Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-2026

Date of Board Approval
June 24, 2025

LEA Name
Farmersville Unified School District

CDS Code:
54-75325-0000000

Link to the LCAP:
(optional)
https://www.farmersville.k12.ca.us/Page/1647

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The updated 2024-2027 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 thirty-one of the same actions from the previous LCAP as many of these actions provide personnel and support services for unduplicated pupils. Newer LCAP actions were developed to address the needs of Long-Term English Learners as well as literacy needs at the elementary schools.

Based on a review of performance on the 2024 CA School Dashboard indicators and district local indicators:

-The district has continued a standards-based assessment cycle that provides ongoing English Language Arts and Math local assessment data on student progress. The assessment cycle includes short common formative assessments (CFAs) focused on learning targets of a broader content standard as well as quarterly interim benchmark assessments focused around several content standards. Professional Learning Teams (PLTs) use the CFAs to identify individual students and student groups who may need additional support. Teachers then provide reteaching and intervention supports to help students master the content. This assessment cycle has shown positive results in closing student achievement gaps in ELA and math on standards-based assessments.

In 2023-24, approximately 14% of English Learners in the district were reclassified as English Proficient. In addition, 41.3% of our English Learners made progress toward English language proficiency as measured by the summative ELPAC. The district has implemented increased monitoring of English Learner students and has added more academic supports needed for students to meet reclassification criteria. The district also implemented Ellevation English Learner software that tracks the progress of English Learners and provides feedback on their progress.

In 2024, the high school graduation rate for all students was 100%. The Graduation Rate indicator showed a "Blue" level for both English Learners, Hispanic and Socioeconomically Disadvantaged student groups. At Deep Creek Academy, the increased graduation rates were attributed to increased student access to Apex credit recovery programs and increased focus on meeting core graduation credit requirements. Deep Creek Academy has implemented a Building and Trades career technical education program that shows promise for increasing student engagement and graduation rates. The school also added a Community Liaison position to engage parents in the education of their students.

According to our parents and families, they appreciate the district's effort to reach out and hold community forums where they could voice their concerns and complaints. They also feel that there has been an increase in the quality and quantity of responses to parents with specific complaints or concerns. They have expressed a liking to the more open approach that the district has embraced.

An increased number of students have actively engaged and participated in various community events, parent meetings, and board meetings.

The district continues its 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. Although in 2021, we saw a decline in students completing CTE pathways due to the COVID-19 pandemic. Senior students were pulled out of CTE and elective courses during the pandemic to complete core graduation classes. This district has invested in increasing CTE completion rates and has added a CTE Counselor to increase CTE certification. FUSD's strategic LCAP plan invests in CTE course alignment, CTE curriculum materials and equipment, and CTE teacher professional development. The TCOE's Tulare Kings College and Career Consortium, in partnership with FUSD, provided valuable CTE resources for the expansion of CTE program options. The district will continue to provide CTE resources from LCAP to provide CTE pathway completion opportunities for all students.

The district has several Identified Needs, and is committed to addressing each and every person in the best interest of their children.

*Chronic Absenteeism: Like many surrounding districts, our district shows "Yellow" for ALL students on the CA Dashboard, with 19.5% of students identified as chronically absent. This was the case for most of our student groups scoring "Yellow" with the exception of four student groups:
All Students: 19.5% (Yellow)
Students With Disabilities: 29.1% (Yellow)
SED: with 20.2% (Yellow)
Hispanic: 19.1% (Yellow)
English Learners: 17.5% (Yellow)
Long-Term English Learners: 13% (Orange)
White: 30.8% (Orange)
Homeless Youth: 31.3% (Orange)
Foster Youth: 5.3% (Green)

The district created a Task Force to address attendance district-wide with site teams involving the principal, the attendance clerk, the community liaison, and the social worker to identify early and engage with families with support and wrap-around services in order to increase attendance.

*English Language Arts: The district's overall level on the Dashboard was "Yellow," including many of the student groups:
All Students: 66.3 points below standard (Yellow)
English Learners: 93.9 points below standard (Orange)
Students with Disabilities: 140.3 points below standard (Orange)
Hispanic: 66.7 points below standard (Yellow)
Long-Term English Learners: 105.3 points below standard (Orange)
Socioeconomically Disadvantaged: 67.8 points below standard (Yellow)
Homeless Youth: 88.2 points below standard (No Color)
White: 38.8 points below standard (No Color)

The district will invest in professional development in lesson design, lesson planning, classroom management, lesson delivery, formative assessments, development of PLCs, and implementation of RTI. In addition, the district will invest in a platform that will help track student progress and communicate it with parents regularly. Academic Coaches, Program Specialists, and academic counselors will be supporting teachers. Administrators will implement a more effective walkthrough feedback form to provide feedback for teachers and provide additional reflection/coaching time with teachers. The desired result is to improve first instruction before venturing into tier 2 and 3 interventions.

*Mathematics: In Math, the district was "Red" for the "All student" group as well as for most student groups.
All students: 104.4 points below standard (Orange)
English Learners: 117.4 points below standard (Orange)
Socioeconomically Disadvantaged: 102.8 points below standard (Orange)
Students with Disabilities: 159 points below standard (Orange)
Hispanic: 104.4 points below standard (Orange)
Long-Term English Learners: 162.7 points below standard (Orange)
Homeless Youth: 108.9 points below standard (No Color)
White: 95 points below standard (No Color)

The district will be investing in professional development in lesson design, lesson planning, classroom management, lesson delivery, formative assessments, development of PLCs, and implementation of RTI. In addition, the district will invest in a platform that will help track student progress and communicate it with parents regularly. Academic Coaches, Program Specialists, and academic counselors will be supporting teachers. Administrators will implement a more effective walkthrough feedback form to provide feedback for teachers and provide additional reflection/coaching time with teachers. The desired result is to improve first instruction before venturing into tier 2 and 3 interventions.

*Suspension Rate: The district was "Orange" for All Students on the suspension rate indicator which reports on the percentage of students suspended at least one day.
All Students: 5.9% (Orange)
Foster Youth: 12% (Orange)
Homeless: 4.3% (Green)
Students with Disabilities: 5.8% (Yellow)
English Learners: 5.3% (Orange)
Hispanic: 5.8% (Orange)
Long-Term English Learners: 12.2% (Orange)
Socioeconomically Disadvantaged: 6.1% (Orange)

White: 9.4% (Orange)

The district is working on intensifying its PBIS efforts, including an improved implementation of Restorative Practices. FUSD is committed to providing additional staff development for teachers, front office, counselors, and social workers on alternative methods of building relationships and positive behavior reinforcement as well as developing and offering Other Means of Correction. The district is committed to fostering a more caring environment and providing additional preventive wraparound services to students from the start of the year to capture misbehavior earlier. A focus on culture and positive reinforcement and relationship building will be emphasized as opposed to more punitive and draconian methods of "discipline". The district understands the school culture and climate begins with the adults in the school. The district will also provide professional development and hold difficult conversations with adult staff members to address deficit thinking and countering the culture of low expectations in order to avert a large percentage of incidents in schools, especially around Eduction Code 48900k. Careful attention needs to be paid to this so that our district is not adding to the school-to-prison pipeline.

*Differentiated Assistance (DA): The district has been identified as being eligible for Differentiated Assistance. As a result, the County Office will be supporting our district in implementing our plan to address multiple areas of need.

*Additional Targeted Support & Improvement (ATSI): in addition to DA eligibility, one of our schools was identified for ATSI support. They are as follows:

Hester Elementary: Students with Disabilities

Finally, it should be noted that our high school was under WASC Review in 2022-23. As a result, the high school received a 2-year Probationary Accreditation Status. As a result, an action plan was put into effect to address those findings that fell in the ineffective or somewhat effective range. In the spring of 2025, Farmersville High School was exited from probationary status and its full accreditation has been restored.

As a result of a review of the district's CA School Dashboard performance indicator results, the district identified three broad LCAP goals. The LCAP goals also include strategic actions, services, and resources to address local priorities for high-need students (unduplicated students) and are aligned with state and federal priorities. The district utilizes federal funds (Title I, II, III, and IV) to supplement and enhance achievement of the district's LCAP local priorities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district aligns federal funds to supplement and enhance attainment of the LCAP's three broad goals and strategies for closing the achievement gap for English Learners and low-income students. The School Plan for Student Achievement (SPSA) in every school is aligned with the LCAP's three broad goals and strategies. SPSA and all state and federal funding resources are approved by the local board of education, and there is a rigorous district approval process for ensuring alignment of the SPSA objectives to district LCAP goals. The district's administrative staff provides oversight for ensuring that the LCAP local priorities and activities meet state and federal program requirements.

The district's three broad LCAP goals are supplemented and aligned with state and federal funding program requirements in each goal area listed below:

Goal 1:Increase student achievement for all students and subgroups in ELA, ELD, math - Title II funds are utilized to contract with Tulare County Office of Education (TCOE) and Title III funds are utilized to provide a program specialist where each provides ELD teacher professional development strategies for teachers to support English Learners and to increase their achievement on state CAASPP and ELPAC assessments. Classroom language acquisition programs and supplemental classroom resources are also provided to support English Learner students. Additionally, Title III Immigrant funds are used to provide literacy resources for qualified students and their families. Title I funds are utilized to contract with the Tulare County Office of Education consultants to provide teacher professional development on the Common Core math strategies and increase student achievement on the CAASPP Math assessment. Title I funds are utilized to provide Illuminate assessment resources and assessment training for teachers to align benchmark assessments to ELA and math standards. Illuminate benchmark assessment data are utilized to identify low-performing students and to align intervention support systems for students not achieving ELA and math standards. LCAP funds are used to provide

standards-based supplemental materials and resources to support the achievement of the standards. Title I funds are also used to provide language instruction for English Learners by providing supplemental instructional materials and individualized Imagine Learning digital language and literacy software support for students. LCAP funds also provide student intervention resources for students who are not meeting the state standards.

Goal 2: Provide support for learning - 21st century skills and a broad course of study for high school success and/ or a college preparatory curriculum - Title I funds are utilized to increase AVID curriculum and resources to improve college/career access and to develop 21st Century learning skills for students. LCAP / Title II funds provide a broad course of study supplemental funding for Dual Language, Dual Enrollment, and Career Technical Education programs to ensure English Learners and low-income students have equal access to a broad course of study. Title III funds are used to provide targeted support for English Learners. Implementation of a districtwide Apex 360 curriculum supports students with credit recovery. A PBIS curriculum is in place to reduce negative behaviors and suspension rates for high needs students. Title I and Title II funds also provide professional development training for teachers that address the Common Core State Standards and the Next Generation Science Standards, which improves their effectiveness. Title II funds are utilized for administrators and academic coaches' training on Multi-Tiered Intervention Systems of Support to both implement academic and social-emotional student interventions. LCAP funds provide additional school safety funding to support school counselors at every school.

Goal 3: Increase the level of engagement by parents, family, and community in the education of their children - Title I and LCAP funds are utilized to provide research-proven parent engagement programs. Parent engagement programs include utilizing the district's Adult Ed program to provide English ESL classes for parents, as well as a nine-week Parent Institute for Quality Education (PIQE) that provides strategies to parents to assist with their child's learning at home and at school. LCAP funds are used to fund adult education ESL classes for parents to improve parent literacy and parent engagement.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Since Farmersville Unified does not have comparable schools, there is no need to complete the Educator Equity Data.

We have six schools:

Hester Elementary: Grades Preschool-1st
Snowden Elementary: Grades 2-3
Freedom Elementary: Grades 4-6
Farmersville Junior High School: Grades 7-8
Farmersville High School: Grade 9-12
Deep Creek Academy: Continuation School and Adult Education

Our schools are unique in that they are not neighborhood schools although that will be changing beginning with the 2025-26 school year. Beginning with the 2025-26 school year, Hester Elementary will serve grades Preschool-3rd and Snowden Elementary will serve grades K-3rd.

The district process for engaging stakeholders in the review of student performance data included the Parent Advisory Committee which is also the district LCAP Committee comprised of representative stakeholders (parents, teachers, administrators, paraprofessionals, students, and community members). Student performance data was reviewed in the monthly meetings and a comparison of results from the previous year was provided and disaggregated by subgroups and by school. Data protocols were provided for discussion purposes and based on data review findings. Specific actions/ services were identified and included as part of the LCAP development. Additional input was provided by the District English Learner Advisory Committee, Community Forums, and community, staff, and student survey.

The district conducted an extensive review of student performance data to identify any disparities that result for low-income and minority students being taught at higher rates than other students taught by ineffective, inexperienced, or out-of-field teachers. The district review of student performance data consisted of a review of student CAASPP test scores, CA School Dashboard subgroup results, ELPAC scores, College and Career indicators, and disciplinary student data. The district also utilized the California Equity Data under ESSA which included DataQuest reports on enrollment, Free or Reduced Meals, minority students (by ethnicity), and Teacher Workforce data on "Ineffective / Inexperienced / Out of Field Teacher data. Each of the student data sets were disaggregated by students who were taught by ineffective, inexperienced, and out-of-field teachers. The student data group was then compared to students not taught by these teachers to identify disparities in student performance.

The extensive teacher and student data review did not demonstrate significant disparities in student performance that resulted for low income or minority students who were taught by ineffective, in-experienced, or out-of-field teachers as compared to other students. The six guiding questions during the data analysis included the following: 1) Are low-income students taught at higher rates than other students taught by ineffective teachers? No. 2) Are minority students taught at higher rates than other students taught by ineffective teachers? No. 3) Are low-income students taught at higher rates than other students taught by inexperienced teachers? No. 4) Are minority students taught at higher rates than other students taught by inexperienced teachers? No. 5) Are low-income students taught at higher rates than other students taught by out-of-field teachers? No. 6) Are minority students taught at higher rates than other students taught by out-of-field teachers? No.

The data analysis findings indicate no significant disparities in student performance that resulted between the two comparison groups. Overall the district data review revealed that the overwhelming majority of students districtwide are both low-income and minority (Hispanic) resulting in a homogeneous grouping. The teacher assigned to these students was not a factor and did not demonstrate any significant achievement disparities or equity gaps on student performance results. The district data revealed that a significant number of students are English Learners or Re-designated English Learners (RFEP) and low income students. The district has an LCAP goal addressing Priority 1 and included several actions/ services for addressing the achievement gaps in student performance for English Learners and low income students (unduplicated students). However, educator equity was not a factor in student performance results.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or

	she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The district prioritizes parent and family engagement. The district's LCAP Goal #3 is a stand-alone goal specifically to increase the level of engagement by parents, family, and community partners. FUSD will do so using a variety of strategies, starting with providing parents a variety of parent education courses and workshops to build their capacity and ability to engage with school staff members about matters related to their children's education. Additionally, the adult school will prioritize parent literacy courses and ESL courses to help develop English proficiency for parents whose primary language is not English. Bilingual community liaisons from each school will support community engagement, provide parent-teacher and staff communication, and parent outreach. The district will also provide Spanish translators for all parent conferences/meetings, including supporting the translation of documents for parents. The district has also received a California Community Schools Grant that allows for multiple additional school and district activities to engage parents and community members and partner with them to create, coordinate, and provide a whole child education. This increased parent and family engagement with the Community Schools Grant is in line with increased participation for the English Learner Advisory Council, District English Learner Advisory Council, Parent Advisory Committee (PAC) participation and the School Site Council work that includes parents and staff members jointly developing the School Plans for Student Achievement (SPSA).

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Parent and Family Engagement written policy was developed jointly with parent representatives from School Site Council (SSC), the English Learner Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC). The process involved parents selecting the priorities for effective parent engagement, identification of district and school parent support resources, and agreement on the final policy. Once finalized, the written Parent and Family Engagement Policy was sent home to all parents in both English and Spanish. The policy is included as part of our annual parent / student handbook and all parents must sign that they have received and understand the Parent and Family Engagement policy yearly. Each school site also has its own school-level Parent and Family Engagement policy.

The district provides assistance and resources to increase parent understanding of the following topics:

- Challenging State Academic Standards – the LCAP plan specifies that all schools are required to conduct parent engagement opportunities for parents including workshops to increase parent understanding of the CCSS and how to use this information to assist their children in the learning process.
- State and local academic assessments – parents are provided with school and district updates regarding the academic progress of their students on state and local assessments. These include yearly SBAC performance score reports in ELA and math, report cards, progress reports, and quarterly parent-teacher conferences that provide parents with standards-based student progress updates and resources on how to assist their students academically at home.
- Monitoring student progress - parents are provided with ParentSquare and Aeries parent portal portal access and training on the district student information system, and information on how to monitor their student's academic progress online. Parent communication includes utilizing the Aeries parent portal, teacher email communication, mail, ParentSquare telephone calls, and parent-teacher conferences. Parent engagement workshops provide parents with resources on how to work with educators on student academic and behavior needs, and the types of intervention and counseling services available in the school and district.

-The district provides districtwide parent engagement materials and training to help parents to work with their children. The district's adult education program provides English-As-A-Second-Language courses, and contracts with the Parent Institute for Quality Education (PIQE) to coordinate parent engagement workshops. These parent engagement workshops provide parents with materials and resources on how to work with their children and educators regarding the following topics: A-G and graduation requirements, ESL classes, college admission requirements, literacy, STEM, and family counseling services. Additionally, schools provide parents with materials to assist their children in the learning process. These materials and training include counseling services, college financial aid and scholarship nights, college recruitment and college visits, family literacy nights, and Common Core State Standards events.
-Parent information nights include - capacity building sessions on topics such as Reclassification process, ELPAC preparation and support, as well as, parent portal technology nights, literacy and copyright piracy policies, and quarterly parent–teacher conference nights.

- District and school administrators are required to educate teachers, specialized instructional support personnel, principals, and other school staff regarding the value of parent engagement and parent communication. LCAP funds provide each school with a bilingual Community Liaison who provides parent outreach services for the school. Community liaisons provide a variety of parent outreach services for parents. These services include parent training utilizing the "Leaders for Change" curriculum, provide parent telephone calls and attend teacher-parent conferences, provide outreach referral services, and assist with home visits. Principals, counselors, teachers, and school support staff host family literacy, math, and CCSS parent events. Teachers communicate with parents directly during quarterly parent-teacher conferences. School counselors meet with parents to review academic and social-emotional student progress and provide outreach counseling services.

LCAP and Title I program funds continue to be utilized to coordinate parent involvement programs and preschool programs to encourage parent involvement in the education for their children. The district contracts with researched-based parent engagement program experts to provide parent engagement supplemental services as part of federal and state program compliance and district LCAP goals. Title I funds are used to contract with Save the Children preschool program. The district co-funds the Save the Children Coordinator position that provides home-based early literacy skills for preschool children. Additionally, the Save the Children preschool program provides parents with books, literacy skills, and parent education skills to engage with their preschool children. Bilingual community liaisons at each school provide parents with a staff member whose role is to advocate for parents at the school, communicate concerns to the school, and provide parent resources to address student and family needs.

The district continues to provide all parent information and communication in written, oral, telephone, and through the parent portal in both English and Spanish. Parent engagement programs and parent meetings are conducted in both English and Spanish. Translators and child-care services are provided for parents to access the information and attend SSC, ELAC, DELAC, and Parent Advisory Committee meetings. Additionally, parent meeting agendas and materials are also provided in both English and Spanish. During these meetings, parents can request additional parent resources or services as part of the district Parent and Family Engagement Policy. Parent / Community Forums are held yearly at each school where parents may request additional district parent education services and information. Parent requests for additional services are reviewed by the school or district committee and prioritized based on funding resources available. Guest speakers and program experts may be invited into these meetings to provide parent presentations, facilitate a specific topic discussion, or provide additional follow up resources for parents.

The district continues to send out yearly Title I parent engagement surveys in English and Spanish to all parents and are available to parents during Back to School and Open House events. Title I parent surveys are reviewed each year as part of the CA School Dashboard Local Indicators for parent engagement and updated yearly for the Board and on the CDE public web page. Title I parent survey data results are disaggregated and compared to the previous year survey results. Parent engagement results are discussed, areas for improvement are developed with SSC, ELAC, DELAC, and LCAP parent committees input. These improvement areas are included in the update of LCAP and annual Title I report presented to the Board of Education. Specific action strategies are developed to address parent engagement improvement areas and the LCAP District Committee provides oversight for parent engagement improvement.

District parent education services for Migrant Education continue to be provided in both English and Spanish by the Tulare County Office of Education for identified students and their families. These services include parent education workshops and services for assisting their students in the learning process, school readiness program, monitoring student progress, after school support, summer school, preschool services, community and family outreach services information, and supplemental field-trips and transportation provided.

The district's DELAC Committee continues to provide parent engagement and information regarding English Learner progress and resources to support literacy for students and parents. The DELAC Committee meets throughout the school year and provides oversight for the district's Master Plan for English Learners.

Parent services continue to be provided for Special Education students and for family members to participate in their children's education. Parents participate in Individualized Education Program (IEP) meetings and documents are provided to parents in both English and Spanish. IEP plans address the unique academic, health, and social-emotional needs of students with disabilities. Academic progress updates are provided for each student and explained to parents in both English and Spanish during IEP meetings. Parents receive additional quarterly progress updates during parent-teacher conferences.

The district is also part of the College of Sequoias Adult Education Consortium which provides adult education services for parents. These services include English-as-a-Second Language (ESL), citizenship, and technology literacy classes for our parents.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district utilizes Title I funds to provide homeless youth services for students and families in need. These budgeted services include basic student services (clothing, free and reduced lunch program, transportation, academic and counseling support) and family referrals for county services. Tulare County Office of Education provides yearly homeless youth education training for school and district staff. Homeless youth training includes identification and documentation, family services, and academic support. School registrars are trained on how to identify and document homeless youth during the enrollment process and the school year. The district's Homeless Liaison provides staff training and serves as the County liaison for accessing family services for homeless youth, including temporary housing, bus passes, medical services, County, and United Way support services. Counselors are trained on how to provide academic and attendance support for homeless youth. This includes working directly with school and district staff to ensure homeless youth services are being provided, which include academic support/ tutoring, counseling services, free and reduced lunch program, after-school programs, and access to summer programs.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funds are utilized to provide for early childhood education programs to assist preschool students with the transition to school. The district co-funds a Save the Children Coordinator position as part of a partnership with Save the Children's home-based preschool program using LCAP funding. Save the Children provides a home-based preschool program that includes the Early Steps to Success education program which works with children and families in rural areas. The goals of Early Steps are to provide children with the necessary skills for entering school, provide parents with the skills and knowledge to be their child's first teacher, and increase home-to-school connections to assist students in a smooth transition to school. Save the Children serves our youngest children, who include children from 12 months to preschool age 3. The district also provides a preschool program to support its youngest learners. Students are assessed for Transitional Kindergarten readiness based on preschool curriculum objectives.

The Tulare County Office of Education provides Head Start and Migrant Education preschool programs at elementary schools. The County Head Start program provides preschool education services to ensure students have the necessary skills to enter Transitional Kindergarten. The County Head Start curriculum aligns with state standards and prepares students for early literacy and Kindergarten ELA standards. The TCOE Migrant Education program provides bilingual education programs for preschool students and parents qualifying for migrant education services. Migrant Education Services provides migrant preschool students with a School Readiness program, parent involvement opportunities to participate in their child's learning, summer school enrichment services, and articulation with elementary school programs each year.

The district supports a Transitional Kindergarten (TK) program that prepares students for a successful transition to kindergarten. The district's Transitional Kindergarten program has aligned the TK curriculum to the CA State Common Core Kindergarten Standards for ELA, reading, and math. Literacy skills are assessed after each unit of instruction, and parents are provided with assessment results every trimester during parent conference weeks. Teachers receive extensive English Language Development (ELD) professional development, and teachers collaborate weekly on ELD student strategies focused on pre-literacy skill development. Students needing additional literacy support are provided with additional services during the school day and summer school, as well as through the after-school program.

The district has vertically aligned the junior high and high school programs to ensure students successfully transition from junior high school to high school. Farmersville Junior High School has implemented ELA and math honors programs to align with high school honors programs. A new math sequence is being implemented that prepares students for participation in an advanced integrated math pathway. Students who participate in the junior high school advanced integrated math pathway will acquire the math skills to effectively transition to higher-level Integrated and Advanced Placement math courses at the high school. Students in grades 6-8 are being assessed with diagnostic assessments (UC Math Diagnostic Test Placement and ELA Summative Assessment) to determine their appropriate skill level and placement in both junior high and high school courses. Students who need additional academic skill support after exiting the junior high school receive math intervention services and enrichment services in summer school. A Spanish language program has been added to the junior high school. Upon Spanish 1 course completion, junior high school students are assessed and placed in higher-level World Language courses at the high school to meet A-G course requirements. Students at the junior high school are provided with an 8th-grade invasion day peer mentor program that allows students to visit and receive mentor opportunities at the high school campus.

Farmersville Junior High School is only one of six Future Farmers of America (FFA) junior high school programs in the state to implement an FFA agricultural-science Career Technical Education (CTE) program. The junior high school agricultural-science program aligns with the high school FFA agricultural-science certified pathway. Additional junior high school college and career pathways include media, STEM, and AVID. Current junior high school college and career programs align with high school college and career programs. Farmersville Junior High School also provides students and their families with college and career events. Student participation in these college and career events facilitates effective student transition to high school and post-secondary employment exploration. Parents are provided with college days/nights events to provide college information for students and parents. In addition, Farmersville Junior High School offers transition sessions for students transitioning to Farmersville High School, such as "8th Grade Invasion, information sessions for parents and families, and counseling for 8th graders to select their courses for 9th grade.

Farmersville High School offers a wide variety of college and career programs to assist students with an effective transition to post-secondary success. The district continues to vertically align high school Career Technical Education (CTE) programs with the junior high school CTE programs. High school CTE pathways include Agricultural Science, Ornamental Horticulture, Animal Science, Welding, Production and Arts, Visual and Commercial Design, Game Design, and Public Safety. These CTE pathways provide students with job employment skills, certifications, and post-secondary employment opportunities. Local business partnerships have been established with the high school and have enhanced student employment opportunities and student certification. Students are employed or placed in internship programs as they matriculate into college certification programs. The high school also prepares students for post-secondary opportunities by hosting career fairs, job-based career speakers, and providing job shadowing experiences.

The high school has developed a college-going culture and provides a variety of college preparation programs and services to support college and career readiness for students. College programs developed at the high school are designed to promote college access, including through the University of California TRIO program, UC Merced Talent Search, and AVID. Students and parents participate in college visits and college events. Parents and students are provided with college workshops that include college application night, financial aid, and scholarship presentations. SAT preparation workshops are provided for students preparing for the SAT and PSAT tests. School counselors meet with students at each grade level to provide a transcript review of A-G course completion and provide interventions, college resources, and services. School counselors administer college inventory career surveys to students, and students use this information to research college programs that specialize in the fields aligned to student interests. The district is using the College and Career Guidance Initiative (CCGI), which is a data-sharing agreement with the California Community College system to provide student college data and resources for students and parents for increasing college admissions.

The district implemented Dual Enrollment courses at the high school in partnership with the College of the Sequoias. Dual enrollment college credit courses in English and CTE courses, including college placement assessments, were offered to high school students. The Dual Enrollment courses include Career Technical Education (CTE) certification classes that provide extended vertical articulation of district CTE programs. Concurrent CTE enrollment opportunities will continue to expand for students as the district has an ongoing partnership with the College of Sequoias and the Tulare County Office of Education / Tulare Kings Collaborative to implement the K-12 Strong Workforce Grant CTE courses. In addition, the High School conducts several transition sessions, including Financial Aid workshops, college visits, assistance with college applications, guidance counseling, and College and Career Days.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has implemented a Gifted and Talented Education (GATE) program for students in grades 1-5 to serve identified student needs in the recent past. Students were identified for the GATE program using multiple assessment measures at each grade level. This included students who met or exceeded grade-level standards in ELA, Math, and Reading; scored 80% or above in ELA and Math district benchmark assessments; scored level 3-4 on ELPAC assessments, and maintained positive attendance and behavior. Students were required to meet three out of the four district GATE identification requirements to participate in the voluntary GATE program. Students who met GATE identification criteria were provided with a summer school enrichment program that provided students with a rigorous project-based curriculum. During the school year, GATE-identified students were provided with supplemental instruction that included project-based instruction and projects designed for deeper classroom learning experiences either during the school day or after school. All GATE students were required to complete a GATE showcase project based on a district scoring rubric for the GATE showcase event. The district also supported GATE-identified students in grade 6 in preparation for honors math and ELA to support their transition to the junior high school honors program. Students in grade 6 are provided with access to an advanced math pathway based on multiple measures, which include the Math Diagnostic Test for Placement (MDTP), scoring 80% or higher on the district math benchmark, student grades, and teacher recommendation. Students identified for grades 7-9 honors programs in math and ELA were also provided with a

3-week summer enrichment skills program in preparation for junior high school and high school honors programs. FUSD is working to restore the GATE program this school year.

The district provides Title I and LCAP funding to support school library programs and provide students with an opportunity to develop digital literacy skills and improve academic achievement. Title I funds are used to provide supplemental instructional materials to support student literacy in our school libraries. A districtwide Renaissance STAR / Accelerated Reader (AR) program was implemented to improve student literacy, and these materials are located in our school libraries. Students were provided with a STAR assessment to determine their baseline reading level. Accelerated Reader supplemental reading books were purchased for all school libraries, and students researched books based on their reading levels and interests. Once students complete their assigned AR reading book, they are required to complete an online comprehension assessment in the library. Teachers have established STAR/ AR reading goals for each student and provide student incentives for each student to achieve their individual reading goals. The district utilizes LCAP funds to fund the school Library Technician position at each school. The Library Technician position provides students and parents with daily access to the school library programs and services. Library Technicians are provided with professional development support and access to the monthly multimedia County Network. Extended library hours are also provided at schools and funded out of Title I funds. Title I funds are used to purchase additional technology devices (computers) to support multimedia resources and digital access for students. School library digital resources include Educational Resources Services (ERS) Multimedia portal, access to educational resource materials including digital media resources, core extended literature in English and Spanish, fiction informational text, small group and classroom multimedia kits, video streaming, research, and reference print media. Teachers also coordinate the use of library resources to supplement classroom instruction to improve academic achievement. Teachers collaborate with the Librarian Technician to support research projects and reference materials aligned to the CA State Common Core Standards. These include providing student resources for science research projects, literature, and novels to supplement writing projects and research-based projects.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The district's system of professional growth and improvement includes induction for teachers, principals, and other school leaders and provides additional opportunities for building teacher leadership capacity. The district utilizes Quality Professional Learning Standards (QPLS) as a framework for professional learning. QPLS standards include seven interdependent professional learning standards to promote quality teacher learning and development districtwide. Districtwide professional learning objectives, which are updated yearly, are aligned to Local Control and Accountability Plan (LCAP) objectives. LCAP professional learning objectives are aligned to student needs and provide for strategic coherence of district learning objectives, monitoring, and assessment of professional learning outcomes. District professional learning surveys are conducted yearly, and the data is analyzed by the district Curriculum Council and LCAP committees, and recommendations for improvement are based on the survey data and updated as part of the LCAP development process. The district implements the following QPLS professional learning standards districtwide: 1) Data - using varied sources of data to guide priorities, design, and assessments, 2) Content and Pedagogy - quality professional learning enhances educator expertise and student learning, 3) Equity - focus on equitable access, opportunities, and outcomes for all students while addressing achievement and opportunity disparities between student groups, 4) Design and Structure - using evidence-based approaches that enable educators to acquire, implement, and assess improved practice, 5) Collaboration and Shared Accountability - quality professional learning facilitates a shared purpose for student learning and collective responsibility for achieving it, 6) Resources - dedicated resources that are adequate, accessible, and allocated towards district priorities and outcomes, and 7) Alignment and Coherence - a coherent system of educator learning and support that connects district and school needs with state and federal requirements and resources. The vehicle that is utilized to implement QPLS professional learning standards, continuous improvement, and high expectations is Professional Learning Communities (PLC). District-wide PLC structures and processes are utilized to provide an ongoing process for educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students. PLC training is currently being provided to teachers, principals, and other leaders districtwide and serves as the district vehicle for professional learning and for developing the collective capacity of all educators, including building the capacity of the guiding coalition members who lead the Professional Learning Teams (PLTs) in each grade level or department.

Additional induction for teachers includes the district's focus on the California Standards for the Teaching Profession (CSTP) standards. CSTP standards are used to provide continuous instructional pedagogy improvement and lesson design focus to improve how content is delivered to students. Teachers are provided annual classroom feedback for growth during the formal evaluation process with principals and through informal co-teaching observations with Academic Coaches and County consultants. The Teacher Induction Program (TIP) provides opportunities for new teacher induction and professional growth within the district. Title II funds are also used to provide Teacher Induction Program (TIP) teacher induction services provided by the Tulare County Office of Education. The TCOE Teacher Induction Program provides new teachers with professional development opportunities designed to support them in meeting the induction requirements for their professional credential. This includes providing a two-year individualized job-embedded system of mentoring with veteran district teachers, ongoing support and professional learning, providing records and feedback on candidate progress, and providing reporting for the California Commission on Teacher Credentialing. Title II and LCAP resources are also utilized to support teachers for professional learning, which includes

job-embedded training with Tulare County Office of Education consultants in ELA, ELD, math, science, and PLC development. Teachers are provided with opportunities to attend workshops, conferences, standards-based and content-specific training, college and career readiness training, and other PLC collaborations based on districtwide LCAP instructional initiatives. These PLC collaborations include developing curriculum pacing guides, lesson observations and instructional coaching, classroom assessments, grade-level and content alignment of instruction to the California Common Core State Standards, and RTI / MTSS objectives. Teacher advancement opportunities include employment as (TIP) teacher mentors, academic coach positions, and Teachers on Special Assignment (TOSA) district coordinator positions. FUSD also utilizes a New Teacher Onboarding series to support new teachers in the district with effective instructional practices, PLC onboarding, and other related topics that flatten the learning curve and immediately increase teacher effectiveness.

Additional induction and professional learning support for principals includes an evaluation system of two consecutive years of formal standards-based evaluation feedback for new principals and an informal principal mentoring program. The formal evaluation process includes a recent transition to the California Professional Standards for Educational Leaders (CPSEL) that provides feedback to principals on the 6 CPSEL Standards. The CPSEL leadership standards include Standard 1 - Development and implementation of shared vision, Standard 2 - Instructional leadership, Standard 3 - Management and learning environment, Standard 4 - Family and Community engagement, Standard 5 - Ethics and Integrity, and Standard 6 - External context and policy. Additionally, new principals are assigned a mentor principal to provide additional support and feedback. All principals are provided with additional district leadership support, which includes monthly leadership and learning training provided by the Tulare County Office of Education and district administration. Additionally, principals are provided with PLC/RTI training. Additional district leadership training and resources are provided for principals in the areas of school leadership, including: data analysis, assessment, English Learners, Common Core State Standards, school safety, PLCs, and instructional pedagogy and lesson design for continuous improvement. Principal advancement opportunities include placement in principal leadership positions at elementary, junior high school, senior high school, alternative education, and district leadership positions.

Other school and district leadership positions, including coordinators, directors, assistant principals, academic coaches, and counselors, are provided with professional learning opportunities and mentoring support. The district provides professional learning opportunities and PLC collaboration time for school leaders to learn new skills and receive leadership support. "Other school leaders" receive additional district professional development support for continuous improvement on data analysis and instructional pedagogy, assessment, and Common Core State Standards, National Counseling Standards, RTI, PLCs, and supporting English Learners. Other school leaders participate in annual professional development surveys and in the Parent Advisory Committee (PAC) to review student data and provide feedback to the district for areas of improvement. District office staff provide school and district leaders with resources for professional learning objectives and align growth areas to district priorities based on student needs as part of the annual LCAP development process.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Farmersville Unified School District does not have any schools that have been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) for the 2025-2026 school year.

For any school within the district that is identified for CSI or TSI for low performances CA School Dashboard indicators, the school would receive supplemental federal funding to utilize evidence-based interventions/strategies/activities directly related to the CSI plan development and implementation efforts including: 1) building capacity, 2) collaborating with educational partners, 3) conducting needs assessments and root cause analysis, 4) selecting and implementing evidence-based interventions/strategies/activities, 5) using data and outcomes to monitor and evaluate improvement efforts, and 6) reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting. In addition to any CSI funding the school would receive, Title II funds would be used, following the federal requirements, to build teacher and principal effectiveness in any identified areas that would affect the Dashboard measures that would qualify the school for CSI or TSI including but not limited to academics, behavior, attendance, college and career, English Learner Progress or Graduation rates.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The district annually uses a variety of student and staff data sources to identify needs and improve professional development. The district utilizes the LCAP document development and update process to review student and staff data. This data includes both student and staff summative and formative data to review district progress towards LCAP objectives. The district LCAP Committee (Parent Advisory Committee), which is comprised of representative stakeholders including parents, teachers, counselors, principals, paraprofessionals, specialized instructional support staff, students, community members, and outside partnership representatives, meets monthly to review district data and progress towards meeting districtwide learning objectives. The LCAP data review process includes data review and analysis protocols to ensure an objective review of the data. The types of data reviewed by the LCAP Committee includes standards-based professional development survey data, CAASPP student performance data, college and career indicators, student attendance and behavior data, student failure rates, interim assessment data, English Learner data, community partnership data (child abuse, poverty etc.), and Title I parent surveys and parent participation data. The staff data examines the teacher workforce data, which includes the number of teachers who are out-of-field, inexperienced, and the ethnic breakdown of the teaching staff. The LCAP Committee provides recommendations for improvement based on the student and staff data. Linking student outcomes in the LCAP to staff professional learning outcomes provides a coherent focus and accountability for improvement. LCAP goals, actions, and resources are developed for professional learning and are linked to student outcomes and are shared with all stakeholder groups. Professional learning data and student outcome data are formative, and individual stakeholder groups are provided with updates for monitoring purposes. Based on the data, feedback, and adjustments can be made to address deficient areas.

Title I, II, and III are being utilized to build capacity with teachers and administrators in PLC development, Lesson Plan Design and Planning, Student Engagement, and data analysis in order to increase the quality and quantity of effective first instruction and shore up Tier 1 levels of support under the MTSS model.

Additionally, individual educational partner groups review progress data as part of their monthly PLC collaboration meetings. This includes the Curriculum Council, which includes teacher leaders, as well as management meetings, principal meetings, counselor meetings, paraprofessionals meetings, DELAC parent meetings, and community forums. Stakeholder feedback and needs assessments are taken from these collaborative group meetings and provided for district LCAP Committee meetings for further discussion or action as needed.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district utilizes Title III funds to hire a program specialist who works with classroom teachers, academic coaches, and administrators to provide English Language Development (ELD) training. As part of a larger ELD literacy partnership, the district has partnered with the Tulare County Office of Education (TCOE) ELD consultants using Title II funding to provide language instruction professional development for teachers, academic coaches, and administrators while at the same time building the capacity of the program specialist and academic coaches to develop processes and practices to continue this work beyond the contract with TCOE. The TCOE consultant, academic coaches, program specialist, and classroom teachers engage in instructional coaching cycles throughout the school year. During the school day, teachers, academic coaches, and principals partner with the program specialist and TCOE consultant to observe teachers using ELD strategies in the classrooms using a teach and co-teach model. During class time, the TCOE consultant, program specialist, and academic coaches model the ELD instructional strategy learned during the previous training session, followed by teachers implementing the ELD instructional strategy with students in the classroom. Coaching feedback is then provided by the program specialist, TCOE consultant, and the academic coaches to the teacher. Academic coaches and administrators receive classroom observation and coaching training on how to provide effective ELD classroom feedback for teachers from TCOE/ ELD consultants. The objective for the district is to increase language support for English Learners and to ensure that these students have the same access to the same challenging state standards as other students. Title III funding supports the majority of the program specialist position, who also provides much of the professional development described above, supports instructional staff implementing ELD strategies, and develops and implements professional development for staff working with Long Term English Learners (LTELs).

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district continues to utilize Title III Immigrant funding to provide language instruction services for identified immigrant students and families. Teachers of English Learners receive language instruction provided by the district's program specialist as well as the Tulare County Office of Education ELD consultants, and/or their school's academic coach.

Identified Immigrant students are provided with additional after-school support for language instruction to ensure that these students can access the state standards. Spanish supplemental reading books and materials are purchased and available in classrooms to assist immigrant students in their learning. Family literacy events are coordinated districtwide to target English Learners and identified immigrant students and their families. Districtwide literacy events provide families with ESL class information, provide community literacy resources for families, provide Spanish books and materials for students and their families, and provide parent signups for the Parent Institute for Quality Education (PIQE) literacy sessions.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each elementary school in the district, including Hester Elementary, Snowden Elementary, and Freedom Elementary, utilizes a deployment model for English Language Development. Students are evaluated every six weeks using local and state assessment data, including reading and writing assessments, ELPAC scores, and teacher observational data, such as from guiding reading, classroom discussions, and participation in Kagan structures, and placed in ELD groups appropriate to their skill and proficiency levels. Students receive targeted ELD language support in the four domains of language (i.e., listening, speaking, reading, and writing). English Learners at FJHS and FHS have specific classroom periods where they receive designated ELD instruction in addition to the integrated ELD supports that all students receive at every school.

Guided reading strategies are also being expanded across K-6 schools to ensure that language instruction continues to be a focus for meeting the literacy needs of English Learners. The district has identified the need to implement consistent guided reading strategies at all schools to support literacy efforts that are a consistent need for English Learners. Professional development, instructional materials, and resources will be provided for classrooms to achieve success with the implementation of guided reading strategies as a district-wide objective.

The district contracts with Imagine Learning software to provide supplemental individualized language and literacy support for English Learner students. Students are provided with 30 minutes of individualized classroom language and literacy support using Imagine Learning interactive digital software. Teachers monitor progress by uploading Imagine Learning weekly student assessments to determine each student's language and literacy needs. Teachers use the data to develop and implement instruction focused on student language and literacy gaps. Parents are also provided with access to monitor student progress. Districtwide progress is monitored by the district English Learner Coordinator, with follow-up data dive meetings conducted for each school. Guided reading programs are currently being implemented for all K-6 students.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will monitor EL progress through EL site monitors and the district's EL Coordinator/Program Specialist using both the Summative ELPAC and other formative EL assessments that will be employed throughout the year. Data will be collected and shared with site staff to make instructional decisions to respond to the data in a timely fashion and ensure continued progress of English Learners and program fidelity.

The district identified the need to close the achievement gap for English Learners on the Academic Indicators of the California School Dashboard, in addition to reading levels as measured by STAR Reading. The district analyzed English Learner data and determined that the achievement gap for English Learner students continues to remain wide in comparison to English-only students. Current language instruction research shows that transitional English-only programs only close half the achievement gap between English Learners and native English speakers. The use of integrated English Language Development allows student language needs to be supported through language scaffolds at any proficiency level when learning new academic content, while targeted language supports are provided through designated language development at the student's language proficiency level.

Guided reading strategies are also being expanded across the district to ensure that reading instruction continues to be a focus for meeting the literacy needs of English Learners. Reading is one of the domains of language where many English Learners struggle, which results in students' annual progress stalling on the ELPAC, leading to the student becoming a long-term English Learner (LTEL) or being at risk of becoming an LTEL. The district has identified a need to implement consistent guided reading strategies at all schools. A districtwide guided reading strategy has been developed to achieve this objective, including providing professional development as well as instructional materials and resources to support these reading strategies.

The district contracts with Imagine Learning software to provide supplemental individualized language and literacy support for English Learner students. Students are provided with 30 minutes of individualized classroom language and literacy support using Imagine Learning interactive digital software. Teachers monitor progress by uploading Imagine Learning weekly student assessments to determine each student's language and literacy needs. Teachers use the data to develop and implement instruction focused on student language and literacy gaps. Parents are also provided with access to monitor student progress. Districtwide progress is monitored by the district English Learner Coordinator/Program Specialist with follow-up data dives meetings for each school.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As reflected in the 2024 CONAPP, Title IV funds will be transferred into Title II to provide additional support for teacher and principal effectiveness. Student safety and health, well-rounded activities, and technology will continue to be provided and funded by either the general fund, the Instructional Block Grant, or LCFF funds reflected on the LCAP.

The district conducted an analysis of student behavior (suspension, student discipline, expulsion) data, which indicated a need to reduce negative student behaviors in schools. In 2023-2024, the district partnered with Corwin Press and Jessica and John Hannigan to implement Tier I MTSS structures for behaviors at each school site as part of the district's larger Multi-Tiered Systems of Support implementation. Although FUSD did not continue that partnership in 2024-2025, this work with Corwin Press will resume in the 2025-2026 school year. A Corwin Press consultant will work with school teams to continue developing the Tier 1 and Tier 2 behavior supports and interventions at their specific school sites, which will address underlying behaviors that lead to office discipline referrals, suspensions, and Student Study Team (SST) referrals. The district will assess the program's effectiveness by examining the expected outcomes of reducing negative behaviors by 5%, including yearly student suspensions, student behavior referrals, suspension indicator on the CA School Dashboard, and other student discipline data.

The district utilized after-school program funds to offer a Science, Technology, Engineering, and Mathematics (STEM) summer academy. The summer STEM Academy and its activities meet the well-rounded educational opportunities criteria by providing programming to improve instruction and student engagement in STEM and computer science. The summer STEM Academy increases access to these subjects for low-income students. Research shows that schools with low-income students are systematically underrepresented in STEM education. In preparation for the summer STEM Academy, the activities included providing Next Generation Science Standards/STEM training for teachers, summer pay for teachers to develop STEM robotics and coding curriculum, and summer pay for teachers to teach the Summer STEM Academy. Students participating in the summer STEM Academy will be assessed using NGSS assessments to determine growth made on the NGSS standards and California Science Test (CAST) assessment results. The district has established a 5% increase for students participating in the summer STEM Academy as measured by the California Science Test (CAST).

The district has recently worked with the Tulare County Office of Education to develop effective use of technology by providing innovative blended learning experiences in the classroom. The district has developed a cadre of teachers who

provide technology support for teachers at each school. The role of these technology coordinator teachers has shifted to provide instructional technology support for developing innovative lessons and shifting focus to a blended learning classroom environment. The General Fund is used to train a cadre of teachers and administrators in partnership with the Tulare County Office of Education (TCOE) Educational Technology consultants. The district's objective is to increase blended learning classrooms by 10% each year. The district will assess the effectiveness of creating innovative learning environments by conducting teacher and student yearly surveys to assess the effective use of technology.

As reflected in the 2024 CONAPP, Title IV funds will be transferred into Title II to provide the necessary support to increase the effectiveness of our teachers and principals.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Farmersville Unified School District used the following indicators and data points to examine needs for improvement across the Title IV, Part A priority content areas:

California School Dashboard Performance Indicators (2024):

English Language Arts CAASPP Distance from Standard (DFS):
English Learners: 93.9 points below standard
Long-Term English Learners: 105.3 PBS
Students with Disabilities: 140.3 PBS

Mathematics CAASPP DFS:
English Learners: 117.4 PBS
LTELs: 162.7 PBS
SWDs: 159 PBS

Suspension Rate:
LTELs: 12.2%
Foster Youth: 12%

Chronic Absenteeism:
SWDs: 29.1%
Homeless Youth: 31.3%

ELPAC Results:
Only 41.3% of English Learners made progress toward proficiency; 14% were reclassified in 2023–24.

CAST Proficiency (Science):
Only 10.9% of all students met or exceeded standards; ELs at 0.55%.

Illuminate Benchmark Assessments:

Mid-year Social Science results (2024–25):
ELs: 58% Met/Exceeded
SWDs: 51%

Technology Access and Integration Feedback:

Surveys showed 1:1 student device access, but a high need for tech-integrated instructional support and professional development.

Stakeholder Input:
Survey and forum data from parents, students, and staff emphasized a need for expanded mental health supports, enrichment opportunities (e.g., music, CTE), safety improvements, and improved tech use in instruction.
These measures were used to identify gaps and prioritize LCAP actions supported in part by Title IV, Part A funds, including actions for counseling, behavioral support, enrichment access, digital learning, and teacher PD.

What activities will be included within the support for a well-rounded education?

Farmersville Unified School District will support a well-rounded education through a variety of academic and enrichment-based activities designed to increase student achievement, engagement, and access to a broad course of study. Activities included within this support will include:

Reading Intervention Programs (LCAP Action 1.15):
Targeted intervention for struggling readers in early grades, including pull-out instructional support and the use of research-based literacy programs.

Instructional Aides (Actions 1.1 and 5.1):
Additional in-class instructional support staff to assist teachers in delivering small-group and differentiated instruction in core academic areas.

Expanded Access to Music, Art, and Theater Education (Action 1.3):
Credentialed teachers provide instruction in the visual and performing arts, ensuring students receive access to creative and expressive learning opportunities.

College and Career Readiness through CTE Courses (Action 4.2):
Students participate in career technical education pathways that align with industry sectors and develop real-world skills. Includes support for course materials, equipment, and certification opportunities.

Educational Field Trips (Action 1.14):
Field-based learning experiences aligned with content standards to expose students to museums, science centers, universities, and career sites.

Technology-Enhanced Learning (Action 1.8):
Integration of 21st-century learning tools and platforms to support student access to high-quality instructional materials and digital literacy.

Illuminate Benchmark Assessments and Formative Assessment Systems:
Use of standards-aligned assessments to monitor student progress in ELA, Math, Science, and Social Science, and inform instructional decisions.

These activities are strategically aligned to address performance gaps identified through CAASPP, CAST, ELPAC, and local benchmark data, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The district's approach to well-rounded education emphasizes both academic achievement and whole-child development.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Farmersville Unified School District will evaluate the effectiveness of Title IV, Part A–funded strategies and activities through an ongoing cycle of data review, stakeholder engagement, and program monitoring. The district will use multiple indicators and measures to determine whether activities are meeting intended outcomes and to inform future program planning.

Evaluation Methods and Indicators Include:

CAASPP Results (ELA and Math):
Annual review of student performance in ELA and Mathematics, particularly the Distance from Standard (DFS) scores for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and Socioeconomically Disadvantaged (SED) students.

CAST Proficiency Rates:
Review of student performance on the California Science Test to measure growth in science achievement.

ELPAC Scores and Reclassification Rates:
Analysis of English Learner growth toward proficiency and annual reclassification rates.

Interim Benchmark Assessment Data (Illuminate):
Quarterly analysis of student performance in ELA, Math, and Social Science to evaluate the impact of classroom instruction, interventions, and enrichment activities.

Suspension and Chronic Absenteeism Data (CA Dashboard):
Used to assess the effectiveness of student wellness supports, counseling, and behavioral interventions.

Stakeholder Surveys and Focus Groups:
Annual feedback from students, families, and staff regarding satisfaction, engagement, access to programs, and perceived impact of enrichment and wellness offerings.

Program Participation and Access Metrics:
Monitoring the number of students participating in music, art, theater, CTE pathways, counseling sessions, and intervention programs.

Walkthroughs and Observational Tools:
Site administrators and academic coaches will use walkthrough forms to provide feedback on lesson delivery, student engagement, and technology integration.

These data points will be reviewed annually by the Parent Advisory Committee (formerly known as the LCAP Committee), school site councils, and administrative teams to determine the effectiveness of Title IV-funded efforts. Adjustments to staffing, instructional supports, or enrichment offerings will be made based on outcome data and stakeholder recommendations.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Farmersville Unified School District used multiple indicators and data points to assess needs for improvement in the Safe and Healthy Students content area of Title IV, Part A. These indicators were drawn from both state and local data systems and informed the district's planning for social-emotional, behavioral, and school climate supports.

Key indicators and measures include:

California School Dashboard Suspension Rate Indicator (2024):
All Students: 5.9% (Orange)
Long-Term English Learners (LTELs): 12.2% (Orange)
Foster Youth: 12% (Orange)
Socioeconomically Disadvantaged (SED): 6.1% (Orange)
English Learners: 5.3% (Orange)

California School Dashboard Chronic Absenteeism Indicator (2024):
Students with Disabilities: 29.1% (Yellow)
Homeless Youth: 31.3% (Orange)
White Students: 30.8% (Orange)
All Students: 19.5% (Yellow)

Site-Level Behavior Referral and Discipline Logs:
Used to identify patterns in behavioral incidents, high-need grade levels, or students in need of Tier 2 or Tier 3 support.

Student, Parent, and Staff Surveys (Spring 2025):
Reported needs for increased mental health services, social-emotional learning (SEL), improved supervision, and bullying prevention.
Students specifically requested more access to counselors, emotional check-ins, and safe spaces to discuss personal challenges.

Program Participation Metrics:

Number of students receiving counseling, participating in SEL small groups, and referred to mental health or behavioral intervention services.

LCAP and Stakeholder Engagement Input:
Consistent feedback during forums and surveys identified a need for more aides, social-emotional support programs, and schoolwide safety enhancements.

These indicators highlighted an urgent need to address behavioral and emotional well-being among at-risk student groups. They have directly informed LCAP actions such as sustaining the use of school counselors at each site and the utilization of school psychologists (Actions 2.1, 5.2, and 5.4), expanding behavior and supervision staff (Actions 2.3 and 2.4), and implementing MTSS-aligned SEL supports (Action 2.11).

What activities will be included within the support for safety and health of students?

Farmersville Unified School District will implement a series of strategic, research-based activities to support the safety, health, and well-being of students across all campuses. These activities are designed to reduce disciplinary incidents, address social-emotional needs, and foster a positive school climate. Activities included within this support will include:

Expanded School Counseling Services (LCAP Actions 2.1 and 5.4):
Full-time school counselors at all schools will provide individual and group counseling, SEL instruction, and academic advising, with an emphasis on early intervention and prevention.

Psychologist Services (LCAP Action 5.2):
A district psychologist will support mental health assessment, behavioral intervention planning, and crisis response, as well as contribute to Multi-Tiered System of Supports (MTSS) planning for students with high emotional or behavioral needs.

Classroom and Campus Behavior Aides (LCAP Action 2.3):
Behavior aides will be assigned to classrooms and high-traffic areas to assist with behavior redirection, reinforcement of PBIS expectations, and proactive engagement with students in need of Tier 2 supports.

Supervision Staff (LCAP Action 2.4):
Campus supervisors and noon-duty aides will ensure adult presence during recess, lunch, and transitions, which contributes to improved student safety, reduced bullying, and stronger adult-student relationships.

Implementation of Restorative Practices and PBIS:
The district is expanding implementation of schoolwide Positive Behavior Interventions and Supports (PBIS) and restorative practices to reduce suspension rates and build a positive school climate through conflict resolution and relationship-building.

Social-Emotional Learning (SEL) and MTSS Student Interventions (LCAP Action 2.11):
Teachers and support staff will facilitate SEL small groups targeting skills such as self-regulation, emotional awareness, and peer interaction, aligned to Tier 2/3 supports within the MTSS framework.

School Safety Measures (LCAP Action 2.15):
Investments will be made in supervision equipment (e.g., two-way radios, safety vests), security cameras, and schoolwide emergency procedures to enhance physical safety.

Bilingual Health Staff (LCAP Action 2.2):
Health aides, LVNs, and a bilingual school nurse will provide health services and wellness checks to support physical safety, reduce health-related absenteeism, and serve as a trusted point of contact for students with medical needs.

These activities were developed in response to high suspension and chronic absenteeism rates, as well as stakeholder input highlighting the need for more mental health services, safer campuses, and proactive behavioral support. All efforts are integrated within the district's broader Multi-Tiered System of Supports (MTSS) to ensure early identification, prevention, and intervention for student well-being.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Farmersville Unified School District will evaluate the effectiveness of strategies and activities funded under Title IV, Part A in the Safe and Healthy Students content area through a combination of state data, local performance metrics, and stakeholder feedback. These evaluations will guide ongoing program adjustments and future planning decisions.

Indicators and Measures Used to Evaluate Effectiveness Include:

California School Dashboard Suspension Rate:
Annual suspension data, disaggregated by subgroup (e.g., English Learners, Long-Term English Learners, Foster Youth, and SED), will be used to assess whether restorative practices, PBIS implementation, and counseling support are resulting in fewer disciplinary removals.

2024 Data Baseline Example:
LTELs: 12.2%
Foster Youth: 12%
All Students: 5.9%

Chronic Absenteeism Rate:
Chronic absenteeism data will be monitored annually to evaluate whether interventions such as counseling, health services, and attendance supports are improving student engagement and presence.

2024 Data Baseline Example:
SWDs: 29.1%
Homeless Youth: 31.3%
All Students: 19.5%

Behavior Referral Logs and Incident Reports:
Site-level data on office discipline referrals (ODRs), behavior incidents, and tiered intervention records will be used to assess changes in student behavior over time.

Student Participation Metrics:
Counts of students served in counseling sessions, SEL groups, and health services will be tracked to evaluate access and utilization of supports.

Stakeholder Surveys (Staff, Student, and Parent):
Annual surveys will measure perceptions of safety, mental health supports, bullying prevention, and access to trusted adults on campus. Qualitative input will be used alongside quantitative data to inform improvements.

Implementation Fidelity Checks:
Site administrators and district staff will use observation tools and walk-through protocols to assess fidelity of PBIS, MTSS, and restorative practices implementation.

LCAP Progress Monitoring:
The district's Parent Advisory Committee (formerly the LCAP Committee) and school site councils will review indicator progress as part of goal monitoring processes each year to inform funding decisions, professional development needs, and staffing levels.

This multi-measure evaluation approach ensures that Title IV-funded safety and wellness activities are both data-driven and responsive to community feedback, allowing for strategic adjustments based on measurable impact.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Farmersville Unified School District used both quantitative data and stakeholder feedback to examine needs for improvement in the effective use of technology under Title IV, Part A. The following indicators and measures were used as part of the comprehensive needs assessment:

Technology Access Audit:
Internal device inventory confirmed student device access across all grade levels. However, gaps were identified in staff capacity to fully integrate technology into instruction.

Stakeholder Surveys (Spring 2025):
Teachers reported the need for more professional development focused on effective technology integration into lesson planning and delivery.
Students expressed interest in more engaging, interactive digital learning experiences.
Parents requested platforms that better support communication and monitoring of student progress.

Ellevation Platform Reports (for English Learners):
Reports from the district's EL progress monitoring platform indicated underutilization of features designed to track and support language acquisition, prompting the need for additional training.

Instructional Walkthroughs:
School site administrators conducted classroom walkthroughs and used observation tools to assess how consistently and effectively digital tools were being used during instruction.

Professional Development Participation Logs:
Data on staff participation in technology-related PD sessions was reviewed to determine training needs and inform planning for future support.

Formative Assessment Integration:
Review of lesson plans and common formative assessments showed varied use of digital tools for administering assessments, analyzing data, and differentiating instruction.

These indicators highlighted the need for ongoing teacher training in instructional technology, deeper integration of digital assessment and data tools, and student access to engaging digital learning platforms. These findings informed Title IV, Part A–supported actions in the LCAP, including technology integration support (Action 1.8) and related professional development.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Farmersville Unified School District will implement a range of activities to support the effective use of educational technology, with a primary focus on building staff and student capacity to use technology for instruction, intervention, and academic engagement. Consistent with ESSA Section 4109(b), no more than 15 percent of Title IV, Part A funds will be allocated toward technology infrastructure such as devices or hardware. The majority of expenditures will support professional learning, instructional support, and digital learning tools.

Activities will include:

Professional Development for Teachers and Staff:
Training on how to integrate digital tools and platforms into instructional planning and classroom teaching
Ongoing support for using formative assessment tools, student progress monitoring systems, and learning management systems
Coaching cycles led by instructional specialists focused on using technology to differentiate instruction and increase student engagement

Use of Digital Assessment and Data Tools:
Continued training and implementation support for platforms such as Illuminate (benchmark and formative assessments) and Ellevation (English Learner data tracking and instructional planning)
Student Access to Digital Learning Tools:
Instructional use of educational software to reinforce core academic skills in ELA and math
Classroom integration of online resources for research, collaboration, and creation of multimedia projects

Technology Coaching and Support Staff:
Support for site-based instructional leadership teams and technology integration leads to assist with lesson design and co-teaching using digital tools

Technology Infrastructure (limited to =15%):
Maintenance and replacement of classroom-level accessories necessary for instruction (e.g., headphones, chargers, or touch-screens)
Minor software licensing to support curriculum delivery

These activities are intended to build teacher confidence and capacity in delivering high-quality instruction through technology while providing students with meaningful opportunities to engage with digital learning tools across the curriculum.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Farmersville Unified School District will evaluate the effectiveness of Title IV, Part A–funded technology activities through a combination of performance data, usage metrics, implementation monitoring, and stakeholder input. The evaluation process will focus on determining whether the supported activities are improving instructional practices, student engagement, and academic outcomes through the use of educational technology.

Key indicators and data points to be used include:

Student Performance Data:
CAASPP Scores in ELA and Math will be analyzed to determine whether technology-supported instructional strategies are contributing to academic growth, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.
Benchmark Assessment Results (Illuminate): Quarterly data from interim assessments will help measure the impact of digital instructional tools on student learning progress.

Technology Integration Observation Tools:
School administrators will conduct walkthroughs using rubrics that evaluate the presence and quality of instructional technology use, student engagement, and differentiation.

Teacher Professional Development Logs and Surveys:
Monitoring attendance in technology-related training sessions
Follow-up surveys will be used to assess the perceived usefulness of PD, its application in the classroom, and additional needs

Usage Reports from Key Technology Platforms:
Illuminate and Ellevation usage reports will be reviewed to assess the extent to which teachers are leveraging data platforms to inform instruction and support EL students.

Student and Teacher Feedback:
Surveys and focus groups will gather input from students and staff on how technology is impacting engagement, access, and understanding.

Program Participation and Implementation Monitoring:
Tracking the number of teachers receiving coaching or modeling support related to technology use
Monitoring school-level implementation plans for technology integration

Findings from these evaluation activities will be reviewed annually by the Curriculum Committee, instructional leadership teams, and site administrators to inform future Title IV, Part A program planning and ensure alignment with districtwide instructional goals and equity priorities.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Farmersville Unified School District completed its most recent comprehensive needs assessment in April 2025 as part of the development of the 2025–2026 Local Control and Accountability Plan (LCAP) and ESSA Federal Addendum.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
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