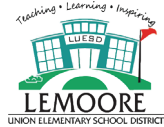
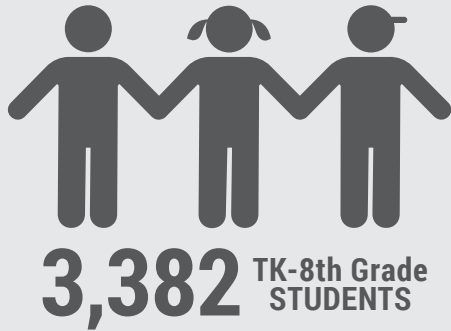


Local Control & Accountability Plan Summary

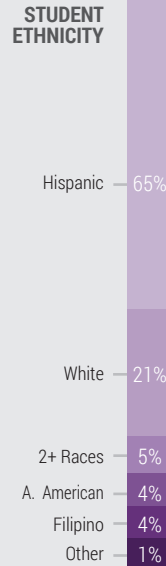
2021-22
Lemoore UESD
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DISTRICT STORY



Elementary: 5 Alternative Ed: 1
Middle School: 1 Charter School: 1



STUDENT GROUPS



District Vision

Focused on Teaching, Learning & Inspiring by being focused on EACH ONE – Every student, All staff, Committed to, High expectations, Oriented to results, No excuses, Excellence every day.



Professional Learning Communities

Team members work interdependently to achieve learning outcomes & achievement goals.

District Mission

To do whatever it takes to ensure that every child is empowered with the skills & knowledge necessary to be successful in life.



STUDENTS PER TEACHER

K:	20	5 th :	25
1 st /2 nd :	24	6 th :	26
3 rd :	24	7 th :	25
4 th :	25	8 th :	25



LCAP HIGHLIGHTS

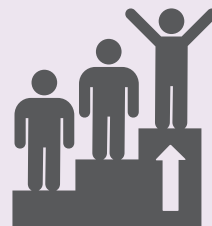


Provide a Safe & Nurturing Learning Environment

GOAL #1

Highlighted Actions & Expenditures

1.1 - Provide counseling services for TK-8	\$836,580
1.5 - Use an attendance communication system to help identify chronic absenteeism	\$21,576
1.6 - Provide counseling services for TK-8	\$157,051



Maximize Pupil Achievement & Success

GOAL #2

Highlighted Actions & Expenditures

2.2 - Purchase additional computer technology to sustain unit-to-pupil ratio	\$551,775
2.4 - Provide ELD support under the direction of the certificated ELD teachers	\$1,445,927



Provide Access to a Broad Range of Courses

GOAL #3





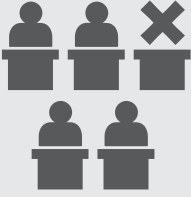

Highlighted Actions & Expenditures

3.2 - Operate fine arts program for students in grades 4-8	\$531,590
3.4 - Provide Physical Education program for grades TK-6	\$479,650









Local Control & Accountability Plan Summary

REFLECTIONS: SUCCESSES

<p>Increased Math & ELA Proficiency</p> 	<p>Indicator: California School Dashboard</p>  <p>Change: ↑ Increased</p>
<p>Reduced Suspension Rate</p> 	<p>Indicator: California School Dashboard</p>  <p>Status: ↓ 2.3% Change: Declined</p>
<p>Reduced Chronic Absenteeism</p> 	<p>Indicator: California School Dashboard</p>  <p>Status: ↓ 6.1% Change: Declined</p>










- Planned Actions to Maintain Progress:**
- 1.5 - Promote positive attendance using an attendance communication system to support early identification of and coordinated interventions for truancy and chronic absenteeism.
 - 2.2 - Provide computer technology to sustain unit-to-pupil ratio in grades TK-8 in order to support achievement in English language arts, Math, and English language development.
 - 2.7 - Five Learning Coordinators will provide coaching, lesson demonstrations and professional development to support each school's instructional program.

REFLECTIONS: IDENTIFIED NEEDS

<p>Increase ELA Proficiency for Student Groups</p> 	<p>Indicator: California School Dashboard</p>  <p>Student Groups: African American English Learners SWD</p>
<p>Increase Math Proficiency for Student Groups</p> 	<p>Indicator: California School Dashboard</p>  <p>Student Groups: English Learners Students with Disabilities</p>
<p>Reduce Suspension Rate for Student Groups</p> 	<p>Indicator: California School Dashboard</p>  <p>Student Groups: Homeless Students Foster Youth</p>

- Planned Actions to Address Needs:**
- 1.1 - Provide counseling services for TK-8th grade students to support social-emotional wellbeing.
 - 1.6 - Provide Administrative Intervention Services for Middle School Pupils.
 - 2.3 - Offer Summer School and After School programs.
 - 2.4 - Trained paraprofessionals will provide English learners with daily instruction in English language development and acquisition.

PERFORMANCE GAPS

<p>Subgroup in Need:</p> 	<p>State Indicators:</p> 
<p>African American</p>	
<p>American Indian</p>	
<p>English Learner</p>	
<p>Foster Youth</p>	
<p>Homeless Students</p>	
<p>Students with Disabilities</p>	
<p>White</p>	

- Planned Actions to Address Performance Gaps:**
- 1.3 - Nursing staff will coordinate with County services to provide additional supports for Foster Youth.
 - 1.4 - Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.
 - 2.1 - Provide three extra days for annual professional development for all instructional staff in core instruction and social/emotional supports.
 - 2.6 - Provide tiered reading intervention supports.