

LCFF Budget Overview for Parents

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

CDS Code: 54-75325-0000000

School Year: 2024-25

LEA contact information:

Mr. Manuel Mendez

Superintendent

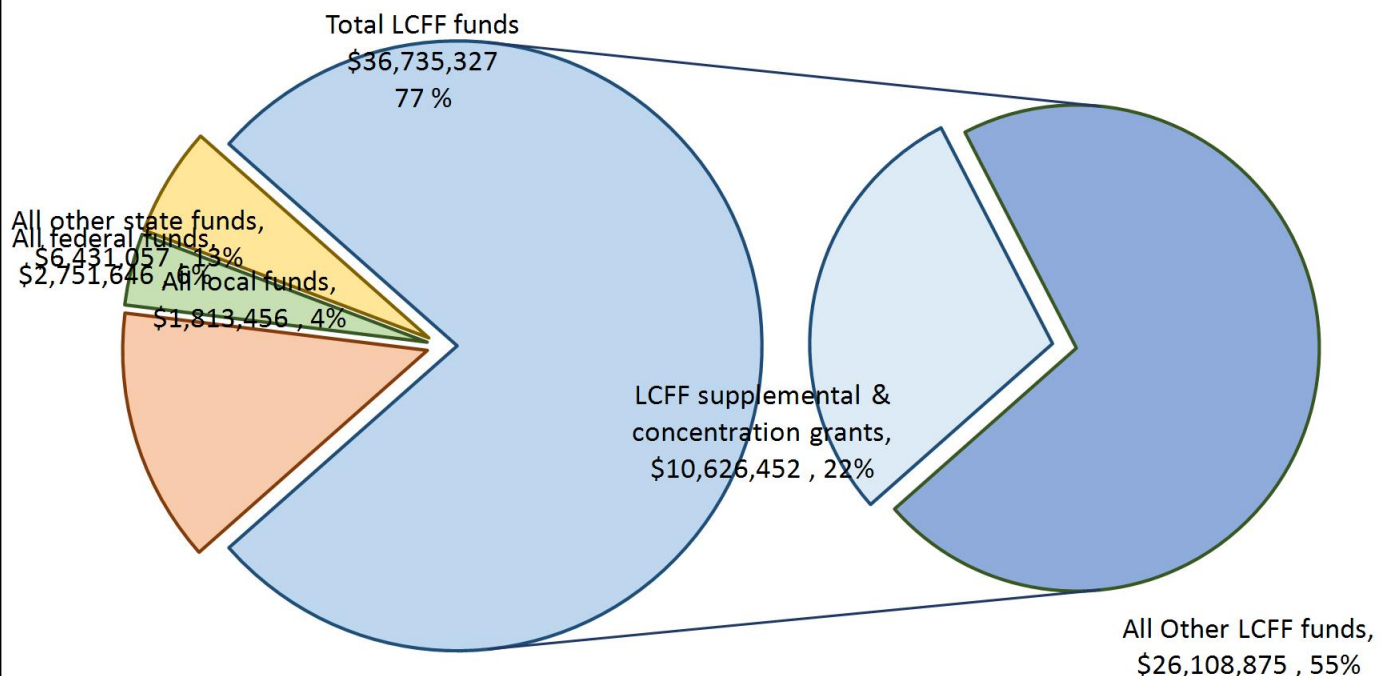
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(559) 592-2010

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 2024-25 School Year

Projected Revenue by Fund Source

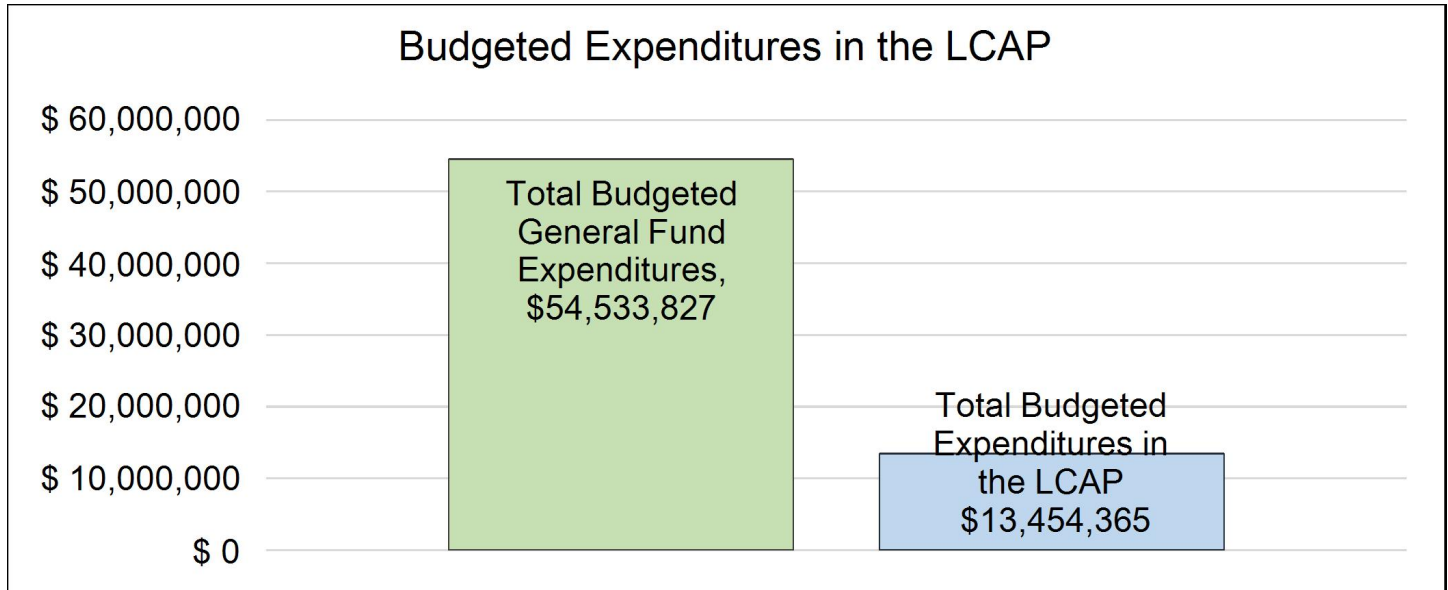


This chart shows the total general purpose revenue Farmersville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Farmersville Unified School District is \$47,731,486, of which \$36,735,327 is Local Control Funding Formula (LCFF), \$6,431,057 is other state funds, \$1,813,456 is local funds, and \$2,751,646 is federal funds. Of the \$36,735,327 in LCFF Funds, \$10,626,452 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 2024-25. 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 \$54,533,827 for the 2024-25 school year. Of that amount, \$13,454,365 is tied to actions/services in the LCAP and \$41,079,462 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

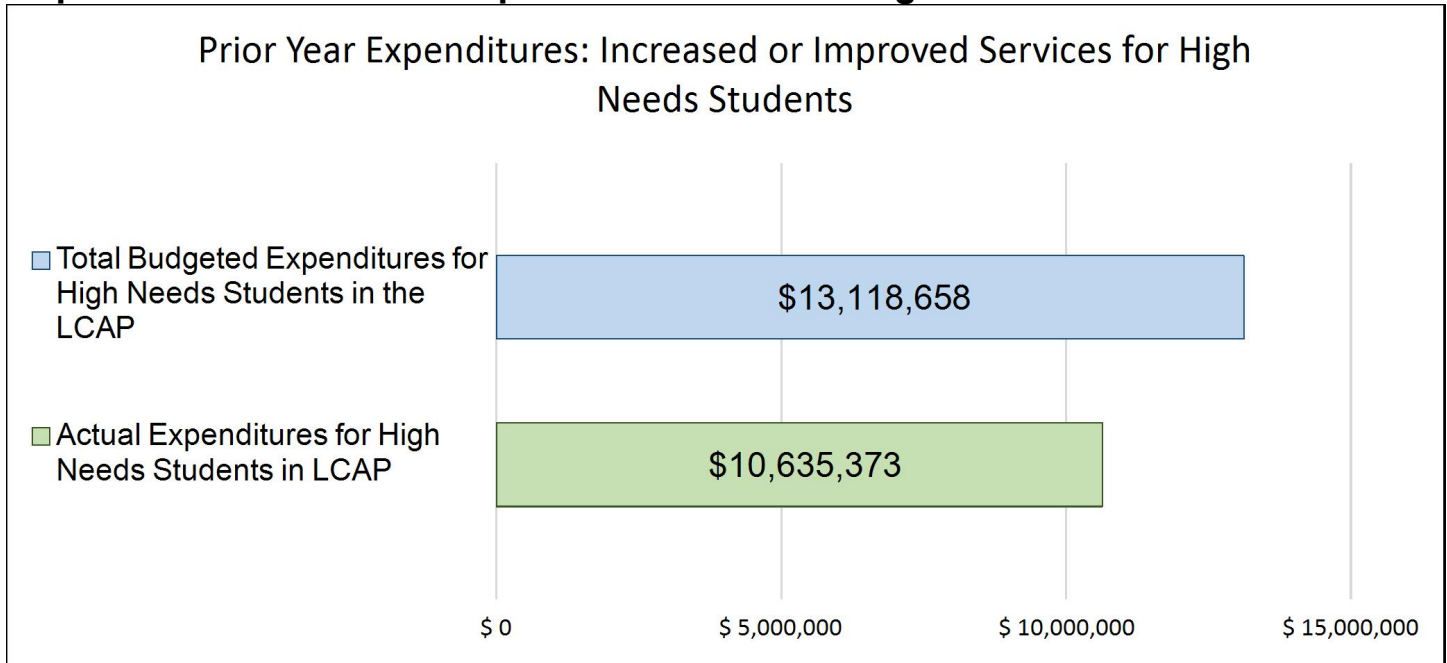
The budget expenditures not included in the LCAP will be utilized for employee salaries and benefits, district maintenance of facilities, and general overall costs related to the operations of the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Farmersville Unified School District is projecting it will receive \$10,626,452 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 \$13,380,682 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 2023-24



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 2023-24, Farmersville Unified School District's LCAP budgeted \$13,118,658 for planned actions to increase or improve services for high needs students. Farmersville Unified School District actually spent \$10,635,373 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$2,483,285 had the following impact on Farmersville Unified School District's ability to increase or improve services for high needs students:

There were various actions/services that the District was unable to start within the 23-24 fiscal year. Some of these actions included the work on the FRC as well as the hiring of the CTE Coordinator. As a result, increased and improved services to unduplicated students in the areas of CTE and student well-being through resource referrals were negatively impacted.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) CAASPP- English Language Arts	In 2018/19, 26.88% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.	In 2020-21, 21.58% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts. The district did not meet the 7% increase for ELA for all students as measured by CAASPP. The district declined by 5.3% for all students Standards Met/ Standards Exceeded as measured by CAASPP / ELA.	In 2021-22, 25.56% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts. The district did not meet the 7% increase for ELA for all students as measured by CAASPP. The district increased by 3.98% for all students Standards Met/ Standards Exceeded as measured by CAASPP / ELA.	In 2022-23, 21.19% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts. The district did not meet the 7% increase for ELA for all students as measured by CAASPP. The district decreased by 4.37% for all students Standards Met / Standards Exceeded as measured by CAASPP / ELA.	Through the implementation of content /performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded in ELA each year by 7% over the previous year as measured by CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2) CAASPP - Mathematics	In 2018/2019, 15.46% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics.	In 2020-21, 8.63% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics. The district did not meet the 7% increase for math for math over the previous year for all students as measured by CAASP. The district declined by 6.83% all students as measured by CAASPP / math for Standards Met / Standards Exceeded.	In 2021-22, 11.14% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics. The district did not meet the 7% increase for math over the previous year for all students as measured by CAASPP. The district increased by 2.51% for all students as measured by CAASPP / math for Standards Met / Standards Exceeded.	In 2022-23, 12.75% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics. The district did not meet the 7% increase for math over the previous year for all students as measured by CAASPP. The district increased by 1.61% for all students as measured by CAASPP / math for Standards Met / Standards Exceeded.	Through the implementation of content / performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded in mathematics each year by 7% over the previous year as measured by CAASPP.
3) ELPAC Results	In 2018/2019, the performance level of students scoring Well-Developed was 8% for the district as measured by ELPAC	In 2020-21, the performance level of all students scoring Well- Developed was 6.11% for the district as measured by ELPAC. The district did meet the 3% increase performance level	In 2021-22, the performance level of all students scoring Well-Developed was 13.62% for the district as measured by ELPAC. The district did meet the 3% increase in performance level	In 2022-23, the performance level of all students scoring Well-Developed was 16.5% for the district as measured by ELPAC. The district did not meet the 3% increase in performance level	Through the implementation of ELD standards education and MTSS intervention, we will increase the average Performance Level of Well-Developed students each year by 3% over the previous

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		over the previous year for all students scoring Well-Developed on the ELPAC. The district decreased by 1.72% for all students scoring Well-Developed as measured by the ELPAC.	over the previous year for all students scoring Well-Developed on the ELPAC. The district increased by 7.51% for all students scoring Well-Developed as measured by the ELPAC.	over the previous year for all students scoring Well-Developed on the ELPAC. The district increased by 2.88% for all students scoring Well-Developed as measured by the ELPAC.	year for the district as measured by ELPAC.
4) CAASPP - CAST	In 2018-2019, 11.24% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test	In 2020-2021, 10.48% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test. The district did not meet the 7% increase performance level over the previous year for Standards Met / Standards Exceeded for all students as measured by CASSPP Science Test. The district student performance declined 0.76%.	In 2021-22, 12.63% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test. The district did not meet the 7% increase performance level over the previous year for Standards Met / Standards Exceeded for all students as measured by CASSPP Science Test. The district student performance increased 2.15%.	In 2022-23, 13.21% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP / California Assessment for Science Test. The district did not meet the 7% increase performance level over the previous year for Standards Met / Standards Exceeded for all students as measured by CASSPP Science Test. The district student performance increased 0.58%.	Through the implementation of content / performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded each year by 7% over the previous year as measured by the California Assessment for Science Test (CAST).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5) Interim Benchmark Assessments - Social Science	In 2020-2021, 23% of students performed at Standards Met / Standards Exceeded as measured by district social science interim benchmarks.	In 2021-22, 72% of students performed at Standards Met / Standards Exceeded for all students as measured by district social science interim benchmarks. The district exceeded the 7% increase for all students Social Science Standards Met/ Standards Exceeded as measured by district interim social science interim benchmarks. The district increased by 49%.	In 2022-23, 81% of students performed at Standards Met / Standards Exceeded for all students as measured by district social science interim benchmarks. The district exceeded the 7% increase for all students Social Science Standards Met/ Standards Exceeded as measured by district interim social science interim benchmarks. The district increased by 9%.	In 2023-24, 85% of students performed at Standards Met / Standards Exceeded for all students as measured by district social science interim benchmarks. The district did not meet the 7% increase for all students Social Science Standards Met/ Standards Exceeded as measured by district interim social science interim benchmarks. The district increased by 4%.	Through the implementation of content / performance standards education and MTSS interventions, we will increase the percentage of students of students achieving at standards met, standards exceed each year by 7% over the previous year as measured by district Social Science interim benchmark results.
6) STAR Assessments	In 2018-2019, approximately 81% of students K-6 were reading below grade level. as measure by the STAR Assessment	In 2020-2021, approximately 82% of students in K-6 were reading below grade level as measured by the STAR Assessment The district declined in the percent of	In 2021-2022, approximately 66% of students in K-6 were reading below grade level as measured by the STAR Assessment The district increased the percent of	In 2022-2023, approximately 72.9% of students in K-6 were reading below grade level as measured by the STAR Assessment The district increased the percent of	Increase in K-6 the reading levels of students reading below grade level each year by one-year over the previous year as measured by STAR utilizing MTSS student interventions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students reading below grade level in K-6 by 1% from the previous year.	students reading below grade level in K-6 by 16% from the previous year.	students reading below grade level in K-6 by 8.9% from the previous year.	
7. Advanced Placement	In 2019-2020, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36.5% In 2020-21, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36%	In 2020-21, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36% The district did decline .5% in the Advanced Placement rate of students who had passed AP exam with a score of 3 or higher. The district did not meet the 1% increase for students scoring a 3 or higher on Advanced Placement exams.	In 2021-22, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 24% The district did decline 12% in the Advanced Placement rate of students who had passed AP exam with a score of 3 or higher. The district did not meet the 1% increase for students scoring a 3 or higher on Advanced Placement exams.	In 2022-23, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36% The district increased by 12% in the Advanced Placement rate of students who had passed AP exam with a score of 3 or higher. The district did meet the 1% increase for students scoring a 3 or higher on Advanced Placement exams.	Increase the number of all students including unduplicated students, the percentage of students passing the AP exam with a score of 3 or higher by 1% each year over the previous year.
8. EAP-ELA / Math Results	In 2018-2019, the percentage of all students including unduplicated scoring conditionally ready or ready on the EAP-	In 2020-21, the percentage of all students including unduplicated scoring conditionally ready or ready on the EAP-	In 2021-22, the percentage of all students including unduplicated scoring conditionally ready or ready on the EAP-	In 2022-23, the percentage of all students including unduplicated scoring conditionally ready or ready on the EAP-	Increase the percentage of all students including unduplicated scoring as conditionally ready or ready by 1% each year over the previous

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA was 60.4% and Math was 10.96%	ELA was 35.3% and Math was 2.9% The district did not meet the 1% increase the percentage of students scoring conditionally ready or ready on the EAP - ELA and Math. The district declined on the EAP - ELA 25% and Math 8.06%.	ELA was 42.3% and Math was 0.68% The district met the 1% increase in the percentage of students scoring conditionally ready or ready on the EAP - ELA but did not increase by 1% on the EAP - Math. The district increased on the EAP - ELA by 7% and declined on the EAP - Math by 2.22%. (2022-23 Aeries Analytics)	ELA was 31.1% and Math was 4.9% The district did not meet the 1% increase in the percentage of students scoring conditionally ready or ready on the EAP - ELA but did increase by 1% on the EAP - Math. The district decreased on the EAP - ELA by 11.2% and increased on the EAP - Math by 4.22%. (2023-24 Aeries Analytics)	year as measured by the EAP-ELA and EAP-Math.
9. State Adopted Standards-Based Materials	In 2019-2020, the district had 100% of state adopted standards based materials. In 2020-21, the district had 100% of state adopted standards based materials.	In 2020-21, the district had 100% of state adopted standards based materials.	In 2021-22, the district had 100% of state adopted standards based materials.	In 2022-23, the district had 100% of state adopted standards based materials.	The district will maintain 100% of state adopted standards-based materials.
10. Percentage of Teachers that are fully credentialed	In 2019-2020, the percentage of teachers that were	In 2020-21, the percentage of teachers that were	In 2021-2022, the percentage of teachers that were	In 2022-2023, the percentage of teachers that were	Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	fully credentialed was 87% (16 teachers without full credentials).	fully credentialed was 89% (15 teachers without full credentials). The district did not meet the 90% percent of teachers that are fully credentialed. The district did increase the percentage of fully credentialed teachers to 89% an increase of 2% over the previous year.	fully credentialed was 89% (16 teachers without full credentials). The district did not meet the 90% percent of teachers that are fully credentialed. The district did not increase the percentage of fully credentialed teachers over the previous year.	fully credentialed was 91% (12 teachers without full credentials). The district did meet the 90% percent of teachers that are fully credentialed. The district did increase the percentage of fully credentialed teachers over the previous year by 2%.	teachers that are fully credentialed to 90%
11. Implementation of Common Core State Standards including ELD Standards	In 2019-2020, Priority 2 Implementation of the State Academic Standards surveys indicated that 58% of teachers reported (average) that the district had full implementation of the Common Core State Standard including ELD Standards	In 2020-21, Priority 2 Implementation of the State Academic Standards surveys indicated that 56% of teachers reported (average) that the district had full implementation of the Common Core State Standards including ELD Standards	In 2021-22, Priority 2 Implementation of the State Academic Standards surveys indicated that 61% of teachers reported (average) that the district had full implementation of the Common Core State Standards including ELD Standards	In 2022-23, Priority 2 Implementation of the State Academic Standards surveys indicated that 61% of teachers reported (average) that the district had full implementation of the Common Core State Standards including ELD Standards	Increase the percentage of teachers reporting the district had full implementation of the Common Core State Standards including ELD Standards to 68% as measured by the Priority 2 survey.
12. Appropriately Assigned Teachers	In 2019-2020, 100% of teachers were appropriately assigned for the students they teach	In 2020-21, 100% of teachers were appropriately assigned for the students they teach	In 2021-2022, 100% of teachers were appropriately assigned for the students they teach	In 2022-2023, 100% of teachers were appropriately assigned for the students they teach	Maintain 100% of teachers are appropriately assigned for the students they teach

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(hold appropriate authorization)	(hold appropriate authorization)	(hold appropriate authorization)	(hold appropriate authorization)	(hold appropriate authorization)
13. Percentage of district students with sufficient access to State Adopted Standards-Based Instructional Materials	100% of district students had sufficient access to State Adopted Standards-Based Instructional Materials. (2020-21 per Board Resolution of Materials Sufficiency)	100% of district students had sufficient access to State Adopted Standards-Based Instructional Materials (2021-22)	100% of district students had sufficient access to State Adopted Standards-Based Instructional Materials (2022-23)	100% of district students had sufficient access to State Adopted Standards-Based Instructional Materials (2022-23)	100% of district students had sufficient access to State Adopted Standards-Based Instructional Materials.
14. Percentage of English Learners making progress toward English language proficiency as measured by the ELPAC Summative Assessment	44.1% of English Learners made progress toward English Language proficiency (2019 Dashboard)	Data on percentage of ELs making progress is not yet available.	54.6% of English Learners made progress toward English Language proficiency (2022 Dashboard)	51.3% of English Learners made progress toward English Language proficiency 2023 Dashboard)	65% of English Learners made progress toward English Language Proficiency

Goal Analysis

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

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

- 1.1 Classroom Instructional Aides - This action was fully implemented. Nine classroom instructional aides were hired.
- 1.2 Assessment Coordinator - This action was fully implemented. An assessment coordinator position was created and filled by a teacher on special assignment (TOSA).
- 1.3 Data Coordinator - This action was partially implemented. The assessment coordinator position's job description took on many of the elements of the data coordinator position.
- 1.4 21st Century Technology - This action was partially implemented. Technology and infrastructure have been purchased but not all of the budget associated with these expenses was used. Device acquisition continues to be a struggle due to supply issues.
- 1.5 Summer School - This action was fully implemented. Summer school will be offered to all students in the district with the program taking place in June 2024.

- 1.6 Standards-Based Supplemental Instructional Materials - This action was partially implemented. Funds were budgeted to support this action and materials were purchased. Not all funds associated with this action were used.
- 1.7 Educational Fieldtrips - This action was fully implemented. All fieldtrips were funded. Not all budgeted monies were expensed.
- 1.8 SciCon - This action was fully implemented. All 5th and 6th grade students are able to attend SciCon.
- 1.9 After School Program - This action was not implemented. There were sufficient funds for the afterschool program appropriated to it through ASSES and ELOP funding. A contribution from the district's LCFF/LCAP was not needed.
- 1.10 Attendance Clerks - The action was fully implemented. Additional hours to these positions were provided.
- 1.11 TK-3 Class Size - This action was fully implemented.
- 1.12 MTSS Student Interventions/Tutoring - This action was partially implemented. Training and implementation of MTSS systems continues. Academically tutoring was offered and provided to students.
- 1.13 Coordinator of College and Career Readiness - This action was not implemented as a full-time coordinator was not hired for this position.
- 1.14 CTE Expansion - This action was partially implemented. Due to overall district fiscal concerns and the lack of a Maintenance Operations and Transportation (MOT) Director for a significant portion of the school year, this project has not come out of the planning stage.
- 1.15 Coordinator of MTSS - This action was fully implemented using ESSER funding instead.

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.

- 1.3 - A new Data Coordinator was hired at a lower placement on the salary schedule.
- 1.4 - District did not need to purchase as much technology as budgeted.
- 1.5 - Anticipated Summer School costs are not as much as budgeted.
- 1.6 - District did not need to purchase as much standards based instructional materials as previously budgeted.
- 1.7 - District did not take as many fieldtrips as originally anticipated.
- 1.8 - SCICON did not cost as much as budgeted.
- 1.10 - District increased attendance clerks hours and also a salary increase.
- 1.11 - District had a salary increase in 23-24 which increased costs.
- 1.12 - District did not spend as much on interventions/tutoring as originally anticipated.
- 1.13 - Position was not implemented.
- 1.14 - CTE expansion was started, but not completed in 23-24.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 1.1 Classroom Instructional Aides - This action was largely ineffective. The additional support that was supposed to be provided to students has not led to student academic growth. The CAASPP ELA and CAASPP Math indicators have both decreased by 5.7% and 2.7%.

respectively over the recent 3-year LCAP term. Reading scores, as measured by the STAR Reading Assessments showed that 8% fewer students are reading below grade level.

1.2 Assessment Coordinator - This action was effective. The assessment coordinator has worked with staff to ensure that all state standardized assessments are administered correctly. After taking a dip in AP scores from 36.5% to 24%, these scores rebounded in the last year back up to 36% passing with a "3" or higher. Additionally, the STAR reading scores are improving with 8% more students reading at grade level or better.

1.3 Data Coordinator - This action was ineffective due to the position not being filled. The job description of the Assessment Coordinator took on many of the elements of this position.

1.4 21st Century Technology - This action was ineffective due to the presence and increase of the use of technology not demonstrating a strong correlation with student academic outcomes.

1.5 Summer School - This action was effective in students recovering credits and starting the new school year with improved performance in the content standards. Last year, CAASPP math scores improved by 1.6%. Additionally, reading scores improved by 7% and English Learners continued their upward trajectory with language proficiency on the ELPAC by 2.9%.

1.6 Standards-Based Supplemental Instructional Materials - This action was effective in that the district has 100% of state adopted standards-based materials and 100% of students have access to these materials. A change may be needed in how these materials are utilized for classroom instruction and intervention. The district's recent work this year on guaranteed standards will help the grade level teams prioritize which materials to use.

1.7 Educational Fieldtrips - This action was effective. Chronic absenteeism has decreased from 2021-22 to 2022-23 by 9% and continues to decrease. Student attendance has rebounded from that year by 3% as well. Academically, student performance has improved on the CAST by 2% over the three year period while performance on the interim benchmark assessments in social science have improved by 62% during that time.

1.8 SciCon - This action was effective. Chronic absenteeism has decreased from 2021-22 to 2022-23 by 9% and continues to decrease. Student attendance has rebounded from that year by 3% as well. Academically, student performance has improved on the CAST by 2% over the three year period.

1.9 After School Program - This action was partially effective. The afterschool enrichment, which includes some tutoring for students, has not led to sustained student academic growth. The CAASPP ELA and CAASPP Math indicators have both decreased by 5.7% and 2.7%, respectively over the recent 3-year LCAP term. Reading scores, as measured by the STAR Reading Assessments showed that 8% fewer students are reading below grade level over the previous three years although the percentage of students below grade level increased by 7% last year.

1.10 Attendance Clerks - This action was effective to help students return to school full-time after the COVID interruption to the regular school program. Chronic absenteeism has decreased from 2021-22 to 2022-23 by 9% and continues to decrease. Student attendance has rebounded from that year by 3% as well.

1.11 TK-3 Class Size - This action was partially effective. The additional support that was supposed to be provided to students has not led to sustained student academic growth. The CAASPP ELA and CAASPP Math indicators have both decreased by 5.7% and 2.7%, respectively over the recent 3-year LCAP term. Reading scores, as measured by the STAR Reading Assessments showed that 8% fewer students are reading below grade level over the previous three years although the percentage of students below grade level increased by 7% last year.

1.12 MTSS Student Interventions/Tutoring - This action was largely ineffective. The additional support in ELA and Math to be provided to students has not led to student academic growth. The CAASPP ELA and CAASPP Math indicators have both decreased by 5.7% and 2.7%, respectively over the recent 3-year LCAP term. Reading scores, as measured by the STAR Reading Assessments showed that 8% fewer

students are reading below grade level. One reason for the ineffective results is the lack of data driving the action of which students to bring in for tutoring. Additionally, staying for tutoring is largely an optional choice by the student and parents which means the students with the greatest needs are often not receiving this academic tutoring.

1.13 Coordinator of College and Career Readiness - This action was ineffective. The recent work on college and career readiness has led to a rebound of a 12% increase in AP scores from last year, but the scores have not changed much over the 3 year period. Additionally, the college and career indicator shows a 4.5% decrease over that same period of time and the percentage of students completing at least one CTE pathway decreased by approximately 12% over that same span of time.

1.14 CTE Expansion - This action was ineffective because the CTE expansion did not go beyond the planning stages. The action did not occur.

1.15 Coordinator of MTSS - This action was ineffective in that no LCFF monies were spent on this LCAP action. ESSER funds were used instead.

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

1.1 Classroom Instructional Aides - Educational partners have agreed that the classroom instructional aides are still necessary. An adjustment will be made where the classroom aides will be focusing their efforts on helping to develop student reading skills as well as targeted language acquisition support for EL, SED, and FY students. Additional materials from the ELA adopted curriculum will also be used to support this focus area.

1.2 Assessment Coordinator - No changes are planned for this action as some of the metrics (including AP, STAR) began to rebound this year. This position will ensure that collaborative teams have timely and reliable data in which to make instructional decisions for students. Effectiveness will be measured using CAASPP and ELPAC assessment data. This goal will be renumbered to Action 1.10 in the next LCAP cycle.

1.3 Data Coordinator - This action will continue with a person in place full-time. The action was ineffective due to it not being filled full-time in the previous year. This position will ensure that collaborative teams have timely and reliable data in which to make instructional decisions for students. Effectiveness will be measured using CAASPP and ELPAC assessment data. This goal will be renumbered to Action 1.11 in the next LCAP cycle.

1.4 21st Century Technology - This action will continue although the number of apps used on the devices will decrease. This will increase the focus and time spent on apps that are more effective. Collaboration using online resources will also increase. This goal will be renumbered to Action 1.8 in the next LCAP cycle.

1.5 Summer School - No change to this action other than there being an increased focus on prioritizing summer school only for students who need remediation and intervention. This may result in a decrease of student participation in summer school as those who are attending for enrichment purposes will not be prioritized. This goal will be renumbered to Action 1.7 in the next LCAP cycle.

1.6 Standards-Based Supplemental Instructional Materials - This action will not continue as the district is anticipating a decrease in the LCFF dollars funding the LCAP next year which leads to a decrease in the Minimum Proportionality Percentage (MPP). The costs for supplemental instructional materials will be supported through Lottery funds moving forward.

1.7 Educational Fieldtrips - This action will be modified as the district is anticipating a decrease in the LCFF dollars funding the LCAP next year which leads to a decrease in the Minimum Proportionality Percentage (MPP). Fewer dollars will be available for this action for the next 3-year LCAP. Funding to cover transportation for one field trips per grade level will be budgeted. This goal will be renumbered to Action 1.14 in the next LCAP cycle.

1.8 SciCon - This action will continue without changes. Fifth grade students will still attend SciCon for the day while sixth grade students will continue to attend for the majority of a school week. This goal will be renumbered to Action 1.13 in the next LCAP cycle.

1.9 After School Program - This action will be discontinued since there are multiple funding sources already supporting the afterschool program including ELO-P, ASES, and ASSETs.

1.10 Attendance Clerks - There are no changes to this action. This goal will be renumbered to Action 2.13 in the next LCAP cycle to better align with Goal 2.

1.11 TK-3 Class Size - The change to this action is that the class size reduction will be expanded to included all grade levels K-12. Educational partners prioritized a smaller classroom size than what would only be available if only the general fund was available. By increasing the number of classroom teachers using the LCAP, a smaller class size from a baseline of 30 students will be implemented throughout the district. This goal will be renumbered to Action 1.2 in the next LCAP cycle.

1.12 MTSS Student Interventions/Tutoring - This action will continue with a major change that the tutoring will be available earlier in the year than in years past. Tutoring opportunities will commence during the first trimester instead of in the second half of the school year. This goal will be renumbered to Action 2.11 in the next LCAP cycle to better align with Goal 2.

1.13 Coordinator of College and Career Readiness - This action will not continue and will be removed. The position was unfilled in 2023-24. Due to the decreased in anticipated LCFF dollars toward the LCAP, the MPP will be unable to sustain this position.

1.14 CTE Expansion - This action will remain in the LCAP. CTE Expansion work was halted due to uncertainty in the district's funding sources but will continue in 2024-2025. The funding will go toward the materials, equipment, and facilities costs of adding courses to some of the existing pathways instead of increasing the number of available pathways. This goal will be renumbered to Action 1.6 in the next LCAP cycle.

1.15 Coordinator of MTSS - This action will remain in the LCAP and this position will be supported using funding available through the LCAP in 2024-2025 although a different funding source supported this position in 2023-2024. The MTSS Coordinator is necessary to help build the systems needed for behavior, academic and social-emotional supports across the school district. This goal will be renumbered to Action 2.12 in the next LCAP cycle to better align with Goal 2.

Going forward, there have been changes to Metrics to best align with Actions and Goals and utilize the best measure of progress. These changes include using Distance from Standard for the CAASPP scores in ELA, Math, and Science, the inclusion of multiple student groups in every metric, the addition of an elementary music program participation metric, and the movement of some of the metrics from Goal 2 to Goal 1 to better align with the Goals and Actions in this section.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Chronic Absenteeism Rate	In 2019-2020, the chronic absenteeism rate (more than 10% of the school year) was 10.4%	In 2020-21, the chronic absenteeism rate (more than 10% of the school year) was 15.6%. (per Dataquest) The chronic absenteeism rate increased by 5.2% over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	In 2021-22, the chronic absenteeism rate (more than 10% of the school year) was 33.3%. (per CA Dashboard) The chronic absenteeism rate increased by 17.7% over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	In 2022-23, the chronic absenteeism rate (more than 10% of the school year) was 24.7%. (per CA Dashboard) The chronic absenteeism rate decreased by 8.6% over the previous year.	The district will decrease the percentage of students who are chronically absent by 1% each year over the previous year as measured by the Chronic Absenteeism Rate.
2. Graduation Rate	In 2019-2020, the graduation rate was 88%	In 2020-21, the graduation rate was 92.3%. (Per DataQuest) The graduation rate increased 4.3% over	In 2021-22, the graduation rate was 91.1%. (Per CA Dashboard) The graduation rate declined by 1.2% over	In 2022-23, the graduation rate was 95.9% (Per CA Dashboard) The graduation rate increased by 4.8%	The district will increase the percentage of students graduating by 1% each year over the previous year as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the previous year. The district did achieve the 1% growth in graduation rates.	the previous year. The district did not achieve the 1% growth in graduation rates.	over the previous year. The district did achieve the 1% growth in graduation rate.	measured by the Graduation Rate.
3. Suspension Rate	In 2019-2020, the suspension rate in the district was 5.1%	In 2020-21, the suspension rate in the district was 0.2% (Per DataQuest) The suspension rate decreased 4.9% over the previous year. The district met the 1% decrease for suspension rates.	In 2021-22, the suspension rate in the district was 3.9% (Per CA Dashboard) The suspension rate increased by 2.7% over the previous year. The district did not meet the 1% decrease in suspension rates.	In 2022-23, the suspension rate in the district was 5.4% (Per CA Dashboard) The suspension rate increased by 1.6% over the previous year. The district did not meet the 1% decrease in suspension rates.	The district will decrease the percentage of students suspended by 1% each year over the previous year as measured by the Suspension Rate.
4. Student, Parent, and Staff sense of School Safety and Connectedness	In 2019-2020, the California Healthy Kids Survey reported that 80% of students reported a caring school environment. ____% of student indicated they felt safe at school _____ _____	The 2020-21 California Healthy Kids Survey reported that ____% (CHKS data not available until June) of students reported a caring school environment. ____% of student indicated they felt safe at school _____ _____	The 2021-22 California Healthy Kids Survey reported that 50% of students reported a caring school environment. 48% of student indicated they felt safe at school _____ _____ The 2022-23 LCAP Survey reports that	The 2022-23 California Healthy Kids Survey reported that 43% of students reported a caring school environment. 48% of student indicated they felt safe at school _____ _____ The 2023-24 LCAP Survey reports that	The California Healthy Kids Survey results will show that 75% of students reported a caring school environment. 70% of student indicated they felt safe at school Parent sense of school safety is 85% and Staff sense of school safety is 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent sense of school safety is ____% and Staff sense of school safety is ____%. Parent sense that school provides a caring environment is ____% and Staff sense that school provides a caring environment is ____%. (The data on parent and staff sense of school safety and connectedness will be measured during the 2022-23 school year.)	Parent sense of school safety is ____% and Staff sense of school safety is ____%. Parent sense that school provides a caring environment is ____% and Staff sense that school provides a caring environment is ____%. (The data on parent and staff sense of school safety and connectedness will be measured during the 2022-23 school year.)	Parent sense of school safety is 79.3% and Staff sense of school safety is 78.1%. Parent sense that school provides a caring environment is ____% and Staff sense that school provides a caring environment is ____%. (The data on parent and staff sense of caring environment was not measured in 2022-23 school year, as an oversight on the survey.)	Parent sense of school safety is 81% and Staff sense of school safety is 79%. Parent sense that school provides a caring environment is 89% and Staff sense that school provides a caring environment is 92%.	Parent sense that school provides a caring environment is 90% and Staff sense that school provides a caring environment is 90%.
5. College and Career Indicator	In 2019-2020, the district college and career indicator for all students was 30.3% College Prepared.	In 2020-21, the district college and career indicator for all students was 28.3% College Prepared. The district's college and career indicator declined 2% over the previous year. The COVID-19 pandemic had many students on	In 2021-22, the district college and career indicator for all students was 41.3% College Prepared. The district's college and career indicator increased 13% over the previous year. The district did achieve the	In 2022-23, the district college and career indicator for all students was 25.8% College Prepared. The district's college and career indicator decreased by 15.5% over the previous year. The district did not achieve the 5%	The district will increase the percentage of students prepared for college and career by 5% each year over the previous year as measured by the College and Career Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Distance Learning which was a factor in this decline.	5% growth in graduation rates. (SOARS system)	growth in Preparedness rate.	
6. LCAP Parent Survey - Broad Course of Study	In 2018-2019, 57% of parents surveyed reported that the district provides students with a broad course of study.	In 2020-21, 87% of parents surveyed reported that the district provides students with a broad course of study.	Based on the last survey completed in 2020-21, 87% of parents surveyed reported that the district provides students with a broad course of study.	Based on the last survey completed in 2023-24, 86.4% of parents surveyed reported that the district provides students with a broad course of study.	The district will increase the percentage of parents surveyed reporting the district offers a broad course of study by 5% each year over the previous year as measured by the LCAP parent survey.
7. CTE Pathway Completion Rates	In 2018-19, the percentage of all students including unduplicated students completing at least one CTE pathway was 30%.	In 2020-21, the percentage of all students completing at least one CTE pathway was 19.5%. The percentage of all students completing at least one CTE pathway declined by 10.5% over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	In 2021-22, the percentage of all students completing at least one CTE pathway was 17.6%. The percentage of all students completing at least one CTE pathway declined by 1.9% over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	In 2022-23, the percentage of all students completing at least one CTE pathway was 34.5%. The percentage of all students completing at least one CTE pathway remained the same over the previous year.	The district will increase the percentage of all students including unduplicated completing one Career Technical Education pathway by 5% each year over the previous year as measured by CTE Completion Rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. A-G Completion Rates	In 2018-2019, the percentage of all students including unduplicated students completing A-G courses was 32.12%.	In 2020-21, the percentage of all students completing A-G courses was 37.3%. The percentage of all students completing A-G courses increased 5.18%. The district met the 5% increase for all students completing A-G courses.	In 2021-22, the percentage of all students completing A-G courses was 24.07%. The percentage of all students completing A-G courses declined by 13.23%. The district did not meet the 5% increase for all students completing A-G courses.	In 2022-23, the percentage of all students completing A-G courses was 27.3%. The percentage of all students completing A-G courses increased by 11.13%. The district did meet the 5% increase for all students completing A-G courses. (Aeries Analytics Dashboard)	The district will increase the percentage of all students including unduplicated students completing A-G courses by 5% each year over the previous year as measured by A-G Completion Rates.
9. Expulsion Rates	In 2019-2020, the district student expulsion rate percentage was .12%	In 2020-21, the district student expulsion rate percentage was 0%. (per Dataquest) The district's student expulsion rate percentage decreased by .12%. The district maintained expulsion rates less than 1%.	In 2021-22, the district student expulsion rate percentage was 0.10%. (per Dataquest) The district's student expulsion rate percentage Increased by 0.10%. The district maintained expulsion rates less than 1%.	In 2022-23, the district student expulsion rate percentage was 0%. (per Dataquest) The district's student expulsion rate percentage decreased by 0.10%.	Maintain the student expulsion rate to less than 1% each year.
10. Dropout Rates	In 2019-20, the student dropout rate for high school was	In 2020-21, the student dropout rate for high school was	In 2021-22, the student dropout rate for high school was	In 2022-23, the student dropout rate for high school was	Decrease the student drop out rate for the high school and junior

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3.5% and junior high school dropout rate was .83%.	5.5% and junior high school dropout rate was 0. The student dropout rate for high school increased 2% and the junior high school dropout rate decreased .83% over the previous year.	0.4% and junior high school dropout rate was 0. The student dropout rate for high school decreased 5.1% and the junior high school dropout rate remained the same over the previous year.	0% and junior high school dropout rate was 0.5%. The student dropout rate for high school decreased 0.4% and the junior high school dropout rate increased by 0.5%.	high school to less than 1% each year.
11. English Learner Reclassification Rate	In 2019-2020, the English Learner Reclassification Rate was 4.7% due to no ELPAC assessment	In 2020-21, the English Learner Reclassification Rate was 6.5%. The English Learner Reclassification Rate increased 1.8% over the previous year. The district did not meet the 2% increase in English Learner Reclassification Rates. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	In 2021-22, the English Learner Reclassification Rate was 2.7%. The English Learner Reclassification Rate decreased 3.8% over the previous year. The district did not meet the 2% increase in English Learner Reclassification Rates. ELPAC test scores were released late in the year which was a factor in this decline.	In 2022-23, the English Learner Reclassification Rate was 13.6%. The English Learner Reclassification Rate increased by 12.2% from the previous year. The district did meet the 2% increase in English Learner Reclassification Rates.	Increase the English Learner Reclassification Rate by 2% each year over the previous year.
12. Attendance Rates	In 2019-2020, the average daily	In 2020-21, the average daily	In 2021-22, the average daily	In 2022-23, the average daily	Increase the average daily attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attendance rate was 96.11%.	attendance rate was 94.53%. The average daily attendance rate decreased by 1.5%. The district did not meet .5% increase over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	attendance rate was 91.74%. The average daily attendance rate decreased by 2.79%. The district did not meet .5% increase over the previous year. The COVID-19 pandemic had many students on Distance Learning which was a factor in this decline.	attendance rate was 94.24%. The average daily attendance rate increased by 2.95%. The district did meet the .5% increase over the previous year.	by .5% each year over the previous year.
13. Facilities / Safety Compliance Report	In 2019-2020, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report.	In 2020-2021, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report. The district maintained a pass score for all schools on yearly Facilities / Safety Compliance Report.	In 2021-22, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report. The district maintained a pass score for all schools on yearly Facilities / Safety Compliance Report.	In 2022-23, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report. The district maintained a pass score for all schools on yearly Facilities / Safety Compliance Report.	Maintain a pass score on all school Facilities / Safety Compliance Yearly Report
14. Percentage of district students (inclusive of Unduplicated and those with exceptional	This is a new Metric with the Baseline to be established with results in the 2022-23 school year	New Metric for 2022-23	In 2021-22 all students (K-12) have access to a Broad Course of Study.	In 2022-23 all students (K-12) have access to a Broad Course of Study.	98% of all district students (inclusive of Unduplicated and those with exceptional needs) are enrolled in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs) are enrolled in and/or have access to a Broad Course of Study					and/or have access to a Broad Course of Study

Goal Analysis

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

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

2.1 Computer Technicians/Web Specialist - This action was fully implemented. Each of these positions are filled and support is being provided to all school sites to give students access and support.

2.2 Media-Technology Specialist - This action was fully implemented. Media specialists are in place at each school site supporting literacy efforts at each school.

2.3 CTE Coordinator/ Counselor - This action was fully implemented. Each school site has a counselor while the high school also has a CTE counselor.

2.4 Broad Course of Study / CTE - This action was fully implemented.

2.5 Elementary Music Teachers, Music Instrument Repair - This action was fully implemented. Music teachers were hired and funding is in place to support music instrument repair to give all students access to the music program.

2.6 Speech and Language Pathologist - This action was fully implemented. Unduplicated pupils are receiving support from the SLPs.

2.7 Guidance Secretary - This action was fully implemented. This position has been filled.

2.9 School Counselors - This action was fully implemented. Seven counselors are providing support to students at each of the schools in the district.

2.10 Bilingual School Nurse, LVN, and Health Aides - This action was fully implemented. All positions were filled.

2.11 School-Home Transportation - This action was not implemented. Due to overall district fiscal constraints and the lack of a Maintenance Operations and Transportation (MOT) Director for a significant portion of the school year, this project did not come out of the planning stage.

2.12 School Resource Officer - This action was fully implemented.

2.13 Save the Children Program - This action was fully implemented.

2.14 Classroom Behavior Aides - This action was fully implemented. A total of nine behavior aides are funded to support the behavior needs of students.

2.15 Campus Supervisors and/or Noon-Duty Aides - This action was fully implemented.

2.16 Additional ELD Support - This action was partially implemented. Most of the coaching and facilitation of professional development for teaching staff has come during staff meetings or after school. Only a small portion of funds were used to sub coverage or additional hours to extend the teacher's day to do this work.

2.17 Intervention Teachers - This action was fully implemented. The district hired additional intervention teachers to provide MTSS academic interventions at the schools.

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.

- 2.4 - Costs increased due to 23-24 salary increase.
- 2.9 - Costs increased due to 23-24 salary increase.
- 2.10 - Costs were not as much as previously budgeted.
- 2.11 - Action not implemented.
- 2.13 - Costs were not as much as previously budgeted.
- 2.14 - Some of the positions were not filled the entire year due to the timing of recruitment and hiring which led to a lower expense for the year.
- 2.15 - Costs were not as much as previously budgeted.
- 2.16 - Costs were not as much as previously budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 2.1 Computer Technicians/Web Specialist - This action was partially effective. The computer technicians helped 100% of students access their standards-based materials, prevented any lags or glitches in state testing, and allowed school functions to continue without serious lapses.
- 2.2 Media-Technology Specialist - This action was effective. The media specialists support student access to the library and support literacy efforts at the school. By giving students the ability to access library books, students were able to independently practice their literacy skills. This translated to an increase of 7% of students reading at grade level or better compared to last year. This follows a decrease of nearly 15% from the previous two years.
- 2.3 CTE Coordinator/ Counselor - This action was effective. Attendance rates improved to 94.24%, chronic absenteeism rates decreased by 8.6%, and CTE pathway completion rates increased by nearly 17%.
- 2.4 Broad Course of Study / CTE - This action was ineffective because an expansion on the CTE pathways was not implemented.
- 2.5 Elementary Music Teachers, Music Instrument Repair - This action was partially effective. According to the LCAP parent survey, an increase of 30% of parents surveyed reported that the district provides students with a broad course of study. Students completing A-G courses (including fine arts) increased by 3% over the three-year period. Additionally, student attendance increased by 2.5% from 2021-22 to 2022-23. CAASPP math scores decreased by 2.7% during that three-year period of time.
- 2.6 Speech and Language Pathologist - This action was ineffective. Students receiving speech services were more successful in school and allowed 100% of students to access a broad course of study, increase the student attendance rate by 2.5% from last year. CAASPP ELA scores decreased by 5.7% over the three year period while CAASPP math scores decreased by 2.7% during that same period of time.

2.7 Guidance Secretary - This action was partially effective. Students were placed in courses that supported their interests, but this didn't always translated to improved results. The college and career indicator's measure of students being prepared for college decreased by 4.5% over the three year period and CTE pathway completion rates dropped by 12.4% during that time. In that same span of time, students completing A-G requirements increased by 3.1% and all students at the high school had access to a broad course of study.

2.9 School Counselors - This action was partially effective. While more services were provided to students, greater need was also experienced by students following the COVID pandemic. Over the three-year span, chronic absenteeism increased by 14.3%, attendance rates decreased by 1.9%, the suspension rate increased by 0.3%, and the expulsion rate dropped by 0.12%. Dropout rates decreased by 3.5% while the graduation rate increased by 7.9% during that time. The college and career indicator's measure of students being prepared for college decreased by 4.5% over the three year period and CTE pathway completion rates dropped by 12.4% during that time.

2.10 Bilingual School Nurse, LVN, and Health Aides - This action was partially effective. The effects of increased health services are to give students the services they need to maximize their time in school where learning is taking place. The COVID pandemic negatively affected every district in the nation with students being required to stay home. Over the three-year LCAP period, chronic absenteeism increased by 14.3%, attendance rates decreased by 1.9%, and students reporting a safe environment in school was 48%.

2.11 School-Home Transportation - This action was ineffective because the action was not implemented.

2.12 School Resource Officer - This action was partially effective. The suspension rate increased by 0.3% during the last three years with the expulsion rate decreasing by 0.12%. Students reporting a safe environment in school was 48% while parents reporting a sense of school safety on the same survey was 79%. Chronic absenteeism rate increased over the three years by 14.3%. The SRO has not been utilized to educate students in the areas of conflict resolution, impact of drugs, anti-tobacco education, crime prevention, and de-escalation behaviors.

2.13 Save the Children Program - This action was partially effective. STAR assessment scores in literacy decreased by 8% over the last three years but did increase by 7% from the previous year.

2.14 Classroom Behavior Aides - This action was partially effective. While more behavior supports were provided to students, greater need was also experienced by students following the COVID pandemic. The suspension rate increased by 0.3% and the expulsion rate dropped by 0.12%.

2.15 Campus Supervisors and/or Noon-Duty Aides - This action was ineffective. The suspension rate increased by 0.3% while connectedness data results show a 37% decrease in students reporting a caring environment while 48% of students reported feeling safe at school.

2.16 Additional ELD Support - This action was effective. The EL Reclassification increased by 8.9% while the percent of ELs making progress toward English language proficiency increased by 7.2% over the three year period.

2.17 Intervention Teachers - This action was ineffective. CAASPP ELA scores decreased by 5.7% over the three year period while CAASPP math scores decreased by 2.7% during that same period of time.

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

2.1 Computer Technicians/Web Specialist - This action will continue as these positions are needed to support the goal of providing all students with 21st century technology as well as infrastructure (e.g. wireless network) to use student devices. This goal will be renumbered to Action 1.9 in the next LCAP cycle to better align with Goal 1.

2.2 Media-Technology Specialist - This action will continue in 2024-2025. This position will continue to support the literacy efforts at the school to improve reading instruction as measured by STAR, as well as learning of core content as measured by CAASPP. This goal will be renumbered to Action 2.14 in the next LCAP cycle.

2.3 CTE Coordinator/ Counselor - This action will continue in 2023-2024. Although the Coordinator of College and Career Readiness position will not move forward into the new LCAP cycle to work with junior high, high school, and continuation school, this position will continue to be based at the high school and work primarily with high school students to increase the number of students graduating and meeting the criteria that counts toward fulfilling the College/Career Indicator on the CA School Dashboard. This goal will be renumbered to Action 1.4 in the next LCAP cycle to better align with Goal 1.

2.4 Broad Course of Study / CTE - This action will continue in 2024-2025. Due to some fiscal uncertainties in 2023-2024, many of the expenditures were placed on hold. These actions will be needed in the next LCAP to support the increase in elective and CTE course development across the district. This goal will be renumbered to Action 1.5 in the next LCAP cycle to better align with Goal 1.

2.5 Elementary Music Teachers, Music Instrument Repair - This action will continue with no anticipated changes. This goal will be renumbered to Action 1.3 in the next LCAP cycle to better align with Goal 1.

2.6 Speech and Language Pathologist - This action will continue as speech services are invaluable and necessary for English Learners to engage in their learning. An emphasis on future services will be to ensure that speech services are available in-person instead of online although this hardship largely existed due to limited amounts of speech and language pathologists in the area servicing school districts.

2.7 Guidance Secretary - This action will continue in 2024-2025. This position will be integral in supporting student access to a broad course of study at the high school in regards to college and career planning and will help improve the college and career indicator performance at the school. This goal will be renumbered to Action 2.9 in the next LCAP cycle.

2.9 School Counselors - This action will continue with no changes. Educational partners prioritized counseling services for students at all grade levels with a priority toward small group and more frequent sessions with students. This goal will be renumbered to Action 2.1 in the next LCAP cycle.

2.10 Bilingual School Nurse, LVN, and Health Aides - This action will continue with no changes. Educational partners shared their emphasis on having nurses available to students to help minimize instructional time lost for visits to the doctor as well as provide families with the ability to get some level of health care for their children at the school which supports the needs of the community. This goal will be renumbered to Action 2.2 in the next LCAP cycle.

2.11 School-Home Transportation - This action will not continue in 2024-2025. School-home transportation will be supported through alternative funding sources.

2.12 School Resource Officer - This action will continue with no changes in 2024-2025. Educational partners shared that they want to ensure students are safe at school especially from violent crimes or threats of violence and drug use. This goal will be renumbered to Action 2.10 in the next LCAP cycle.

2.13 Save the Children Program - This action will continue with no changes. This goal will be renumbered to Action 1.12 in the next LCAP cycle to better align with Goal 1.

2.14 Classroom Behavior Aides - This action will continue with no changes. This goal will be renumbered to Action 2.3 in the next LCAP cycle.

2.15 Campus Supervisors and/or Noon-Duty Aides - This action will continue with no changes. Educational partners emphasized keeping our school environments safe and students properly supervised. This goal will be renumbered to Action 2.4 in the next LCAP cycle.

2.16 Additional ELD Support - This action will continue with a modification. Release time for teachers to receive professional development in effective ELD strategies will be provided. A separate action will be necessary to address Long Term English Learner needs. A portion of the district's EL Coordinator time will be used to support the LTEL needs. This goal will be renumbered to Action 2.7 in the next LCAP cycle.

2.17 Intervention Teachers - This action was ineffective. This action will be discontinued for 2024-2025. There will be an emphasis on first instruction and differentiation and intervention in the classroom. The district will continue to look into reading intervention possibilities the following year.

Going forward, there have been changes to Metrics to best align with Actions and Goals and utilize the best measure of progress. These changes include the addition of an At-Risk and Long Term English Learner Counts metric and AP Passing Rate metric as well as the addition of a metric to count the number of instances of Health Supports provided to students. Additionally, each metric includes more disaggregated student data to track the progress of multiple student groups and there was some movement of some of the metrics from Goal 1 to Goal 2 to better align with the Goals and Actions in this section. A new action 2.8, EL Coordinator - LTEL support, will be added to address the needs of the long term English Learners in the next 3-year LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent participation in parent education classes	The percentage of parent /guardian participating in parent education workshops (registration and sign-in ups forms) is 20%.	The percentage of parent /guardian participating in parent education workshops for the 2021-22 school year (registration and sign-in forms) was 15%. The district declined 5% in the percentage of parent/guardian participation in parent education workshops over the previous year. The COVID-19 pandemic was a factor in this decline.	The percentage of parent /guardian participating in parent education workshops for the 2021-22 school year (registration and sign-in forms) was 9.2%. The district declined 5.8% in the percentage of parent/guardian participation in parent education workshops over the previous year.	The percentage of parent /guardian participating in parent education workshops for the 2022-23 school year (registration and sign-in forms) was 9%. The district declined 0.2% in the percentage of parent/guardian participation in parent education workshops over the previous year.	Increase the percentage of parent / guardian participation in parent education classes by 5% each year over the previous year (registration and sign-in forms).
2. Parent participation in technology literacy courses	The percentage of parent/ guardian participating in district technology literacy workshops	The percentage of parent/ guardian participating in district technology literacy workshops for the 2021-2022 school	The percentage of parent/ guardian participating in district technology literacy workshops for the 2022-23 school year	The percentage of parent/ guardian participating in district technology literacy workshops for the 2023-24 school year	Increase the percentage of parent / guardian participation in district technology literacy workshops by 5% each year over the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(registration and sign-in forms) is 20%.	year (registration and sign-in forms) was 25%. The percentage of parent / guardian participating in district technology workshops for 2021-2022 increased by 5% over the previous year. The district did meet 5% increase for the 2021-2022 school year.	(registration and sign-in forms) was 30.6%. The percentage of parent / guardian participating in district technology workshops for 2022-23 Increased by 5.6% over the previous year. The district did meet 5% increase for the 2022-23 school year.	(registration and sign-in forms) was 1.3%. No workshops/official trainings took place other than impromptu 1:1 sessions.	previous year (registration and sign-in forms).
3. Parent participation in literacy courses, including parents of Unduplicated Pupils and parents of students with exceptional needs.	The percentage of parent/ guardian participating in district sponsored literacy courses is 10% (registration and sign-in forms).	The percentage of parent/ guardian participating in district sponsored literacy courses for the 2021-2022 school year was 8% (registration and sign-in forms). The percentage of parent / guardian participating in district sponsored literacy courses declined 2% over the previous year. The COVID-19 pandemic was a factor in this decline.	The percentage of parent/ guardian participating in district sponsored literacy courses for the 2022-23 school year was 3% (registration and sign-in forms). The percentage of parent / guardian participating in district sponsored literacy courses declined 5% over the previous year.	The percentage of parent/ guardian participating in district sponsored literacy courses for the 2023-24 school year was 1.3%. The percentage of parent / guardian participating in district sponsored literacy courses declined 1.7% over the previous year.	Increase the percentage of parent / guardian participation in district sponsored literacy courses by 5% each year over the previous year (registration and sign-in forms).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Parent participation on school leadership committees (ELAC,SSC,DELAC, LCAP), including parents of Unduplicated Pupils and parents of students with exceptional needs.	The percentage parent /guardians participating on school leadership committees (sign-in forms and meeting minutes) is 15%.	The percentage of parent /guardian participating on school leadership committees for the 2020-2021 school (sign-in forms and meeting minutes) was 9%. The district decreased by 6% over the previous year in the percentage of parent / guardian participating leadership committees for the 2021-2022 school year. The COVID-19 pandemic was a factor in this decline.	The percentage of parent /guardian participating on school leadership committees for the 2022-23 school (sign-in forms and meeting minutes) was 9.2%. The district increased by 0.2% over the previous year in the percentage of parent / guardian participating leadership committees for the 2022-2023 school year.	The percentage of parent /guardian participating on school leadership committees for the 2023-24 school y year (sign-in forms and meeting minutes) was 9%. The district decreased by 0.2% over the previous year in the percentage of parent / guardian participating leadership committees for the 2023-24 school year.	Increase the percentage of parent / guardian participation on school leadership committees (i.e. ELAC, SSC, DELAC, and LCAP) by 5% each year over the previous year (sign in forms and meeting minutes).

Goal Analysis

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

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

3.1 Parent Education Classes - This action was partially implemented. Parent Institute for Quality Education (PIQE) classes were provided to parents but they were funded out of Title I instead.

3.2 Parent Technology Literacy Workshops - This action was not implemented. No technology literacy workshops were provided. 1:1 sessions were provided to parents as needed.

3.3 Adult Education ESL/Literacy Classes - This action was not implemented. Additional staffing was placed on hold due to district fiscal constraints. Without the additional help needed to support the ESL classes, these sessions were not put in place.

- 3.4 Community Liaisons - This action was fully implemented. Community liaisons were hired to support each school.
- 3.5 Spanish Translators for Parent Meetings - This action was implemented. Spanish translators were available for parent meetings. Oftentimes, translation services were provided by the individuals facilitating the meetings at no additional cost.
- 3.6 Family Resource Center - This action was not implemented in 2023-24. Delays to this project were experienced due to the close of escrow on the building, Division of the State Architect (DSA) timelines, overall district fiscal constraints, and the lack of a Maintenance Operations and Transportation (MOT) Director for a significant portion of the school year.
- 3.7 Marquees - This action was not implemented in 2023-24. Delays to this project were experienced due to overall district fiscal constraints and the lack of a Maintenance Operations and Transportation (MOT) Director for a significant portion of the school 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.

- 3.1 - Action was implemented. Title I monies were used for the bulk of the contract with PIQE.
- 3.2 - Action not implemented
- 3.3 - Action not implemented
- 3.5 - Action was implemented. Meeting facilitators helped offset the true cost by providing free translation services.
- 3.6 - Action started later in the 23-24 year, so costs are low.
- 3.7 - Action was not implemented

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 3.1 Parent Education Classes - This action was effective. This action had the most impact on increasing parent participation.
- 3.2 Parent Technology Literacy Workshops - This action was ineffective as it was not implemented.
- 3.3 Adult Education ESL/Literacy Classes - This action was ineffective as it was not implemented.
- 3.4 Community Liaisons - This action was ineffective. Parent engagement in leadership activities (e.g. SSC, ELAC, etc) remained mostly unchanged or decreased during the last three years. Additionally, parent participation, overall, also decreased.
- 3.5 Spanish Translators for Parent Meetings - This action was effective as it helped draw more engagement from the individuals present at the meetings although the attendance of parents at these meetings did not increase as much as planned.
- 3.6 Family Resource Center - This action was ineffective as it was not implemented due to delays.
- 3.7 Marquees - This action was ineffective it was not implemented due to delays.

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

3.1 Parent Education Classes - This action will continue. Aside from using funds to continue the Parent Institute for Quality Education (PIQE), additional funds will be used to create local parent education courses at the site and district levels to help build parent background knowledge and build capacity so that they are able to more easily engage as educational partners.

3.2 Parent Technology Literacy Workshops - This action will not continue to be funded through the LCAP. Educational partners expressed little interest in continuing any type of technology workshops. Any future technology session would not incur any costs as it can be done locally with existing personnel.

3.3 Adult Education ESL/Literacy Classes- This action will not continue to be funded through the LCAP. Adult Education funds will be used for Parent Literacy courses.

3.4 Community Liaisons - The action will continue for 2024-2025 with some changes. The liaisons will be working with the Community Schools Coordinator to make home visits, help connect parents to community resources, provide parent outreach, and will support wrap-around services once the Family Resource Center is operational.

3.5 Spanish Translators for Parent Meetings - This action will continue. Educational partners highlighted a need to support our parents and community who are not fluent English speakers.

3.6 Family Resource Center - This action will continue. This action was paused for the 2023-2024 school year as there was uncertainty about funding across the district. The need for wrap-around services for students and families will make this a priority in the 2024-2025 school year.

3.7 Marquees - This action will not continue for the 2024-2025 school year due to an anticipated decrease in funding toward the LCAP.

Going forward, there have been changes to Metrics to best align with Actions and Goals and utilize best measures of progress. This includes the elimination of the metric on parent participation in technology literacy courses and literacy courses and a renewed focus on parent participation in education workshops, leadership committees and parent contacts through the Family Resource Center.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 [2024-25]

General Information

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

Farmersville Unified School District serves approximately 2,405 students in grades TK-12. The district is located in the City of Farmersville which is a rural agricultural community of approximately 10,000 residents in the Central Valley. District schools include three elementary schools, 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 95.8% Hispanic, 3% White, 0.5% Asian, and 0.3% Native American. The student population includes 86.3% designated as low income, 37% are designated as English Learners, and the district's Unduplicated Pupil Percentage is 90%. 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 researched-based and systematic student interventions to help close the student achievement gap for all students, and provide meaningful parent engagement programs to support students in their education.

In early spring of 2024, Farmersville Unified School District has one school, Hester Elementary, that has been identified for Additional Targeted Support & Improvement (ATSI) and another school, Farmersville Junior High School, that has been identified for Comprehensive Support and Improvement (CSI) for Low Performance. Additionally, the district's alternative education school, Deep Creek Academy, has been identified as a recipient of Equity Multiplier funding.

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 2023 CA School Dashboard, the LEA received some encouraging news with every student group (e.g. All students, English Learners, Socioeconomically disadvantaged and Hispanic) achieving "Blue" status on the Graduation Rate indicator. Additionally, the Foster Youth student group met the "Green" status on the Chronic Absenteeism indicator. Other noteworthy strengths are listed below by school, indicator, and status.

Farmersville High School

- * English Learner Progress: English Learners (Green)
- * Suspension Rate: All Students (Green), English Learners (Green), Hispanic (Green)
- * Graduation Rate: All Students (Blue), English Learners (Blue), Socioeconomically Disadvantaged (Blue), Hispanic (Blue)

Deep Creek Academy

- * Graduation Rate: All Students (Blue), Socioeconomically Disadvantaged (Blue), Hispanic (Blue)

Farmersville Junior High School

- * English Learner Progress: English Learners (Green)

Freedom Elementary

- * Suspension Rate: All Students (Green), English Learners (Green), Socioeconomically Disadvantaged (Green), Hispanic (Green)

Snowden Elementary

- * Suspension Rate: All Students (Blue), English Learners (Blue), Socioeconomically Disadvantaged (Blue), Hispanic (Blue)

Hester Elementary

- * Suspension Rate: All Students (Blue), English Learners (Blue), Socioeconomically Disadvantaged (Blue), Hispanic (Blue)

There are significant challenges that stand out when reviewing the 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 development of the 2024-2027 LCAP will focus on the needs of these 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)

Reflections: Technical Assistance

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

Farmersville Unified School District receives Differentiated Assistance from Tulare County Office of Education due to student group performance in multiple LCFF state priority areas. These include English Learners in priority areas 4 (Pupil Achievement) and 8 (Outcomes in a Broad Course of Study) as well as Students with Disabilities in priority areas 4 (Pupil Achievement) and 6 (School Climate). The county office has supported the district in doing self-assessments using the LEA Self Assessment (LEASA) and the Fidelity Integrity Assessment (FIA) used to examine the current implementation status of different research-based, schoolwide equity-based inclusive practices. For the 2023-2024 school year, the county office has also supported the district with undergoing root cause analysis of multiple district systems and processes that support student learning and the development of safe school environments.

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.

Farmersville Junior High School has been identified for Comprehensive Support and Improvement (CSI-Low Performing category) meaning that the school was Title I-funded and was eligible to receive assistance in the CSI category based on the criteria for lowest-performing school. No less than five percent of the Title I funded schools are included in this category.

Support for Identified Schools

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

The State-Federal Program Coordinator regularly meets with the school principal to provide technical assistance including understanding the CSI requirements, reviewing the comprehensive needs assessment together, reviewing and discussing possible actions based on the needs assessment and input from educational partners, and the writing of the School Plan for Student Achievement (SPSA) together in spring 2024 that will satisfy the requirements of the CSI designation. The district supported the school in identifying evidence-based interventions such as Professional Learning Communities (PLC) and Positive Behavior Interventions and Supports (PBIS) by moving away from adding more programs and instead improving and building upon existing practices including components that are just getting traction and improving those processes instead. Solution Tree, Corwin Press and other entities that will support the work at FJHS are all existing partners who can help us build upon and refine the things that are currently in place.

The LEA will support the school site in developing the CSI plan using the SPSA template which includes a school-level needs assessment and an exploration of the school and district data to reveal any possible resource inequities that will be addressed in the actions within the CSI-SPSA Plan. The data reviewed as part of this process includes CAASPP data, EL Progress data, STAR reading data, suspension/referral, student demographics, teacher credentialing, attendance/chronic absenteeism data, instructional minutes, health referrals, and 504/SST/IEP data.

A resource inequity that was identified is the number of instructional minutes for ELA and math. The school will utilize block scheduling in 2024-2025 to provide additional instructional time for these content areas. Additionally, the school has a high number of referrals and suspensions. A behavioral support system will be developed in the new year to also include a referral process with clearly defined teacher and office managed behavior and the creation of behavior supports and interventions to provide targeted and intensive supports to identified students.

Monitoring and Evaluating Effectiveness

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

The Superintendent, Assistant Superintendent, and the State-Federal Program Coordinator will meet with the school principal on a quarterly basis to review and discuss the implementation of the CSI-SPSA document, it's implemented actions, use of budget and progress on the

identified metrics. The data that will be reviewed includes student academic achievement data including results from common formative assessments and benchmark exams, referral and suspension data, classroom observation data, and trends being reported that are being discussed with the Professional Learning Teams. Leadership support as well as fiscal and program guidance will also be provided during these meetings.

On a monthly basis, the principal will work with classroom teachers, the school's guiding coalition, the SSC, and other parents to provide updates on the progress of the implementation and effectiveness of the CSI-SPSA Plan and make adjustments accordingly.

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 [March 2024 - May 2024] * Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March - April 2024] * Met with representatives on the LCAP Committee (comprised of certificated and classified staff, bargaining unit members, parents, students, community members and administrators) to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024] * Held LCAP Open Forum during Open House event at the schools to request input related to student needs, possible actions to address needs and potential updates to the LCAP [March 14, March 21, April 4, April 10, April 11, and April 30, 2024]
Parents	* Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024] * Surveyed parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March - April 2024] * Held LCAP Open Forum during Open House event at the schools to request input related to student needs, possible actions to address needs and potential updates to the LCAP [March 14, March 21, April 4, April 10, April 11, and April 30, 2024]

Educational Partner(s)	Process for Engagement
Students	* Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024] * Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March - April 2024] * Held LCAP Open Forum during Open House event at the schools to request input related to student needs, possible actions to address needs and potential updates to the LCAP [March 14, March 21, April 4, April 10, April 11, and April 30, 2024]
Administrators	* Conducted LCAP Meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided [Monthly between December 2023 - April 2024] * Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024] * Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March - April 2024] * Held LCAP Open Forum during Open House event at the schools to request input related to student needs, possible actions to address needs and potential updates to the LCAP [March 14, March 21, April 4, April 10, April 11, and April 30, 2024]
Other School Personnel	* Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March - April 2024] * Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024] * Held LCAP Open Forum during Open House event at the schools to request input related to student needs, possible actions to address needs and potential updates to the LCAP [March 14, March 21, April 4, April 10, April 11, and April 30, 2024]

Educational Partner(s)	Process for Engagement
Community Members	* Surveyed community members to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [March - April 2024] * Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024] * Held LCAP Open Forum during Open House event at the schools to request input related to student needs, possible actions to address needs and potential updates to the LCAP [March 14, March 21, April 4, April 10, April 11, and April 30, 2024]
Local Bargaining Units	* Met with local bargaining units to request feedback to inform the LCAP development [March - May 2024] * Met with representatives on the LCAP Committee to receive input and feedback to inform the LCAP Development [March 7, March 14, March 21, April 12, and May 14, 2024]
District English Language Advisory Committee (DELAC)	* Met with DELAC parents to review data, gather input, and develop the LCAP [April 29, 2024, May 20, 2024]
Deep Creek Academy Schoolsite Council (SSC), English Learner Advisory Committee (ELAC) (Equity Multiplier Schoolsite)	Each of the following educational partner groups were consulted at separate meetings in April 2024 and May 2024. 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

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, classified support staff, certificated teachers, community members, and administrators to formulate the LCAP Advisory

Committee. Once the LCAP updated planning documents were released and approved by the state, the district used the LCAP Advisory Committee as well as the District English Learner Advisory Committee (DELAC) to get input and feedback to develop the LCAP document. The LCAP Advisory Committee serves as the District Advisory Committee (DAC) and parent representation includes the following subgroups who serve on the LCAP Committee: Foster youth, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Open House Parent Forums were also used to acquire feedback regarding district needs from parents and over 62 combined parents were in attendance at the schools. The state-federal programs coordinator provided LCAP presentations at Open House Parent Forums at each school.

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 both the academic and social emotional needs of students. In addition to the LCAP survey, the district provided parent forums to consult with parents during open house events. The feedback garnered from each of the parent, student, and staff survey results and the virtual open house events were reviewed by the LCAP Advisory Committee to develop and finalize district priorities, actions, and services contained within the LCAP document.

Farmersville Unified School District utilized a series of activities to engage parent, students, staff, bargaining unit members, and community members. The district hosted six LCAP Open Forum meetings to discuss LCAP priorities and met with over 70 parents in the development of the LCAP.

During the data collection phase, educational partners shared their thoughts/feedback and rated the feedback from other educational partners in their same participant group. We then reviewed the themes that educational partners mentioned frequently and the feedback that was highly rated and agreed upon by the educational partner groups. We used and interpreted this data to inform our LCAP and budget process.

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

Staff quotes:

- Smaller class sizes
- Retain teachers - less teacher turn around
- Have more aides to assist teachers
- Small group instruction including reading intervention groups
- Continue to provide funding to ensure small classroom sizes at each grade level. Small classroom sizes ensure teachers can provide more one-to-one attention and provide small group differentiated instruction.
- Provide smaller class sizes and more adult support (teacher aides).

Student quotes:

- Student learning can be improved by giving teachers a more detailed instruction on what they should be doing instead of handing the work and expecting the students to complete it without instruction.
- Teachers do more on on one teaching
- Students learning can be improved by getting taught [sic] the right way and more homework

Caregiver quotes:

- More bilingual books in the library to support dual immersion learners
- Having teacher receive professional development
- More aides in the classrooms to help support student learning
- More tutoring a lot of kids need help reading and writing
- Offer more vocational courses
- More in person teaching instead of independent computer programs
- More one and one instructions rather than laptop work
- Funding for faculty, supporting staff, counselors, less screen time, reading assignments, hands on learning and supplies
- Teachers improve their teaching
- Providing better learning environments in the classroom due to behavior issues

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:

- We need to continue encouraging parents to join into programs for their own education
- Provide child care, offer free food for events
- Have more fun days and nights that parents are invited to
- Parents struggle with participating in SSSC due to it being held during the daytime. Hold meetings afterschool.
- Provide biweekly or monthly parent open discussions/ Q&A meetings/ forums
- Provide parent trainings, reading or math nights
- Parent workshops with tips on how to support students at home
- Provide consistent communication with parents

Caregiver quotes:

- Have more parent events for parents to attend
- Work around parent schedules, and provide food for them if they are coming out of work
- Provide parenting classes on how to help students at home with their homework
- Family nights
- Explain what the meetings are. Send out an agenda on what items will be addressed
- Giving parents more notice of events
- Invite parents to visit classrooms.
- Encourage more parent volunteers. Include more evening events so we can attend
- Provide translators at events and meetings

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, health services. The top responses included the following:

Student quotes:

- Offer therapy
- Having people regularly check in with all students to see if they are okay, asking questions about what is stressing out students, and being open with students
- More social-emotional supports

Caregiver quotes:

- Knowing that counseling services are available on campus are extremely beneficial
- Peer counseling class
- Counseling/Therapy
- Helping students who constantly disrupt the classrooms
- Anger management classes
- Nurture student inner growth. Empower students
- Kids need help with sharing and socializing with others
- Provide 1 on 1 support for students based on their needs
- One on one counseling, check-ins, outside resources

Staff quotes:

- We need our counselors and social workers to have more time to work in small groups
- More in-person SEL groups. Especially for students who are going through many changes
- Students with emotional issues need help from counselor, or outside supports
- Small group support (bullying, anxiety, self-esteem building)
- More supervision to prevent bullying behaviors or unsafe behaviors
- More communication with families and welcoming them to the school frequently
- Nurses or health staff to see students and keep them at school
- Staff presence to prevent fighting. Police officers on or near our schools

Areas of Strength by educational partner groups:

Parents/Caregivers

- Parent events and activities for students
- After school program
- Online programs and devices for kids to take home
- Student supervision on the playground and around the school
- PIQE

Students

- After-school programs and school activities
- Counselors
- Nurses
- Computers to use at home
- Field trips

Certificated Staff

- ELD classes
- Bilingual staff
- Having instructional aides
- Smaller class sizes
- Field Trips

Classified Staff

- Many programs available to support students
- Caring and dedicated staff
- Social-emotional support for students
- School counselors

Management Staff

- Smaller class sizes
- Counselor supports
- Support staff
- TCOE supports

Community Partners

- Programs and activities for students

Areas for Improvement by educational partner groups:

Caregivers

- Improve teacher attendance
- More consistent services for speech, IEPs
- More tutoring opportunities
- More opportunities to explain school programs
- Make activities and events accessible to all families - afternoon or evening events
- Inform parents of events with more time and share the agendas for meetings in advance

Students

- Provide more electives
- Better prepared teachers
- More engaging lessons
- Preparation for career if not going to college
- Art and music

ELAC/DELAC

- Additional ELD support
- More tutoring/intervention
- Provide translation and interpretation services
- More parent communication including providing Aeries portal information at the beginning of the school year
- Provide parent development workshops to reinforce academic routines
- Provide online programs to learn academic vocabulary, reading, and online reading resources (e.g. ERS)
- Increase the development of reading and writing in all content area classes
- Have an orientation for parents of new and returning EL students enrolled in school to learn reclassification requirements and gain familiarity with ELD program
- Provide reading intervention to EL students to help develop reading skills

Certificated Staff

- Need increase in pay for staff
- Provide more bilingual staff
- Focus on and reinforce fundamentals in English and Math
- Recruitment and retention of highly qualified and experienced teaching staff
- More parent involvement

Classified Staff

- Increase the pay for staff members and more hours for part-time staff
- More aides in the classroom
- More support staff at the schools
- More tutoring
- Improve student attendance

Management Staff

- Early literacy teachers
- Vertical alignment with other schools
- Assistant principal at each school site
- Help for English learners, especially the long-term students

Community Partners

- Expand resources for community

- Tutoring
- Explain terminology/school protocols

Through the feedback we received from various educational partners, we maintained the following actions:

- 1.1: Classroom Instructional Aides
- 1.8: 21st Century Technology
- 1.14 Educational Field Trips
- 2.1 School Counselors
- 2.2 Bilingual School Nurse, LVNs, and Health Aides
- 2.3 Classroom Behavior Aides
- 2.11 MTSS Student Interventions/Tutoring
- 3.1 Parent Education Classes
- 3.2 Community Liaisons
- 3.3 Spanish Translators for Parent Meetings
- 3.4 Family Resource Center

Through the feedback we received from various educational partners, we added the following actions:

- 1.2 TK-12 Class Size
- 2.8 EL Coordinator - LTEL Support

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

Deep Creek Academy SSC

- Help students to read at grade level at the school (Action 4.1)
- Help students learn math fundamentals (Action 4.1)
- Develop more Tier 2 and Tier 3 behavior supports at the school (Action 4.3)
- Prepare students for a career after high school (4.2)

Deep Creek Academy ELAC

- Include ELD strategies in after-school reading program (Action 4.2)
- Help students with reading and writing (Action 4.1)

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 2023 CA Dashboard results, CASSPP results from the last nine years (2015-2023), 2023 ELPAC results, and district standards-based interim assessment results in the core content areas (ELA, ELD, Math, Science, and Social Science). Student academic performance continues to remain stagnant and lag behind surrounding districts. Overall student academic performance data reflects a need to reduce grade level student achievement gaps for all students and subgroups. Student preparation for college and career opportunities beyond high school also need to be improved. Input from educational partner groups including parents, teachers, and administrators reflect a priority to improve student performance in core content areas, improve initial instruction, and prepare students so that they are at grade level and are 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 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			FUSD All: 60 PBS SED: 60 PBS EL: 65 PBS LTEL: 65 PBS	

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 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)			HIS: 60 PBS FY: 60 PBS SWD: 100 PBS HY: 60 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)				
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) SWD: 186.3 PBS (Red) HY: (not available to protect privacy)			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:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)			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	
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 All: 20% SED: 20% EL: 10% LTEL: 10% HIS: 20% FY: 20% HY: 20% SWD: 17%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 All: 76% SED: 76% EL: 60% LTEL: 56% FY: 93% SWD: 57%	
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 EL: 19.5% LTEL: 20%	
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) SED: 25.1% SWD: 0% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy:			Student Groups All: 32% HIS: 33% EL: 15% SED: 32% SWD: 8% School Sites and Student Groups Receiving a Red Indicator Include: Deep Creek Academy:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 0% (Red) HIS: 0% (Red) SED: 0% (Red) Farmersville High School: EL: 9.3% (Red)			All: 8% HIS: 8% SED: 8% Farmersville High School: EL: 20%	
1.7	CTE Pathway Completion Rates Number of Students Completing At Least One CTE Pathway Data Source: CALPADS Report 3.19	Student Groups (2022-2023) All: 91 SED: 73 EL: 10 LTEL: (not available) FY: 0 SWD: 4			Student Groups All: 100 SED: 85 EL: 20 LTEL: 10 FY: 3 SWD: 6	
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 All: 35% SED: 30% EL: 20% LTEL: 15% FY: 21% SWD: 17%	
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			Student Groups All TK - 3rd grade students receive elementary general music	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th - 50 (Recorder/General), 61 (choir) 5th - 46 (Band), 27 (choir) 6th - 13 (Band), 30 (choir)			4th - 60 (Recorder/General), 70 (choir) 5th - 60 (Band), 35 (choir) 6th - 60 (Band), 35 (choir)	
1.10	State Adopted Standards-Based Materials Percentage of State Adopted Standards-Based Instructional Materials in District Data Source: C&I Department	100%			100%	
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%			100%	
1.12	Fully Credentialed Teachers	91%			94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Teachers That Are Fully Credentialed Data Source: HR Database					
1.13	Appropriately Assigned Teachers Percentage of Teachers Holding Appropriate Teaching Authorization Data Source: HR Database	100%			100%	
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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Instructional Aides	The district will hire and train [Insert # of positions] 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) Effectiveness of this action will be monitored using English Learner performance on state ELPAC and CAASPP assessments.	\$431,975.00	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 Freedom Elementary - All Students, EL, Hispanic, SED, SWD Snowden Elementary - SED This action will encourage student engagement and participation of unduplicated students resulting in a more rigorous academic program for these pupils. The lower 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. Effectiveness of this action will be monitored using the STAR Reading and CAASPP ELA and Math data	\$4,135,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Elementary Music Teachers & Music/Theater Performances (TK-12)	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 as well as theater productions inside and outside of the district will also be provided. Effectiveness of this action will be monitored using student enrollment in the music program and access of students to a broad course of study.	\$392,470.00	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 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.	\$225,528.00	Yes
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 college and career indicator. Specifically to address the following Reds on the College and Careers Indicator (CCI) on the 2023 Dashboard:	\$432,773.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District - English Learner (EL) Farmersville High School (FHS) - EL Deep Creek Academy (DCA) - All Students, Hispanic, Socio-economically Disadvantaged (SED) Effectiveness of this action will be monitored using access to broad course of study, college and career indicator, A-G completion rates, graduation rate and dropout rate.		
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 workspace for students including shade structures, welding booths, and concrete pads for the CTE program at Farmersville High School as well as CTE pathways being developed at Deep Creek Academy. Effectiveness of this action will be monitored using CTE pathway completion rates, parent perception surveys of broad course of study, and the college and career indicator.	\$600,000.00	Yes
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	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Effectiveness of this action will be monitored using STAR Reading assessments, local interim benchmark assessments, and state CAASPP testing data.		
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 SBAC 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 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	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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 ensure they are available to provide classroom technology and infrastructure support for all students including unduplicated students in preparation for state assessments. In addition, a web specialist will assist in the usage of media software to help with school-home communication. Effectiveness of this action will be monitored using student performance data from state CAASPP and ELPAC assessments.	\$415,749.00	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 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	\$169,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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 are 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 The data must be accurate to properly use for the Professional Learning Communities (PLC) process and meet the specific needs of unduplicated students. Effectiveness of this action will be monitored using student performance data from state CAASPP and ELPAC assessments.	\$130,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. Effectiveness of this action will be monitored using data from STAR Reading assessments.	\$37,084.00	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. Effectiveness of this action will be monitored using data from local interim benchmark assessments and the state CAST assessment.	\$57,438.00	Yes
1.14	Educational Field Trips	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. Effectiveness of this action will be monitored using achievement data from CAASPP assessments and interim benchmark assessments in social science.	\$30,000.00	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 246 LCAP Survey responses which include parents, students, community members, teachers, support staff, local bargaining units, and administrators, only 79.5% of our respondents believe that schools provide a safe environment for students, 85.2% believe the school provides a caring environment for students, and 80.2% believe the school creates strong connections with students. An astonishing 45.3% of respondents are concerned with students' emotional well-being while another 82.1% of respondents are interested in students having more access to additional academic support programs for students. To ensure equitable opportunities are provided for students, the district has trained all schools on implementing Multi-Tiered Systems of Support which provide students with both academic and social emotional support systems to ensure students have equitable access to programs and services needed to improve student subgroup performance on identified state CA Dashboard Indicators.

Measuring and Reporting Results

Metric #	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)	Student Groups (2022-2023) All: 24.7% HY: 44.4% SED: 25.7% EL: 21.5% LTEL: (not available)			Student Groups All: 16% HY: 20% SED: 17% EL: 13% LTEL: 13% HIS: 16%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	HIS: 24.7% FY: 8.7% SWD: 37.9% J.E. Hester Elementary (Red Indicator) SWD: 64.9%			FY: 5% SWD: 20% J.E. Hester Elementary SWD: 30%	
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 All: 98% SED: 98% HY: 95% EL: 98% LTEL: 98% HIS: 98% FY: 95% SWD: 75%	
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 All: 1 SED: 1 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	
2.4	Suspension Rate Percentage of Students Being Suspended From	Student Groups (2022-2023) All: 5.4% (Orange Indicator)			Student Groups All: 4% SED: 4% EL: 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School For At Least One Day Data Source: CA School Dashboard	SED: 5.6% (Orange) EL: 4.9% (Orange) LTEL: (not available) 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 - 17.8.0% (Red) SWD - 25.0% (Red)			LTEL: 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)	
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 All: 0 SED: 0 EL: 0 LTEL: 0 HIS: 0 FY: 0 HY: 0 SWD: 0	
2.6	English Learners Making Progress Toward English Proficiency Percentage of EL Students Moving up One Level on Summative ELPAC	Student Groups (2022-2023) EL: 51.3% J.E. Hester (Red Indicator) EL - 15% (Red)			Student Groups EL: 57% J.E. Hester EL - 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard - English Learner Progress Indicator					
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 EL: 17%	
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 At-Risk: 12% LTEL: 19%	
2.9	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 All: 37% SED: 36% EL: 8% LTEL: 8% FY: 37% SWD: 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 All: 90%	
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%			100%	
2.12	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)			Student Groups All: 50% SED: 65% EL: 50% LTEL: 50% FY: 50% SWD: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Not Applicable (No SWD students took an AP test)				
2.13	College Enrollment (Dual Enrollment or Concurrent Enrollment) Number of Students Participating in Any College Course (Includes Disaggregated #s) Data Source: Assessment Coordinator	Student Groups All: 82 SED: 34/82 EL: 7/82 LTEL: 7/82 FY: 0/82 SWD: 58/82			Student Groups All: 100 SED: 40/100 EL: 20/100 LTEL: 20/100 FY: 5/100 SWD: 50/100	
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 (2022-2023) 15,000 Total Contacts All: 2,300 students SED: 2,000 EL: 1,000 FY: 20 SWD: 200	
2.15	School Safety and Connectedness Percentage of Educational Partners Reporting Schools Are:	Educational Partner Groups (2023-2024) Parents Safe environment: 81% Caring environment: 83%			Educational Partner Groups Parents Safe environment: 85% Caring environment: 86%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Providing a Safe Environment Providing a Caring School Environment Creating Strong Connections with Students Data Source: District LCAP Survey (Anonymous Responses)	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%			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%	
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%)			6 schools (100%)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselors	Maintain funding for counselors at each school 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 School counselors will implement counseling standards to support improved student academic performance and provide social-emotional support. Effectiveness of this action will be monitored using suspension rates, CCI metric, A-G completion rates, graduation rates, dropout rates and AP exam scores.	\$1,579,712.00	Yes
2.2	Bilingual School Nurse, LVNs, and Health Aides	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.	\$684,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specifically to address the following Reds on the Chronic Absenteeism metric on the 2023 Dashboard: Hester Elementary - SWD Effectiveness of this action will be monitored using the chronic absenteeism rates on the CA School Dashboard.		
2.3	Classroom Behavior Aides	The district will maintain funding for 9 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.	\$289,576.00	Yes
2.4	Campus Supervisors and/or Noon-Duty Aides	Maintain funding for campus supervisors and/or noon-duty aides to ensure an inclusionary school environment while supporting the behavior needs of all unduplicated students including unduplicated students. Effectiveness of this action will be monitored using student suspension rates as well as connectedness data from student surveys.	\$651,827.00	Yes
2.6	Speech and Language Pathologists	Maintain funding for unduplicated students who also are in need of Speech Pathologist support. The district has approximately 200 students identified with Special Needs including Speech. Of those students, nearly half of them are English	\$528,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners and over two thirds are identified as Low Income (SED) hence the need to support unduplicated count students. Effectiveness of this action will be monitored using CAASPP ELA and Math assessment results.		
2.7	Additional ELD Support	Provide additional hourly and/or substitute coverage in order for each school's Academic Coaches to provide/facilitate professional development in English Language Development strategies. Specifically to address the following Reds on the English Learner Progress Indicator metric on the 2023 Dashboard: Hester Elementary - EL These ELD strategies will accelerate the rate at which English Learners move toward reclassification. Effectiveness of this action will be monitored using EL Progress data on the ELPAC as well as through EL Reclassification rates.	\$50,000.00	Yes
2.8	EL Coordinator - LTEL Support	The EL Coordinator will provide/facilitate professional development in English Language Development strategies targeting the progress of 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. Effectiveness of this action will be monitored using EL Progress results on the ELPAC assessment as well as through the EL Reclassification rates.	\$16,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Effectiveness of this action will be monitored using the college and career indicator, graduation rates, dropout rates, and A-G completion rates.	\$66,484.00	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 Farmersville Junior High School - All students, EL, Hispanic, SED, SWD 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. Effectiveness of this action will be monitored using student chronic absenteeism rates, suspension rates, and expulsion rates.	\$94,000.00	Yes
2.11	MTSS Student Interventions / Tutoring	The district will provide funding to assist the implementation of Multi-Tiered Systems of Support (MTSS) at each school.	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, and foster youth students to close achievement gaps. Effectiveness of this action will be monitored using data from state CAASPP assessments as well as district SEL surveys.		
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. Effectiveness of this action will be monitored using student attendance rates, suspension rates, and CAASPP results.	\$212,787.00	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	\$153,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Effectiveness of this action will be monitored using student attendance rates as well as chronic absenteeism rates across the district.		
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. Effectiveness of this action will be monitored using data from STAR Reading assessments, CAASPP assessments, and district SEL surveys.	\$422,232.00	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, as well as 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			350	
3.2	Parent Participation on District and School Leadership Committees	2023-2024 Data: DELAC: 6			DELAC: 10 DAC/LCAP Committee: 12	

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 SSC/ELAC: 28			SSC/ELAC: 40	
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	(New Metric - No baseline available) Baseline will be established upon final data from the 2024-2025 school year.			400	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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) to increase the level of parent engagement targeting parents of unduplicated students. Effectiveness of this action will be monitored using parent education class enrollment data.	\$70,000.00	Yes
3.2	Community Liaisons	Maintain funding for bilingual Community Liaisons at each school to develop community engagement, provide parent-teacher and staff communication, and parent outreach to increase the level of parent engagement for unduplicated students. 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.	\$311,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Spanish Translators for Parent Meetings	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. Effectiveness of this action will be monitored using parent survey results.	\$50,000.00	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.	\$400,000.00	Yes

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

An explanation of why the LEA has developed this goal.

CAASPP Results from 2022-2023 show that only 4% of Deep Creek Academy (DCA) students scored at the Met/Exceeded level while 0% scored at the Met/Exceeded level in Math. The ELA Indicator on the CA School Dashboard shows that DCA students were 184.7 points below standard compared to 13.6 points statewide. The Math Indicator shows that DCA students were 251.8 points below standard compared to 49.1 points statewide. The suspension indicator shows suspension rates for all students, including Hispanic and socioeconomically disadvantaged students are double 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 nearly 44% 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 high quality initial first instruction 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 All: 100 PBS Hispanic: 100 PBS SED: 100 PBS	

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 All: 175 PBS Hispanic: 175 PBS SED: 175 PBS	
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 All: 15% Hispanic: 15% SED: 15%	
4.4	Suspension Rate Percentage of Students Being Suspended From School For At Least One Day	Student Groups (2022-2023) All: 7.1% (Orange) Hispanic: 7.5% (Orange) SED: 7.9% (Orange)			Student Groups All: 3.5% Hispanic: 3.5% SED: 3.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 limited to college visits, guest speakers, and resume workshops that will align with FAFSA workshops, career assessments and career days.	\$10,000.00	No
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.	\$28,683.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,626,452	\$1,372,408

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
40.810%	9.018%	\$2,369,694.26	49.828%

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, 26% of our students are reading at grade level in 2023-2024. This includes 19% of SED, 9% of ELs, and 10% 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 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 supports for EL, FY, and SED students. Additional needs: On the CAASPP, socioeconomically students are 82.3 points below standard (Red Indicator) in ELA and 113.1 points below standard (Red Indicator) in math while EL students are 104.9 points below standard (Red Indicator) in ELA and 126 points below standard (Red Indicator) in Math. Scope: LEA-wide	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, 26% of our students are reading at grade level in 2023-2024. Falling behind in reading directly affects performance in all content areas and increases the likelihood that the student 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 participation of unduplicated students resulting in a more rigorous academic program for these pupils. The lower 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 with responding sooner to student needs and utilizing small group differentiated instruction in reading and math. Additional needs: Only 25% of socioeconomically disadvantaged students are reading at grade level while 14% of English Learners are reading at grade level. On the CAASPP, socioeconomically students are 82.3 points below standard (Red Indicator) in ELA and 113.1 points below standard (Red Indicator) in math while EL students are 104.9 points below standard (Red Indicator) in ELA and 126 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: Elementary Music Teachers & Music/Theater Performances (TK-12) Need: There is a need to provide elementary students with a broad course of study, including in music and the arts.	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 theater productions inside and outside of the district will also be provided. With additional music teachers at the elementary level	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
	Prop 28 requires that districts maintain the same level of instructional staff toward the music and the arts before utilizing Arts and Music in Schools (AMS) funding to increase personnel in these areas. The music staff is stretched often working at 2-3 school sites to provide services to students in a limited amount of time. Students do not have many opportunities to view musical performances inside or outside of the district. Additional needs: Farmersville Unified School District has 86.3% 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: LEA-wide	and opportunities for participating in music 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 elementary music teachers would be working at 3 of the school sites in the district but the music performance field trips would be provided to all students in the district.	
1.4	Action: CTE Coordinator / Counselor Need: The College and Career Indicator shows that only 25.8% of all high school graduates are placed in the "prepared" level on the	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	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
	college/career indicator. This includes only 7.1% of English Learners and 25.1% of socioeconomically disadvantaged students being identified as "prepared". With nearly three quarters of our 12th 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. Additional needs: 86.3% of all students in FUSD are socioeconomically disadvantaged, including Hispanic students and students with disabilities. The percentage is even higher at Deep Creek Academy where it is 87%. It is imperative that students be prepared to go to college meeting the A-G requirements or have certifications from completing career pathway program at the high school so that they may join the workforce immediately out of high school in order to break the poverty cycle afflicting the local community. Scope: LEA-wide	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. 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,	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.	1.6 - College/Career Indicator 2.2 - Graduation Rate 2.3 - Dropout Rate 2.9 - A-G 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
	Social science, foreign language, physical education, science, and math). Connectedness data from district LCAP surveys shows that 12.2% of respondents do not feel like 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. English Learners performed at "Very Low" on the CCI indicator while Hispanic and Socioeconomically Disadvantaged Students performed at a "Low" level. Additional needs: 86.3% of all students in FUSD are socioeconomically disadvantaged. It is imperative that students be prepared to go to college meeting the A-G requirements or have certifications from completing career pathway program at the high school so that they may join the workforce immediately out of high school in order to break the poverty cycle afflicting the local community. Scope: LEA-wide	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 through until the student graduates from 12th grade.	2.11 - Access to a Broad Course of Study
1.6	Action: CTE Expansion Need: Connectedness data from district LCAP surveys shows that 12.2% of respondents do	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, and concrete pads for CTE programs. As the CTE pathway choices expand and pathway	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
	not feel like 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 25.8% of all high school graduates are placed in the "prepared" level on the college/career indicator. This includes only 7.1% of English Learners and 25.1% of socioeconomically disadvantaged students being identified as "prepared". Course certifications, course completions, internships, and a development of work portfolios are needed to demonstrate students are prepared for a career immediately after high school. Additional needs: 86.3% of all students in FUSD are socioeconomically disadvantaged. It is imperative that students be prepared to go to college meeting the A-G requirements or have certifications from completing career pathway program at the high school so that they may join the workforce immediately out of high school in order to break the poverty cycle afflicting the local community. Scope: Schoolwide	development deepens to add more courses to each pathway, additional work spaces will be necessary to properly support these endeavors beyond a regular classroom setting. This action is being provided on a schoolwide basis because the CTE pathways are only available at Farmersville High School and Deep Creek Academy.	2.10 - Broad Course of Study - Parent Perception Data
1.7	Action: Summer School	Provide K-12 summer school services for unduplicated students for intervention,	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: According to the CA School Dashboard, students at FUSD are scoring 80.1 points below standard and are in the "red" category for ELA. They are also 111.4 points below standard and in the "red" category for Math. Socioeconomically Disadvantaged students are 82.3 points below standard in ELA and 113.1 points below standard in math; English Learners are 104.9 points below standard in ELA and 126 points below standard in math; Students with Disabilities are 163.2 points below standard in ELA and 186.3 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. 86.3% of all students in FUSD are socioeconomically disadvantaged with all schools having rates of over 75%: DCA (86.7%), FHS (79.5%), FJHS (86.3%), Freedom Elementary (89%), Snowden Elementary (94.3%), and Hester Elementary (88.5%). Most FUSD families do not have the fiscal means to acquire tutoring or other types of academic support for their children outside of school. Scope:	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. 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.	1.3 - 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
	LEA-wide		
1.8	Action: 21st Century Technology Need: Farmersville has approximately 90% of students who identify as socioeconomically disadvantaged. Student access to supplemental resources, academic supports, and enrichment opportunities are limited outside of school including the devices to access these resources. Farmersville students scored 80.1 points below standard in ELA compared to 13.6 points below for all students across the state. Farmersville students scored 111.4 points below standard in math compared to 49.1 points below for all students across the state. Farmersville students scored at 15.3% proficient (Level 4) on the ELPAC compared to 16.5% for all EL students across the state. Additional needs: The LCAP Committee interviews show 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 the learning in school. 86.3% of all students in FUSD are socioeconomically disadvantaged with all schools having rates of over 75%: DCA	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 matter, and access to additional online resources to enrich the classroom curriculum. This action is being provided on an LEA-wide basis because the need for technology access is universal across all school sites.	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
	(86.7%), FHS (79.5%), FJHS (86.3%), Freedom Elementary (89%), Snowden Elementary (94.3%), and Hester Elementary (88.5%). Most FUSD families do not have the fiscal means to purchase computers for their children outside of school. Scope: LEA-wide		
1.9	Action: Computer Technicians / Web Specialist Need: Farmersville has approximately 90% 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 80.1 points below standard in ELA compared to 13.6 points below for all students across the state. Farmersville students scored 111.4 points below standard in math compared to 49.1 points below for all students across the state. Farmersville students scored at 15.3% proficient (Level 4) on the ELPAC compared to 16.5% for all EL students across the state.	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
	Additional needs: The LCAP Committee interviews show 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 the learning in school. 86.3% of all students in FUSD are socioeconomically disadvantaged with all schools having rates of over 75%: DCA (86.7%), FHS (79.5%), FJHS (86.3%), Freedom Elementary (89%), Snowden Elementary (94.3%), and Hester Elementary (88.5%). 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 ranks 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	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. This action is being provided on an LEA-wide basis because the use of student data to inform	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
	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, due to all groups scoring low and generating a Red Indicator on the CA Dashboard. This included outcomes on the CAASPP ELA of: 82.3 points below standard for SED, 104.9 points below standard for ELs. Additionally, on the CAASPP Math the outcomes were 113.1 points below standard for SED and 126 points below standard for ELs. Scope: LEA-wide	instructional decisions is needed at every school site and is embedded within the PLC process that all schools utilize.	
1.11	Action: Data Coordinator Need: Multiple schools and student groups have been identified over the last two years for various designations requiring improvement in school systems and processes. These includes Differentiated Assistance (DA) for FUSD in 2023-24 and Additional Targeted Support & Improvement (ATSI) for Hester Elementary, Snowden Elementary, Freedom Elementary and Farmersville Junior High School for 2023-24. New designations for the 2024-25 school year includes ATSI for Hester	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. 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
	Elementary, Comprehensive Support & Improvement (CSI) for Farmersville Junior High School, and Equity Multiplier status for Deep Creek Academy. 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. Bringing the student information system into alignment with CALPADS, and local assessment systems for English Learners, Student with Disabilities, Low income students and foster youth are increasingly necessary in order 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, due to all groups scoring low and generating a Red Indicator on the CA Dashboard. This included outcomes on the CAASPP ELA of: 82.3 points below standard for SED, 104.9 points below standard for ELs. Additionally, on the CAASPP Math the outcomes were 113.1 points below standard for SED and 126 points below standard for ELs. Scope: LEA-wide		

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
1.12	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. 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 86.3% 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 prior to their children starting a kindergarten program. Scope: LEA-wide	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 supports students prior to them starting at any particular school site. The benefits of children participating in the program impact all schools.	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
1.13	Action: SCICON Need: The district's unduplicated pupil percentage is 88.3% with 86.3% of students identifying as coming from low income families compared to 59.9% 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. California Science Test (CAST) scores showed a 13.21% met/exceed rate for Farmersville students compared to 30.18% of students across the state. Additional needs: Farmersville Unified School District has 86.3% 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	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
1.14	Action: Educational Field Trips Need: The district's unduplicated pupil percentage is 90% with 84.5% of students identifying as coming from low income families compared to 59.9% 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 21.19% met/exceed rate for Farmersville students compared to 46.66% of students across the state. This includes 5.5% of English Learners in FUSD and 10.87% statewide; and 20.19% of low income students in FUSD and 35.27% statewide. CAASPP Math scores showed a 12.75% met/exceed rate for Farmersville students compared to 34.62% of students across the state. This includes 4.57% of English Learners in FUSD and 9.93% statewide; and 12.83% of low income students in FUSD and 22.91% statewide. Additional needs: Farmersville Unified School District has 86.3% of students identified as socioeconomically disadvantaged, reflecting the economic needs of the community. While parents, staff, and	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. 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.	1.1 - 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
	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		
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 5.4% of FUSD students being suspended at least one day. This was an increase of 1.6% from the previous year and higher than the county rate of 4.2% and state rate of 3.8%. Of particular note was a 13.8% suspension rate for foster youth, 9.4% suspension rate for homeless youth, and 8.1% 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 rank 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	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. This action is being provided on an LEA-wide basis to support student academic and behavior needs at every school site.	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 2.13 - College Enrollment

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
	children outside of school with 86.3% of all students in FUSD coming from socioeconomically disadvantaged families. This includes rates of over 75% from all schools including DCA (86.7%), FHS (79.5%), FJHS (86.3%), Freedom Elementary (89%), Snowden Elementary (94.3%), and Hester Elementary (88.5%). Scope: LEA-wide		
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 24.7% of FUSD students being absent at least 10% of the school year. This was higher than the county rate of 20.1%. Of particular note was a 44.4% rate for homeless youth, 37.9% rate for students with disabilities and a 25.7% rate for socioeconomically disadvantaged students. Most families (91.2%) 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.	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 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.	2.1 - 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
	Additional needs: The LCAP Committee and LCAP Surveys show that respondents including parents, students, and staff agree that the need for health supports rank high in what students need to learn at school and prevent students from missing learning time unnecessarily from school. Chronic absenteeism for socioeconomically disadvantaged students is 25.7%, 21.5% for English Learners, and 8.7% for foster youth. Additionally, many families do not have the fiscal means to get medical and health services outside of the school with 86.3% of all students in FUSD coming from socioeconomically disadvantaged families. Scope: LEA-wide		
2.3	Action: Classroom Behavior Aides Need: The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 5.4% of FUSD students being suspended at least one day. This was an increase of 1.6% from the previous year and higher than the county rate of 4.2% and state rate of 3.8%. Of particular note was a 13.8% suspension rate for foster youth, 9.4% suspension rate for homeless youth, and 8.1% rate for students with disabilities.	The district will maintain funding for 9 classroom behavior aides to support the acute behavior needs of unduplicated students. The behavior aides will be able to support students experiencing heightened distress, assist with carrying out behavior plans, and developing 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. This action is being provided on an LEA-wide basis to support student behavior needs at every school site.	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
	Additional needs: According to staff surveys, additional support is needed for escalating student behaviors that have peaked after the pandemic requiring increased Tier 2 and Tier 3 behavior supports. This includes the ability to provide behavioral supports to students to reduce the suspension rates for socioeconomically disadvantaged students (5.6%), English Learners (4.9%), and for foster youth (13.8%) to improve outcomes from the Orange and Red Indicators on the CA School Dashboard. Scope: LEA-wide		
2.4	Action: Campus Supervisors and/or Noon-Duty Aides Need: The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 5.4% of FUSD students being suspended at least one day. This was an increase of 1.6% from the previous year and higher than the county rate of 4.2% and state rate of 3.8%. Of particular note was a 13.8% suspension rate for foster youth, 9.4% suspension rate for homeless youth, and 8.1% rate for students with disabilities.	Provide campus supervisors and/or noon-duty aides at each school site to ensure an inclusionary school environment while supporting the behavior needs of all unduplicated students. The campus supervisors and noon-duty aides provide 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.	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
	According to staff surveys and administrator input, additional support is needed for escalating student behaviors as well as students attempting to elope during the school day. Additional needs: According to staff surveys, additional support is needed for escalating student behaviors that have peaked after the pandemic including many instances of students attempting to elope during the school day. This includes the suspension rates of socioeconomically disadvantaged students (5.6%), English Learners (4.9%), and for foster youth (13.8%) to improve outcomes from the Orange and Red Indicators on the CA School Dashboard. Scope: LEA-wide	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 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:	Maintain funding for unduplicated students who also are in need of Speech Pathologist support. Students 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.	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
	LEA-wide		
2.7	Action: Additional ELD Support Need: On the recent ELPAC assessment, 51.3% of EL students made progress towards English language proficiency. This was a 3.3% decline compared to the previous year. Additionally, 15.31% of EL students tested at a Level 4 on the ELPAC. English Learners performed 125.9 points below standard on CAASPP ELA with a 15.5 point decline from previous year. English Only students performed at 78.4 points below standard. English Learners performed 138.8 points below standard on CAASPP Math. English Only students performed at a 107.6 points below standard. Scope: LEA-wide	Provide additional hourly and/or substitute coverage in order for each school's Academic Coaches 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 allow for lesson demonstrations, classroom visits, lesson design and development of ELD strategies to support the specific needs of English Learners. 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.	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
2.8	Action: EL Coordinator - LTEL Support Need: On the recent ELPAC assessment, 51.3% of EL students made progress towards English	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	1.5 - ELPAC Results 2.6 - English Learners Making Progress Toward English Proficiency 2.7 - English Learner Reclassification 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
	language proficiency. This was a 3.3% decline compared to the previous year. Additionally, 17.59% of LTEL students tested at a Level 4 on the ELPAC while 9.46% of At-Risk LTEL students tested at Level 4. The district had 1.53% of LTELs at Met or Exceeded for CAASPP ELA compared to 5.44% of state LTELs. The district had 0% of LTELs at Met or Exceeded for CAASPP Math compared to 2.11% of state LTELs. Scope: LEA-wide	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 may have stalled in their annual progress and are either LTELs already or are at risk of becoming LTELs.	2.8 - At-Risk and Long-Term English Learner Counts
2.9	Action: Guidance Secretary Need: The College and Career Indicator shows that only 25.8% of all high school graduates are placed in the "prepared" level on the college/career indicator. This includes only 7.1% of English Learners and 25.1% of socioeconomically disadvantaged students being identified as "prepared". With nearly three quarters of our 12th 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	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 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.	1.6 - College/Career Indicator 2.2 - Graduation Rate 2.3 - Dropout Rate 2.9 - A-G 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
	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 as well as not being part of a CTE pathway, thus limiting their progress toward college or career preparation. Scope: Schoolwide		
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 5.4% of FUSD students being suspended at least one day. This was an increase of 1.6% from the previous year and higher than the county rate of 4.2% and state rate of 3.8%. Of particular note was a 13.8% suspension rate for foster youth (Red Indicator), 4.9% of English Learners (Orange), 5.6% of socioeconomically disadvantaged (Orange), 9.4% suspension rate for homeless youth (Red), and 8.1% rate for students with disabilities (Red). While there were no expulsions recorded in 2023-24, there were three cases that were presented for expulsion compared to no	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 that raise their risk-factors for suspension and/or expulsion.	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
	expulsion cases being presented in the previous two years combined. Scope: LEA-wide		
2.11	Action: MTSS Student Interventions / Tutoring Need: Farmersville students scored 80.1 points below standard in ELA compared to 13.6 points below for all students statewide. Farmersville students scored 111.4 points below standard in math compared to 49.1 points below for all students statewide. CAASPP ELA scores showed a 21.19% met/exceed rate for Farmersville students compared to 46.66% of students statewide. This includes 5.5% of English Learners in FUSD and 10.87% statewide; and 20.19% of socioeconomically disadvantaged students in FUSD and 35.27% statewide. CAASPP Math scores showed a 12.75% met/exceed rate for Farmersville students compared to 34.62% of students statewide. This includes 4.57% of English Learners in FUSD and 9.93% statewide; and 12.83% of socioeconomically disadvantaged students in FUSD and 22.91% statewide.	The district will provide funding to assist the implementation of Multi-Tiered Systems of Support (MTSS) at each school. This will consist of academic and social-emotional student interventions. MTSS student interventions will target English Learners, low income, and foster youth students to close achievement gaps. The supports will include behavioral supports, academic tutoring, and a variety of other actions to support the whole child. 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 2.15 - 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 5.4% of FUSD students being suspended at least one day. This was an increase of 1.6% from the previous year and higher than the county rate of 4.2% and state rate of 3.8%. Of particular note was a 13.8% suspension rate for foster youth (Red Indicator), 4.9% of English Learners (Orange), 5.6% of socioeconomically disadvantaged (Orange), 9.4% suspension rate for homeless youth (Red), and 8.1% rate for students with disabilities (Red). There is a great need for additional academic and behavioral supports (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 80.1 points below standard in ELA compared to 13.6 points below for all students statewide. Farmersville students scored 111.4 points below standard in math compared to 49.1 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 that new body of work in order to lead to a smooth implementation and proper coordination of multiple staff members, agencies, resources, and	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
	CAASPP ELA scores showed a 21.19% met/exceed rate for Farmersville students compared to 46.66% of students statewide. This includes 5.5% of English Learners in FUSD and 10.87% statewide; and 20.19% of socioeconomically disadvantaged students in FUSD and 35.27% statewide. CAASPP Math scores showed a 12.75% met/exceed rate for Farmersville students compared to 34.62% of students statewide. This includes 4.57% of English Learners in FUSD and 9.93% statewide; and 12.83% of socioeconomically disadvantaged students in FUSD and 22.91% statewide. The district performed at an "Orange" level on the Suspension Rate indicator located on the CA School Dashboard with 5.4% of FUSD students being suspended at least one day. This was an increase of 1.6% from the previous year and higher than the county rate of 4.2% and state rate of 3.8%. Of particular note was a 13.8% suspension rate for foster youth (Red Indicator), 4.9% of English Learners (Orange), 5.6% of socioeconomically disadvantaged (Orange), 9.4% suspension rate for homeless youth (Red), and 8.1% rate for students with disabilities (Red). There is a great need for additional academic and behavioral supports (Tiers 2 and 3) both during the school day and after the school day.	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.	

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		
2.13	Action: Attendance Clerks Need: The district performed at a "Yellow" level on the Chronic Absenteeism indicator located on the CA School Dashboard with 24.7% of FUSD students being absent at least 10% of the school year. This was higher than the county rate of 20.1%. Of particular note was a 21.5% rate for English Learners (Yellow Indicator), 25.7% rate for socioeconomically disadvantaged students (Yellow), 44.4% rate for homeless youth (Orange), 37.9% rate for students with disabilities (Yellow), 24.7% for Hispanic students (Yellow) and a 25.7% rate for socioeconomically disadvantaged students (Yellow). According to information gleaned from the LCAP Committee, families are challenged to know what services (i.e. health, mental health, food/shelter services) are available to them within the community and in the surrounding area. Scope:	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
	LEA-wide		
2.14	Action: Media-Technology Specialists Need: The three-year historical trend shows that the vast majority of FUSD students continue to read below grade level. In 2022-2023, 36% of students ended the school year reading at grade-level. By January 2024, only 27.1% of students were reading at grade level, signifying a decrease of 8.9% from the previous year, according to the STAR Reading assessment. While this is up from 19% of students reading at grade level during the 2018-2019 school year, this shows that nearly three-fourths of our students are reading below grade level by the time they begin junior high school. Additional needs: Only 25% of socioeconomically disadvantaged students are reading at grade level while only 14% of English Learners are reading at grade level. On the CAASPP, socioeconomically students are 82.3 points below standard (Red Indicator) in ELA while EL students are 104.9 points below standard (Red 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

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
3.1	Action: Parent Education Classes Need: Parental involvement in schools lead to better student attendance, behavior, grades and social skills. The 2023-2024 LCAP Surveys and input from the LCAP 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 parent involvement is important and 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 own literacy skills since 86.3% of all students in FUSD coming from socioeconomically disadvantaged families. This includes rates of over 75% from all schools including DCA (86.7%), FHS (79.5%), FJHS (86.3%), Freedom Elementary (89%), Snowden	To meet these needs, the district will provide parent education classes developed by district staff and outside providers such as 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, participation in IEP and SST processes, and learning how to be a volunteer. 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 parent 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.	3.1 - 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
	Elementary (94.3%), and Hester Elementary (88.5%). Scope: LEA-wide		
3.2	Action: Community Liaisons Need: According to LCAP surveys completed by parents as well as input provided at the LCAP Committee meetings, parents feel a lack of confidence engaging with the school due to their lack of familiarity with school systems. They cite a need for a liaison to support with variety of communication modes including by phone, electronically, in-person, and with paper copies. Families also need help with communicating through language barriers since many of our students come from families where English is not the primary language. 59% of all FUSD students were identified as having a primary language other than English in the fall of 2023 with many (37% of all students) still designated as English Learners. Scope:	The community liaisons will serve as a communication link between the school and members of the community, including parents. They will assist parents in understanding educational programs and enlist their support and involvement in the educational process as performing functions that help improve student attendance, welfare, and other child-related issues. By working closely with parents, these bilingual community liaisons will help create a stronger connection between school and home, thus making parents feel more comfortable in participating in school meetings, forums, events, and programs. 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

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
	LEA-wide		
3.3	Action: Spanish Translators for Parent Meetings Need: According to our student information system (Aeries), 44% of the parents/guardians of the district's students speak a language other than English as their primary language. 43% of parents/guardians speak Spanish as their primary language, signifying that there is a tremendous need to have interpreters and translator supports in place to help bridge the communication between home and school. With many families having more than one student in the school district, this equates to 59% of all FUSD students being identified as having a primary language other than English. Scope: LEA-wide	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. 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 for participation and improves the partnership between home and school, thus providing greater support for unduplicated pupils. This action is provided on an LEA-wide basis because this need is common to all school sites.	2.15 - School Safety and Connectedness 3.1 - Parent Participation (Parent Education Workshops) 3.2 - Parent Participation on District and School Leadership Committees
3.4	Action: Family Resource Center Need: The community of Farmersville lacks a community-based hub that provides a range of prevention and early intervention services to families. Barriers to accessing services outside of the community are commonplace with distance from the city, means of	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. This support for the whole child helps to meet a student's basic needs, which are very common barriers for students not	2.1 - Chronic Absenteeism 2.4 - Suspension Rate 3.3 - Parent Contacts (FRC)

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
	transportation, loss of income due to taking off work, and a lack of knowing where to get these resources is often cited during the LCAP Committee meetings. Most FUSD families do not have the fiscal means to acquire wrap-around services needed for their children outside of school, to provide transportation for them outside of town or to take time off of work to seek assistance since 86.3% of all students in FUSD coming from socioeconomically disadvantaged families. This includes rates of over 75% from all schools including DCA (86.7%), FHS (79.5%), FJHS (86.3%), Freedom Elementary (89%), Snowden Elementary (94.3%), and Hester Elementary (88.5%). Scope: LEA-wide	attending school or performing well when they are present. This action is provided on an LEA-wide basis because this need is common to students and their families at every school site.	

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 sunseting 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 25 Class Size Reduction teachers to provide increased and improved interventions for K-12 unduplicated students. The additional costs for these positions is \$3,762,872. 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	N/A

2024-25 Total 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	26,038,864	10,626,452	40.810%	9.018%	49.828%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,380,682.00	\$73,683.00	\$0.00	\$0.00	\$13,454,365.00	\$11,583,244.00	\$1,871,121.00

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		\$431,975.00	\$0.00	\$431,975.00				\$431,975.00	
1	1.2	TK-12 Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hester Elementary, Snowden Elementary TK-3		\$4,135,280.00	\$0.00	\$4,135,280.00				\$4,135,280.00	
1	1.3	Elementary Music Teachers & Music/Theater Performances (TK-12)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6		\$392,470.00	\$0.00	\$392,470.00				\$392,470.00	
1	1.4	CTE Coordinator / Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy 9-12		\$225,528.00	\$0.00	\$225,528.00				\$225,528.00	

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	1.5	Broad Course of Study / CTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$432,773.00	\$0.00	\$432,773.00				\$432,773.00	
1	1.6	CTE Expansion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy 9-12		\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
1	1.8	21st Century Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	
1	1.9	Computer Technicians / Web Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$415,749.00	\$0.00	\$415,749.00				\$415,749.00	
1	1.10	Assessment Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$169,702.00	\$0.00	\$169,702.00				\$169,702.00	
1	1.11	Data Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$130,475.00	\$0.00	\$130,475.00				\$130,475.00	
1	1.12	Save the Children Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$37,084.00	\$0.00	\$37,084.00				\$37,084.00	
1	1.13	SCICON	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom Elementary 5-6		\$0.00	\$57,438.00	\$57,438.00				\$57,438.00	
1	1.14	Educational Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

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
						Low Income										
2	2.1	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,579,712.00	\$0.00	\$1,579,712.00				\$1,579,712.00	
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		\$684,487.00	\$0.00	\$684,487.00				\$684,487.00	
2	2.3	Classroom Behavior Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$289,576.00	\$0.00	\$289,576.00				\$289,576.00	
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		\$651,827.00	\$0.00	\$651,827.00				\$651,827.00	
2	2.6	Speech and Language Pathologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$528,832.00	\$0.00	\$528,832.00				\$528,832.00	
2	2.7	Additional ELD Support	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.8	EL Coordinator - LTEL Support	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Snowden Elementary, Freedom Elementary, Farmersville Junior High School, Farmersville High School, Deep Creek Academy 3-12		\$16,858.00	\$0.00	\$16,858.00				\$16,858.00	
2	2.9	Guidance Secretary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School		\$66,484.00	\$0.00	\$66,484.00				\$66,484.00	

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									
2	2.10	School Resource Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$94,000.00	\$0.00	\$94,000.00				\$94,000.00	
2	2.11	MTSS Student Interventions / Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
2	2.12	MTSS Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$212,787.00	\$0.00	\$212,787.00				\$212,787.00	
2	2.13	Attendance Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$153,781.00	\$0.00	\$153,781.00				\$153,781.00	
2	2.14	Media-Technology Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:		\$422,232.00	\$0.00	\$422,232.00				\$422,232.00	
3	3.1	Parent Education Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
3	3.2	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$311,632.00	\$0.00	\$311,632.00				\$311,632.00	
3	3.3	Spanish Translators for Parent Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.4	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	
4	4.1	Professional Development	All	No			Specific Schools: Deep Creek Academy 10-12		\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	

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
4	4.2	College and Career Opportunities	All	No			Specific Schools: Deep Creek Academy 10-12		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
4	4.3	Behavior and Social-Emotional Supports	All	No			Specific Schools: Deep Creek Academy 10-12		\$0.00	\$28,683.00		\$28,683.00			\$28,683.00	

2024-25 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
26,038,864	10,626,452	40.810%	9.018%	49.828%	\$13,380,682.00	0.000%	51.387 %	Total:	\$13,380,682.00
								LEA-wide Total:	\$12,656,760.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$723,922.00

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	\$431,975.00	
1	1.2	TK-12 Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hester Elementary, Snowden Elementary TK-3	\$4,135,280.00	
1	1.3	Elementary Music Teachers & Music/Theater Performances (TK-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hester Elementary, Snowden Elementary, Freedom Elementary K-6	\$392,470.00	
1	1.4	CTE Coordinator / Counselor	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Farmersville High	\$225,528.00	

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 (%)
					Low Income	School, Deep Creek Academy 9-12		
1	1.5	Broad Course of Study / CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$432,773.00	
1	1.6	CTE Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School, Deep Creek Academy 9-12	\$600,000.00	
1	1.7	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.8	21st Century Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
1	1.9	Computer Technicians / Web Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$415,749.00	
1	1.10	Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$169,702.00	
1	1.11	Data Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,475.00	
1	1.12	Save the Children Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,084.00	
1	1.13	SCICON	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom Elementary 5-6	\$57,438.00	
1	1.14	Educational Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.1	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,579,712.00	

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	2.2	Bilingual School Nurse, LVNs, and Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$684,487.00	
2	2.3	Classroom Behavior Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,576.00	
2	2.4	Campus Supervisors and/or Noon-Duty Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$651,827.00	
2	2.6	Speech and Language Pathologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$528,832.00	
2	2.7	Additional ELD Support	Yes	LEA-wide	English Learners	All Schools	\$50,000.00	
2	2.8	EL Coordinator - LTEL Support	Yes	LEA-wide	English Learners	Specific Schools: Snowden Elementary, Freedom Elementary, Farmersville Junior High School, Farmersville High School, Deep Creek Academy 3-12	\$16,858.00	
2	2.9	Guidance Secretary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farmersville High School 9-12	\$66,484.00	
2	2.10	School Resource Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,000.00	
2	2.11	MTSS Student Interventions / Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
2	2.12	MTSS Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,787.00	
2	2.13	Attendance Clerks	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$153,781.00	

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 (%)
					Low Income			
2	2.14	Media-Technology Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	\$422,232.00	
3	3.1	Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
3	3.2	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$311,632.00	
3	3.3	Spanish Translators for Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.4	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,118,658.00	\$10,635,373.00

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	\$221,548.00	221548
1	1.2	Assessment Coordinator	Yes	\$150,640.00	155000
1	1.3	Data Coordinator	Yes	\$155,370.00	97000
1	1.4	21st Century Technology	Yes	\$400,000.00	350000
1	1.5	Summer School	Yes	\$200,000.00	150000
1	1.6	Standards-Based Supplemental Instructional Materials	Yes	\$644,841.00	350000
1	1.7	Educational Fieldtrips	Yes	\$100,000.00	50000
1	1.8	SCICON	Yes	\$60,000.00	45420
1	1.9	After School Program	Yes	\$10,000.00	0
1	1.10	Attendance Clerks	Yes	\$58,104.00	100000
1	1.11	TK-3 Class Size	Yes	\$2,524,387.00	2764100

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	MTSS Student Interventions / Tutoring	Yes	\$140,000.00	90000
1	1.13	Coordinator of College & Career Readiness	Yes	\$100,000.00	700
1	1.14	CTE Expansion	Yes	\$650,000.00	40000
1	1.15	Coordinator of MTSS	Yes	\$100,000.00	0
2	2.1	Computer Technicians / Web-Specialist	Yes	\$406,818.00	380000
2	2.2	Media-Technology Specialists	Yes	\$401,026.00	420000
2	2.3	CTE Coordinator / Counselor	Yes	\$150,000.00	163000
2	2.4	Broad Course of Study / CTE	Yes	\$417,534.00	442000
2	2.5	Elementary Music Teachers and Music Instrument Repair	Yes	\$336,582.00	350400
2	2.6	Speech and Language Pathologists	Yes	\$422,748.00	415000
2	2.7	Guidance Secretary	Yes	\$62,675.00	66000
2	2.9	School Counselors	Yes	\$1,210,673.00	1255000
2	2.10	Bilingual School Nurse, LVN, and Health Aides	Yes	\$506,171.00	422140

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	School-Home Transportation	Yes	\$200,000.00	0
2	2.12	School Resource Officer	Yes	\$94,000.00	100000
2	2.13	Save the Children Program	Yes	\$64,110.00	35000
2	2.14	Classroom Behavior Aides	Yes	\$198,333.00	131000
2	2.15	Campus Supervisors and/or Noon-Duty Aides	Yes	\$550,000.00	457000
2	2.16	Additional ELD Support	Yes	\$99,000.00	23000
2	2.17	Intervention Teachers	Yes	\$1,445,547.00	1409000
3	3.1	Parent Education Classes	Yes	\$100,000.00	500
3	3.2	Parent Technology Literacy Workshops	Yes	\$15,000.00	0
3	3.3	Adult Education ESL / Literacy Classes	Yes	\$59,622.00	0
3	3.4	Community Liaisons	Yes	\$191,181.00	150000
3	3.5	Spanish Translators for Parent meetings	Yes	\$50,000.00	65
3	3.6	Family Resource Center	Yes	\$200,000.00	2500
3	3.7	Marquees	Yes	\$422,748.00	0

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)

2023-24 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)
10,992,118	\$13,118,658.00	\$10,635,373.00	\$2,483,285.00	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	\$221,548.00	221548		
1	1.2	Assessment Coordinator	Yes	\$150,640.00	155000		
1	1.3	Data Coordinator	Yes	\$155,370.00	97000		
1	1.4	21st Century Technology	Yes	\$400,000.00	350000		
1	1.5	Summer School	Yes	\$200,000.00	150000		
1	1.6	Standards-Based Supplemental Instructional Materials	Yes	\$644,841.00	350000		
1	1.7	Educational Fieldtrips	Yes	\$100,000.00	50000		
1	1.8	SCICON	Yes	\$60,000.00	45420		
1	1.9	After School Program	Yes	\$10,000.00	0		
1	1.10	Attendance Clerks	Yes	\$58,104.00	100000		
1	1.11	TK-3 Class Size	Yes	\$2,524,387.00	2764100		
1	1.12	MTSS Student Interventions / Tutoring	Yes	\$140,000.00	90000		
1	1.13	Coordinator of College & Career Readiness	Yes	\$100,000.00	700		

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	CTE Expansion	Yes	\$650,000.00	40000		
1	1.15	Coordinator of MTSS	Yes	\$100,000.00	0		
2	2.1	Computer Technicians / Web-Specialist	Yes	\$406,818.00	380000		
2	2.2	Media-Technology Specialists	Yes	\$401,026.00	420000		
2	2.3	CTE Coordinator / Counselor	Yes	\$150,000.00	163000		
2	2.4	Broad Course of Study / CTE	Yes	\$417,534.00	442000		
2	2.5	Elementary Music Teachers and Music Instrument Repair	Yes	\$336,582.00	350400		
2	2.6	Speech and Language Pathologists	Yes	\$422,748.00	415000		
2	2.7	Guidance Secretary	Yes	\$62,675.00	66000		
2	2.9	School Counselors	Yes	\$1,210,673.00	1255000		
2	2.10	Bilingual School Nurse, LVN, and Health Aides	Yes	\$506,171.00	422140		
2	2.11	School-Home Transportation	Yes	\$200,000.00	0		
2	2.12	School Resource Officer	Yes	\$94,000.00	100000		
2	2.13	Save the Children Program	Yes	\$64,110.00	35000		
2	2.14	Classroom Behavior Aides	Yes	\$198,333.00	131000		
2	2.15	Campus Supervisors and/or Noon-Duty Aides	Yes	\$550,000.00	457000		
2	2.16	Additional ELD Support	Yes	\$99,000.00	23000		
2	2.17	Intervention Teachers	Yes	\$1,445,547.00	1409000		
3	3.1	Parent Education Classes	Yes	\$100,000.00	500		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Parent Technology Literacy Workshops	Yes	\$15,000.00	0		
3	3.3	Adult Education ESL / Literacy Classes	Yes	\$59,622.00	0		
3	3.4	Community Liaisons	Yes	\$191,181.00	150000		
3	3.5	Spanish Translators for Parent meetings	Yes	\$50,000.00	65		
3	3.6	Family Resource Center	Yes	\$200,000.00	2500		
3	3.7	Marquees	Yes	\$422,748.00	0		

2023-24 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)
26,278,711	10,992,118	7.66	49.489%	\$10,635,373.00	0.000%	40.471%	\$2,369,694.26	9.018%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).

California Department of Education
November 2023