Local Control Accountability Plan

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

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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Farmersville Unified School District serves approximately 2,500 students in grades TK-12. The district is located in the City of Farmersville which is a rural agricultural community of approximately 10,000 residents in the Central Valley. District schools include three elementary schools, junior high school, high school, continuation high school, and adult school. The district employs 280 employees and has a General Fund budget of approximately 30 million dollars. The ethnic composition of the district student population is 96% Hispanic, 2% White, and 2% are designated as two or more races. The student subgroup population includes 95% are designated as socio-economically disadvantaged, 36% are designated as English Learners, and the district's unduplicated student percent is 94.6% (English Learners, Low Income, and foster youth).

The vision of the Farmersville Unified School District is "Preparing students to be productive members of society and innovative leaders of tomorrow. Students will be equipped with the necessary skills and tools to be post-secondary prepared, and they will be highly qualified to compete in the global economy." FUSD district objectives is to work collaboratively with all stakeholders 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; and provide researched-based and systematic student interventions to help close the student achievement gap for all students.

Reflections: Successes

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

Due to the COVID-19 pandemic, the California Department of Education received a federal waiver from the Every Student Succeed Act (ESSA) for meeting assessment and accountability requirements for the 2019-2020 school year. The 2020 California School Dashboard data only reflects a limited number of performance metrics. There was no state CAASP testing in 2020. Therefore, the district will report on local

accountability indicators, and comparison data results provided by the 2019 California School Dashboard and limited 2020 Dashboard results:

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

The College and Career indicator for CTE Pathway completion showed a 16.99% significant increase from 6.38% in 2019 to 23.37% in 2020. The following subgroups showed improvement including: Hispanic students increased 25.5% from 18% in 2019 to 43.5%; Socio-economically Disadvantaged students increased 25.1% from 17.5% in 2019 to 42.6% in 2020.

- The College and Career Indicator subgroup data for English Learners indicates the following improvement: Percentage Prepared increased 4.40% from 5.20% in 2019 to 9.60% in 2020; Percentage Approaching Prepared increased 16.20% from 6.90% in 2019 to 23.10% in 2020; and Percentage Not Prepared declined 20.60% from 87.90% in 2019 to 67.30 in 2020.
- The College and Career Indicator subgroup data for Socio-economically Disadvantaged students indicates the following improvements: Percentage Prepared increased 5.90% from 29.40% in 2019 to 35.30% in 2020; Percentage Approaching Prepared increased 5.0% from 16.40% in 2019 to 21.40 in 2020; Percentage Not Prepared declined 10.80% from 54.20% in 2019 to 43.40% in 2020.
- The College and Career indicator subgroup data for Students with Disabilities indicates the following improvement: Percentage Approaching Prepared increased 9.10% from 9.10 in 2019 to 18.20 in 2020; Percentage Not Prepared declined from 90.90 in 2019 to 81.80% in 2020
- Gifted and Talented Education (GATE) in 2018 the district added GATE criteria to identify and support GATE programs for students. In 2020 over 13% of students in grades 2-6 (2020 CALPADS) have met the GATE criteria and are receiving GATE program services.

The district's commitment to ensuring students are prepared for post-secondary options, specifically supporting Career Technical Education (CTE) programs has shown improvement in the number of students completing CTE pathways as reflected on the CA School Dashboard. The district 26.2% showed a significant increase in the number of students and subgroups completing CTE pathways from 2019 to 2020. This increase resulted from a strategic LCAP investment in CTE course alignment, CTE curriculum materials and equipment, CTE teacher professional development, and CTE Coordinator support. The TCOE's Tulare Kings College and Career Consortium in partnership with FUSD provided valuable CTE resources for expansion of CTE program options. The district will continue provide CTE resources from LCAP to provide CTE pathway completion opportunities for all students.

The district's focus for providing students with a broad course of study in the previous LCAP resulted in a successful implementation of Gifted and Talented Education program. GATE funding from LCAP provided additional funding for GATE resources and activities that provide students with opportunities to increase critical-thinking skills, develop creativity, and to demonstrate higher cognitive learning skills for students in grades 2-6. The district will continue to expand GATE opportunities for all students and provide professional development to

support for GATE teachers.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The district will report on data provided by the 2019 California School Dashboard results, limited 2020 Dashboard results, and local accountability assessments:

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

- The district overall placement was in the "Yellow" performance in English Language Arts as identified in the schools Five-by- Five Placement in 2019. This medium performance was consistent in analysis of both 2019 and 2020 district interim benchmark assessment results that showed an average of 70% of students not meeting grade-level standards. Further analysis indicate that English Learners and Students with Disabilities have the largest student achievement gaps in ELA.
- STAR Reading results indicate both in 2019 and 2020 that 70% of students are reading below grade level and literacy continues to be a major area of improvement for students. Particularly for English Learners and Students with Disabilities
- The district overall placement was in the "Orange" performance in mathematics as identified in the Schools Five-by- Five Placement in 2019. This low performance was consistent in the analysis of both 2019 and 2020 district interim benchmark assessments for mathematics. Further analysis indicate that English Learners and Students with Disabilities have the largest student achievement gaps in mathematics.
- Analysis of 2020 ELPAC data for English Learners indicate that Long Term English Learners continues to grow and therefore English Learners are not meeting the proficiency criteria needed for re-designation.
- Comparison of the CA School Dashboard College and Career Indicator data for all students in 2019 and 2020 indicate the following: Percentage Prepared declined 4.70% from 35% in 2019 to 30.30% in 2020; Percent Approaching Prepared increased 5.60% from 16.10% in 2019 to 21.70% i 2020; Percentage Not Prepared increased 10.40% in 2020
- The California Science Test (CAST) provided the district with baseline data in 2019 revealed that the majority of students were nearing proficiency. However, the district had no students scoring as proficient on the 2019 initial CAST. assessment.

The COVID-19 pandemic has contributed greatly to widening the achievement gap for high needs students, specifically English Learners, special needs students, homeless youth and foster youth students. The district currently has developed a consistent cycle of interim benchmark assessments to measure student performance in ELA, Reading, math, and science for all students. While the assessment cycle identifies student subgroups needing intervention that includes re-teaching of the standards; it does not alone necessarily address the achievement gap for high needs students. Additionally, the COVID-19 pandemic has also contributed greatly to the mental health needs of

students and families. The district has taken steps to address social-emotional learning (SEL) for students and families by having school counselors at K-12 schools and by implementing SEL curriculum at schools. However, additional social emotional and mental health supports are needed for students and families.

The district has trained all schools in the Multi-Tiered System of Support (MTSS) prior to the COVID-19 pandemic. The district will fully implement the Multi-Tiered System of Support (MTSS) comprehensive framework to address both the academic, behavioral, and socio-emotional needs of students. The Multi-Tiered System of Support is an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students academic, behavioral, and social success. The implementation of MTSS system provides tiered interventions of support which includes universal support for all students, supplemental supports for some students, and intensified support for identified high needs students.

LCAP Highlights

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

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

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

Finally, the COVID-19 pandemic had a major impact on the LCAP development process. The COVID-19 pandemic resulted in school closure and distance learning being implemented. Distance learning requirements created an opportunity for the district to pivot it's focus to 21st Century learning. The district leveraged LCFF funds, new state and federal funds, and California Department of Education technology

donations to provide students and staff with the technology tools needed to shift to 21st Century learning. Several actions included in the LCAP document provide funding to close the student digital divide and to ensure 21st Century teaching and learning continue.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Deep Creek Academy

Support for Identified Schools

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

The District conducted a school Self Study Review (needs assessment) in collaboration with Deep Creek Academy (DCA) stakeholders. The school's self-study review process provided a comprehensive analysis of school practices and data review findings to identify researched based strategies to increase student graduation rates from 33% to 68%. The self-study review also aligned with the school's three-year state WASC Accreditation mid-term review process. The school's self-study review process involved school stakeholders (teachers, support staff, school principal / counselor, district assessment coordinator, district English Learner coordinator, CTE coordinator, parent, students, and district superintendent) and included review of CA School Dashboard indicators, student and staff interviews, classroom observations, SPSA, and WASC Self-Study documents. The School Site Council reviewed stakeholder feedback before approving the CSI plan as part of the site SPSA development process.

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

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

Additional areas identified in the CSI plan provide resources for academic and social-emotional support for students. Due to the high number of English Learners (EL) enrolled at the school; a need to provide additional literacy support for students was identified using ELPAC data to provide further support EL students. The district has contracted with Teaching Fellows which are college students who are completing their teaching coursework and provide academic support services for schools. The district will contract with Teaching Fellows to provide English Learner student literacy support in the classroom. Increasing the literacy skills for English Learners is an effective strategy for increasing student academic progress and graduation rates for English Learners. Providing increased student social-emotional support for DCA alternative education students who are identified as the most at-risk students in the district is both necessary and important component of the CSI plan. District Panorama social emotional survey results were used to identify the social-emotional needs of DCA students. The CSI plan includes hiring a part-time Outreach Specialist whose duties include providing social-emotional counseling services for at-risk students. At-risk students require intensive counseling supports to increase student engagement. A proven strategy for increasing graduation rates for at-risk students is to provide intensive social-emotional support systems. At-risk students who develop social emotional coping skills increase their ability to remain academically engaged to meet rigorous graduation requirements, and graduate with their peers. Finally, the CSI plan includes increasing teacher knowledge and skills on the use of formative and summative assessment data. DCA currently implements Apex curriculum for analyzing individual academic progress. A review of Apex data findings suggest that while a student's individual progress is assessed regularly, the school does not have a current system for reviewing both formative and summative assessment data for all students. The district will utilize both Panorama data analysis and Apex resources to increase teacher knowledge and skills in the areas of using formative and summative assessment data to identify specific academic skill deficiencies for all students. This will assist the teaching staff ability to provide student interventions or re-teaching opportunities to close these student learning gaps; and increase student graduation rates.

Monitoring and Evaluating Effectiveness

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

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

The district will monitor the CSI plan by requiring school stakeholders in ongoing quarterly meetings with district staff to assess CSI plan progress. The district monitoring process will include a quarterly data review with stakeholders to address CSI / SPSA plan progress. This will include district / stakeholder analysis and assessment data regarding the four CSI plan areas and progress. The district has purchased Panorama Education data dashboard monitoring system that provides quarterly analysis of DCA's formative and summative assessments.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The 2021-2024 Local Control and Accountability Plan (LCAP) template was approved by the CA State Board of Education on January 31, 2021 and districts were provided with abbreviated timelines for stakeholder engagement and LCAP completion. 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 LCAP. The district had previously developed a representative committee comprised of parents, classified support staff, certificated teachers, and administrators to develop the Learning Continuity and Attendance Plan. Once the LCAP planning documents were approved by the state, the district used the same LCAP committee as well as the District English Learner Advisory Committee (DELAC) to develop the LCAP document. Virtual Open House Forums were also used to acquire feedback regarding district needs from stakeholders. The superintendent provided LCAP presentations at Virtual Open House Forums at each school.

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

A summary of the feedback provided by specific stakeholder groups.

Farmersville Unified School District utilized a series of activities to engage parent, students, staff, and bargaining unit members, and community members. The district hosted 18 meetings to discuss LCAP priorities and met with over 300 parents and staff since the release of LCAP on January 31, 2021.

LCAP Advisory Committee Meetings:
LCAP Advisory Committee include representatives from each school: parents, classified staff, certificated staff, and district and school administrators.
LCAP Advisory Committee Meeting dates - 3/4/21, 3/17/21, 4/21/21, 4/28/21, 5/12/21, 5/19/21, 5/26/21

District English Learner Advisory Committee Meetings:
DELAC Meeting dates to review and acquire LCAP feedback: 2/22/21, 4/19/21, 5/24/21

Virtual Open House Public Forums:

- Invitation to attend open house forums sent to all teachers, staff, parents, administration and community members.
- Superintendent provided presentations at all Open House Forums and received feedback
- Freedom Open House 4/18/21

- Hester Open House 4/15/21
- Snowden Open House 4/22/21
- Deep Creek Academy Open House 4/26/21
- Farmersville High School Open House 1/27/21
- Farmersville Junior High School Open House 4/28/21

Bargaining Group Consultation: California School Classified Association - May 24,2021 and Farmersville Teachers Association June 2,2021.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The district received 486 completed LCAP parent, student, and staff surveys, consulted with over 300 parents and staff during virtual open house events, and hosted virtual meetings with DELAC and LCAP committees to review the results. The District LCAP Advisory Committee reviewed the feedback received from parents, students, and staff revealed the following: 79.2% indicate the district has school facilities that are well-maintained; 87.8% indicate that students and staff are safe at school; 84.5% agree that the school offers academic support for all students; 84% reported English Learners have access to school programs and services; 77.1% indicate that the school encourages parent engagement; 78.1% indicate that schools share the academic progress to parents on a regular basis; 60% want summer school programs for students; 60% want increased access to after school programs; 50% request more mental health support services for students.

Open-ended LCAP survey responses: parents reported barriers to learning included lack of internet access, home distractions for distance learning; lack of social interaction with other students during distance learning; request additional programs music / STEM / academic support (reading); want more high interest programs for students.

1) increased academic support for students, 2) increased support for social-emotional learning, 3) support for internet access, technology, and 21st Century learning, 4) broad course of study to include expansion of music programs, STEM, and after school programs.

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

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 CASSP, ELPAC, and district standards-based assessments.

An explanation of why the LEA has developed this goal.

The district will implement Multi-Tiered System of Supports (MTSS) interventions to reduce grade level achievement gaps for all students and subgroups. Based on a review of 2019 CA Dashboard results, 2018-2019 CASSP results, 2019 ELPAC results, and district standards-based interim assessment results in the core areas (ELA, ELD, Math, Science, and Social Science). The data reflects a need to reduce student grade level achievement gaps for all students and subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) 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 by 7% as measured by Smarter Balanced Assessment.	In 2018/19, 26.88% of students performed at Standards Met / Standards Exceeded as measured by Smarter Balanced Assessment.				
2) Through the implementation of content / performance standards education	In 2018/2019, 15.46% of students performed at Standards Met / Standards Exceeded				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded in mathematics by 7% as measured by Smarter Balanced Assessment.	as measured by Smarter Balanced Assessment.				
3) Through the implementation of ELD standards education and MTSS intervention, we will increase the average Performance Level of Well-Developed students by 7% for the district as measured by ELPAC.	In 2018/2019, the performance level of students scoring Well-Developed was 8% for the district as measured by ELPAC				
4) Through the implementation of content / performance standards education and MTSS intervention, we will increase the percentage of students achieving at standards met, standards exceeded by 7% as measured by the California	In 2018-2019, 11.24% of students performed at Standards Met / Standards Exceeded as measured by the California Assessment for Science Test				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment for Science Test (CAST).					
5) 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 as measured by district Social Science interim benchmark results.	In 2020-2021, 23% of students performed at Standards Met / Standards Exceeded as measured by district social science interim benchmarks.				
6) Increase in K-6 the reading levels of students reading below grade level by one-year as measured by STAR utilizing MTSS interventions.	In 2018-2019, approximately 81% of students K-6 were reading below grade level. as measure by the STAR Assessment				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Instructional Aides	The district will hire and train 9 classroom instructional aides to provide targeted language acquisition support for English Learners, low-income, and foster youth students. Instructional aides will provide targeted language acquisition classroom support to improve English Learner performance on state ELPAC and CASSP assessments.	$405,369.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	Assessment and Testing Coordinator	Maintain funding for an Assessment and Testing Coordinator to provide district-wide data analysis and reporting for local and state assessments.	$127,842.00	Yes
3	CALPADS Coordinator	Maintain funding for a data-management CALPADS Coordinator to be available district-wide to ensure all CALPADS student information are in alignment with state and local requirements.	$92,594.00	Yes
4	21st Century Technology	The purchase of 21st Century technology and infrastructure will prepare students for state SBAC assessments and 21st Century learning. Technology funding will be provided to all students including unduplicated students have classroom access to 21st Century learning resources and technology to improve their performance on state SBAC assessments	$630,000.00	Yes
5	Summer School	Maintain funding to provide K-12 summer school services for EL's, low income, and foster youth students for intervention, remediation, and acceleration purposes. The district will utilize standards-based intervention materials during summer school to target achievement gaps for unduplicated students.	$200,000.00	Yes
6	Standards-Based Supplemental Instructional Materials	Maintain funding to purchase supplemental materials and supplies aligned to the state standards as well as resources for NGSS/ STEM, Dual Language, Dual Enrollment, and GATE /Honors will be provided to schools to ensure all students including unduplicated students have the support materials needed for their success on CAASP state testing assessments.	$774,328.00	Yes
7	Educational Fieldtrips	Maintain funding to provide all students including unduplicated students with an extension of classroom instruction will be provided for students to participate in fieldtrips related to their field of study as a	$57,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		way of extending their learning through real-world application of their studies and state CAASP assessments.		
8	SCICON	SCICON will be provided for 5th and 6th grade students to extend learning of the Common Core State Standards for EL's, low income, and foster youth students.	$40,732.00	Yes
9	After School Program	The district will maintain funding for the After School Program Coordinator and 6 afterschool program staff, and materials. Increase funding / staffing to expand after school program access with the purpose of providing academic tutoring and enrichment for El's, low income, foster youth student participation in the after school program resulting in improved academic performance on CAASP and improved attendance.	$416,877.00	Yes
10	Attendance Clerks	The district will maintain funding for Attendance Clerks to follow up on absent EL's, low income, and foster youth students to improve their attendance and reduce chronic absenteeism across the district.	$57,961.00	Yes
11	TK-1 Class Size	Maintain supplemental funding for staffing to maintain TK-1 class size reduction to a maximum of 24-1 students. This will increase student (EL's, low income, and foster youth) engagement and participation resulting in a more rigorous academic program for these students.	$1,302,022.00	Yes
12	MTSS Student Interventions / Tutoring	The district will provide funding to assist schools implementation of Multi Tiered Systems of Support (MTSS) academic and social-emotional student interventions. MTSS student interventions will target EL's, low income, and foster youth students to close academic achievements gaps on state CAASP assessments and address the social emotional learning needs of students based on district SEL surveys.	$240,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The district will reduce the percentage of students who have absences of over 10% of the school year and are chronically absent by 1% as measured by the Chronic Absenteeism Rate.	In 2019-2020, the chronic absenteeism rate (more than 10% of the school year) was 10.4%				
The district will increase the percentage of students graduating by 1% as measure by the Graduation Rate.	In 2019-2020, the graduation rate was 88%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The district will reduce the percentage of students suspended by 1% as measured by the Suspension Rate.	In 2019-2020, the suspension rate in the district was 5.1%				
The district will increase the percentage of students reporting a caring school environment by 1% as measured by the CA Healthy Kids Survey.	In 2019-2020, the California Healthy Kids Survey reported that 80% of students reported a caring school environment				
The district will increase the percentage of students prepared for college and career by 5% as measured by the College and Career Indicator.	In 2019-2020, the district college and career indicator was 30.3% prepared.				
The district will increase the percentage of parents surveyed reporting the district offers a broad course of study by 5% as measured by the LCAP parent survey.	In 2018-2019, 57% of parents surveyed reported that the district provides students with a broad course of study.				
The district will increase the percentage of all students including unduplicated	Increase the number of all students including unduplicated and special needs, the percentage of				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completing one Career Technical Education pathway by 5% as measured by CTE Completion Rates.	students completing at least one CTE pathway 30%				
The district will increase the percentage of all students including unduplicated completing A-G courses as measured by A-G Completion Rates.	Increase the number of all students, including unduplicated and special needs, the number of A-G courses completed 32.12%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Computer Technicians / Web-Specialist	Maintain funding for Computer technicians 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 insure school-home communication.	$325,146.00	Yes
2	Media-Technology Specialists	Maintain funding for Media-technology specialists to be available and provide media services related to the acquisition, circulation, distribution and recovery of library materials. Media Specialists will provide targeted literacy support for all students including unduplicated students to improve student performance on state ELA / STAR assessments.	$361,548.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	CTE Coordinator / Counselor	The district will maintain for a CTE Coordinator / Counselor to improve the performance of student CTE pathways completers, provide CTE grant oversight, and to increase the percent of students meeting college and career indicators, specifically targeting unduplicated students.	$138,340.00	Yes
4	Broad Course of Study / CTE	Provide resources and materials to support all students including unduplicated students with access to a broad course of study and CTE programs that will broaden their experience and improve subgroup performance on college and career indicator.	$340,057.00	Yes
5	Elementary Music Teachers and Music Instrument Repair	Maintain funding for one music teacher and hire a second music teacher to provide music foundation and improve subgroup performance on state CAASP math assessments. Music Teachers will provide additional music exposure to all K-6 students including unduplicated students. In addition the district will provide funding for repair and/or purchase music instruments in order to support the music program.	$150,000.00	Yes
6	Psychologist Intern	Maintain funding for a Psychologist Intern to provide additional behavior support for students with disabilities and unduplicated students. The district will utilize suspension and attendance subgroup data to monitor progress.	$30,249.00	Yes
7	Guidance Secretary	Guidance secretary will provide assistance for the high school counselors to provide college and career planning for all students and unduplicated students. College and career student subgroup data will be utilized to provide targeted support.	$56,730.00	Yes
8	Technology and Broadband Internet	All students including unduplicated students will be provided with one-to-one Chromebook devices, broadband internet access, and online educational software to insure that all students have access district	$413,937.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning platforms. Increasing student access to technology will improve student CAASP assessments and improved student attendance.		
9	School Counselors	Maintain funding for five counselors, one for each school to assist EL's, low income, and foster youth students with social emotional support , school guidance, and academics. Hire one counselor at DCA for half-time assignment, use the remaining half to provide oversight for Social Work Interns placed at each school district-wide to address the mental health needs of all students including unduplicated students and their families. School counselors will implement counseling standards to support improved student academic performance on state measures, provide social-emotional support to reduce student suspensions, and provide college and career advisement as measured by college and career indicator.	$834,795.00	Yes
10	Bilingual School Nurse, LVN, and Health Aides	Maintain funding for a bilingual Nurse, LVN, and Health Aides to be available at all schools to ensure that all students including unduplicated student health needs, dental, and eye-care are addressed immediately during school hours. District chronic absenteeism data will be utilized to monitor improvement and reduction in chronic absenteeism.	$309,468.00	Yes
11	School-Home Transportation	School-home transportation is not required based on the size of the district, it is provided to increase attendance rates and safety for all K-6 students including unduplicated students. The district will purchase of one school bus per year until all school buses meet safety and emission state requirements.	$300,000.00	Yes
12	School Resource Officer	Maintain a school based resource officer to provide school safety support, training, education for all students including unduplicated. The School Resource Officer will provide anti-tobacco education to reduce student chronic absenteeism and suspensions.	$88,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Save the Children Program	Save the Children program is a partnership to support young mothers with parenting skills, life skills, and educational literacy to prepare their children for school. The district will continue to co-fund Save Children Coordinator program to support EL's, low income, and foster youth young mothers both in the district and in the school community. The district will utilize yearly STAR/ literacy assessment results to monitor student literacy progress.	$25,000.00	Yes
14	Special Education Classroom Behavior Aides	The district will maintain funding for 6 classroom behavior aides, and hire 3 additional behavior aides to support the behavior needs of students with disabilities. Specifically, all behavior aides will provide support for students with disabilities targeting the behavior needs of students with disabilities. Student subgroup suspension subgroup data results will be analyzed to monitor student progress.	$93,022.00	No
15	Campus Supervisors and Noon-Duty Aides	Maintain funding for campus supervisors and noon-duty aides in grades 7-12 to ensure an inclusionary school environment while supporting the behavior needs of all students including unduplicated students. Student suspension and connectedness data results will be utilized to monitor student progress.	$335,694.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

82% of parent and community stakeholder surveys indicate that parents want to be more engaged in the education of their students. Barriers that prevent increased parent engagement include access to literacy education, parent education /engagement workshops, and technology literacy education. Providing parent education courses to address ESL / literacy, parent engagement education, and technology literacy will increase the level of parent and community stakeholder engagement in the education of their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of parent / guardian participation in parent education classes to 25% (registration and sign-in forms).	The percentage of parent /guardian participating in parent education workshops (registration and sign-in ups forms) 20%				
Increase the percentage of parent / guardian participation in district technology literacy workshops (registration and sign-in forms)	The percentage of parent/ guardian participating in district technology literacy workshops (registration and sign-in forms) 20%				
Increase the percentage of parent / guardian participation in Adult Education	The percentage of parent/ guardian participating in adult education literacy courses 8%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
literacy courses by 5%.					
Increase the percentage of parent participation parent / guardian participation on school leadership committees (ELAC, SSC, DELAC, and LCAP committee sign-in forms and meeting minutes).	The percentage parent /guardians participating on school leadership committees (sign ups and meeting minutes) 15%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education Classes	Contract with parent education agencies to provide parent education (English and Spanish) classes to increase the level of parent engagement targeting parents of EL's, low income and foster youth students. Parent education class enrolment data results will be utilized to monitor parent engagement.	$50,000.00	Yes
2	Parent Technology Literacy Workshops	District staff will provide parent technology literacy (English and Spanish) workshops districtwide to increase parent technology skills and engagement targeting parents of EL's, low income and foster youth students. Parent participation data in technology literacy workshops will be utilized to monitor parent engagement progress.	$15,000.00	Yes
3	Adult Education ESL / Literacy Classes	Provide funding support for adult education to hire a secretary and security staff to implement and supervise English-as-a Second language (ESL) literacy evening classes for parent/ guardians with the purpose of increasing parent literacy / engagement targeting parents	$59,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of EL's, low income and foster youth students. Parent enrollment data in ESL classes will be utilized to measure parent literacy progress.		
4	Community Liaisons	Maintain funding for bilingual Community Liaisons at each school to develop community engagement, provide parent-teacher and staff communication, and parent outreach to increase the level of parent engagement for EL's, low income, and foster youth. Parent engagement in school leadership activities (SSC, ELAC, etc.) and parent communication with teachers data will be utilized to monitor parent engagement progress.	$127,428.00	Yes
5	Spanish Translators for Special Education	Provide funding for 2 Spanish Translators to translate IEP documents for parents. The district will hire 2 Spanish translators to provide IEP translation services for parents of students with disabilities. Parent survey results will be utilized to monitor parent engagement.	$50,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.55%%	8,449,939

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions and services listed below are key district-wide actions and services that are principally directed at English Learners, low income, and foster youth to close the achievement gap and meet the needs of these targeted students.

Goal 1
Action 4: 21st Century Technology and standards-based learning software will be purchased to support student learning interventions targeting achievement gaps for English Learners, low-income, and foster youth students.

Goal 1
Action 6: Standards based supplemental instructional materials will be purchased to address learning loss for English Learners, low income, and foster youth students.

Goal 1
Action 12: MTSS intervention and tutoring programs will be implemented to provide both academic and socio-emotional support for English Learners, low income and foster youth students.

Goal 1
Action 1: Nine instructional aides will be hired and trained to provide language acquisition support for English Learners, low income and foster youth students.

Goal 1

Action 2: Assessment and Testing Coordinator to provide district-wide data analysis and reporting for local and state testing requirements.

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

Goal 1
Action 10: Attendance Clerks follow up on absent English Learner, low income and foster youth to improve attendance and reduce chronic absenteeism.

Goal 1:
Action 11: Supplement funding for TK-3 to maintain reduced class size to increase student engagement for English Learners, low income, and foster youth student's.

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

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

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

Goal 2
Action 12: Provide a School Resource Officer to provide school safety and anti-tobacco education to all students and unduplicated students and reduce suspension and behavior incidents.

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

These targeted services demonstrate the efforts made to increase and /or improve services for the unduplicated pupils of Farmersville Unified School District, thus ensuring that the district is meeting its minimum proportionality requirement by expenditure of the total 2020-2021 Supplemental and Concentration Grant Funding for qualifying purposes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$8,449,939.00				$8,449,939.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,410,592.00	$5,039,347.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Classroom Instructional Aides	$405,369.00				$405,369.00
1	2	English Learners Foster Youth Low Income	Assessment and Testing Coordinator	$127,842.00				$127,842.00
1	3	English Learners Foster Youth Low Income	CALPADS Coordinator	$92,594.00				$92,594.00
1	4	English Learners Foster Youth Low Income	21st Century Technology	$630,000.00				$630,000.00
1	5	English Learners Foster Youth Low Income	Summer School	$200,000.00				$200,000.00
1	6	English Learners Foster Youth Low Income	Standards-Based Supplemental Instructional Materials	$774,328.00				$774,328.00
1	7	English Learners Foster Youth Low Income	Educational Fieldtrips	$57,500.00				$57,500.00
1	8	English Learners Foster Youth Low Income	SCICON	$40,732.00				$40,732.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	After School Program	$416,877.00				$416,877.00
1	10	English Learners Foster Youth Low Income	Attendance Clerks	$57,961.00				$57,961.00
1	11	English Learners Foster Youth Low Income	TK-1 Class Size	$1,302,022.00				$1,302,022.00
1	12	English Learners Foster Youth Low Income	MTSS Student Interventions / Tutoring	$240,000.00				$240,000.00
2	1	English Learners Foster Youth Low Income	Computer Technicians / Web-Specialist	$325,146.00				$325,146.00
2	2	English Learners Foster Youth Low Income	Media-Technology Specialists	$361,548.00				$361,548.00
2	3	English Learners Foster Youth Low Income	CTE Coordinator / Counselor	$138,340.00				$138,340.00
2	4	English Learners Foster Youth Low Income	Broad Course of Study / CTE	$340,057.00				$340,057.00
2	5	English Learners Foster Youth Low Income	Elementary Music Teachers and Music Instrument Repair	$150,000.00				$150,000.00
2	6	English Learners Foster Youth Low Income	Psychologist Intern	$30,249.00				$30,249.00
2	7	English Learners Foster Youth Low Income	Guidance Secretary	$56,730.00				$56,730.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	Technology and Broadband Internet	$413,937.00				$413,937.00
2	9	English Learners Foster Youth Low Income	School Counselors	$834,795.00				$834,795.00
2	10	English Learners Foster Youth Low Income	Bilingual School Nurse, LVN, and Health Aides	$309,468.00				$309,468.00
2	11	English Learners Foster Youth Low Income	School-Home Transportation	$300,000.00				$300,000.00
2	12	English Learners Foster Youth Low Income	School Resource Officer	$88,678.00				$88,678.00
2	13	English Learners Foster Youth Low Income	Save the Children Program	$25,000.00				$25,000.00
2	14	Students with Disabilities	Special Education Classroom Behavior Aides	$93,022.00				$93,022.00
2	15	English Learners Foster Youth Low Income	Campus Supervisors and Noon-Duty Aides	$335,694.00				$335,694.00
3	1	English Learners Foster Youth Low Income	Parent Education Classes	$50,000.00				$50,000.00
3	2	English Learners Foster Youth Low Income	Parent Technology Literacy Workshops	$15,000.00				$15,000.00
3	3	English Learners Foster Youth Low Income	Adult Education ESL / Literacy Classes	$59,622.00				$59,622.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Community Liaisons	$127,428.00				$127,428.00
3	5	Students with Disabilities	Spanish Translators for Special Education	$50,000.00				$50,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$8,306,917.00	$8,306,917.00
LEA-wide Total:	$8,100,187.00	$8,100,187.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$206,730.00	$206,730.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Classroom Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$405,369.00	$405,369.00
1	**2**	Assessment and Testing Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,842.00	$127,842.00
1	**3**	CALPADS Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,594.00	$92,594.00
1	**4**	21st Century Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$630,000.00	$630,000.00
1	**5**	Summer School	LEA-wide	English Learners Foster Youth Low Income		$200,000.00	$200,000.00
1	**6**	Standards-Based Supplemental Instructional Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$774,328.00	$774,328.00
1	**7**	Educational Fieldtrips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,500.00	$57,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	SCICON	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Freedom Elementary Grades 5-6	$40,732.00	$40,732.00
1	9	After School Program	LEA-wide	English Learners Foster Youth Low Income	Grades K-6	$416,877.00	$416,877.00
1	10	Attendance Clerks	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,961.00	$57,961.00
1	11	TK-1 Class Size	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hester School TK-1	$1,302,022.00	$1,302,022.00
1	12	MTSS Student Interventions / Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$240,000.00	$240,000.00
2	1	Computer Technicians / Web-Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,146.00	$325,146.00
2	2	Media-Technology Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,548.00	$361,548.00
2	3	CTE Coordinator / Counselor	LEA-wide	English Learners Foster Youth Low Income		$138,340.00	$138,340.00
2	4	Broad Course of Study / CTE	LEA-wide	English Learners Foster Youth Low Income	All Schools	$340,057.00	$340,057.00
2	5	Elementary Music Teachers and Music Instrument Repair	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hester, Snowden, and Freedom schools K-6	$150,000.00	$150,000.00
2	6	Psychologist Intern	LEA-wide	English Learners	All Schools	$30,249.00	$30,249.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	7	Guidance Secretary	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Farmersville High School	$56,730.00	$56,730.00
2	8	Technology and Broadband Internet	LEA-wide	English Learners Foster Youth Low Income	All Schools	$413,937.00	$413,937.00
2	9	School Counselors	LEA-wide	English Learners Foster Youth Low Income		$834,795.00	$834,795.00
2	10	Bilingual School Nurse, LVN, and Health Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,468.00	$309,468.00
2	11	School-Home Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	$300,000.00
2	12	School Resource Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,678.00	$88,678.00
2	13	Save the Children Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	15	Campus Supervisors and Noon-Duty Aides	LEA-wide	English Learners Foster Youth Low Income		$335,694.00	$335,694.00
3	1	Parent Education Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	2	Parent Technology Literacy Workshops	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Adult Education ESL / Literacy Classes	LEA-wide	English Learners Foster Youth Low Income		$59,622.00	$59,622.00
3	4	Community Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,428.00	$127,428.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.