ELAC, and WASC. A new metric (Metric 3.4 - Parent Participation in School Events) will be introduced to Goal 3 to track parent participation in school events, which will indicate that a parent participation pipeline is forming at school events that will support increases in parent involvement in Parent Education workshops as well as in Leadership Meetings. Action 3.3 will now also cover increased costs for fingerprinting volunteers, a parent volunteer recognition event at the end of the year, and parent volunteer costs such as training, shirts, and badges)
3.4 Family Resource Center - This action has already been discontinued. As a result, Metric 3.3 will also be removed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education Classes	Contract with parent education agencies to provide parent education classes (in English and Spanish) and workshops to increase the level of parent engagement, targeting parents of unduplicated students. Parent incentives for attending these classes will include food, raffles, childcare, and school swag. The effectiveness of this action will be monitored using enrollment data from parent education classes.	$83,200.00	Yes
3.2	Community Liaisons	Maintain funding for 5 bilingual Community Liaisons to develop community engagement, provide parent-teacher and staff communication and parent outreach to increase the level of parent engagement for unduplicated students.	$209,609.00	No

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be monitored using data reflecting parent participation in school leadership activities (SSC, ELAC, etc.) as well as at school events.		
3.3	Supports for Parent Involvement	Provide funding for Spanish Translators to translate needed documents for parents of unduplicated count students and provide interpretation services for the community, including parents of EL students, at school events. Support volunteerism at the school and increase parent participation in school events. Effectiveness of this action will be monitored using parent survey results as well as participation numbers at Parent Leadership Meetings and Parent Events	$21,633.00	Yes
3.4	Family Resource Center	Provide funding to develop a Farmersville Family Resource Center (FRC) that will provide a variety of wraparound services to unduplicated students as well as to parents, families, and the community. The FRC would provide much-needed supplemental services for health, mental health, and socio-emotional needs. Effectiveness of this action will be monitored using student attendance rates, suspension rates, and number of contacts through the FRC. THIS ACTION HAS BEEN DISCONTINUED.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students at Deep Creek Academy, particularly Hispanic, low-income, and English Learner students, will receive additional academic, behavioral, and social emotional supports that will lead toward growth in meeting or exceeding standards in ELA and math as measured by CAASPP test results, an increase in the college and career indicator, and a decrease in the suspension rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CAASPP Results from 2024-2025 show that 13.33% of Deep Creek Academy (DCA) students scored at the Met/Exceeded level in ELA and 0% scored at the Met/Exceeded level in Math. The ELA Indicator on the CA School Dashboard shows that DCA students were 142.6 points below standard compared to 8.1 points below standard statewide. The Math Indicator shows that DCA students were 236.6 points below standard compared to 42.4 points below standard statewide. The suspension indicator shows that suspension rates for all students, including Hispanic and socioeconomically disadvantaged students are over 18.4% above the state's rates. The College and Career Indicator shows that DCA has 0% of its students prepared for college and/or career opportunities beyond 12th grade compared to 51.7% statewide. These needs show that there is a great need, echoed by educational partners including students, staff and parents, for improved instructional support in the critical content areas as well as improving outcomes for students graduating from DCA and providing behavioral and social-emotional supports for at-risk youth to avoid instances of suspension for Education Code 48900 violations. We plan to improve ELA and math performance by providing targeted instructional support in the core content areas and working with individuals and small groups of students to address the factors that lead to at-risk behaviors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP - English Language Arts Student Scale Score Distance From Grade Level Standard	All= All district or All school student group SED= Socioeconomically Disadvantaged HIS= Hispanic	Student Groups (2023-2024) All: 154.1 PBS Hispanic: 154.1 PBS SED: 161 PBS	Student Groups (2024-2025) All: 142.6 PBS Hispanic: 142.4 PBS SED: 142.6 PBS	Student Groups All: 100 PBS Hispanic: 100 PBS SED: 100 PBS	Student Groups All: +42.1 points Hispanic: +42.3 points SED: +38.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	PBS = Points Below Standard Student Groups (2022-2023) All: 184.7 PBS Hispanic: 184.7 PBS SED: 181.5 PBS				
4.2	CAASPP - Math Student Scale Score Distance From Grade Level Standard Data Source: CA School Dashboard	Student Groups (2022-2023) All: 251.8 PBS Hispanic: 251.8 PBS SED: 252.1 PBS	Student Groups (2023-2024) All: 237.4 PBS Hispanic: 237.4 PBS SED: 238.9 PBS	Student Groups (2024-2025) All: 236.6 PBS Hispanic: 236.1 PBS SED: 236.6 PBS	Student Groups All: 175 PBS Hispanic: 175 PBS SED: 175 PBS	Student Groups All: +15.2 points Hispanic: +15.7 points SED: +15.5 points
4.3	College and Career Indicator Percentage of Students at a Level of "College Prepared" Data Source: CA School Dashboard	Student Groups (2022-2023) All: 0% (Very Low) Hispanic: 0% (Very Low) SED: 0% (Very Low)	Student Groups (2023-2024) All: 0% Hispanic: 0% SED: 0%	Student Groups (2024-2025) All: 0% Hispanic: 0% SED: 0%	Student Groups All: 15% Hispanic: 15% SED: 15%	Student Groups All: Maintained Hispanic: Maintained SED: Maintained
4.4	Suspension Rate Percentage of Students Being Suspended From School For At Least One Day Data Source: CA School Dashboard	Student Groups (2022-2023) All: 7.1% (Orange) Hispanic: 7.5% (Orange) SED: 7.9% (Orange)	Student Groups (2023-2024) All: 11.9% (Red) Hispanic: 12.3% (Red) SED: 10.2% (Red)	Student Groups (2024-2025) All: 21.3% (Red) Hispanic: 20.9% (Red) SED: 21.7% (Red)	Student Groups All: 3.5% Hispanic: 3.5% SED: 3.5%	Student Groups All: +14.2% Hispanic: +13.4% SED: +13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	College and Career Readiness Percent of Student Participation Data Source: Sign In Sheets and Schedules	New Metric	Completing the FAFSA All students: 100% Meeting with College of the Sequoias Representative All students: 93% Participating in Career Workshops All students: 84%	Completing the FAFSA All students: 100% Meeting with College of the Sequoias Representative All students: 100% Participating in Career Workshops All students: 100%	Completing the FAFSA All students: 100% Meeting with College of the Sequoias Representative All students: 100% Participating in Career Workshops All students: 100%	Completing the FAFSA All students: Maintained Meeting with College of the Sequoias Representative All students: +7% Participating in Career Workshops All students: +16%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

4.1 Professional Development - This action was not implemented.
4.2 College and Career Opportunities - This action was implemented. The school provided guest speakers and a career day as well as trips to college campuses. There were no charges for guest speakers and career day since individual speakers volunteered their time. College visits were paid for using funds from LCAP Action 1.14.
4.3 Behavior and Social-Emotional Supports - This action was implemented. Through partnerships with outside agencies, many of the services provided to students were provided for free and had no costs associated with them.

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.

4.1 Professional Development - No expenses as action was not implemented.
4.2 College and Career Opportunities - No expenses as the action was implemented with services that were provided to the school free of charge.
4.3 Behavior and Social-Emotional Supports - Expenditures were below the budgeted amount as these services were provided for free.

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

4.1 Professional Development - The action was partially effective. The school implemented first instruction in both ELA and math for 11th and 12th graders in addition to continuing other courses through APEX. Two new continuation teachers replaced the previous teachers from 2024-25. The new teachers did not require professional development in ELA or math since they are content experts in their respective fields. The 2024-25 CAASPP scores in ELA increased by 11.5 points while math increased slightly by 0.8 points.
4.2 College and Career Opportunities - The action was effective. 100% of students completed the FAFSA. Additionally, 100% of students participated in career workshops and met with the College of the Sequoias representative. This represents an increase of 7% and 16%, respectively.
4.3 Behavior and Social-Emotional Supports - The action was ineffective. Suspensions significantly increased in 2025-2026.

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

4.1 Professional Development - This action will be scaled back. Only one teacher will continue in the continuation program as it returns to an APEX format so she may need support in math since she has her expertise in ELA. The professional development needs will not be as intense as support for only one teacher and one aide will be needed.
4.2 College and Career Opportunities - The action will continue without changes.
4.3 Behavior and Social-Emotional Supports - The action will continue but will also include purchasing supplemental curriculum for behavior supports for Tiers 1-3.
4.4 Academic - This is a new action to help support small group instruction in reading and math. Metric 4.5 has been added to help measure the College and Career Readiness of students completing the DCA program and determine the effectiveness of the school's efforts in this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Provide professional development opportunities to continuation program teachers to support the implementation of effective teaching strategies in ELA and mathematics, the use of student assessment data to inform instructional decision-making, and support the professional learning community (PLC) process.	$5,000.00	No
4.2	College and Career Opportunities	Provide enhanced aftercare opportunities for all continuation school students. Increase the college and career opportunities for all students through the implementation of enhanced resources including but not	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		limited to college visits, guest speakers, and resume workshops that will align with FAFSA workshops, career assessments and career days.		
4.3	Behavior and Social-Emotional Supports	Provide professional development for building multi-tiered behavioral supports in the classrooms and across the school. Implement enhanced social-emotional learning (SEL) efforts that include parent conferences, referrals to external agencies, and alignment with district multi-tiered systems of support (MTSS) efforts. Purchase supplemental curriculum for behavior supports for Tiers 1-3.	$20,000.00	No
4.4	Academic Intervention	Provide academic intervention throughout the day for students struggling in reading and math. The focus will be on addressing learning gaps in foundational reading and math skills not learned in elementary school and junior high.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide comprehensive academic, social-emotional, and attendance support to enhance student well-being and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To address learning loss and support students' holistic development, the district will utilize Learning Recovery Emergency Block Grant funding to expand staffing resources, including instructional aides, psychologists, attendance clerks, and behavior counseling services. These roles will provide targeted interventions, improve attendance rates, and promote positive mental health outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP - English Language Arts Student Scale Score Distance From Grade Level Standard Data Source: CA School Dashboard	All= All district or All school student group SED= Socioeconomically Disadvantaged EL= English Learner LTEL= Long-term English Learner HIS= Hispanic FY= Foster Youth SWD= Students with Disabilities HY= Homeless Youth FUSD= Farmersville Unified School District	Student Groups (2023-2024) FUSD All: 66.3 PBS (Yellow Indicator) SED: 67.8 PBS (Yellow) EL: 93.9 PBS (Orange) LTEL: 105.3 PBS (Orange) HIS: 66.7 PBS (Yellow)	Student Groups (2024-2025) FUSD All: 61.2 PBS (Yellow Indicator) SED: 62.7 PBS (Yellow) EL: 81.9 PBS (Orange) LTEL: 107.5 PBS (Red) HIS: 61.6 PBS (Yellow)	FUSD All: 60 PBS SED: 60 PBS EL: 65 PBS LTEL: 65 PBS HIS: 60 PBS FY: 60 PBS SWD: 100 PBS HY: 60 PBS School Sites and Student Groups: Farmersville High School	FUSD All: +18.9 points SED: +19.6points EL: +23 points LTEL: -2.2 points HIS: +18.4 points FY: N/A SWD: +19 points HY: N/A WHT: N/A School Sites and Student Groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PBS = Points Below Standard PAS = Points Above Standard Student Groups (2022-2023) FUSD All: 80.1 PBS (Red Indicator) SED: 82.3 PBS (Red) EL: 104.9 PBS (Red) LTEL: (not available) HIS: 80 PBS (Red) FY: (not available to protect privacy) SWD: 163.2 PBS (Red) HY: (not available to protect privacy) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville High School All: 55.2 PBS (Red) SED: 60.2 PBS (Red) Hispanic: 55.8 PBS (Red) EL: 101.7 PBS (Red) Farmersville Junior High All: 71.1 PBS (Red)	FY: (not available to protect privacy) SWD: 140.3 PBS (Orange) HY: 88.2 PBS (No Color) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville High School All: 26.8 PBS (Yellow) SED: 25.7 PBS (Yellow) Hispanic: 28.1 PBS (Yellow) EL: 89.1 PBS (Orange) Farmersville Junior High All: 46.7 PBS (Yellow) SED: 49 PBS (Yellow) EL: 85.1 PBS (Orange) Freedom Elementary All: 88.2 PBS (Red)	FY: (not available to protect privacy) SWD: 144.2 PBS (Red) HY: 99.3 PBS (Red) WHT: 45.3 PBS (Orange) School Sites and Student Groups Receiving a Red Indicator Include: Farmersville High School All: 13.1 PAS (Green) SED: 14.5 PAS (Green) Hispanic: 12.5 PAS (Yellow) EL: 36.8 PBS (Yellow) Farmersville Junior High All: 51.8 PBS (Orange) SED: 50.9 PBS (Orange) EL: 66.2 PBS (Yellow) Freedom Elementary	All: 40 PBS SED: 40 PBS Hispanic: 40 PBS EL: 60 PBS Farmersville Junior High All: 50 PBS SED: 50 PBS EL: 70 PBS Freedom Elementary All: 60 PBS SED: 60 PBS EL: 70 PBS HIS: 60 PBS SWD: 100 PBS Snowden Elementary SED: 60 PBS	Farmersville High School All: +68.3 points SED: +74.7 points Hispanic: +68.3 points EL: +64.9 points Farmersville Junior High All: +19.3 points SED: +20.9 points EL: +41.2 points Freedom Elementary All: +0.4 points SED: +0.8 points EL: +5.7 points HIS: +2 points SWD: +17.5 points Snowden Elementary SED: +9.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 71.8 PBS (Red) EL: 107.4 PBS (Red) Freedom Elementary All: 85.3 PBS (Red) SED: 87.9 PBS (Red) EL: 104 PBS (Red) HIS: 86.0 PBS (Red) SWD: 176.4 PBS (Red) Snowden Elementary SED: 89.6 PBS (Red)	SED: 87.6 PBS (Red) EL: 102.1 PBS (Red) HIS: 88 PBS (Red) SWD: 144.6 PBS (Orange) Snowden Elementary SED: 71.7 PBS (Orange)	All: 84.9 PBS (Orange) SED: 87.1 PBS (Red) EL: 98.3 PBS (Orange) HIS: 84 PBS (Orange) SWD: 158.9 PBS (Red) Snowden Elementary SED: 80 PBS (Red)		
5.2	CAASPP - Math Student Scale Score Distance From Grade Level Standard Data Source: CA School Dashboard	Student Groups (2022-2023) FUSD All: 111.4 PBS (Red Indicator) SED: 113.1 PBS (Red) EL: 126.0 PBS (Red) LTEL: (not available) HIS: 111.1 PBS (Orange) FY: (not available to protect privacy) SWD: 186.3 PBS (Red) HY: (not available to protect privacy) School Sites and Student Groups Receiving a Red Indicator Include:	Student Groups (2023-2024) FUSD All: 104.4 PBS (Orange Indicator) SED: 102.8 PBS (Orange) EL: 117.4 PBS (Orange) LTEL: 162.7 PBS (Orange) HIS: 104.4 PBS (Orange) FY: (not available to protect privacy) SWD: 159 PBS (Red) HY: 108.9 PBS (No Color)	Student Groups (2024-2025) FUSD All: 103.9 PBS (Red) SED: 105.2 PBS (Red) EL: 117.2 PBS (Red) LTEL: 170.3 PBS (Red) HIS: 103.9 PBS (Red) FY: (not available to protect privacy) SWD: 177.3 PBS (Red) HY: 177.4 PBS (Red)	Student Groups FUSD All: 80 PBS SED: 80 PBS EL: 90 PBS LTEL: 90 PBS HIS: 80 PBS FY: 80 PBS SWD: 130 PBS HY: 80 PBS School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 80 PBS SED: 80 PBS EL: 100 PBS	Student Groups FUSD All: +7.5 points SED: +7.9 points EL: +8.8 points LTEL: -7.6 points HIS: +7.2 points FY: N/A SWD: +9 points HY: N/A School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: +13.2 points SED: +14.4 points EL: +28.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Farmersville Junior High All: 114.1 PBS (Red) SED: 116.1 PBS (Red) EL: 152.5 PBS (Red) HIS: 112.0 PBS (Red) Freedom Elementary All: 107.6 PBS (Red) SED: 109.1 PBS (Red) EL: 120.1 PBS (Red) HIS: 108.2 PBS (Red) SWD: 195.0 PBS (Red)	School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 98.7 PBS (Orange) SED: 99.2 PBS (Orange) EL: 136.2 PBS (Orange) HIS: 100.4 PBS (Orange) Freedom Elementary All: 106.7 PBS (Red) SED: 106.4 PBS (Red) EL: 102.1 PBS (Red) HIS: 88 PBS (Red) SWD: 144.6 PBS (Orange)	School Sites and Student Groups Receiving a Red Indicator Include: Farmersville Junior High All: 100.9PBS (Red) SED: 101.7 PBS (Red) EL: 124.2 PBS (Orange) HIS: 102.4 PBS (Red) Freedom Elementary All: 103.4 PBS (Orange) SED: 106 PBS (Red) EL: 110.3 PBS (Red) HIS: 102.7 PBS (Orange) SWD: 180 PBS (Red)	HIS: 80 PBS Freedom Elementary All: 70 PBS SED: 70 PBS EL: 80 PBS HIS: 70 PBS SWD: 140 PBS	HIS: +9.6 points Freedom Elementary All: +4.2 points SED: +3.1 points EL: +9.8 points HIS: +5.5 points SWD: +15 points
5.3	CAASPP - CAST Percentage of Students at Met/Exceeded Levels Data Source: DataQuest - California Science Test (CAST) Report	Student Groups (2022-2023) All: 13.21% SED: 12.58% EL: 0.95% LTEL: 0% HIS: 13.07%	Student Groups (2023-2024) All: 10.9% SED: 12.08% EL: 0.55% LTEL: 0% HIS: 11.19%	Student Groups (2024-2025) All: 12.8% SED: 11.83% EL: 0.64% LTEL: 0% HIS: 11.84%	Student Groups All: 20% SED: 20% EL: 10% LTEL: 10% HIS: 20% FY: 20% HY: 20%	Student Groups All: -0.41% SED: -0.75% EL: -0.31% LTEL: Maintained HIS: -1.23% FY: N/A HY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: (not available to protect privacy) HY: (not available to protect privacy) SWD: 8.7%	FY: (not available to protect privacy) HY: 0% SWD: 6.82%	FY: (not available to protect privacy) HY: 0% SWD: 3.57%	SWD: 17%	SWD: -5.13%
5.4	ELPAC Results Percentage of English Learners at "Well-Developed" proficiency level on Summative ELPAC Data Source: DataQuest - Summative ELPAC Report	Student Groups (2022-2023) EL: 15.31% LTEL: 17.59%	Student Groups (2023-2024) EL: 12.42% LTEL: 16.83%	Student Groups (2024-2025) EL: 12.23% LTEL: 12.44%	Student Groups EL: 19.5% LTEL: 20%	Student Groups EL: -3.08% LTEL: -5.15%
5.5	College and Career Indicator Percentage of Students at a Level of "College Prepared" - College/Career Levels & Measures Report Data Source: CA School Dashboard	Student Groups (2022-2023) All: 25.8% HIS: 27.2% EL: 7.1% (Red) LTEL: N/A SED: 25.1% SWD: 0% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 0% (Red) HIS: 0% (Red) SED: 0% (Red)	Student Groups (2023-2024) All: 34% (Yellow) HIS: 33.7% (Yellow) EL: 21.3% (Yellow) LTEL: 22.2% (Yellow) SED: 33.7% (Yellow) SWD: 0% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 0% (No Color)	Student Groups (2024-2025) All: 43.7% (Green) HIS: 33.7% (Green) EL: 23.8% (Yellow) LTEL: 24.6% (Yellow) SED: 43.5% (Green) SWD: 26.7% (No Color) School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy:	Student Groups All: 32% HIS: 33% EL: 15% LTEL: 25% SED: 32% SWD: 8% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: 8% HIS: 8% SED: 8%	Student Groups All: +17.9% HIS: +6.5% EL: +16.7% LTEL: +2.4% SED: +18.4% SWD: +26.7% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy: All: Maintained HIS: Maintained SED: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Farmersville High School: EL: 9.3% (Red)	HIS: 0% (No Color) SED: 0% (No Color) Farmersville High School: EL: 27.7% (Yellow)	All: 0% (No Color) HIS: 0% (No Color) SED: 0% (No Color) Farmersville High School: EL: 30.2% (Yellow)	Farmersville High School: EL: 20%	Farmersville High School: EL: +20.9%
5.6	Chronic Absenteeism Percentage of Students Identified as Chronically Absent (Missing at least 10% of school year) Data Source: CA School Dashboard	Student Groups (2022-2023) All: 24.7% HY: 44.4% SED: 25.7% EL: 21.5% LTEL: (not available) HIS: 24.7% WHITE: 37.1% FY: 8.7% SWD: 37.9% J.E. Hester Elementary (Red Indicator) SWD: 64.9%	Student Groups (2023-2024) All: 19.5% HY: 31.3% SED: 20.2% EL: 17.5% LTEL: 13% HIS: 19.1% WHITE: 30.8% FY: 5.3% SWD: 29.1% J.E. Hester Elementary (Red Indicator) SWD: 48.2%	Student Groups (2024-2025) All: 19.9% HY: 36.6% SED: 20% EL: 17.1% LTEL: 13.3% HIS: 19.6% White: 28% FY: 12.5% SWD: 26.6% J.E. Hester Elementary (Red Indicator) SWD: 43.8%	Student Groups All: 16% HY: 20% SED: 17% EL: 13% LTEL: 13% HIS: 16% WHITE: 25% FY: 5% SWD: 20% J.E. Hester Elementary SWD: 30%	Student Groups All: -4.8% HY: -7.8% SED: -5.7% EL: -4.4% LTEL: +0.3% HIS: -5.1% White: -9.1% FY: +3.8% SWD: -113% J.E. Hester Elementary SWD: -21.1%
5.7	Graduation Rate Percentage of 12th Grade Students Graduating from the District Data Source: CA School Dashboard	Student Groups (2022-2023) All: 95.9% SED: 95.8% HY: (Not Available) EL: 96.4% LTEL: (Not Available) HIS: 96.2% FY: (Not Available) SWD: 56.3%	Student Groups (2023-2024) All: 97.3% SED: 97.3% HY: (Not Available) EL: 100% LTEL: 100% HIS: 97.2% FY: (Not Available) SWD: 69.2%	Student Groups (2024-2025) All: 98.6% SED: 98.6% HY: 100% EL: 96.3% LTEL: 95.7% HIS: 98.6% FY: (Not Available) SWD: 100%	Student Groups All: 98% SED: 98% HY: 95% EL: 98% LTEL: 98% HIS: 98% FY: 95% SWD: 75%	Student Groups All: +2.7% SED: +2.8% HY: N/A EL: -0.1% LTEL: -4.3% HIS: +2.4% FY: N/A SWD: +43.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	Dropout Rate Number of Students Dropping Out of School Data Source: CALPADS Report 1.8	Student Groups (2022-2023) All: 5 SED: 4 EL: 0 LTEL: 0 HIS: 5 FY: 0 HY: 4 SWD: 0	Student Groups (2023-2024) All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups (2024-2025) All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups All: 1 SED: 1 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	Student Groups All: -5 SED: -4 EL: 0 LTEL: 0 HIS: -5 FY: 0 HY: -4 SWD: 0
5.9	Suspension Rate Percentage of Students Being Suspended From School For At Least One Day Data Source: CA School Dashboard	Student Groups (2022-2023) All: 5.4% (Orange Indicator) SED: 5.6% (Orange) EL: 4.9% (Orange) LTEL: (not available) HIS: 5.1% (Orange) FY: 13.8% (Red) HY: 9.4% (Red) SWD: 8.1% (Red) Farmersville Junior High (Red Indicators) All: 19.3% (Red) SED: 20.2% (Red) EL: 24.1% (Red) HIS: 17.8% (Red) SWD - 25.0% (Red)	Student Groups (2023-2024) All: 5.9% (Orange Indicator) SED: 6.1% (Orange) EL: 5.3% (Orange) LTEL: 12.2% (Orange) HIS: 5.8% (Orange) FY: 12% (Orange) HY: 4.3% (Green) SWD: 5.8% (Yellow) Farmersville Junior High (Red Indicators) All: 19.1% (Red) SED: 19.7% (Orange) EL: 22% (Orange) HIS: 18.9% (Red)	Student Groups (2024-2025) All: 6.8% (Orange Indicator) SED: 6.9% (Orange) EL: 5.4% (Orange) LTEL: 10.9% (Orange) HIS: 6.6% (Orange) FY: 12% (Red) HY: 12.8% (Red) SWD: 10.6% (Red) Farmersville Junior High (Red Indicators) All: 12.3% (Yellow) SED: 13% (Yellow) EL: 12.6% (Orange) LTEL: 13.4% (Orange)	Student Groups All: 4% SED: 4% EL: 4% LTEL: 4% HIS: 4% FY: 9% HY: 7% SWD: 6% Farmersville Junior High (Red Indicators) All: 10% (Red) SED: 11% (Red) EL: 12% (Red) HIS: 8% (Red) SWD: 13% (Red)	Student Groups All: +1.4% SED: +1.3% EL: +0.5% LTEL: -1.3% HIS: +1.5% FY: -1.8% HY: +3.4% SWD: +2.5% Farmersville Junior High (Red Indicators) All: -7% SED: -7.2% EL: -11.5% LTEL: N/A HIS: -5.4% SWD: -5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				HIS: 12.4% (Yellow) SWD: 19.6% (Red		
5.10	A-G Completion Rates Percentage of Students Completing A-G Courses Data Source: Aeries LCAP Dashboard (A/G Readiness 12th Graders)	Student Groups (2022-2023) All: 33.5% SED: 31.8% EL: 2.7% LTEL: 2.7% FY: (not available) SWD: 0%	Student Groups (2023-2024) All: 39.7% SED: 38.8% EL: 13% LTEL: 13% FY: 0% SWD: 15.4%	Student Groups (2024-2025) All: 38.4% SED: 39.4% EL: 11.8% LTEL: N/A FY: 0% SWD: 6.7%	Student Groups All: 37% SED: 36% EL: 8% LTEL: 8% FY: 37% SWD: 8%	Student Groups All: +4.9% SED: +7.6% EL: +9.1% LTEL: N/A FY: N/A SWD: +6.7%
5.11	Advanced Placement (AP) Passing Rate Percentage of Students Taking and Passing an AP Exam with a Score of "3" or Higher Data Source: Assessment Coordinator	Student Groups (Spring 2023) All: 38% (45/117) SED: 57% (43/76) EL: 40% (2/5) LTEL: 25% (1/4) FY: Not Applicable (No FY students took an AP test) SWD: Not Applicable (No SWD took an AP test)	Student Groups (Spring 2024) All: 49% (46/93) SED: 51% (36/70) EL: 67% (2/3) LTEL: 0% (0/1) FY: Not Applicable (No FY students took an AP test) SWD: Not Applicable (No SWD took an AP test)	Student Groups (Spring 2025) All: 41% (41/101) SED: 52% (38/73) EL: 18% (2/11) LTEL: 22% (2/9) FY: Not Applicable (No FY students took an AP test) SWD: 50% (1/2)	Student Groups All: 50% SED: 65% EL: 50% LTEL: 50% FY: 50% SWD: 50%	Student Groups All: +3% SED: -5% EL: -22% LTEL: -3% FY: N/A SWD: N/A
5.12	College Enrollment (Dual Enrollment or Concurrent Enrollment) Number of Students Participating in Any College Course (Includes Disaggregated #s)	Student Groups (Spring 2023) All: 82 Students SED: 34/82 EL:7/82 LTEL: 7/82 FY: 0/82 SWD: 0/82	Student Groups (Spring 2024) All: 56 Students SED: 50/56 EL: 3/56 LTEL: 3/56 FY: 0/56 SWD: 0/56	Student Groups (Spring 2024) All: 77 Students SED: 51/77 EL: 7/77 LTEL: 5/77 FY: 4/77 SWD: 0/77	Student Groups All: 100 SED: 40/100 EL:20/100 LTEL: 20/100 FY: 5/100 SWD: 5/100	Student Groups All: -5 SED: +17 EL: 0 LTEL: -2 FY: +4 SWD: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Assessment Coordinator					
5.13	STAR Reading Assessments Percentage of Students Reading at Grade Level Data Source: Renaissance STAR Reading Dashboard	Student Groups (2022-2023) All: 26% SED: 19% EL: 9% LTEL: 3% FY: 10% SWD: 5%	Student Groups (2024-2025) Winter 2024 All: 38% SED: 36% EL: 16% LTEL: 13% FY: 22% SWD: 10%	Student Groups (2025-2026) Fall 2025 All: 28% of tested SED: 20% EL: 11% of tested LTEL: 10% FY: 16% SWD: 14%	Student Groups All: 35% SED: 30% EL: 20% LTEL: 15% FY: 21% SWD: 17%	Student Groups All: +2% SED: +1% EL: +2% LTEL: +7% FY: +6% SWD: +9%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

5.1 Classroom Instructional Aides - This action was fully implemented. There were no challenges to implementation.
5.2 Psychologist - This action was fully implemented. There were no challenges to implementation.
5.3 Attendance Clerks - This action was fully implemented. There were no challenges to implementation.
5.4 - Behavior Counselor - This action was fully implemented. There were no challenges to implementation.

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.

5.1 Classroom Instructional Aides - Expenditures were below budgeted amount due to staff vacancies and having over budgeted the projected total expense for this goal.

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

5.1 Classroom Instructional Aides - This action was somewhat effective. Most student groups (All, SED, EL, Hispanic, White) grew on the CAASPP ELA, while minimal gains were realized on the CAASPP Math test by All students, EL, and Hispanic student groups. The CAST results showed minimal growth with all students, EL, and Hispanic groups realizing gains. ELPAC Scores showed a decrease in the percentage of students moving into the level "4" or "Well Developed" range.
5.2 Psychologist - This action was largely effective. The College/Career Indicator increased across every student group. Additionally, the graduation rate increased by 1.3%, the dropout rate remained at 0%, and the A-G completion rate remained fairly steady. The suspension

rate increased by 0.9%. The percentage of students testing and passing the Advanced Placement tests remained fairly steady, although more students are now bypassing AP classes to take classes at the community college instead.
5.3 Attendance Clerks - This action was somewhat effective. Although chronic absenteeism percentages increased for most student groups, daily attendance rates improved.
5.4 - Behavior Counselor - This action was somewhat effective. The dropout rate remained at 0%, and the A-G completion rate remained fairly steady. The suspension rate increased by 0.9%.

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

5.1 Classroom Instructional Aides - This action will continue with no changes.
5.2 Psychologist - This action will continue in the district but through a different funding source, School Based Mental Health Grant.
5.3 Attendance Clerks - This action will continue with no changes.
5.4 - Behavior Counselor - This action will continue with no changes.
5.5 - Reading Intervention - This will be a new action. Tier 3 reading intervention is needed at the junior high to address students reading two or more grade levels below grade level expectations. Reading intervention personnel will include a reading specialist and two reading intervention aides. A new metric,
5.13 STAR Reading Assessments, will be added to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Classroom Instructional Aides	LREBG Action: Support students with one-on-one or small group instructional supports provided by classified staff. The needs assessment substantiated findings from the 2024 California School Dashboard related to academics, in the areas of ELA and math. A review of state and local data indicates significant academic need among English Learners, students with disabilities, and homeless youth. This action directly addresses the need to better engage students and to support them during first instruction as well as with differentiated instruction. This action aligns to allowable uses of funds in the areas of providing early intervention strategies. Studies show that instructional aides help provide targeted support, reduce student-teacher ratios, and improve engagement for struggling learners.	$532,477.00	No

Action #	Title	Description	Total Funds	Contributing
		They can enhance student achievement, especially in early literacy and math, and support students with diverse learning needs. Metrics used: 5.1 - CAASPP ELA 5.2 - CAASPP Math 5.3 - CAASPP CAST 5.4 - ELPAC Results 5.9 - Suspension Rate LREBG Funds: $532,477 per year through 2027-28		
5.2	Psychologist	LREBG Action: Utilize a credentialed school psychologist to provide targeted support and intervention. The psychologist will provide individual and group counseling, implement evidence-based social-emotional programs, conduct assessments to identify students in need of intervention, and collaborate with teachers and families to support student well-being. The needs assessment substantiated findings from the 2024 California School Dashboard related to graduation rate, dropout rate, and suspension rates, in addition to students' progress on college and career readiness. A review of state and local data indicates significant need among socioeconomically disadvantaged students, Hispanic students, English Learners, students with disabilities, and foster youth. This action directly addresses the need to provide students with counseling and mental health services, SEL programs, and trauma-informed practices. This action also aligns with allowable uses of funds in the area of student well-being and mental health. Studies show that psychologists play a critical role in improving student mental health, academic outcomes, and overall well-being. Schools with dedicated psychologists see lower rates of absenteeism, improved social-emotional skills, and high academic achievement, leading to better student engagement, stronger peer relationships, and long-term success in school and beyond.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics used: 5.5 - College/Career Indicator 5.7 - Graduation Rate 5.8 - Dropout Rate 5.9 - Suspension Rate 5.10 - A-G Completion Rates 5.11 - Advanced Placement (AP) Passing Rates 5.12 - College Enrollment *Note: For the 2026-2027 school year, this action will be paid for using the School-Based Mental Health Grant.		
5.3	Attendance Clerks	LREBG Action: The district will maintain funding for additional hours for Attendance Clerks to follow up on unduplicated student absences to improve student attendance and reduce chronic absenteeism. The needs assessment substantiated findings from the 2024 California School Dashboard related to attendance rates and chronic absenteeism. A review of state and local data indicates significant attendance issues among all student groups, but especially with homeless youth, students with disabilities, and socioeconomically disadvantaged students. This action directly addresses the need to increase student attendance rates to improve their academic performance, increase student engagement, and reduce their learning loss. This action aligns with allowable uses of funds in the areas of addressing learning loss, student engagement, and re-engagement strategies, as well as the broader goal of improving student outcomes by fostering a structured and supportive learning environment. Studies show that consistent school attendance is one of the strongest predictors of academic success, and attendance clerks play a vital role in reducing chronic absenteeism. Schools with dedicated attendance clerks see higher attendance rates, improved student engagement, and stronger family-school connections while also reducing dropout rates and increasing graduation rates. Metrics used: 5.6 Chronic Absenteeism	$58,140.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: $58,140 per year through 2027-28		
5.4	Behavior Counselor	Maintain funding for 1 counselor to provide academic guidance, mental health support, and social-emotional learning interventions. Provide individual and group counseling, implement SEL programs, conduct crisis intervention, and collaborate with teachers, families, and community resources to ensure a comprehensive support system for students. The needs assessment substantiated findings from the 2024 California School Dashboard related to graduation rate, dropout rate, and suspension rates, in addition to students' progress on college and career readiness. A review of state and local data indicates significant need among socioeconomically disadvantaged students, Hispanic students, English Learners, students with disabilities, and foster youth. This action directly addresses the need to provide students with counseling and mental health services, SEL programs, and trauma-informed practices. This action aligns with allowable uses of funds with addressing student well-being, providing mental health support, and addressing learning loss. Studies show that school counselors significantly improve student outcomes by supporting academic success, emotional well-being, and career readiness. Schools with dedicated counselors experience higher graduation rates, lower disciplinary incidents, and increased student engagement. Counselors play a key role in college and career readiness, providing students with guidance on future pathways. Metrics used: 5.5 - College/Career Indicator 5.7 - Graduation Rate 5.8 - Dropout Rate 5.9 - Suspension Rate 5.10 - A-G Completion Rates 5.11 - Advanced Placement (AP) Passing Rates 5.12 - College Enrollment LREBG Funds: $227,460 per year through 2027-28	$227,460.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Reading Intervention	The district will hire and train 1 Reading Specialist and 2 Reading Intervention Aides to provide targeted reading interventions to students in grades 7-8. The reading intervention curriculum will also be purchased, along with professional development on how to use the curriculum. The effectiveness of this action will be monitored using academic performance on STAR Reading Assessments (local assessments) as well as on state CAASPP and ELPAC assessments. The needs assessment substantiated findings from the 2025 California School Dashboard related to ELA and Math, as well as students' progress on English Learner Progress. A review of state and local data indicates a significant need in reading, with the average junior high student at least one grade level below expected grade level performance. This action aligns with allowable uses of funds in addressing student learning loss. Studies show that reading intervention significantly improves student literacy outcomes by providing targeted, skill-specific instruction aligned with individual student needs. Studies consistently show that students who receive timely, structured intervention demonstrate accelerated growth in foundational reading skills, comprehension, and overall academic performance. Implementing high-quality reading intervention ensures that struggling readers receive the support necessary to meet grade-level expectations and close achievement gaps. Metrics used: 5.1 - CAASPP ELA 5.2 - CAASPP Math 5.4 - ELPAC Results 5.13 - STAR Reading Assessments LREBG Funds: $288,000 per year through 2027-28	$288,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$10,909,540	$1,415,934

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
41.062%	4.146%	$1,089,382.14	45.208%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Classroom Instructional Aides **Need:** According to our District reading assessment, 28% of our students are reading at grade level in 2025-2026. This includes 20% of SED, 11% of ELs, and 16% of Foster youth. Falling behind in reading directly affects performance in all content areas and	Classroom instructional aides will be hired and trained to provide language acquisition support for English learners, socioeconomically disadvantaged students, and foster youth, as well as providing content area support to these students. Aides will work with ELs, SED, and foster youth students in a one-to-one or small group setting, focusing on language development and learning of the specific academic content.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.5 - ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increases the likelihood that the student's grades will suffer. Additionally, reading below grade level increases a student's chance of not graduating and dropping out of school. Parent and staff feedback indicated that additional staff support, especially at the lower grade levels, would help with differentiated instruction and language support for EL, FY, and SED students. Additional needs: On the CAASPP, socioeconomically disadvantaged students are 62.7 points below standard (Yellow Indicator) in ELA and 105.2 points below standard (Red Indicator) in math, while EL students are 81.9 points below standard (Orange Indicator) in ELA and 117.2 points below standard (Red) in Math. **Scope:** LEA-wide	Professional Development for instructional aides will include but not be limited to literacy, instructional strategies, working with students with diverse needs, behavior strategies, and socio-emotional learning strategies. The action is being provided on an LEA-wide basis because of the universal needs in reading, language acquisition, and academic performance in ELA and math at each of our schools.	
1.2	**Action:** TK-12 Class Size **Need:** According to our District reading assessment, 28% of our students are reading at grade level in 2025-2026. Falling behind in reading directly affects performance in all content areas and increases the likelihood that the student's grades will suffer. Additionally, reading below	Provide supplemental funding to maintain small student-to-teacher ratios in grades TK-12 from baseline averages. This action will encourage student engagement and the participation of unduplicated students, resulting in a more rigorous academic program for these pupils. The smaller class sizes allow the schools to respond sooner to student needs, utilizing small group differentiated instruction in and outside of the classroom in core content areas.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.8 - STAR Reading Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	grade level increases a student's chance of not graduating and dropping out of school. Parent and staff feedback indicated that additional staff support, especially at the elementary grade levels, would help respond more quickly to student needs and utilize small-group differentiated instruction in reading and math. Additional needs: Only 20% of socioeconomically disadvantaged students are reading at grade level, compared with 11% of English Learners and 10% of LTELs. On the CAASPP, socioeconomically disadvantaged students are 62.7 points below standard (Yellow Indicator) in ELA and 105.2 points below standard (Red Indicator) in math, while EL students are 81.9 points below standard (Orange Indicator) in ELA and 117.2 points below standard (Red Indicator) in math. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis since students in every grade level need that additional individual or small group support due to low performance on state and local metrics.	
1.3	**Action:** Music, Art, and Theatre Teachers **Need:** There is a need to provide elementary students with a broad course of study, including music and the arts. Prop 28 requires that districts maintain the same level of instructional staff in music and the arts before utilizing Arts and Music in	Elementary music teachers will provide increased music exposure to all unduplicated K-6 students. These music teachers will provide a strong music foundation, which will help develop student proficiency and interest in other music classes in junior high and high school. Opportunities for students to observe and participate in music performances and theatre productions inside and outside of the district will also be provided. With additional music teachers at the elementary level and opportunities for participating in music	1.9 - Elementary Music Program Participation 2.11 - Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schools (AMS) funding to increase the amount of personnel in these areas. Without LCAP and Prop 28 funding, music, art, and theatre teachers would be shared across 3-4 school sites each. Students do not have many opportunities to view musical performances inside or outside of the district. Additional needs: Farmersville Unified School District has 91.4% of students identified as socioeconomically disadvantaged. While parents, staff, and students have shared that student participation in expanded Visual and Performing Arts opportunities is a need in the district, many families do not have the fiscal means to participate in VAPA activities outside of school. **Scope:** Schoolwide	performances in grades TK-12, students will be able to have more contact time with certificated music teachers, thus increasing the support they are receiving and deepening their interest and practice in a variety of musical interests. This action is being provided on an LEA-wide basis because the increase in music, art, and theatre teachers allows each school site to have more instructional time from these individuals.	
1.4	**Action:** CTE Coordinator / Counselor **Need:** The College and Career Indicator shows that only 43.7% of all high school graduates are placed in the "prepared" level on the college/career indicator. This includes only 23.8% of English Learners and 43.5% of socioeconomically disadvantaged students identified as "prepared".	The CTE Coordinator/Counselor will improve the performance of student CTE pathway completers by strengthening the quality of each pathway and the connection to industry partners. By including more industry partners, each pathway will benefit from opportunities to job shadow and apprentice. The increased development of each pathway to grow from a 2-course pathway into 3 or 4 courses per pathway allows for each student completer to develop a portfolio of work, receive additional certifications and develop additional skills that make them more marketable for the work force.	1.6 - College/Career Indicator 1.7 - CTE Pathway Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	With over 50% of our 12th-grade students at FHS and DCA not prepared for college and/or a career using the measures found within the CCI indicator, a review and revision of our system across the two school sites is needed. Additional needs: 91.4% of all students in FUSD are socioeconomically disadvantaged, including Hispanic students and students with disabilities. Students must be prepared to go to college meeting the A-G requirements or have certifications from completing a career pathway program at the high school to join the workforce immediately after graduating to break the poverty cycle afflicting the local community. **Scope:** Schoolwide	This action is being provided on a schoolwide basis because the CTE pathways are only available at Farmersville High School and Deep Creek Academy.	
1.5	**Action:** Broad Course of Study / CTE **Need:** Students in grades K-12 have limited course offerings beyond core content areas (i.e. ELA, Social science, foreign language, physical education, science, and math). Connectedness data from district LCAP surveys shows that 17.8% of respondents do not feel that schools create strong connections with students. Much of that is due to the relevancy of the courses that are offered and the interests they have in those courses.	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. These electives and CTE courses typically require the use of supplemental materials and equipment to create hands-on experiences for students and provide opportunities to make the learning relevant with those experiences. This action is being provided on an LEA-wide basis because the need to access a broad course of study begins in Kindergarten and carries	1.6 - College/Career Indicator 2.2 - Graduation Rate 2.3 - Dropout Rate 2.9 - A-G Completion Rates 2.11 - Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners performed at "Yellow" on the CCI indicator while Hispanic and Socioeconomically Disadvantaged Students performed at a "Green" level. Additional needs: 91.4% of all students in FUSD are socioeconomically disadvantaged. Students must be prepared to go to college meeting the A-G requirements or have certifications from completing a career pathway program at the high school so that they may join the workforce immediately out of high school to break the poverty cycle afflicting the local community. **Scope:** LEA-wide	through until the student graduates from 12th grade.	
1.6	**Action:** CTE Expansion **Need:** Connectedness data from district LCAP surveys shows that 17.8% of respondents do not feel that schools create strong connections with students. Much of that is due to the relevancy of the courses that are offered and the interests they have in those courses. The College and Career Indicator shows that only 43.7% of all high school graduates are placed in the "prepared" level on the college/career indicator. This includes only 23.8% of English Learners and 43.5% of	Provide funding to improve and expand CTE pathways in the district. This includes covering the cost of additional workspace for students, including but not limited to shared structures, welding booths, lighting, equipment, and concrete pads for CTE programs. As the CTE pathway choices expand and pathway development deepens to add more courses to each pathway, additional workspaces will be necessary to properly support these endeavors beyond a regular classroom setting. New projects may include but not be limited to the expansion or growth for Ag, Welding, Culinary, and Health Pathways.	1.6 - College/Career Indicator 1.7 - CTE Pathway Completion Rates 2.10 - Broad Course of Study - Parent Perception Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students identified as "prepared". Course certifications, course completions, internships, and the development of work portfolios are needed to demonstrate that students are prepared for a career immediately after high school. Additional needs: 91.4% of all students in FUSD are socioeconomically disadvantaged. Students must be prepared to go to college meeting the A-G requirements or have certifications from completing a career pathway program at the high school so that they may join the workforce immediately out of high school to break the poverty cycle afflicting the local community. **Scope:** Schoolwide	This action is being provided on a schoolwide basis because the CTE pathways are only available at Farmersville High School and Deep Creek Academy.	
1.7	**Action:** Summer School **Need:** According to the CA School Dashboard, students at FUSD are scoring 61.2 points below standard and are in the "Yellow" category for ELA. They are also 103.9 points below standard and in the "Red" category for Math. Socioeconomically Disadvantaged students are 62.7 points below standard in ELA and	Provide K-12 summer school services for unduplicated 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. The additional opportunities for summer school staff to work with students during the summer to remediate and intervene on specific content standards will allow more students to achieve proficiency and will support efforts to narrow and eventually eliminate the achievement gaps over time.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.4 - Interim Benchmark Assessments (Social Science) 1.8 - STAR Reading Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	105.2 points below standard in math; English Learners are 81.9 points below standard in ELA and 117.2 points below standard in math; Students with Disabilities are 144.2 points below standard in ELA and 177.3 points below standard in math Additional needs: LCAP Survey results show that respondents, including parents, students, and staff, agree that additional academic supports and interventions should be available to students to address learning gaps and to extend their learning. 91.4% of all students in FUSD are socioeconomically disadvantaged with all schools having rates of over 75%: DCA (97%), FHS (86.8%), FJHS (91.1%), Freedom Elementary (94.3%), Snowden Elementary (93%), and Hester Elementary (94.9%). Most FUSD families do not have the financial means to acquire tutoring or other types of academic support for their children outside of school. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because the achievement gaps exist across all grade levels in reading, math, and other content areas using multiple measures.	
1.8	**Action:** 21st Century Technology **Need:** Farmersville has 91.4% of students who identify as socioeconomically disadvantaged. Student access to supplemental resources, academic supports, and enrichment opportunities are limited outside of school,	Provide funding for the purchase of 21st Century technology and infrastructure that will prepare unduplicated students for 21st Century learning and improve their performance on the annual SBAC assessments. Additionally, these technology resources allow each school to provide more opportunities for enrichment, intervention, credit recovery, increased rigor in core subject	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.5 - ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including the devices to access these resources. Farmersville students scored 61.2 points below standard in ELA compared to 8.1 points below for all students across the state. Farmersville students scored 103.9 points below standard in math compared to 42.4 points below for all students across the state. Farmersville students scored at 12.23% proficient (Level 4) on the ELPAC compared to 15.53% for all EL students across the state. Additional needs: The LCAP Committee feedback shows that respondents, including parents, students, and staff, agree that access to 21st-century technology should be available to students to access primary and supplemental instructional materials and online resources to augment learning in school. 91.4% of all students in FUSD are socioeconomically disadvantaged, with all schools having rates of over 75%: DCA (97%), FHS (86.8%), FJHS (91.1%), Freedom Elementary (94.3%), Snowden Elementary (93%), and Hester Elementary (94.9%). Most FUSD families do not have the fiscal means to purchase computers for their children outside of school. **Scope:** LEA-wide	matter, and access to additional online resources to enrich the classroom curriculum. 21st Century technology needs include internet hot spots for students on independent study. This action is being provided on an LEA-wide basis because the need for technology access is universal across all school sites.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Computer Technicians / Web Specialist **Need:** Farmersville has 91.4% of students who identify as socioeconomically disadvantaged. Student access to supplemental resources, academic supports, and enrichment opportunities are limited outside of school, including for support to maintain internet access, provide technical support, and replace broken or damaged devices. Farmersville students scored 62.7 points below standard in ELA compared to 8.1 points below for all students across the state. Farmersville students scored 103.9 points below standard in math compared to 42.4 points below for all students across the state. Farmersville students scored at 12.23% proficient (Level 4) on the ELPAC compared to 15.53% for all EL students across the state. Additional needs: The LCAP Committee feedback shows that respondents, including parents, students, and staff, agree that access to 21st-century technology should be available to students to access primary and supplemental instructional materials and online resources to augment learning in school. 91.4% of all students in FUSD are socioeconomically disadvantaged, with all schools having rates of over 75%: DCA (97%), FHS (86.8%), FJHS (91.1%), Freedom	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. With so many student devices being used in the district and the technology becoming integral to core and supplemental instruction, students cannot be without a working device/internet at any time. In addition, a web specialist will assist in the usage of media software to help with school-home communication. This action is being provided on an LEA-wide basis because the need for internet and technology support will be needed at all school sites if the technology (student devices) are provided to all students across the district.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.5 - ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Elementary (94.3%), Snowden Elementary (93%), and Hester Elementary (94.9%). Most FUSD families do not have the fiscal means to purchase computers for their children outside of school or the support to replace or maintain these devices or fix them if they are not working properly. **Scope:** LEA-wide		
1.10	**Action:** Assessment Coordinator **Need:** Staff surveys show that differentiated instruction and academic intervention rank high amongst the needs of the schools. While data systems are in place to house local assessment data, academic data is found to be fragmented, incomplete, or unreportable, thus making timely responses to the data unlikely. Additional information: To address severe learning needs, the district demonstrates a high need to make sound and timely instructional decisions for its unduplicated pupil population, with all student groups scoring considerably below standard in ELA and Math on the CA Dashboard. This included outcomes on the CAASPP ELA of 62.7 points below standard for SED and 81.9 points below standard for ELs. Additionally, on the CAASPP Math, the outcomes were 105.2	Maintain funding for an Assessment Coordinator to provide districtwide data analysis and reporting for local and state assessments. The data will be used to support the Professional Learning Community (PLC) process at each school which allows staff to review student data, share best practices and plan instructional strategies to address specific student needs, especially for unduplicated students. The Assessment Coordinator will also receive professional development with the expectation to train and build the capacity of individual teachers and PLTs to support data generation and analysis. This action is being provided on an LEA-wide basis because the use of student data to inform instructional decisions is needed at every school site and is embedded within the PLC process that all schools utilize.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.4 - Interim Benchmark Assessments (Social Science) 1.5 - ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below standard for SED and 117.2 points below standard for ELs. **Scope:** LEA-wide		
1.11	**Action:** Data Coordinator **Need:** Multiple schools and student groups have been identified over the last three years for various designations requiring improvement in school systems and processes. These include Differentiated Assistance (DA) for FUSD in 2023-24 and 2025-2026 and Additional Targeted Support & Improvement (ATSI) for Hester Elementary, Snowden Elementary, Freedom Elementary and Farmersville Junior High School for 2023-24. For the 2024-25 school year, this included ATSI for Hester Elementary, Comprehensive Support & Improvement (CSI) for Farmersville Junior High School, and Equity Multiplier status for Deep Creek Academy. Recent history shows the need to continue the improvement cycle, which is dependent on making informed decisions based on student performance data. Due to low unduplicated student performance in ELA and Math on the CA School Dashboard, as well as high rates of chronic absenteeism and suspension and low CCI rates, the accuracy of unduplicated student data and the district/school response to the data is critical. Aligning the student information	Maintain funding for a Data Coordinator to be available district-wide to ensure all student information are in alignment with state and local requirements. The data must be accurate to properly use for the Professional Learning Communities (PLC) process and meet the specific needs of unduplicated students. The Data Coordinator will also receive professional development with the expectation to train and build the capacity of MTSS teams to support data generation and analysis. This action is being provided on an LEA-wide basis because the use of student data to inform instructional decisions is needed at every school site and is embedded within the PLC process that all schools utilize.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.5 - ELPAC Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	system with CALPADS and local assessment systems for English Learners, students with disabilities, low-income students, and foster youth is increasingly necessary to respond to their specific needs. Additional information: To address severe learning needs, the district demonstrates a high need to make sound and timely instructional decisions for its unduplicated pupil population, with all student groups scoring considerably below standard in ELA and Math on the CA Dashboard. This included outcomes on the CAASPP ELA of 62.7 points below standard for SED and 81.9 points below standard for ELs. Additionally, on the CAASPP Math, the outcomes were 105.2 points below standard for SED and 117.2 points below standard for ELs. **Scope:** LEA-wide		
1.12	**Action:** Save the Children Program **Need:** The community of Farmersville has a poverty rate of 24.4% of families with a median household income of $48,262 per U.S. Census information. Additionally, 80.9% (a decrease from 81.6% in 2020) of city residents are US citizens which is lower than the national average of 93.4%. 89.1% of the Farmersville residents are Hispanic.	Save the Children USA operates programs focused on education and improving economic opportunities. The program works to ensure children have learning prior to starting in grades TK and K and work to build capacity within the parents to educationally support their children at home, thus extending their learning opportunities outside of the classroom and building a solid foundation for additional learning when the children start in a K-12 school setting. This action is being provided on an LEA-wide basis because Save the Children program	1.8 - STAR Reading Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a great need to support families in the community with educational opportunities for young mothers and their young children. Additional needs: Farmersville Unified School District has 91.4% of students identified as socioeconomically disadvantaged, reflecting the economic needs of the community. While parents, staff, and students have shared that students need to come to school with greater readiness for learning academic content and academic language skills, many families do not have the fiscal means to provide those learning opportunities outside of school, especially before their children start a kindergarten program. **Scope:** LEA-wide	supports students prior to them starting at any particular school site. The benefits of children participating in the program impact all schools.	
1.13	**Action:** SCICON **Need:** The district's unduplicated pupil percentage is 93.1% with 91.4% of students identifying as coming from low-income families compared to just under 60% of students across the state of California. The ability of families to provide extended learning opportunities outside of school, as well as connect ideas from the classroom to real-life situations, is limited.	SCICON will be provided in 5th and 6th grade to extend learning of the Common Core State Standards for unduplicated students. Students are immersed in a science conservatory environment where their learning of a variety of sciences becomes hands-on and real-world examples are provided to them, thus deepening their learning. This action is being provided on a schoolwide basis because SCICON is available to only 5th and 6th grade students at Freedom Elementary.	1.3 - CAASPP CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	California Science Test (CAST) scores showed a rate of 41.2 science points for Farmersville students compared to 52.6 science points for students across the state. Additional needs: Farmersville Unified School District has 91.4% of students identified as socioeconomically disadvantaged, reflecting the economic needs of the community. While parents, staff, and students have shared that exposing their children/students to learning environments outside of school is important, many families do not have the fiscal means to provide those learning opportunities on their own. **Scope:** Schoolwide		
1.14	**Action:** Educational Field Trips **Need:** The district's unduplicated pupil percentage is 93.1% with 91.4% of students identifying as coming from low-income families compared to just under 60% of students across the state of California. The ability of families to provide extended learning opportunities outside of school, as well as connect ideas from the classroom to real life situations, is limited. CAASPP ELA scores showed a 28.65% met/exceed rate for Farmersville students	Provide all unduplicated students with an extension of classroom instruction through educational field trips related to their field of study as a way of extending their learning through real-world application of their studies. Students will be able to learn about topics and ideas in the classroom setting and then be able to have a real-life, relevant experience to help cement that learning. An annual grade-level educational field trip schedule will be available to ensure covering the full cost of grade-level educational field trips (i.e., registration/entry fees, transportation, and chaperones) at the elementary school sites and smaller educational field trips at the secondary school sites.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.4 - Interim Benchmark Assessments (Social Science)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to 48.82% of students across the state. This includes 7.21% of English Learners in FUSD and 10.41% statewide, and 28.11% of low-income students in FUSD and 38.23% statewide. CAASPP Math scores showed a 15.03% met/exceed rate for Farmersville students compared to 37.3% of students across the state. This includes 3.82% of English Learners in FUSD and 11.01% statewide, and 14.78% of low-income students in FUSD and 26.19% statewide. Additional needs: Farmersville Unified School District has 91.4% of students identified as socioeconomically disadvantaged, reflecting the economic needs of the community. While parents, staff, and students have shared that exposing their children/students to learning environments outside of school is important, many families do not have the fiscal means to provide those learning opportunities on their own. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to support extension of educational relevancy and connections to the real world at every grade level at all schools.	
1.15	**Action:** Reading Intervention **Need:** According to our District reading assessment, 28% of our students are reading at grade level in 2025-2026. This includes 20% of SED, 11% of ELs, and 16% of Foster youth.	Reading specialists and reading intervention aides will be hired and trained to provide targeted reading intervention to students in the elementary grades. Reading intervention staff will work with ELs, SED, and foster youth students in a one-to-one or small group setting, focusing on language development and learning of the specific academic content. Reading specialists will also collaborate	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.5 - ELPAC Results 1.8 - STAR Reading Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Falling behind in reading directly affects performance in all content areas and increases the likelihood that the student's grades will suffer. Additionally, reading below grade level increases a student's chance of not graduating and dropping out of school. Parent and staff feedback indicated that additional staff support, especially at the lower grade levels, would help with differentiated instruction as well as language support for EL, FY, and SED students. Additional needs: On the CAASPP, socioeconomically disadvantaged students are 62.7 points below standard (Yellow Indicator) in ELA and 105.2 points below standard (Red Indicator) in math, while EL students are 81.9 points below standard (Orange Indicator) in ELA and 117.2 points below standard (Red Indicator) in math. **Scope:** Schoolwide	with other instructional staff, including teachers and academic coaches, to provide training on best practices for literacy instruction. The action is being provided on an LEA-wide basis because of the universal needs in reading at each elementary school.	
2.1	**Action:** School Counselors **Need:** The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the	Maintain funding for counselors at each school to assist unduplicated students with school guidance as well as academic and social-emotional support. School counselors will implement counseling standards to support improved student academic performance and provide social-emotional support. The school counselor is integral to the Tier 2 and Tier 3 behavior and academic support systems being developed at each school.	1.6 - College/Career Indicator 2.2 - Graduation Rate 2.3 - Dropout Rate 2.4 - Suspension Rate 2.9 - A-G Completion Rates 2.12 - Advanced Placement (AP) Passing Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth, 10.9% rate for LTELs, and 10.6% rate for students with disabilities. Additional needs: The LCAP Committee and LCAP Surveys show that respondents, including parents, students, and staff, agree that the need for social-emotional learning supports ranks high in what students need to learn at school. While this is very important to all educational partners, most families do not have the fiscal means to provide these supports to their children outside of school, with 91.4% of all students in FUSD coming from socioeconomically disadvantaged families. This includes rates of over 75% from all schools, including DCA (97%), FHS (86.8%), FJHS (91.1%), Freedom Elementary (94.3%), Snowden Elementary (93%), and Hester Elementary (94.9%). **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to support student academic and behavior needs at every school site.	2.13 - College Enrollment
2.2	**Action:** Bilingual School Nurse, LVNs, and Health Aides **Need:** The district performed at a "Yellow" level on the Chronic Absenteeism indicator located on the CA School Dashboard, with 19.9% of	Provide a bilingual School Nurse, LVNs, and Health Aides to be available at all schools to ensure that all unduplicated students' health needs, dental, and eye-care are addressed immediately during school hours. Students will be able to access a health aide, LVN, or school nurse for any medical need on site. Depending on the severity of the need, students will be able to have	2.1 - Chronic Absenteeism 2.14 - Health Supports Provided to Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FUSD students being absent at least 10% of the school year. This was higher than the state rate of 17.1%. Of particular note was a 36.6% rate for homeless youth, 26.6% rate for students with disabilities, and a 20% rate for socioeconomically disadvantaged students. Most families (91%) in Farmersville have some sort of medical coverage, but they are limited in their ability to take off work or transport their child to a care provider in a non-emergency situation. Additional needs: The LCAP Committee and LCAP Surveys show that respondents, including parents, students, and staff, agree that the need for health supports ranks high in what students need to learn at school and prevents students from missing time from school. Chronic absenteeism is 20% for socioeconomically disadvantaged students, 17.1% for English Learners, and 12.5% for foster youth. Additionally, many families do not have the fiscal means to get medical and health services outside of the school with 91.4% of all students in FUSD coming from socioeconomically disadvantaged families. **Scope:** LEA-wide	most of their needs met and be able to return to class. Additionally, parents unsure of whether to send their children to school due to questions about illness or symptoms of their kids will be able to confer with the nurse to get immediate support without having to take their children out of school to go to a clinic. This action is being provided on an LEA-wide basis to support student academic, behavior, and health needs at every school site.	
2.3	**Action:** Classroom Behavior Aides	The district will maintain funding for classroom behavior aides to support the acute behavior	2.4 - Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth, 10.9% rate for LTELs, and 10.6% rate for students with disabilities. Additional needs: According to staff surveys, additional support is needed to address escalating student behaviors that peaked after the pandemic, requiring increased Tier 2 and Tier 3 behavior supports, especially at the elementary school level. This includes the ability to provide behavioral support to students to reduce the suspension rates for socioeconomically disadvantaged students (6.9%), English Learners (5.4%), and foster youth (12%) to improve outcomes from the Orange and Red Indicators on the CA School Dashboard. **Scope:** LEA-wide	needs of unduplicated students. The behavior aides will be able to support students experiencing heightened distress, assist with carrying out behavior plans, and develop behavior skills where deficits exist to help students self-regulate, focus, and eliminate disruptive behavior for themselves and others, preventing an escalation of expressed behaviors that lead to students being suspended. The classroom behavior aides will be trained to support unduplicated student self-regulation, development of behavior skills, and SEL strategies. This action is being provided on an LEA-wide basis to support student behavior needs at every school site.	
2.4	**Action:** Campus Supervisors and/or Noon-Duty Aides **Need:**	Provide campus supervisors and/or noon-duty aides at each school site to ensure an inclusive school environment while supporting the behavioral needs of all unduplicated students. The campus supervisors and noon-duty aides provide	2.4 - Suspension Rate 2.15 - School Safety and Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth, 10.9% rate for LTELs, and 10.6% rate for students with disabilities. According to staff surveys and administrator input, additional support is needed to address escalating student behaviors and students attempting to elope during the school day. Additional needs: According to staff surveys, additional support is needed to address escalating student behaviors that peaked after the pandemic, requiring increased Tier 2 and Tier 3 behavior supports, especially at the elementary school level. This includes the ability to provide behavioral support to students to reduce the suspension rates for socioeconomically disadvantaged students (6.9%), English Learners (5.4%), and foster youth (12%) to improve outcomes from the Orange and Red Indicators on the CA School Dashboard. **Scope:** LEA-wide	additional supervisory coverage in areas where there is a high concentration of students, including in the cafeteria, on the playground and during transitional periods throughout the day. Their presence and ability to handle low-level student behavior infractions lead to a more stable and less disruptive school environment while keeping all students safe. Their presence and supervision also prevent major infractions, such as the use of drugs, alcohol, or weapons, from taking place at school while also preventing student fights. Campus supervisors and noon-duty aides will receive ongoing training and check-ins to support positive student supervision of unduplicated students as well as support a team response to schoolwide and individual behavior data patterns. This action is being provided on an LEA-wide basis to support student behavior needs and supervision at every school site.	
2.6	**Action:** Speech and Language Pathologists	Maintain funding for unduplicated students who also need Speech Pathology support. Students	1.1 - CAASPP ELA 1.2 - CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district has approximately 200 students identified with Special Needs including Speech. Of those students, nearly half of them are English Learners and over two thirds are identified as socioeconomically disadvantaged (SED) hence the need to support unduplicated count students. **Scope:** LEA-wide	receiving speech pathology will receive support with their hearing impairments, cognitive delays, articulation problems, and other physical disabilities that may prevent them from fully engaging in the learning process, which helps to eliminate some barriers and helps to address the achievement gaps that develop over time. This action is being provided on an LEA-wide basis to support all students with special needs who need speech services.	
2.7	**Action:** Additional ELD Support **Need:** On the recent ELPAC assessment, 44.2% of EL students made progress towards English language proficiency. This was a 2.9% increase compared to the previous year. Additionally, 12.23% of EL students tested at a Level 4 on the ELPAC, a decrease of 0.19% from the previous year. English Learners performed 81.9 points below standard on CAASPP ELA, an improvement of 12 points. English Only students performed at 59.1 points below standard. English Learners performed 117.2 points below standard on CAASPP Math. English Only students performed at a 100.5 points below standard.	Provide additional hourly and/or substitute coverage in order for each school's Academic Coaches and the District's EL Coordinator to provide/facilitate professional development in English Language Development strategies. This emphasis on professional development on ELD allows the academic coaches to support the four domains of language (i.e., listening, speaking, reading, and writing) with groups of teachers and also allows for lesson demonstrations, classroom visits, lesson design, and development of ELD strategies to support the specific needs of English Learners. Additionally, the supplemental ELD curriculum will be aligned to the English Language Development standards to support first instruction in designated ELD. Additional ELD support will also include providing tablets and subscription services for language development at home as an extension of the school day for newcomer students and students at-risk of becoming LTELs.	1.5 - ELPAC Results 2.6 - English Learners Making Progress Toward English Proficiency 2.7 - English Learner Reclassification Rate 2.8 - At-Risk and Long-Term English Learner Counts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This action is being provided on an LEA-wide basis to support all EL students in the district, especially those who are at LTEL or at risk of becoming LTEL.	
2.8	**Action:** EL Coordinator - LTEL Support **Need:** On the recent ELPAC assessment, 44.2% of EL students made progress towards English language proficiency. This was a 2.9% increase compared to the previous year. Additionally, 12.44% of LTEL students tested at Level 4 on the ELPAC, while 10.58% of At-Risk LTEL students tested at Level 4. The district had 4.2% of LTELs at Met or Exceeded for CAASPP ELA, compared to 5.55% of state LTELs. The district had 2.13% of LTELs at Met or Exceeded for CAASPP Math compared to 3.38% of state LTELs. **Scope:** Schoolwide	The EL Coordinator will provide/facilitate professional development in English Language Development strategies targeting the progress of Long-Term English Learners. The ELD strategies will focus heavily on the language domains of reading and writing as these are the areas of the ELPAC that are the most challenging for EL students. This action is being provided on an LEA-wide basis since every school site has English Learners that have stalled in their annual progress and are either LTELs already or are at risk of becoming LTELs.	1.5 - ELPAC Results 2.6 - English Learners Making Progress Toward English Proficiency 2.7 - English Learner Reclassification Rate 2.8 - At-Risk and Long-Term English Learner Counts
2.9	**Action:** Guidance Secretary **Need:** The College and Career Indicator shows that 43.7% of all high school graduates are placed in the "prepared" level on the college/career	The guidance secretary will provide assistance for all high school counselors to provide college and career planning for all unduplicated students. With counselors assisting with the academic and behavioral needs of students, the guidance secretary provides the ability for a smooth processing of student courses, arranging meetings	1.6 - College/Career Indicator 2.2 - Graduation Rate 2.3 - Dropout Rate 2.9 - A-G Completion Rates

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	indicator. This includes only 23.8% of English Learners and 43.5% of socioeconomically disadvantaged students being identified as "prepared". With over 50% of our twelfth-grade students at FHS and DCA not being prepared for college and/or a career using the measures found within the CCI indicator, a review and revision of our system across the two school sites is needed. High school students often take classes that are not helping them make progress toward A-G completion, nor are they part of a CTE pathway, thus limiting their progress toward college or career preparation. **Scope:** Schoolwide	with students and families, and coordinating similar efforts across the school. This action is being provided on a schoolwide basis to support all unduplicated students at Farmersville High School. This is the only school site that provides in-depth college and career planning for students.	
2.10	**Action:** School Resource Officer **Need:** The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth (Red Indicator), 5.4% of English Learners (Orange), 10.9% of LTELs	The School Resource Officer (SRO) will provide services that address the social-emotional and mental-health well-being of unduplicated students. The role of School Resource Officer will be to educate students in the areas of conflict resolution, impact of drugs, anti-tobacco education, crime prevention, and de-escalation behaviors. The SRO will also be able to follow up individually with students placed on a variety of behavior contracts, thus preventing further escalation of major behaviors that lead to suspension. This action is being provided on an LEA-wide basis to support all unduplicated students in the district, especially those demonstrating behaviors	2.1 - Chronic Absenteeism 2.4 - Suspension Rate 2.5 - Expulsion Rate

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	(Orange), and 6.9% of socioeconomically disadvantaged (Orange). There were no expulsions recorded in 2025-26. There were three expulsions recorded in 2024-2025, while five expulsion cases were presented to the governing board for consideration. **Scope:** LEA-wide	that raise their risk-factors for suspension and/or expulsion.	
2.11	**Action:** MTSS Student Interventions **Need:** Farmersville students scored 61.2 points below standard in ELA compared to 8.1 points below for all students statewide. Farmersville students scored 103.9 points below standard in math compared to 42.4 points below for all students statewide. CAASPP ELA scores showed a 28.65% met/exceed rate for Farmersville students compared to 48.82% of students statewide. This includes 7.21% of English Learners in FUSD and 10.41% statewide and 28.11% of socioeconomically disadvantaged students in FUSD and 38.23% statewide. CAASPP Math scores showed a 15.03% met/exceed rate for Farmersville students compared to 37.3% of students statewide. This includes 3.82% of English Learners in	The district will provide funding to assist the implementation of Multi-Tiered Systems of Support (MTSS) at each school. This will consist of implementing systems for academic and social-emotional student interventions (Tier 1-3). MTSS student interventions will target English Learners, low-income students, and foster youth students to close achievement gaps. The supports will include behavioral support, academic tutoring, student incentives, communication with educational partners, professional development, and a variety of other actions to support the whole child. Academic tutoring will include tutoring by outside organizations to support students in the evenings or on weekends. Supports to allow high school students to provide peer tutoring will also be provided. Student incentives will be incorporated into a school plan to support academic, behavior, attendance, and literacy initiatives. This action is being provided on an LEA-wide basis since the need to support academics and behavior is universal at every school site.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 2.4 - Suspension Rate 2.15 - School Safety and Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FUSD and 11.01% statewide, and 14.78% of socioeconomically disadvantaged students in FUSD and 26.19% statewide. The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth (Red Indicator), 5.4% of English Learners (Orange), 10.9% of LTELs (Orange), and 6.9% of socioeconomically disadvantaged (Orange). There is a great need for additional academic and behavioral support (Tiers 2 and 3) both during the school day and after the school day to supplement the core instructional program. **Scope:** LEA-wide		
2.12	**Action:** MTSS Coordinator **Need:** Farmersville students scored 61.2 points below standard in ELA compared to 8.1 points below for all students statewide.	The MTSS Coordinator will coordinate, monitor, and support school sites and classrooms with professional development and resources to address attendance, behavior, and academics. With systems for tiered intervention being developed for academics, behavior and social-emotional support across the district, a steady, focused hand must help orchestrate this complex body of work to lead to a smooth implementation and proper coordination of multiple staff members,	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 2.1 - Chronic Absenteeism 2.4 - Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Farmersville students scored 103.9 points below standard in math compared to 42.4 points below for all students statewide. CAASPP ELA scores showed a 28.65% met/exceed rate for Farmersville students compared to 48.82% of students statewide. This includes 7.21% of English Learners in FUSD and 10.41% statewide and 28.11% of socioeconomically disadvantaged students in FUSD and 38.23% statewide. CAASPP Math scores showed a 15.03% met/exceed rate for Farmersville students compared to 37.3% of students statewide. This includes 3.82% of English Learners in FUSD and 11.01% statewide, and 14.78% of socioeconomically disadvantaged students in FUSD and 26.19% statewide. The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth (Red Indicator), 5.4% of English Learners (Orange), 10.9% of LTELs (Orange), and 6.9% of socioeconomically disadvantaged (Orange).	agencies, resources, and processes that will support the various needs of unduplicated students. This action is being provided on an LEA-wide basis since the coordination and consistency of these services across school sites is incredibly important.	

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	There is a great need for additional academic and behavioral support (Tiers 2 and 3) both during the school day and after the school day. **Scope:** LEA-wide		
2.13	**Action:** Attendance Clerks **Need:** The district performed at an "Orange" level on the Chronic Absenteeism indicator located on the CA School Dashboard with 19.9% of FUSD students being absent at least 10% of the school year. This was higher than the state rate of 17.1%. Of particular note was a 17.1% rate for English Learners (Orange), 20% rate for socioeconomically disadvantaged students (Orange), 36.6% rate for homeless youth (Red), 26.6% rate for students with disabilities (Orange), and 19.6% for Hispanic students (Orange). According to information gleaned from the Parent Advisory Committee, families would like to know more about the services (i.e. health, mental health, food/shelter services) that are available to them within the community and in the surrounding area as well as expand offerings for workshops or presentations of these services.	The district will maintain funding for Attendance Clerks to follow up on unduplicated student absences. Attendance clerks are the first line of communication with parents as they are staff whose primary function is to reach out and determine why students are not attending school. Depending on how parents respond, the attendance clerk is able to reach out to the counselor, site admin, nurse, community liaison or others who can provide the most appropriate support to meet the needs of the student and/or family which will help prevent future absences. This action is being provided on an LEA-wide basis to support all unduplicated students in the district, especially those who are chronically absent.	2.1 - Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.14	**Action:** Media-Technology Specialists **Need:** In 2022-2023, 26% of students ended the school year reading at grade-level. By December of 2024, 38% of students were reading at grade level. While this is up from the year prior, this shows that nearly two-thirds of our students are reading below grade level by the time they begin junior high school. Additional needs: In September 2025, Only 20% of socioeconomically disadvantaged students are reading at grade level, while only 11% of English Learners are reading at grade level. On the CAASPP, socioeconomically disadvantaged students are 62.7 points below standard (Yellow Indicator) in ELA, while EL students are 81.9 points below standard (Orange Indicator) in ELA. **Scope:** LEA-wide	The district will provide media-technology specialists at the school sites so they may provide media services related to the acquisition, circulation, distribution and recovery of library materials. Media Specialists will assist with targeted literacy support to unduplicated students. The media-technology specialists' efforts to provide reading materials at a level that is appropriate within a student's zone of proximal development (ZPD) will aid with students development in reading and their application of reading skills that are being developed in the classroom as well as during reading intervention. Their targeting of student interest in specific reading content will also help with student independent reading practice. This action is being provided on an LEA-wide basis since reading instruction, practice, and development in specific content areas takes place at all school sites.	1.1 - CAASPP ELA 1.2 - CAASPP Math 1.3 - CAASPP CAST 1.8 - STAR Reading Assessments 2.15 - School Safety and Connectedness
2.15	**Action:** School Safety Measures **Need:** The district performed at an "Orange" level on the Suspension Rate indicator located on the	These school safety measures will be used to address the safety perceptions of unduplicated students. ActivNet will be used by staff to quickly respond to major safety incidents, including active shooters. Surveillance cameras will provide increased coverage to properly address minor and	2.1 - Chronic Absenteeism 2.4 - Suspension Rate 2.5 - Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CA School Dashboard with 6.8% of FUSD students being suspended at least one day. This was an increase of 0.9% from the previous year and higher than the state rate of 2.9%. Of particular note was a 12% suspension rate for foster youth (Red Indicator), 5.4% of English Learners (Orange), 10.9% of LTELs (Orange), and 6.9% of socioeconomically disadvantaged (Orange). There were no expulsions recorded in 2025-26. There were three expulsions recorded in 2024-2025, while five expulsion cases were presented to the governing board for consideration. **Scope:** LEA-wide	major behavioral concerns involving rough behavior, truancy, fighting, and vaping on campus. Classroom radios will allow quick communication by classroom teachers to specialized staff who may be mobile on campus to help address student safety concerns anywhere on campus. Quick and efficient responses are necessary when dealing with a variety of safety concerns that are handled on or near school campuses in a community with high rates of socioeconomic needs and high crime rates. Additional safety measures, including updating external gates and purchasing locking mechanisms (e.g. LockBlok) for classroom doors, will also be purchased and installed. This action is being provided on an LEA-wide basis to support all unduplicated students in the district, especially those demonstrating behaviors that raise their risk-factors for suspension and/or expulsion.	
2.16	**Action:** Instructional Resource Center (IRC) **Need:** The district performed at an "Orange" level on the Chronic Absenteeism indicator located on the CA School Dashboard with 19.9% of FUSD students being absent at least 10% of the school year. This was higher than the state rate of 17.1%. Of particular note was a 17.1% chronic absenteeism rate for English Learners (Orange), 20% rate for socioeconomically	The district will partner with the Tulare County Office of Education for Instructional Resource Center services. A teacher with multiple instructional aides will work with students to provide small-group and individualized academic and behavior supports to students at the elementary grade levels. This will be considered an intensive Tier 3 intervention for the early grade levels. This MTSS student intervention will target English Learners, low-income students, and foster youth students to use other means of correction to reduce instances of suspension, reduce chronic absenteeism, increase attendance, and close achievement gaps.	2.1 - Chronic Absenteeism 2.4 - Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged students (Orange), 36.6% rate for homeless youth (Red), 26.6% rate for students with disabilities (Orange), and 19.6% for Hispanic students (Orange). The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 5.9% of FUSD students being suspended at least one day. This was an increase of 0.5% from the previous year and higher than the state rate of 3.2%. Of particular note was a 12% suspension rate for foster youth (Orange Indicator), 5.3% of English Learners (Orange), 12.2% of LTELs (Orange), and 6.1% of socioeconomically disadvantaged (Orange). There is a great need for additional academic and behavioral support (Tiers 2 and 3) both during the school day and after the school day to supplement the core instructional program. **Scope:** Schoolwide	This action is being provided on a schoolwide basis with a primary focus at Hester Elementary and Snowden Elementary. Suspension rates for these schools are 3.4% (Hester) and 2.7% (Snowden), with Hester Elementary increasing its suspension rate by 3.1% compared to the previous school year. The IRC will focus on grades 1-3 due to the scope of the work. Behavioral skill development in the lower grade levels will support improvement in subsequent grade levels in outgoing years.	
3.1	**Action:** Parent Education Classes **Need:** Parental involvement in schools leads to better student attendance, behavior, grades, and social skills.	To meet these needs, the district will provide parent education classes developed by district staff and outside providers, including Parent Institute for Quality Education (PIQE). Areas of emphasis for parent education include, but are not limited to learning about A-G requirements, understanding student assessment scores, participating in IEP and SST processes, and learning how to be a volunteer. Expanded	3.1 - Parent Participation (Parent Education Workshops)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025-2026 LCAP Surveys and input from the Parent Advisory Committee each shared that building the capacity of parents to be involved in their child's education was a priority with parent engagement. Part of the need is to create opportunities for parents to learn the school system, its resources, and processes for providing student support and learning how to advocate for their child. Additional needs: The LCAP Committee and LCAP Surveys show that respondents, including parents, students, and staff, agree that parental involvement is a critical thing to have in place to support students. While this is very important to all educational partners, most families do not have the fiscal means to sign up for classes or educational experiences to improve their understanding of how to work with their children at home, learn about school processes or procedures, or improve their literacy skills since 91.4% of all students in FUSD coming from socioeconomically disadvantaged families. This includes rates of over 75% from all schools, including DCA (97%), FHS (86.8%), FJHS (91.1%), Freedom Elementary (94.3%), Snowden Elementary (93%), and Hester Elementary (94.9%). **Scope:** LEA-wide	offerings may include, but not be limited to, understanding content standards, helping students manage anxiety and stress, recognizing signs of emotional distress and cyberbullying, and developing social-emotional regulation skills. PIQE engages parents and provides knowledge and skills to partner with schools to ensure students receive a well-rounded education and achieve their full potential. All parent classes will aim to build parents' capacity to be confident, well-informed participants in their child's education who know how to navigate the school system. This action is provided on an LEA-wide basis because our schools are not neighborhood-based, meaning that students attend nearly every school in the district. Parents with students attending the continuation school should still be very involved in their child's education and learn about the school's programs.	
3.3	**Action:** Supports for Parent Involvement	Provide funding for Spanish Translators to translate needed documents for parents of unduplicated count students and provide	2.15 - School Safety and Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to our student information system (Aeries), 42.4% of the parents/guardians of the district's students speak a language other than English as their primary language. 42% of parents/guardians speak Spanish as their primary language, signifying that there is a tremendous need to have interpreters and translator support in place to help bridge the communication between home and school. Additionally, the Parent Advisory Committee has identified day care and transportation as other ways that parents can be supported to increase involvement in leadership meetings. **Scope:** LEA-wide	interpretation services for the community, including parents of EL students, at school events. Having individuals who can interpret information verbally and translate documents for parent meetings and events helps to welcome parents to the school, engages them in their primary language, eliminates barriers to participation and improves the partnership between home and school, thus providing greater support for unduplicated pupils. Schools will work toward increasing parent participation in school events as well as the number of parent participating in workshops. This will increase the number of parent volunteers at the school as well as parents participating in leadership capacities. Incentives for parent participation in school events and workshops, funding for fingerprinting services, as well as for identifying and recognizing parent volunteers will be provided. This action is provided on an LEA-wide basis because this need is common to all school sites.	3.1 - Parent Participation (Parent Education Workshops) 3.2 - Parent Participation on District and School Leadership Committees 3.3 - Parent Participation in School Events

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable

Additional Concentration Grant Funding

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

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 on FTEs that will provide direct services to students at all schools within the district through the continuation of additional 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 funded by sunsetting funds. If the district does not utilize these funds in this manner, 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 23 Class Size Reduction teachers to provide increased and improved interventions for K-12 unduplicated students. The additional costs for these positions is $2,646,416.00. Use of this funding is reflected in Goal 1, Action 2.

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	24-to-1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$26,568,682	$10,909,540	41.062%	4.146%	45.208%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,201,105.00	$1,405,686.00	$0.00	$0.00	$13,606,791.00	$11,590,691.00	$2,016,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Classroom Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$406,980.00	$10,000.00	$416,980.00				$416,980.00	
1	1.2	TK-12 Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$2,646,416.00	$0.00	$2,646,416.00				$2,646,416.00	
1	1.3	Music, Art, and Theatre Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6	07/01/26-06/30/27	$422,647.00	$0.00	$422,647.00				$422,647.00	
1	1.4	CTE Coordinator / Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy 9-12	07/01/26-06/30/27	$206,119.00	$0.00	$206,119.00				$206,119.00	
1	1.5	Broad Course of Study / CTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$429,648.00	$0.00	$429,648.00				$429,648.00	
1	1.6	CTE Expansion	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy	07/01/26-06/30/27	$0.00	$853,000.00	$853,000.00				$853,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$175,000.00	$0.00	$175,000.00				$175,000.00	
1	1.8	21st Century Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$0.00	$250,000.00	$250,000.00				$250,000.00	
1	1.9	Computer Technicians / Web Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$440,008.00	$0.00	$440,008.00				$440,008.00	
1	1.10	Assessment Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$177,480.00	$1,000.00	$178,480.00				$178,480.00	
1	1.11	Data Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$142,004.00	$1,000.00	$143,004.00				$143,004.00	
1	1.12	Save the Children Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.13	SCICON	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom Elementary 5-6	07/01/26-06/30/27	$5,000.00	$40,000.00	$45,000.00				$45,000.00	
1	1.14	Educational Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$0.00	$90,000.00	$90,000.00				$90,000.00	
1	1.15	Reading Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6	07/01/26-06/30/27	$465,120.00	$50,000.00	$515,120.00				$515,120.00	
2	2.1	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$1,484,241.00	$0.00	$1,484,241.00				$1,484,241.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Bilingual School Nurse, LVNs, and Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$581,607.00	$0.00	$581,607.00				$581,607.00	
2	2.3	Classroom Behavior Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$364,140.00	$7,000.00	$371,140.00				$371,140.00	
2	2.4	Campus Supervisors and/or Noon-Duty Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$658,260.00	$10,000.00	$668,260.00				$668,260.00	
2	2.6	Speech and Language Pathologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$471,800.00	$0.00	$471,800.00				$471,800.00	
2	2.7	Additional ELD Support	English Learners	Yes	LEA-wide	English Learners	All Schools	07/01/26-06/30/27	$25,000.00	$55,000.00	$80,000.00				$80,000.00	
2	2.8	EL Coordinator - LTEL Support	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Snowden Elementary, Freedom Elementary, Farmersville Junior High School, Farmersville High School, Deep Creek Academy 3-12	07/01/26-06/30/27	$54,060.00	$0.00	$54,060.00				$54,060.00	
2	2.9	Guidance Secretary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School 9-12	07/01/26-06/30/27	$69,938.00	$0.00	$69,938.00				$69,938.00	
2	2.10	School Resource Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$100,000.00	$0.00	$100,000.00				$100,000.00	
2	2.11	MTSS Student Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$0.00	$90,000.00	$90,000.00				$90,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	MTSS Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$238,180.00	$0.00	$238,180.00				$238,180.00	
2	2.13	Attendance Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$215,504.00	$0.00	$215,504.00				$215,504.00	
2	2.14	Media-Technology Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$444,720.00	$0.00	$444,720.00				$444,720.00	
2	2.15	School Safety Measures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$0.00	$135,400.00	$135,400.00				$135,400.00	
2	2.16	Instructional Resource Center (IRC)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6	07/01/26-06/30/27	$0.00	$250,000.00	$250,000.00				$250,000.00	
3	3.1	Parent Education Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$0.00	$83,200.00	$83,200.00				$83,200.00	
3	3.2	Community Liaisons	All Students with Disabilities English Learners, Foster Youth, Low Income	No			All Schools	07/01/26-06/30/27	$209,609.00	$0.00		$209,609.00			$209,609.00	
3	3.3	Supports for Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$1,133.00	$20,500.00	$21,633.00				$21,633.00	
3	3.4	Family Resource Center														
4	4.1	Professional Development	All	No			Specific Schools: Deep Creek Academy 10-12	07/01/26-06/30/27	$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.2	College and Career Opportunities	All	No			Specific Schools: Deep Creek Academy	07/01/26-06/30/27	$0.00	$15,000.00		$15,000.00			$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							10-12									
4	**4.3**	Behavior and Social-Emotional Supports	All	No			Specific Schools: Deep Creek Academy 10-12	07/01/26-06/30/27	$0.00	$20,000.00		$20,000.00			$20,000.00	
4	**4.4**	Academic Intervention	All	No			Specific Schools: Deep Creek Academy 10-12		$50,000.00	$0.00		$50,000.00			$50,000.00	
5	**5.1**	Classroom Instructional Aides	All	No			All Schools	07/01/26-06/30/27	$532,477.00	$0.00		$532,477.00			$532,477.00	
5	**5.2**	Psychologist	All	No			All Schools	07/01/26-06/30/27	$0.00	$0.00		$0.00			$0.00	
5	**5.3**	Attendance Clerks	All	No			All Schools	07/01/26-06/30/27	$58,140.00	$0.00		$58,140.00			$58,140.00	
5	**5.4**	Behavior Counselor	All	No			All Schools	07/01/26-06/30/27	$227,460.00	$0.00		$227,460.00			$227,460.00	
5	**5.5**	Reading Intervention	All	No			Specific Schools: Farmersville Junior High School		$258,000.00	$30,000.00		$288,000.00			$288,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$26,568,682	$10,909,540	41.062%	4.146%	45.208%	$12,201,105.00	0.000%	45.923 %	**Total:**	$12,201,105.00
								LEA-wide Total:	$9,785,221.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,415,884.00

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	$416,980.00	
1	**1.2**	TK-12 Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,646,416.00	
1	**1.3**	Music, Art, and Theatre Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6	$422,647.00	
1	**1.4**	CTE Coordinator / Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy 9-12	$206,119.00	

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	1.5	Broad Course of Study / CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$429,648.00	
1	1.6	CTE Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy 9-12	$853,000.00	
1	1.7	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	1.8	21st Century Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
1	1.9	Computer Technicians / Web Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$440,008.00	
1	1.10	Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,480.00	
1	1.11	Data Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,004.00	
1	1.12	Save the Children Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.13	SCICON	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom Elementary 5-6	$45,000.00	
1	1.14	Educational Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	1.15	Reading Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary	$515,120.00	

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 (%)
						K-6		
2	2.1	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,484,241.00	
2	2.2	Bilingual School Nurse, LVNs, and Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$581,607.00	
2	2.3	Classroom Behavior Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$371,140.00	
2	2.4	Campus Supervisors and/or Noon-Duty Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$668,260.00	
2	2.6	Speech and Language Pathologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$471,800.00	
2	2.7	Additional ELD Support	Yes	LEA-wide	English Learners	All Schools	$80,000.00	
2	2.8	EL Coordinator - LTEL Support	Yes	Schoolwide	English Learners	Specific Schools: Snowden Elementary, Freedom Elementary, Farmersville Junior High School, Farmersville High School, Deep Creek Academy 3-12	$54,060.00	
2	2.9	Guidance Secretary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School 9-12	$69,938.00	
2	2.10	School Resource Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.11	MTSS Student Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	

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 (%)
2	2.12	MTSS Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,180.00	
2	2.13	Attendance Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,504.00	
2	2.14	Media-Technology Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$444,720.00	
2	2.15	School Safety Measures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,400.00	
2	2.16	Instructional Resource Center (IRC)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6	$250,000.00	
3	3.1	Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,200.00	
3	3.3	Supports for Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,633.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,785,569.00	$13,231,077.00

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	$555,000.00	$386,896.00
1	**1.2**	TK-12 Class Size	Yes	$4,293,928.00	$4,077,324.00
1	**1.3**	Music, Art, and Theatre Teachers	Yes	$419,113.00	$391,886.00
1	**1.4**	CTE Coordinator / Counselor	Yes	$202,077.00	$203,561.00
1	**1.5**	Broad Course of Study / CTE	Yes	$470,967.00	$384,178.00
1	**1.6**	CTE Expansion	Yes	$345,000.00	$86,995.00
1	**1.7**	Summer School	Yes	$200,000.00	$200,000.00
1	**1.8**	21st Century Technology	Yes	$250,000.00	$315,315.00
1	**1.9**	Computer Technicians / Web Specialist	Yes	$430,415.00	$393,765.00
1	**1.10**	Assessment Coordinator	Yes	$171,043.00	$169,564.00
1	**1.11**	Data Coordinator	Yes	$135,000.00	$129,196.00

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	1.12	Save the Children Program	Yes	$40,000.00	$28,770.00
1	1.13	SCICON	Yes	$80,000.00	$40,562.00
1	1.14	Educational Field Trips	Yes	$60,000.00	$29,672.00
1	1.15	Reading Intervention	Yes	$456,000.00	$352,460.00
2	2.1	School Counselors	Yes	$1,650,000.00	$1,575,430.00
2	2.2	Bilingual School Nurse, LVNs, and Health Aides	Yes	$599,803.00	$555,877.00
2	2.3	Classroom Behavior Aides	Yes	$319,000.00	$267,622.00
2	2.4	Campus Supervisors and/or Noon-Duty Aides	Yes	$638,000.00	$483,289.00
2	2.6	Speech and Language Pathologists	Yes	$450,000.00	$804,388.00
2	2.7	Additional ELD Support	Yes	$50,000.00	$18,003.00
2	2.8	EL Coordinator - LTEL Support	Yes	$51,874.00	$57,959.00
2	2.9	Guidance Secretary	Yes	$67,274.00	$73,425.00
2	2.10	School Resource Officer	Yes	$97,000.00	$97,000.00

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)
2	2.11	MTSS Student Interventions	Yes	$119,000.00	$53,834.00
2	2.12	MTSS Coordinator	Yes	$226,178.00	$212,303.00
2	2.13	Attendance Clerks	Yes	$204,749.00	$205,416.00
2	2.14	Media-Technology Specialists	Yes	$445,321.00	$394,994.00
2	2.15	School Safety Measures	Yes	$371,400.00	$69,716.00
3	3.1	Parent Education Classes	Yes	$96,000.00	$66,278.00
3	3.2	Community Liaisons	No	$205,499.00	$186,000.00
3	3.3	Supports for Parent Leadership Meetings	Yes	$20,500.00	$4,644.00
3	3.4	Family Resource Center			
4	4.1	Professional Development	No	$30,000.00	$0.00
4	4.2	College and Career Opportunities	No	$10,000.00	$0.00
4	4.3	Behavior and Social-Emotional Supports	No	$22,916.00	$0.00
5	5.1	Classroom Instructional Aides	No	$571,977.00	$459,510.00
5	5.2	Psychologist	No	$179,535.00	$187,740.00

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)
5	**5.3**	Attendance Clerks	No	$55,000.00	$56,687.00
5	**5.4**	Behavior Counselor	No	$196,000.00	$210,818.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,695,076	$13,514,642.00	$11,658,789.55	$1,855,852.45	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Classroom Instructional Aides	Yes	$555,000.00	$386,896.00		
1	1.2	TK-12 Class Size	Yes	$4,293,928.00	$4,077,323.55		
1	1.3	Music, Art, and Theatre Teachers	Yes	$419,113.00	$391,886.00		
1	1.4	CTE Coordinator / Counselor	Yes	$202,077.00	$203,561.00		
1	1.5	Broad Course of Study / CTE	Yes	$470,967.00	$384,178.00		
1	1.6	CTE Expansion	Yes	$345,000.00	$86,995.00		
1	1.7	Summer School	Yes	$200,000.00	$200,000.00		
1	1.8	21st Century Technology	Yes	$250,000.00	$315,315.00		
1	1.9	Computer Technicians / Web Specialist	Yes	$430,415.00	$393,765.00		
1	1.10	Assessment Coordinator	Yes	$171,043.00	$169,564.00		
1	1.11	Data Coordinator	Yes	$135,000.00	$129,196.00		
1	1.12	Save the Children Program	Yes	$40,000.00	$28,770.00		
1	1.13	SCICON	Yes	$80,000.00	$40,562.00		

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	1.14	Educational Field Trips	Yes	$60,000.00	$29,672.00		
1	1.15	Reading Intervention	Yes	$456,000.00	$352,460.00		
2	2.1	School Counselors	Yes	$1,650,000.00	$1,103,898.00		
2	2.2	Bilingual School Nurse, LVNs, and Health Aides	Yes	$599,803.00	$555,877.00		
2	2.3	Classroom Behavior Aides	Yes	$319,000.00	$267,622.00		
2	2.4	Campus Supervisors and/or Noon-Duty Aides	Yes	$638,000.00	$483,289.00		
2	2.6	Speech and Language Pathologists	Yes	$450,000.00	$804,388.00		
2	2.7	Additional ELD Support	Yes	$50,000.00	$18,003.00		
2	2.8	EL Coordinator - LTEL Support	Yes	$51,874.00	$57,959.00		
2	2.9	Guidance Secretary	Yes	$67,274.00	$73,425.00		
2	2.10	School Resource Officer	Yes	$97,000.00	$97,000.00		
2	2.11	MTSS Student Interventions	Yes	$119,000.00	$53,834.00		
2	2.12	MTSS Coordinator	Yes	$226,178.00	$212,303.00		
2	2.13	Attendance Clerks	Yes	$204,749.00	$205,416.00		
2	2.14	Media-Technology Specialists	Yes	$445,321.00	$394,994.00		
2	2.15	School Safety Measures	Yes	$371,400.00	$69,716.00		
3	3.1	Parent Education Classes	Yes	$96,000.00	$66,278.00		
3	3.3	Supports for Parent Leadership Meetings	Yes	$20,500.00	$4,644.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$26,277,943	$10,695,076	7.813	48.513%	$11,658,789.55	0.000%	44.367%	$1,089,382.14	4.146%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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