LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno County Superintendent of Schools
CDS Code: 10 10108 0000000
School Year: 2023-24
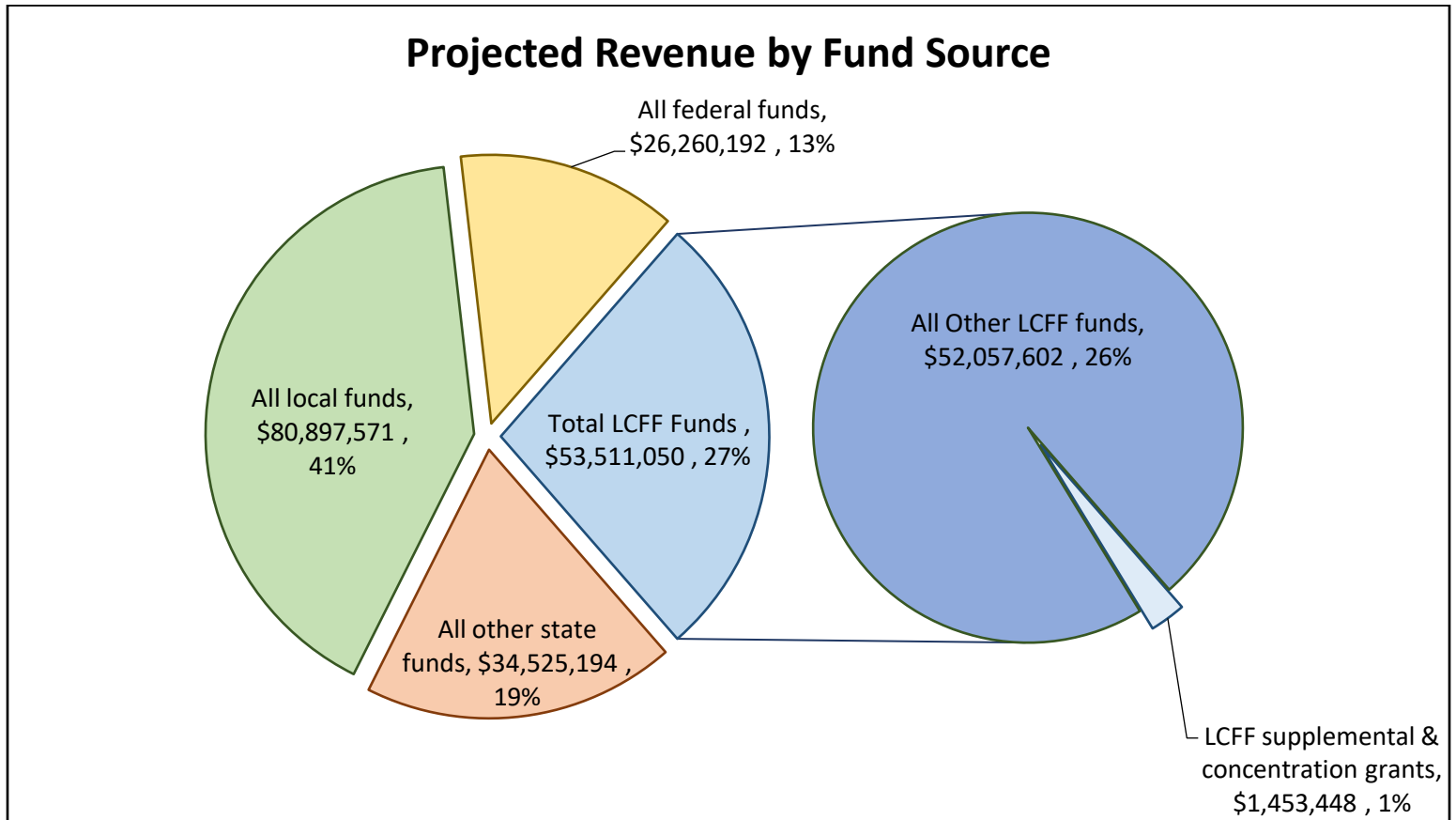LEA contact information:
Dr. Michele Cantwell-Copher
Superintendent of Schools

Phone: (559) 265-3010

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $26,260,192 , 13%
All Other LCFF funds, $52,057,602 , 26%
All local funds, $80,897,571 , 41%
Total LCFF Funds , $53,511,050 , 27%
All other state funds, $34,525,194 , 19%
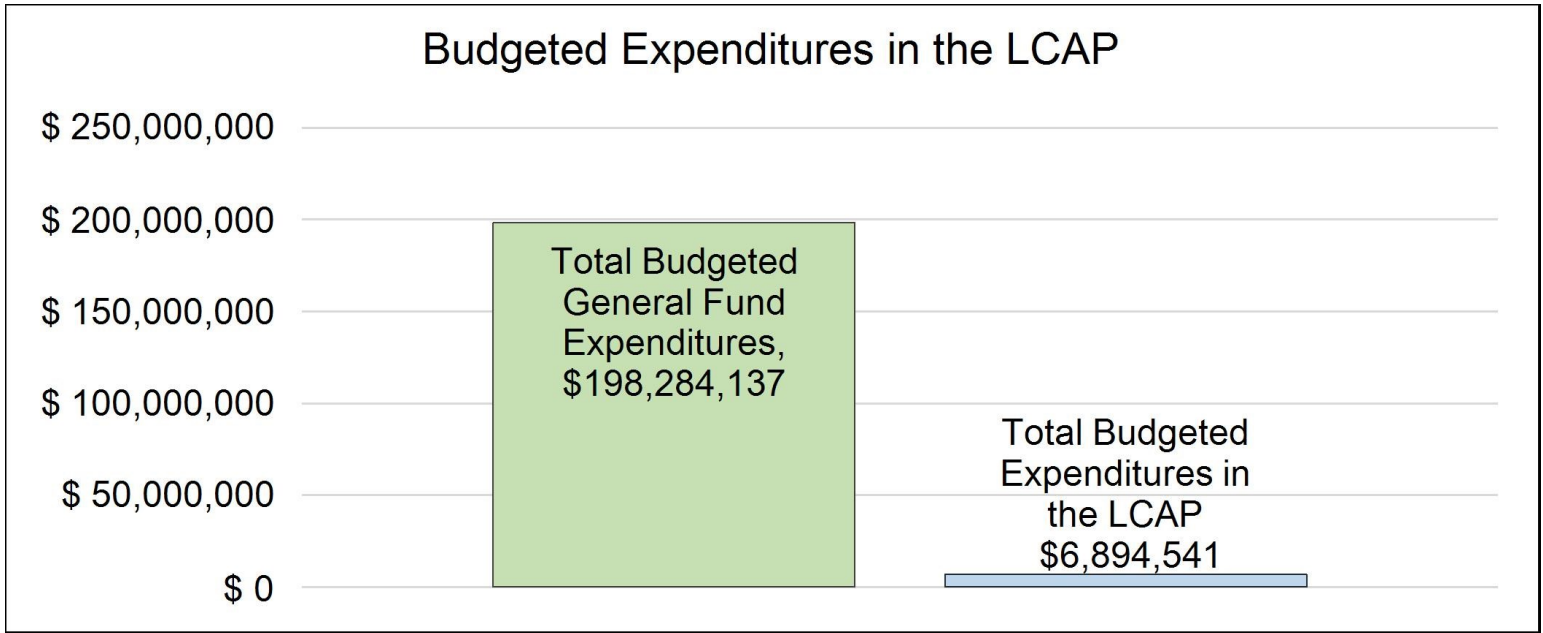LCFF supplemental & concentration grants, $1,453,448 , 1%

This chart shows the total general purpose revenue Fresno County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fresno County Superintendent of Schools is $195,194,007, of which $53,511,050 is Local Control Funding Formula (LCFF), $34,525,194 is other state funds, $80,897,571 is local funds, and $26,260,192 is federal funds. Of the $53,511,050 in LCFF Funds, $1,453,448 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $198,284,137	
	Total Budgeted Expenditures in the LCAP $6,894,541

(Y-axis scale: $0, $50,000,000, $100,000,000, $150,000,000, $200,000,000, $250,000,000)

This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fresno County Superintendent of Schools plans to spend $195,194,007 for the 2023-24 school year. Of that amount, $6,894,541 is tied to actions/services in the LCAP and $188,299,466 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
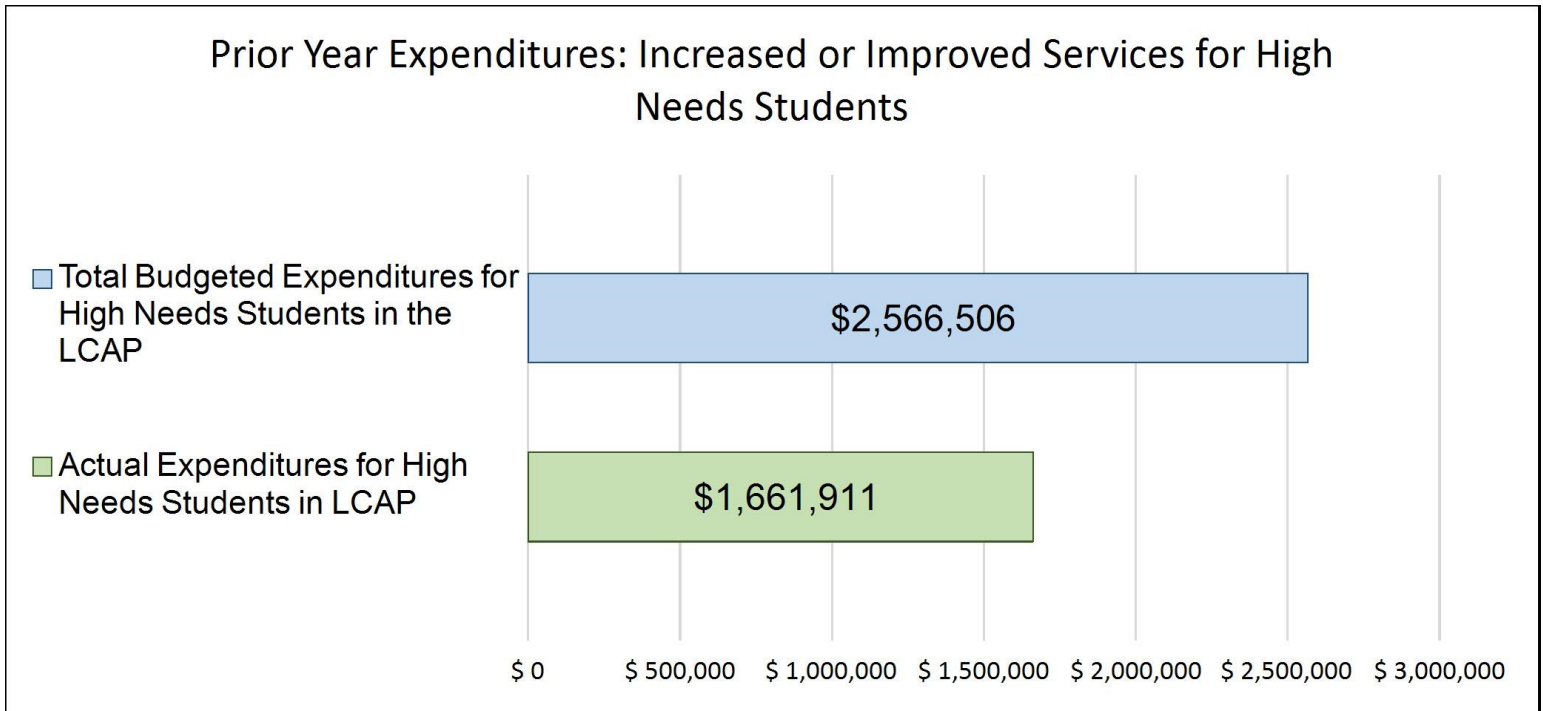
The total budget for Fresno County Superintendent of Schools is $195,194,007. Of that amount $188,299,466 are not included in this LCAP because they are funds generated by fee for service programs or by other specific programs, or funds, allocated by state and federal governments directed to provide specific services, to students whose services, needs, and outcome data are described in school district LCAPs. These funds cannot be directed for use within the Court/Community Schools operated by Fresno County Superintendent of Schools. County office services to support school district operations are funded by the state and not included in the LCAP because LCAP is defined as describing services to students in county-operated programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Fresno County Superintendent of Schools is projecting it will receive $1,453,448 based on the enrollment of foster youth, English learner, and low-income students. Fresno County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno County Superintendent of Schools plans to spend $2,003,233 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $2,566,506
- Actual Expenditures for High Needs Students in LCAP: $1,661,911

This chart compares what Fresno County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fresno County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Fresno County Superintendent of Schools's LCAP budgeted $2,566,506 for planned actions to increase or improve services for high needs students. Fresno County Superintendent of Schools actually spent $1,661,911 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-904,595 had the following impact on Fresno County Superintendent of Schools's ability to increase or improve services for high needs students:

To ensure an adequate level of services are provided to our students, FCSS utilizes additional county operations LCFF funds to augment Court/Community School operations. Even though FCSS spent below our total estimated expenditures for contributing actions, the LEA still exceeded the LCFF supplemental and/or concentration grant revenue of $1,344,168 by an additional $317,743.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno County Superintendent of Schools	Dr. Michele Cantwell-Copher Superintendent of Schools	mcopher@fcoe.org Phone: (559) 265-3010

Plan Summary [2023-24]

General Information

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

The Office of Fresno County Superintendent of Schools (FCSS) is under the direction of Dr. Michele Cantwell-Copher, Superintendent of Schools. FCSS's mission is dedicated to ensuring the success of the students of Fresno County through the county's school districts by providing programs, support, oversight, and training. FCSS believes all students deserve the best education possible, and their future begins in the classroom.

In addition to providing support and fiscal guidance to the districts of Fresno County, FCSS includes a Court Schools department that operates court and community school programs. The mission of the Court and Community Schools is to assess students' educational needs; provide educational opportunities for all students who strive to develop positive self-esteem, academic skills, practical life, and social skills; and provide relevant career technical education, assist students in completing their high school education, and/or in transitioning to other appropriate educational programs.

The Court and Community Schools have earned full accreditation by the Western Association of Schools and Colleges (WASC) for more than 25 years. The Student Learning Outcomes, in accordance with the school accreditation process and educational partner feedback, were revised in May 2014 and were again adopted during the 2021-2022 WASC process:

1) Students will demonstrate progress toward proficiency in academics, 21st Century skills, and college and career readiness
2) Students will exhibit pro-social behavior, demonstrate self-discipline and responsibility, and encourage peer improvement
3) Students will successfully transition and continue on an educational and/or career path

The Court and Community Schools serve two student populations:

The Alice M. Worsley Court School provides comprehensive educational services for students who are under the custodial and residential care of the Fresno County Probation Department at the Fresno Juvenile Justice Campus. The school is in session year-round. Enrollment at Alice M. Worsley School varies for each student as determined by the adjudication process of the juvenile courts. The Campus includes Commitment, for students enrolled for several months, and Detention, for short-term placements, including students enrolled for less than a week.

The Violet Heintz Education Academy (VHEA) is Fresno County's educational program for expelled and probation/court-referred students. VHEA's approach is a service-oriented program between Fresno County Superintendent of School (FCSS) and Fresno County Probation. In addition to educational services and probation support, services also include mental health & wellness and substance abuse intervention. The school program provides educational programming for students who are court-ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their district of residence.

100% of the LEA's Court and Community School students are unduplicated: 100% are Low-Income, 14% are Foster Youth, and 15% are English Learners.

Approximately 75% of Court and Community School students are enrolled for fewer than 70 school days, or roughly three calendar months. The student population turns over by 35% each month, 81% each semester, and 99% each school year; students enter and exit on a daily basis. Interventions are, therefore, new and innovative each year and designed to focus on the current year's student population; they are also based on the LEA's experience and success with past student populations. For these reasons, our LCAP goals often focus on the data received from the 25% of students enrolled for 70 or more school days. During this time, the LEA has had at least three months with the students to make an impact with the Goals and Actions and to allow for the collection and analysis of meaningful data. Although many LCAP Goal outcomes are in reference to students enrolled for 70 or more school days, the goals and actions are in support of both short and longer-term students, Short-term students continue to have full access to the same actions and services as long-term students. They benefit from a comprehensive intake and orientation process that includes credit analysis; updates to IEP and Section 504 Plans; ELA and Mathematics formative tests; progress monitoring; board-approved curriculum; unit embedded assessments and comprehension checks; schoolwide reading prompts and individualized lessons; credit recovery opportunities; instructional meetings with teachers and administration every week; full access to technology; tutoring; social-emotional support, counseling; and all other actions and services.

Explanation of data metrics not measured:

As mentioned above, the student population of the Court and Community schools is highly transient. Typically, students are enrolled for a few days, weeks, or months; fewer than 19% remain as long as a semester, and only 1% are continuously enrolled for an entire school year. With the low numbers in our population, and the uniqueness of our programs, our staff relies on local data and assessments to provide performance-level information and conduct a needs assessment to identify successes within the LEA.

As such, the following metrics do not apply to our programs :
o A-G completion rate
o CTE pathway completion rate
o A-G and CTE Pathway completion rate
o EL Reclassification rate
o AP passage rate
o Middle school dropout rate
o Expulsion rate

Although the LEA offers Career Technical Education courses, the course completion rate is not applicable due to students rarely completing an academic year. The LEA does, however, measure student participation and certification completion rates of CTE courses. The same holds true for students enrolled in A-G and AP courses. The classes are offered to students, but very few remain long enough to complete a full course or participate in the AP exam. The FCSS Court and Community schools do not expel students, which also renders the expulsion rate metric inapplicable.

Census Day Enrollment Snapshots:
2019-20 enrollment: 285
2020-21 enrollment: 217
2021-22 enrollment: 160
2022-23 enrollment: 160

For the 2022-23 enrollment count of 160 students, 99 were enrolled at Alice M. Worsley, 21 were enrolled at DNA, and 40 were enrolled at VHEA. Although census day numbers remained the same between the 2021-22 and 2022-23 school years, the long trend of enrollment declines, due to alternatives to expulsion and confinement, have resulted in reduced revenue for the Court/Community Schools which has led to careful consideration of each activity and associated expenditures.

Reflections: Successes

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

With the low numbers in our population, our staff relied on state and local assessments to provide performance-level information and conduct a needs assessment to identify successes within the LEA. This is because some data elements, extracted through filtering reports from DataQuest, the California Dashboard, and other state-level data sources, result in student group data being suppressed due to the small population size. In addition, the very high student turnover rate lowers the usefulness of annual assessments. Worth noting is that DataQuest and the Dashboard's LEA-level data for FCSS includes the Fresno County Special Education program as well; these students are included in their districts of residency's LCAPs, as opposed to the FCSS LCAP.

Court & Community Schools Successes:
The chronic absenteeism rate decreased from 25% to 12% for all students and 31% to 15.7% for 70-day students.
The percentage of 70-day students earning a minimum of 5.5 credits per month increased from 65% to 76%.
The percentage of students showing proficiency in CAASPP ELA grew from 12% to 14%.
The percentage of students showing proficiency in CAASPP Math grew from 1% to 3%.
The Percentage of all students demonstrating mastery after pre and post-testing scores in the Reading Benchmark grew from 9% to 12%.
All eligible students were able to enroll in a CTE class, and the percentage of students completing certification increased from 10% to 38%.
Over the years, dozens of students have earned full welding certifications.

To maintain and build upon these successes, the LEA will continue with the implementation of positive behavior interventions and support related practices, behavior-tiered- interventions, and an evidence-based three-tiered framework to improve student outcomes. The LEA has also identified a need to enhance social-emotional learning and awareness of professional development for school staff and supports for students. We will continue to provide healthy meals and needed supplies to students to help with their basic needs. We will continue our collaborative partnerships with the county's probation department, community-based organizations, and families to meet the overall needs of students and increase attendance. In addition to providing on-site counseling, mentoring, and tutoring, the LEA will continue to provide extended learning opportunities, which are supplemental to the school day, such as after-school instruction, classes on Saturdays, and academic learning excursions that enhance classroom instruction.

The LEA did not qualify for Differentiated Assistance for the 2023-2024 school year as the LEA did not have the minimum number of students required for support determinations in the LCFF Priorities of Pupil Achievement, Pupil Engagement, and School Climate per the 2022 California Dashboard Indicator Results. However, the LEA will continue to focus on accountability and continuous improvement to increase student outcomes in English Language Arts and Math, English Learner Progress, Graduation Rate, Chronic Absenteeism, and Suspensions.

Foster Youth Program Successes:
Foster Youth within our county increased the graduation rate by 5.1%. Foster Youth staff continues to support Fresno County LEAs in developing education plans for Foster Youth students as well as maintains a comprehensive foster youth education database and mobile application for Android and iOS. FCSS continues to maximize support and training for staff supporting Foster Youth during school changes and transitions; direct support for Foster Youth during these changes; and summer enrichment programs that include additional transition and academic support, which all contribute to increased graduation rates for Foster Youth within the county.

Reflections: Identified Need

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

With the low numbers in our population, our staff relied on state and local assessments to provide performance-level information and conduct a needs assessment to identify successes within the LEA.

Court & Community Schools Identified Needs:
The graduation rate on the 22 Dashboard indicated that 28.7% graduated. Although the decrease can be attributed to the DASS graduation rate no longer being extant for accountability purposes, the LEA recognizes the need to support its low-income, English Learner and Foster Youth in credit completion and graduation. All students possess unique and highly individualized areas of need.
The suspension rate of all students increased from 1% to 7%, and the rate for 70-day students increased from 5% to 33%.

A continued focus on behavior tiered- interventions and ongoing trauma-informed practices, along with onsite counseling, will lead to improved behavior, engagement in school, and a reduction in suspension rates. The collaboration between local agencies is critical to help maintain safety levels and build relationships with students and families. Staff gathered input from educational partners, including students, in order to gather information about student's experience as a learner, so the sites can better meet students' needs in the most meaningful ways. The LEA will continue to support student learning and track students' credits to ensure they have what they need to graduate on time.

The LEA did not qualify for Differentiated Assistance for the 2023-2024 school year as the LEA did not have the minimum number of students required for support determinations in the LCFF Priorities of Pupil Achievement, Pupil Engagement, and School Climate per the 2022 California Dashboard Indicator Results. However, the LEA will continue to focus on accountability and continuous improvement to increase student outcomes in English Language Arts and Math, English Learner Progress, Graduation Rate, Chronic Absenteeism, and Suspensions.

Foster Youth Program Identified Needs:
We will continue implementing all services to support foster youth to succeed in school and at home. Our staff will continue to collaborate with our county agency partners to continue to provide provisions of services for our foster youth. This includes making regular connections with our local LEAs and all community partners.

LCAP Highlights

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

FCSS Court and Community School students are either under the custodial care of the probation department or foster and group home programs, expelled from the mainstream school districts of Fresno County, or assigned probationary status. The importance of supporting the highly individual emotional and behavioral needs, including mitigating gaps in prior instruction and overall opportunity loss, of this highly

transitory student population, including low-income, English Learners, and Foster Youth, is noted in several LCAP goals that the LEA deems high priority.

Goal 1 includes mentoring services to supplement the functions of school psychologists; staff implementation of, and continued training in, behavior tiered- interventions and other positive behavior support practices; and compelling Career Technical Education coursework to encourage attendance and facilitate student ability to gain full employment in addition to supporting areas of individual credit deficiencies. Goal 2 includes the use of school technology to boost attendance and engagement. In addition, Goal 5 focuses on the unique needs of the LEA's expelled population at the Violet Heintz Education Academy and the individualized support that facilitates their meeting terms of expulsion. The chronic absenteeism rate of 70-day students is an important metric because the LEA believes that higher attendance will support academic and social/emotional growth.

The student population often has gaps in prior learning due to poor past attendance, unique credit deficiencies, and delayed academic progress. The LEA's low-income, English Learners, and Foster Youth have individual areas of educational need parallel to behavioral and emotional needs. This is addressed in several actions within Goal 2. Goal 2 includes ongoing professional development with FCSS departments, tutoring services, extended learning opportunities, EL intervention, and educational technology purchases. Also included are supplemental instructional staff to provide individualized services beyond the base program. In addition, coaching and professional development in delivering instruction and using technology in the classroom are crucial. The LEA carefully measures academic progress in local ELA and Math assessment and benchmark metrics for 70-day students.

Parent and community engagement and participation of parents of low-income English learners and Foster Youth, as noted in Goal 3, is an essential objective for FCSS. This includes engagement in student academic and behavioral success and participation in PTA, SSC, and other organizations. Bilingual services and parenting classes provide additional outreach opportunities. In addition, FCSS seeks to empower parents and families through parenting classes, as noted in Goal 3, which includes school decision-making, effective use of technology for communication, academic support, and accessing community resources. To address the need to engage parents and families, the availability of home contact information for Parent Square communications is important to the LEA.

In addition to collaboration with the mainstream school districts of Fresno County to facilitate the successful reintegration of expelled youth, all services and supports described in the LCAP are available for expelled students, including low-income, English learners, and Foster Youth, as noted in Goal 5. The percentage of expelled students successfully completing terms of expulsion is a key metric to measure the district's success.

Goals 6 and 7 promote communication between districts and collaborative agencies that serve Foster Youth's needs. These include facilitating communication between school districts and appropriate agencies, individualized planning and support to enable graduation, community access, and higher learning resources. The desired outcome is to provide and facilitate collaboration and build the capacity in order to maximize the educational success of students in Foster care, and increase the graduation rate.

Comprehensive Support and Improvement

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

Schools Identified

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

Alice M. Worsley and the Fresno County Special Education program are the two FCSS schools identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

Worsley and the LEA's Special Education program will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the 2022 California School Dashboard (Graduation Rate). FCSS will collaborate with the schools to draft ongoing plans to support the areas of need identified through the school dashboard and provide additional support in aligning resources to implement the site plans.

The process used by the LEA to support school staff conducting a needs assessment includes an overview of the Comprehensive Needs Assessment (CNA) guidance, such as how to collect data, feedback, and other important information specifically for each site's program. The LEA supports the "why" behind gathering data to ensure that sites establish procedures, methods, and timelines for collecting and reviewing data to determine student needs at each CSI site. The LEA supports each school community in addressing the root causes of the low graduation rates, utilizing an improvement science model and applying practices from the Carnegie and Institute for Healthcare Improvement frameworks. The comprehensive needs assessment process includes a review of credit acquisition, attendance, and assessment data from the most recent California Dashboard and locally collected information. Local information includes more detailed data for individual students and student groups, including chronic absenteeism data and the percentage of students earning adequate credits per month to graduate on time, in addition to pre/post assessments that monitor progress in Math, Reading, and writing. The LEA also supports and encourages using education partner feedback in the CNA process.

The LEA supports sites in identifying which educational partners are essential to reach out to and how gathering input can inform the site's practices about teaching and learning. The School Site Council (SSC), in partnership with the site and LEA leadership, reviews this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporate the resources available through the Comprehensive Support and Improvement (CSI) program as well as through other district provided resources in response to the identified needs. The needs assessment determines the additional support needed to increase the graduation rate at both Worsley and the LEA's Special Education program.

Evidence-based practice is a scientifically valid and rigorously tested program that research has shown to make a difference. The LEA supports school sites through multiple methods to help them determine the best evidence-based interventions based on their specific site

needs. This includes resources such as What Works Clearinghouse, which offers information and guidance on evidence-based interventions. The LEA also provides a CSI Collaborative, where professional development opportunities are shown to give sites a forum to learn how practices supported by higher levels of evidence are more likely to improve student outcomes. This includes collaborative conversations between CSI sites across the county and guidance on what tools are available to support the sites to help them identify research-based interventions, how to evaluate them, and how to align them to their comprehensive needs assessments.

The site's SPSAs are developed in conjunction with the support of LEA-level leadership to ensure the plans provide evidence-based improvement strategies to support student graduation rates. The selection of evidence-based intervention included a review of literature, a study of meta-analysis, and utilizing resources such as the What Works Clearinghouse. When contracting with external providers, FCSS will only use providers who demonstrate research-based practices that align with the goals and objectives supporting student achievement within our LEA. Once the appropriate department has determined that research-based practices indicate a potential benefit to the students and staff of Worsley and the LEA's Special Education Programs, contracts for services will be reviewed and approved by FCSS leadership.

FCSS leadership will continue to work with the staff of Worsley and the LEA's Special Education Programs to identify any resource inequities and provide support. This includes identifying and addressing any areas that can be strengthened. The LEA's process to support the sites in identifying and addressing resource inequities is through the collective examination of resources from Educational Research Services. The information includes the meaning of resource inequities and dimensions of resource inequities. These include empowering, rigorous content; instructional time & attention; whole child approach; family academic engagement; learning-ready facilities. Any research inequities found in the process are addressed in the site's SPSA and monitored and reviewed continuously at the site and LEA level.

Monitoring and Evaluating Effectiveness

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

The implementation of the CSI plans will be monitored and evaluated by the FCSS using the following process:
FCSS will monitor the implementation of the CSI plans by facilitating monthly collaboration meetings between school and FCSS LEA-level staff and administration. Implementation efforts will be discussed, including whether or not the proposed goals and actions are being provided to the targeted student groups and whether or not data collection efforts are occurring as planned. Site staff will report on the use of evidence-based interventions, including whether or not classroom observation data shows that strategies are being implemented with fidelity or whether or not more supports need to be put in place. The meetings will include discussions about the relevant data collection of student performance data, classroom observation data, and data collected through professional development and coaching associated with CSI plan goals.   Data will also be analyzed and evaluated in light of stated desired outcomes to determine whether or not progress is being made to determine if changes need to be made. FCSS will also provide professional development and coaching for site leaders and teachers as they implement evidence-based interventions. As part of these coaching efforts, site staff will be provided with training and support, including feedback about the implementation of planned actions and services and how they can be best implemented to impact student achievement.

The effectiveness of the CSI plans will be monitored and evaluated by the FCSS using the following process:
FCSS LEA-level staff will monitor and evaluate the CSI plans by facilitating a Plan, Do, Study, Act model of the implementation of the identified evidence-based interventions. Once planned interventions have been put into place, data will be collected and studied as part of the monthly collaboration meetings, facilitated by the FCSS discussed above.   Specifically, academic performance and attendance rates will be collected by the sites and monitored on a weekly basis to determine whether or not students are on track to graduate. This collection of state and local attendance and academic data that addresses graduation and certificate completion rates will be reviewed and discussed by site and district staff to determine if changes need to be made in planned actions in order to positively impact student achievement. FCSS will then adjust professional development and coaching efforts to meet the immediate needs of the site staff and students. As part of FCSS's evaluation of plan effectiveness, a year-end evaluation, including a comprehensive analysis of the implementation and effectiveness of actions and strategies within the site plans, will be conducted by site staff and shared with FCSS staff. This will include state assessment results, chronic absenteeism rates, and graduation rates. FCSS will host CSI plan workshops to assist site staff in completing their analysis as well as provide data support as needed.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following educational partner groups were consulted during the development and finalization of the LCAP, throughout the writing process. Feedback was obtained during in-person orientation meetings, online forums, and surveys, distributed online and by physical copy in English and Spanish.

Feedback sessions included a review of LCFF and the purpose of the LCAP, in addition to a discussion of program demographics and data in support of the goals and action items. Participants analyzed the data and effectiveness of the current LCAP's goals and action items and provided input regarding the 2023-2024 LCAP goals and actions. Interpreters were present to facilitate engagement, discussion, and feedback on the part of all student and educational partner groups.

Additionally, community members, partners in the Foster Youth care system, and representatives of Fresno County districts provided input regarding the FCSS LCAP, specifically focusing on State Priority 10 and the needs of Foster Youth. The input was gathered on actions to address the needs of students who are in Foster Care. The FCSS Special Education department also reviewed the LCAP goals and actions.

Parents
When: September 2022 - March 2023
How: Educational Partner engagement meetings; PTA, ELAC meetings; surveys
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

Parent Advisory Committee (PAC)
When: March 21st, 2023
How: PAC meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

District English Learner Advisory Council (DELAC)
When: March 21st, 2023
How: DELAC meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

Pupils
When: September 2022 - March 2023

How: Student forums
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

Bargaining Units (Certificated and Classified)
When: March 27th, 2023
How: Bargaining Units feedback meeting
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

Teachers (Certificated)
When: February - March 2023
How: PTA, parent/student/staff meetings, staff meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

Other Employees (Classified)
When: February - March 2023
How: Educational partner engagement meetings; staff meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

Administration, including principals
When: September 2022 - March 2023
How: In-person and online meetings as appropriate; educational partner engagement meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

Community (PTA, FYS and Homeless, Probation, Group Home, etc.)
When: February - March 2023
How: Educational partner engagement meetings; Juvenile Justice Committee, PTA meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions

FCSS Special Education Local Plan Area (SELPA)
When: April 10th, 2023
How: Engagement meeting

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions, particularly for students with exceptional needs; input regarding the 2023-2024 LCAP goals and actions, including those for students with exceptional needs

Public Comment Period: May 3rd through May 18th, 2023
Physical copies of the draft LCAP were available at school sites upon request and posted on the LEA's website. Feedback was available through the written form at school sites and by entering comments in a prompt on the LEA's website; comments would be automatically emailed to the Associate Director of LCAP and Compliance.

Parent Advisory Committee (PAC)
When: May 1st, 2023
How: PAC meeting, including a review of the completed LCAP draft.
What: April 28th included a review of the LCAP draft. A request for comments, input, or recommendations was provided. Although requested, the PAC had no comments or questions about the LCAP during this meeting.

District English Learner Advisory Council (DELAC)
When: May 1st, 2023
How: DELAC meeting, including review of the completed LCAP draft.
What: April 28th included a review of the completed LCAP draft. A request for comments, input, or recommendations was provided. Although requested, the DELAC had no comments or questions about the LCAP during this meeting.

Public Hearing Date: May 18th, 2023

LCAP and Budget Governing Board Adoption and Local Indicators presented as an Informational Item: June 15, 2023

A summary of the feedback provided by specific educational partners.

The educational partner engagement results are summarized for each specific group.

Parent feedback focused on CTE coursework to promote students' ability to enter the world of work, in addition to providing courses of interest as a driver to increase attendance. They also indicated the need to continue translation services and interpretation for communications and during meetings, in addition to maintaining parent engagement outreach, including for parents of English Learners.

Based on discussions with the PAC panel, the LEA was informed of the need to continue efforts to engage parents, including parents of English Learners, and implement student technology in order to engage students in the classroom.

The DELAC committee stated the importance of working with English Learners, supplementary to base instruction, on an individual and small group level. The DELAC would like FCSS to continue to provide translation of school and district documents and communications, and interpretation during parent evening workshops and other community events, and to increase engagement of parents of English Learners.

Student feedback demonstrated the importance of individualized tutoring services to help them address areas of individual academic need, and to increase proficiency in all subject areas in order to graduate or transition to their districts of residency successfully. Students also wished to increase their use of instructional technology in the classroom.

Classified and Certificated Bargaining Unit meeting members included hiring and retaining experienced staff to fully support the unique needs of the court/community school students.

Input obtained from teachers indicated a continued need for support for student achievement in the areas of English Language Arts, Math, and all core and supplemental courses.

School staff, including classified staff, discussed the importance of retaining experienced staff to support students individually, in their areas of academic and social/emotional needs.

Administration/Principals meetings, survey results, and analysis focused on the need for professional development and continued coaching in academics and social/emotional support for the at-promise student population.

Based on community and collaborative agency engagement, the LEA was informed of the importance of providing transition support for students at Worsley and VHEA. They also noted the need to minimize the impact of school placement on Foster students.

The FCSS SELPA noted the importance of maintaining additional support for students with unique needs, including in the area of communication and high levels of involvement of the parents and families of Special Education students.

The Foster Youth Services Coordinating Program (FYSCP) conducted a survey on February 6, 2023, specifically focusing on State Priorities 6 and 7. The educational partners included our executive advisory committee members, which included juvenile courts, community partners, the Department of Social Services, Juvenile Probation, district foster and homeless liaisons, and special education administrators. The educational partner engagement results are summarized below.

Provide high school-to-college transition services (one-on-one college and career planning, assistance with financial aid and college applications, and increased exposure to college), and leadership cohorts (develop leadership skills and self-efficacy). (100%)

Provide training on the impact of school changes for court personnel and attorneys (100%), and to LEA personnel (100%)

Provide supplemental academic enrichment and transition support, including winter intercession/summer programs (100%)

Continue the development of the iPlan mobile application for Android and IOS (100%)

Collect foster youth students' educational data from Fresno County LEAS electronically and manually (100%)

Support the communication between Child Welfare, Juvenile Probation, and LEAS and expedite the transfer of education records of foster youth students utilizing a database system (100%)

FYSCP staff will support Fresno County LEAs in developing education plans for Foster Youth students who graduate from high school (100%)

FYSCP staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools (100%)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

From the above-mentioned educational partner input, the resulting responses were compiled and analyzed by the leadership team for planning for the new school year in order to ensure the LCAP reflected the needs of the students and the input from Educational Partners.

Students, parents, community educational partners, CTA/CSEA Bargaining Units, the Special Education department, and staff broadly supported the current goals and action items identified in the current LCAP, and their inclusion, in the 2023-2024 Plan.

Teachers identified a need to promote student academic achievement, as noted in Goal 2, Action 1.

School staff and the bargaining unit members indicated the importance of retaining experienced staff, as included in Goal 4, Action 2.

Parents emphasized CTE courses, as noted in Goal 1, Action 4, and of continuing parent engagement efforts, including for parents of English Learners, and bilingual interpretation and translation services, which are included in Goal 3, Actions 2, and 3, respectively.

Collaborative agency and community members recommended that the LEA continue to provide transition support, including for Foster Youth, as noted in Goal 6, Action 1, and Goal 2, Action 7.

The PAC stated the importance of effectively utilizing student technology, as noted in Goal 2, Action 4, and continuing to engage parents, including parents of English Learners, as included in Goal 3, Action 2 and 3.

The DELAC informed the LEA of the need to meet the needs of English Learners, as included in Goal 2, Action 6. They also emphasized the need to continue translation and interpretation and increase the engagement of parents of English Learners, as noted in Goal 3, Action 3.

Administration/principals noted the need for continued professional development, as noted in Goal 2, Action 2.

Students mentioned the importance of individualized tutoring as noted in Goal 2, Action 3. In addition, they discussed the need for effective use of school technology in the classroom, as seen in Goal 2, Action 4.

SELPA feedback indicated the need for support for students with disabilities, and increased communication with their families, as included in Goal 3, Action 4.

In addition, educational partners continue to support the following Foster Youth student services: provide education liaisons, provide transition services, develop education plans for students in foster care, maintain an education database, and train, link, and provide technical assistance to districts, charter schools, courts, child welfare, and juvenile probation. These services are reflected in goals 6 and 7.

Goals and Actions

Goal

Goal #	Description
1	Broad Goal: Improve student engagement, increase student attendance, reduce student discipline, and increase student's perception of positive school climate. State Priority Areas: 4, 5, 6

An explanation of why the LEA has developed this goal.

Based on analysis of student and parent surveys, suspension data, attendance data, and chronic absenteeism data, there is a need to reduce suspensions, increase student attendance, and increase student perception of a positive school climate. School attendance and engagement are necessary to foster social/emotional growth and a positive school climate. The actions within this goal will provide additional services through probation and truancy in order to improve attendance and increase students' and families' perceptions of a positive school climate. In addition, mentoring, social/emotional, and tiered behavior intervention supports will facilitate behavior choices that lead to increased attendance. The collected data, including suspension, chronic absenteeism, transfer rates, and school climate perception, and educational partner feedback will inform the progress of this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of 70-day students	17% Data Year: 2019-2020 Source: Local Data - Student Information System (AERIES)	All Students: 5% Low Income Students:5% Foster Students:1% EL Students:1% Data Year: 2020-2021 Source: Local Data - Student Information System (AERIES)	All Students: 33% Low Income Students: 33% Foster Students: 19% EL Students: 31% Data Year: 2021-2022 Source: Local Data - Student Information System (AERIES)		All Students: 15% Low Income Students: 15% Foster Students:9% EL Students: 9% Data Year: 2022-2023 Source: Local Data - Student Information System (AERIES)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate - 70-day students:	7% Data Year: 2019-2020 Source: CALPADS Report 14.2	All Students:31% Low Income Students:31% Foster Students: 3.5% EL Students 3% Data Year: 2020-2021 Source: CALPADS Report 14.2	All Students: 15.7% Low Income Students: 15.7% Foster Students: 14.6% EL Students: 25.7% Data Year: 2021-2022 Source: CALPADS Report 14.2		All Students: Below 15% Low Income Students: Below 15% Foster Students: Below 15% EL Students: Below 15% Data Year: 2022-2023 Source: CALPADS Report 14.2
Unknown transfer rate of 70-day students	6% Data Year: 2019-2020 Source: Local Data - Student Information System (AERIES)	All Students:15% Low Income Students:15% Foster Students: 0% EL Students: 3.5% Data Year: 2020-2021 Source: Local Data - Student Information System (AERIES)	All Students: 25% Low Income Students: 25% Foster Students: 17% EL Students: 29% Data Year: 2021-2022 Source: Local Data - Student Information System (AERIES)		All Students: Below 15% Low Income Students: Below 15% Foster Students: Below 15% EL Students: Below 15% Data Year: 2022-2023 Source: Local Data - System Information System (AERIES)
Percentage of all Students that agree or strongly agree that a	81% Data Year: 2019-2020	All Students: 85% Data Year: 2020-2021	All Students: 71% Data Year: 2021-2022		All Students: 88% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
positive school climate exists	Source: Local Student Survey	Source: Local Student Survey	Source: Local Student Survey		Source: Local Student Survey
Attendance Rate	98% Data Year: 2020-2021 Data Source: P-2	All Students: 85% Low Income Students: 85% Foster Students: 98.1% EL Students: 97.5% Data Year: 2021-2022 Source: P-2	All Students: 89% Low Income Students: 89% Foster Students: 93% EL Students: 82% Data Year: 2022-2023 Source: P-2		All Students: Above 95% Low Income Students: Above 95% Foster Students: Above 98% EL Students: Above 98% Data Year: 2023-24 Data Source: P-2
Suspension Rate	19.85% Data Year: 2019-20 Data Source: Dataquest	1.15% Data Year: 2020-2021 Source: Dataquest	6.9% Data Year: 2021-2022 Source: Dataquest		Students: Below 7.5% Data Year: 2022-2023 Data Source: DataQuest
Chronic Absenteeism Rate	30% Data Year: 2019-2020 Data Source: CALPADS Report 14.2	All Students:25% Low Income Students:25% Foster Students:10% EL Students:17% Data Year: 2020-2021 Source: CALPADS Report 14.2	All Students: 12% Low Income Students: 12% Foster Students: 4.5% EL Students: 3.8% Data Year: 2021-2022 Source: CALPADS Report 14.2		All Students: Below 12% Low Income Students: Below 12% Foster Students: Below 10% EL Students: Below 10% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: CALPADS Report 14.2
High School Dropout Rate	17.87% Data Year: 2018-2019 Data Source: Local Data - Student Information System (AERIES) *Baseline amended to correct data and data source	All Students:13% Low Income Students:13% Foster Students: 3% EL Students: 2.5% Data Year: 2019-2020 Source: Local Data - Student Information System (AERIES)	All Students: 53% Low Income Students: 53% Foster Students: 48% EL Students: 67% Data Year: 2020-2021 Source: DataQuest		All Students: Below 17% Low Income Students: Below 17% Foster Students: Below 3% EL Students: Below 3% Data Year: 2021-2022 Source: DataQuest
Rates of a Sense of School Connectedness	Students 82% Parents: 74% Teachers: 87% Data Year: 2019-2020 Data Source: Local Survey	Students: 83% Parents**: 100% Teachers: 95% Data Year: 2020-2021 Data Source: Local Survey **includes community members	Students: 83% Parents**: 100% Teachers: 93% Data Year: 2021-2022 Data Source: Local Survey **includes community members		Students: Above 85% Parents: Above 100% Teachers: Above 95% Data Year: 2022-2023 Data Source: Local Survey
Rates of a Sense of Safety	Students 81% Parents 80% Teachers: 72%	Students: 78% Parents**: 100% Teachers: 95%	Students: 72% Parents**: 100% Teachers: 86%		Students: Above 90% Parents: Above 100% Teachers: Above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-2020* Data Source: Local Survey *Data Year Updated to 2019-2020 due to reporting error and to correct data source	Data Year: 2020-2021 Data Source: Local Survey **includes community members	Data Year: 2021-2022 Data Source: Local Survey **includes community members		Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Probation Support	A review and analysis of the metrics above reveal the need to decrease suspension all 70-day low-income, Foster Youth, and English Learner students, and chronic absenteeism rates for all 70-day Foster Youth and English Learners. FCSS identifies that one of the drivers needed to address this is the need for students to feel a sense of agency or connectedness to education as an institution. In order to support students' sense of connectedness to school, we will provide staff who can build meaningful relationships that help students become the best version of themselves. The LEA will contract with county probation staff to provide home visitation, counseling, and supervision to support our low-income students. Student access to contact with probation supports, in addition to home communication and collaboration, will facilitate positive student choices that promote a sense of school connectedness. Staff will focus on engaging in Restorative Practices and support increased positive interactions with adults on campus. Probation staff will support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		possibilities. This action is designed to meet the needs most associated with low-income, English Learner and Foster Youth students. However, because we expect that all students will benefit from an increased sense of connection to the school, this action is provided on a school-wide basis. We expect this action to continue to reduce suspension rates for all 70-day low-income, Foster Youth and English Learners, and chronic absenteeism rates for Foster Youth and English Learners.		
1.2	Safety and Transportation	A review and analysis of the metrics above, and educational partner feedback from students, parents, and teachers, reveal the need to decrease the chronic absenteeism rates of all 70-day Foster Youth and English Learner students and address the survey results, which indicate a low sense of school safety of the low-income student population. The LEA will provide security to improve campus safety and will provide tokens for public bus transportation to and from school. According to LEA experience and educational partner feedback, low-income students often lack family transportation or funds to access public transportation. Access to safe, reliable transportation will promote increased attendance. In addition, Site experience indicates that when security staff is present to facilitate restorative justice strategies, there is a greater sense of safety, security, and engagement for low-income students. The security staff communicates with administration, teachers, office staff, and collaborative agencies to identify students in greatest need of support or otherwise expressing concerns about safety. The security staff is present on campus during school hours and provides services in classrooms, common areas, and recreation spaces. This action is designed to meet the needs most associated with low-income, Foster Youth and English Learner students. However, because we expect that all students will benefit from transportation to and from school and an enhanced sense of safety, this action is provided on a school-wide basis. We expect this action to reduce the chronic absenteeism rates for all 70-day Foster Youth and English Learner students and increase the sense of school safety for all low-income students.	$66,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Wellness Supports	A review and analysis of the metrics above reveal the need to decrease the chronic absenteeism rates of all 70-day foster youth and English Learner students and increase the sense of school connectedness for all low-income students. In addition, educational partner feedback from parents and collaborative agencies reveals the need to decrease the unknown transfer rates for 70-day low-income, foster youth, and English Learner students. Based on a needs assessment, the LEA has determined that proactive engagement with families through home visits is needed. To meet this need, the LEA will continue to contract with FCSS Truancy Intervention Program (TIP) to support truancy and attendance. This will allow the LEA to take a proactive approach, allowing staff to engage with students and families as soon as an issue is identified and create a plan to support students' regular school attendance. The TIP program includes collaboration with school staff to identify students and families of greatest need and individualized home visits designed to identify and provide referrals to community resources for students and family members. Based on a needs assessment and educational partner feedback, the LEA has determined that additional mental and physical health support is needed to ensure that students are able to come to school and be successful. To meet these needs, the LEA will continue to provide additional nursing and school psychologist services above the base to support the specific needs of low-income students. The LEA's experience shows that the majority of students demonstrating a low sense of school connectedness and chronic absenteeism are in need of additional focused and individualized social/emotional, health, and academic support. These supplemental staff will facilitate additional collaboration among staff who work with low-income students. These supports are designed to provide consistent physical and mental health care and promote attendance and a sense of connectedness for the low-income student group by strengthening interpersonal relationships, social and emotional skill	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development, and identification of community resources during individual and small group meetings, and communication at school and via Zoom. This action is designed to meet the needs most associated with low-income, Foster Youth and English Learner students. However, because we expect all students to benefit from emotional support and an increased sense of connection to the school, this action is provided on an LEA-wide basis. We expect this action to continue to reduce chronic absenteeism rates for 70-day Foster Youth and English Learners, reduce the unknown transfer rates of 70-day low-income students, Foster Youth and English Learners, and increase the sense of school connectedness for all low-income students.		
1.4	CTE Supports	An analysis of the metrics above notes the need to increase the attendance rate for all low-income, English Learner and foster youth student groups. Student, teacher, and parent educational partners also consistently share the importance they place upon CTE coursework, job training and career preparedness. In the LEA's experience, and through parent and student educational partner feedback, CTE courses provide deeper ties to school and help attain better student engagement/attendance with fewer behavior issues. The LEA will continue to provide highly qualified CTE/ROP teachers to promote opportunities to promote student engagement and attendance in occupational learning. In the LEA's experience, and through parent and student educational partner feedback, CTE courses provide deeper ties to school and help attain better student engagement/attendance with fewer behavior issues. The LEA has also found that CTE courses increase school connectedness, reduce behavioral problems and promote positive attendance. CTE/ROP courses offer practical real-world applications of knowledge and work experience, and opportunities that are less available to low-income and foster youth students, making course content highly relevant. Participating students are also able to explore possible careers and	$125,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		gain actual work experience that could assist them in future job placement. This action is designed to meet the needs most associated with low-income, English Learner and Foster Youth. However, because we expect that all students will benefit from CTE courses, this action is provided on an LEA-wide basis. We expect this action to increase the attendance rates for all low-income, English Learner and foster youth students.		

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal, "Improve student engagement, increase student attendance, reduce student discipline, and increase student perception of positive school climate."

Action1.1 Probation Support
Implementation Status: 4 Full Implementation. The LEA carried out the contract with the probation department and probation staff provided their attendance and behavioral support services to the LEA's students.
No substantive difference in planned action compared to actual implementation.

Action 1.2 Safety and Transportation
Implementation Status: 5 Full Implementation and Sustainability. The LEA carried out the contract with the security agency, and security staff worked to support a sense of school safety and purchased bus tokens, which were distributed to students and parents as needed, in support of attendance.
No substantive difference in planned action compared to actual implementation.

Action 1.3 Mentoring and Transition
Implementation Status: 5 Full Implementation and Sustainability. The LEA carried out the contract with the mentoring agency and mentoring staff provided their social/emotional and transition awareness services to the LEA's students.
No substantive difference in planned action compared to actual implementation.

Action 1.4 Social/Emotional Support
Implementation Status: 5 Full Implementation and Sustainability. The LEA maintained the school psychologist, transition staff, and school nurse positions. These staff members provided the intended physical and emotional health and transition support services to the LEA's students.
No substantive difference in planned action compared to actual implementation.

Action 1.5 PBIS Support
Implementation Status: 3 Initial Implementation. The LEA maintained staff positions to provide social-emotional support, trauma-informed care practices, and PBIS strategies.
No substantive difference in planned action compared to actual implementation.

Action 1.6 Truancy Support
Implementation Status: 5 Full Implementation and Sustainability. The LEA maintained staff positions in support of student transition progress and carried out the contract with TIP; TIP staff provided individual home visits in support of student attendance.
No substantive difference in planned action compared to actual implementation.

Action 1.7 CTE Support
Implementation Status: 5 Full Implementation and Sustainability. The LEA provided CTE/ROP teachers who implemented CTE/ROP courses in the areas of welding and horticulture. However, due to the remaining pandemic guidelines in place for the county probation office, work experience learning excursions were unable to take place.
No substantive difference in planned action compared to actual implementation.

Overall Successes: The probation staff increased rapport w/ all students and increased attendance. A system was in place for families to request and receive transportation services. Students earned Aggression Replacement Therapy certification through site-based mentors. Students and their families received individual mentoring services and requested additional access. The nurse, school transition, and psychologist staff provided health and social/emotional support for individual students. PBIS practices were provided to meet individual student needs. Home visits and specialized Truancy Intervention Program (TIP) support were implemented to increase attendance. Career Technical Education course offerings were carried out, with students earning full welding certifications.

Overall Challenges: During the 2022-23 school year, it was determined that the probation officer home visits needed to increase in frequency. Community school students in remote areas of the county were unable to access the public transportation services made available by the school. The high student turnover rate impacted the small number of staff able to provide health and social/emotional

support and PBIS implementation. During the 2022-23 school year, it was determined that additional TIP home visits were necessary. Due to county Probation Department COVID-19 safety guidelines still in place, work experience off-campus opportunities were limited.

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

Action 1.2 Safety and Transportation
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that we overestimated the amount of bus tokens that would be requested from students.

Action 1.5 PBIS Support
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

Action 1.7 CTE Support
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal, "Improve student engagement, increase student attendance, reduce student discipline, and increase student perception of positive school climate."

Action1.1 Probation Support
Metrics: Suspension and Chronic absenteeism rates of low-income 70-day students
Effectiveness of Action: 2 Somewhat Effective
Data Statement: The chronic absenteeism rates for 70-day low-income students declined. The suspension rates for these students increased.

Analysis Statement: The home visits reduced chronic absenteeism by increasing rapport with low-income students. However, additional restorative practices made available during home visits and additional available staff for home visits are necessary to address suspension rates further.

Action 1.2: Safety and Transportation
Metrics: Chronic absenteeism rates of 70-day low-income students; Sense of school safety
Effectiveness of Action: 2 Somewhat Effective
Data Statement: The chronic absenteeism rates of 70-day low-income students declined. Unfortunately, the sense of school safety of low-income students declined as well.
Analysis Statement: Chronic absenteeism decreased for low-income students because families were able to obtain public transportation tokens from the school as needed. The LEA will continue to work with campus security and the probation department on ways to ensure that low-income students feel safe at school. This will be done through increased communication between the LEA and the contracted supports to ensure that all staff members have the strategies needed to talk to, encourage, and welcome students when they are on campus. The LEA also believes that the reduction in the sense of safety was due to lingering COVID restrictions in the Worsley secured campus due to county probation regulations.

Action 1.3: Mentoring and Transition
Metrics: Chronic absenteeism rates of all and 70-day low-income students; Sense of school connectedness for low-income students
Effectiveness of Action: 3 Effective
Data Statement: Chronic absenteeism rates of all and 70-day low-income students declined, and the sense of school connectedness was maintained.
Analysis Statement: The mentors have attracted students to attend school to a greater degree and to access mentoring services more frequently. School connectedness levels maintained due to a positive connection between students and staff were enhanced by mentors and resulted in increased social/emotional support. However, the LEA saw that FY and EL students' chronic absenteeism rates increased and will be added to the students included in the action.

Action 1.4: Social/Emotional Support
Metrics: Chronic absenteeism rates of all and 70-day low-income students; Sense of school connectedness for low-income students
Effectiveness of Action: 3 Effective
Data Statement: Chronic absenteeism decreased for all and 70-day low-income students declined and the sense of school connectedness was maintained.
Analysis Statement: Since families were able to obtain public transportation tokens from the school as needed, and a safe, welcoming campus encouraged low-income students to attend school, chronic absenteeism declined, and the students felt a continued sense of connectedness to the school environment.

Action 1.5: PBIS Support
Metrics: Suspension rates of low-income students; Chronic absenteeism rates of all and low-income 70-day students

Effectiveness of Action: 3 Effective

Data Statement: Suspension rates for low-income students increased. Chronic absenteeism rates of all 70-day low-income students declined.

Analysis Statement: The LEA determined that the increasing numbers of students returning to in-class instruction, and the resulting need for increased social/emotional support, was the reason for the increase in suspension rates and the decrease in chronic absenteeism. Students returning to full-time attendance in person had many emotional/social needs post-pandemic, and the LEA recognizes a need for the more deliberate use of trauma-informed practices and other social/emotional strategies and supports to ensure that as more students are on campus, the LEA can support each of their individual behavioral and emotional needs. Local educational partner feedback does indicate the use of tiered behavior intervention supports provided the students with a more welcoming environment. Thus we saw a decrease in students being chronically absent and/or not wanting to come to school.

Action 1.6: Truancy Support

Metrics: Unknown transfer rates of 70-day students; Chronic absenteeism rates of all and low-income 70-day students

Effectiveness of Action: 2 Somewhat Effective

Data Statement: The chronic absenteeism rate for 70-day and all low-income students declined. The unknown transfer rate for low-income students increased.

Analysis Statement: The LEA noted that educational partner feedback indicated that in-person, individualized meetings were beneficial, and the number of meetings should be increased. The unknown transfer rate for low-income students increased; this was due to the fact that a higher number of students did not return to their districts of residency. The LEA will continue to work with students, their families, collaborative agencies, and county school districts to address the unknown transfer rate. In addition, the unknown transfer rate increased significantly for Foster Youth and English Learners; the LEA will monitor these groups in the future.

Action 1. 7: CTE Support

Metric: Attendance rate for low-income students (P-2, not yet available)

Effectiveness of Action:

Data Statement:

Analysis Statement:

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

An explanation of why the LEA has developed this goal: Removed COVID language and amended language to provide additional clarity for educational partners.

The data source for the High School Dropout Rate metric has been amended to correct the source of the data.

Suspension Rate: The Desired Outcome for 23-24 has been updated to "Below 7.5%" from "Below 12%". While this is higher than the 2021-2022 Data, we believe this is a reasonable target based on our pre-pandemic Suspension Rate and the projection of an increased amount of students back into our programs from an independent study format.

Chronic Absenteeism Rate: The Desired Outcome for 23-24 has been updated.
All Students: Below 12%
Low-Income Students: Below 12%
Foster Students: Below 10%
EL Students: Below 10%
While this is higher than the 2021-2022 Data, we believe this is a reasonable target based on our pre-pandemic Chronic Absenteeism Rate and the projection of an increased amount of students back into our programs from an independent study format. The Desired Outcome for the 70-day Unknown transfer rate and 70-day chronic absenteeism rate were similarly amended to below 15% for the Foster Student and English Learner student groups to reflect year 2 outcome data.

Rates of a Sense of School Connectedness: The desired outcome has been updated for Parents to 100%

Rates of a Sense of Safety: The desired outcome has been updated for Parents to 100%

Action 1.1: Probation Support. Updated to include two probation support providers.

Action 1.2: Safety and Transportation. The dollar amount is adjusted to match the actual expenditures. There is no change in what was provided in the 22-23 compared to the 23-24 school year.

Action 1.3: Mentoring and Transition. This action has been removed. Individually tailored mentoring services are being provided to students through other funds.

Action 1.4:Social/Emotional Support. This action is now Action 1.3 and has been retitled "Wellness Supports" to better capture what is being purchased. Action 1.3 includes; additional supplemental support provided by the school psychologist and nurse supports. This action includes the FCSS Truancy Intervention Program (TIP) mentors previously captured in Action 1.6 Truancy Support. The transition support staff is still being provided but offered through another funding source.

Action 1.5: PBIS Support. This action has been removed. The LEA will continue to provide additional staff and supplies for social-emotional support, Trauma-Informed Care and train staff in social-emotion best practices. These supports are being provided through another funding source.

Action 1.6: Truancy Support. This action has been removed. The move is captured in Action 1.3 Wellness Supports.

Action 1. 7: CTE Support. This action's dollar amount has been reduced. Work experience opportunities, learning expeditions, and guest speakers from community agencies are still being provided, but other funds are being used.

Note: Federal Funds have been removed from Goal 1

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

Goals and Actions

Goal

Goal #	Description
2	Broad Goal: The LEA will support instructional learning opportunities for all students in order to increase achievement proficiency levels in ELA, ELD, Math, and all academic disciplines as measured by state and local assessments. State Priority Areas: 4, 7, 8

An explanation of why the LEA has developed this goal.

Based on student achievement data from the local pre/post-English Language Arts/Reading and Math scores, the percentage of students earning 5.5 credits per month, there is a need to increase English Language Arts/English Language Development, Mathematics, Science, Social Sciences, Visual Performing Arts, and PE Proficiency as measured by state and local assessment data. Local data of pre-and post-test results and credits earned rate is of particular importance due to the very high student turnover rate. Academic achievement, instructional learning opportunities, and credit recovery are necessary to support students' successful transition to mainstream schools and graduation within the LEA or in their districts of residency. The goal's actions will contribute to these outcomes because supplemental instruction, tutoring, and English Learner support will be applied to the individual academic needs of the targeted students. In addition, professional development will facilitate engaging education designed to meet the needs of the highly mobile student group, including instructional technology. Assessments and progress monitoring will further drive instructional adjustments as students progress academically. A broad goal was determined to be most appropriate due to the high turnover rate of our student population and the learning opportunities for our Court and Community School students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 70-day student ELA and Math pre- and post-scores showing increase	57% Math 60% ELA Data Year: 2018-2019	Math All Students: 52% Low Income Students: 52% Foster Students: 40% EL Students: 60%	Math All Students: 49% Low Income Students: 49% Foster Students: 73% EL Students: 50%		Math All Students: Above 57% Low Income Students: Above 57% Foster Students: Above 57%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Local Data - AERIES Student Information System Note: Due to COVID, too few students successfully completed pre- and post-testing during the 2019-2020 school year. The LEA implemented procedures, during the 2020-2021 school year to ensure benchmark testing is successful during distance and in-person learning	ELA All Students: 43% Low Income Students: 43% Foster Students: 75% EL Students: 50% Data Year: 2020-2021 Source: Local Data - AERIES Student Information System	ELA All Students: 57% Low Income Students: 57% Foster Students: 73% EL Students: 68% Data Year: 2021-2022 Source: Local Data - AERIES Student Information System		EL Students: Above 60% ELA All Students: Above 60% Low Income Students: Above 60% Foster Students: Above 75% EL Students: Above 59% Data Year: 2022-2023 Data Source: Local Data - AERIES Student Information System
Percentage of 70-day students earning minimum of 5.5 credits per month	78% Data Year: 2019-2020 Source: Local Data - AERIES Student Information System	All Students: 67% Low Income Students: 67% Foster Students:62% EL Students: 63% Data Year: 2020-2021 Source: Local Data - AERIES Student Information System	All Students: 76% Low Income Students: 76% Foster Students: 85% EL Students: 95% Data Year: 2021-2022 Source: Local Data - AERIES Student Information System		All Students: 78% Low Income Students:78% Foster Students: 63% EL Students: 64% Data Year: 2022-2023 Data Source: Local Data - AERIES Student Information System

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who have access to and are enrolled in a broad course of study	100% Data Year: 2019-2020 Source: Local Indicator Report Self-Reflection Tool *Baseline amended to include clarified data source	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2020-2021 Source: Local Indicator Report Self-Reflection Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2021-2022 Source: Local Indicator Report Self-Reflection Tool		All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool
Percentage of students scoring "met or exceeded standards" on CAASPP ELA *Metric title adjusted to clarify data that is being measured	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Met & Exceeded Standards: All Students: 11.985% Low Income Students:12.635% Foster Students*: N/A EL Students*: N/A Data Year: 2021 Source: LEA Smarter Balanced Reports *In order to protect student privacy, data is suppressed because 10 or fewer students in the student group tested.	All Students: 14.1% Low Income Students: 18.03% Foster Students: 41.67% EL Students: *10 or fewer students had tested Data Year: 2022 Source: LEA Smarter Balanced Reports (DataQuest)		Met & Exceeded Standards: All Students: 14% Low Income Students: 14% Foster Students: 14% EL Students: 14% Data Year: 2023 Data Source: California Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students scoring "met or exceeded standards" on CAASPP Math *Metric title adjusted to clarify data that is being measured	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Met & Exceeded Standards: All Students: 1.065% Low Income Students: 1.165% Foster Students*: N/A EL Students*: N/A Data Year: 2021 Source: CAASPP Data *In order to protect student privacy, data is suppressed because 10 or fewer students in the student group took the test.	All Students: 3.3% Low Income Students: 2.6% Foster Students: 8.33% EL Students: *10 or fewer students had tested Data Year: 2022 Source: CAASPP Data (DataQuest)		Met & Exceeded Standards: All Students: 3% Low Income Students: 3% Foster Students: 3% EL Students: 3% Data Year: 2023 Data Source: CAASPP Data
Percentage of all students demonstrating mastery after pre and post testing scores in the Reading Benchmark	3% Data Year: 2020-2021 Source: Local Data	All Students:9% Low Income Students:9% Foster Students:5% EL Students:3% Data Year: 2021-2022 Source: Local Data	All Students: 12% Low Income Students: 12% Foster Students: 0% EL Students: 0% Data Year: 2022-2023 Source: Local Data		All Students: 12% Low Income Students: 12% Foster Students: 12% EL Students: 12% Data Year: 2023-2024 Source: Local Data
Percentage of all students	52%	All Students:55%	All Students: 64%		All Students: 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrating mastery after pre and post testing scores in the Writing Benchmark	Data Year: 2020-2021 Source: Local Data	Low Income Students:54% Foster Students:22% EL Students:52% Data Year: 2021-2022 Source: Local Data	Low Income Students: 64% Foster Students: 72% EL Students: 41% Data Year: 2022-2023 Source: Local Data		Low Income Students: 64% Foster Students: 64% EL Students: 54% Data Year: 2023-2024 Source: Local Data
Percentage of EL students making progress toward English Proficiency *Metric title amended to clarify data being measured	27.3% Data Year: 2018-2019 ELPAC 2019-2020 Data Source: Fall 2019 ELPI from Dashboard *Baseline amended to correct data and data source	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4: 0% Level 3: 28.57% Level 2: 21.43% Level 1: 50% Data Year: 2021 Data Source: ELPAC *Data for Worsley only; VHEA data suppressed due to English Learner enrollment below ten students	Level 4: 3%* Level 3: 23%* Level 2: 34%* Level 1: 40%* Data Year: 2022 Data Source: ELPAC ELPI: 33%* ELs who Progressed at Least One ELPI Level Data Source: Dashboard Data Year: 2022 Dashboard *Data for Worsley only; VHEA data suppressed due to English Learner		35% Data Year: 2022 & 2023 Data Source: Fall 2023 ELPI from Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			enrollment below ten students		
CTE Class	Percent of Eligible Students Enrolled in a CTE Class:100% Percent of Eligible Students Earning CTE Credits: 100% Percent of Eligible Students Earning a Certification 18% Data Year: 2019-2020 Data Source: Local Data - AERIES Student Information System *Baseline amended to clarify data source	Discontinued	Discontinued		Discontinued
Percent of Eligible Students Enrolled in a CTE Class	100% Data Year: 2019-2020 Data Source: Source: Local Data - AERIES Student Information System	All Students:100% Low Income Students:100% Foster Students:100% EL Students:100% Data Year: 2020-2021 Source: Local Data - AERIES Student Information System	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2021-2022		All Students:100% Low Income Students:100% Foster Students:100% EL Students:100% Data Year: 2022-2023 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Source: Local Data - AERIES Student Information System		Source: Local Data - AERIES Student Information System
Percent of Eligible Students Earning CTE Credits	100% Data Year: 2019-2020 Data Source: Source: Local Data - AERIES Student Information System	All Students:100% Low Income Students:100% Foster Students:100% EL Students:100% Data Year: 2020-2021 Source: Local Data - AERIES Student Information System	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2021-2022 Source: Local Data - AERIES Student Information System		All Students:100% Low Income Students:100% Foster Students:100% EL Students:100% Data Year: 2022-2023 Data Source: Source: Local Data - AERIES Student Information System
Percent of Eligible Students Earning a Welding Certification	18% Data Year: 2019-2020 Data Source: Local Data - Student Information System	All Students:10% Low Income Students:10% Foster Students:10% EL Students:10% Data Year: 2020-2021 Source: Local Data - AERIES Student Information System	All Students: 38% Low Income Students: 38% Foster Students: N/A* EL Students: N/A* Data Year: 2021-2022 Source: Local Data - AERIES Student Information System *Data suppressed due to fewer than 10 students		All Students: 38% Low Income Students: 38% Foster Students: 38% EL Students: 38% Data Year: 2022-2023 Data Source: Local Data - Student Information System

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers and students using technology for teaching/learning in the classroom *Metric title amended to clarify data being measured	100% Teacher Use 100% Student Use Data Year: 2019-2020 Data Source: Local Data: Classroom Walkthrough Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2020-2021 Source: Local Data: Classroom Walkthrough Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2021-2022 Source: Local Data: Classroom Walkthrough Tool		All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2022-2023 Data Source: Local Data: Classroom Walkthrough Tool
High School Graduation Rate	82.8% Data Year: 2019-2020 Data Source: School Dashboard Additional Reports - DASS Graduation Rate *Baseline amended to correct data and data source	All Students: 78.6% Low Income Students:78.6% Foster Students: 90.9% EL Students*: N/A Data Year: 2020-2021 Source: School Dashboard Additional Reports - DASS Graduation Rate *EL student group data supressed due to fewer than ten students in the student group	All Students: 28.7% Low Income Students: 28.7% Foster Students: 40% EL Students: N/A% Data Year: 2021-2022 Source: School Dashboard Graduation Rate (Not DASS this year)		All Students: 83% Low Income Students: 83% Foster Students: 91% EL Students: 83% Data Year: 2022-2023 Data Source: School Dashboard Additional Reports - DASS Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students showing increase in Math unit benchmark assessments	67% Math Data Year: 2020-2021 Source: Local Data *Baseline amended to correct data	All Students:50% Low Income Students:50% Foster Students:50% EL Students:71% Data Year: 2021-2022 Source: Local Data	All Students: 60% Low Income Students: 60% Foster Students: 73% EL Students:67% Data Year: 2022-2023 Source: Local Data		All Students: Above 67% Low Income Students: Above 67% Foster Students: Above 60% EL Students: Above 71% Data Year: 2023-2024 Source: Local Data
Percentage of students scoring levels met or exceeded on the EAP *metric title amended to clarify data being measured	ELA: 2.44% Met or Exceeded Math: 0.60% Met or Exceeded Data Year: 2018-2019 2019-2020 data was not available to establish a baseline due to a suspension of testing during the COVID pandemic. Data Source: CAASPP Data *Baseline amended to correct data and data source	ELA Met or Exceeded: All Students: 21.05% Low Income Students: 23.53% Foster Students*: N/A EL Students*: N/A Math Met or Exceeded: All Students: 2.63% Low Income Students: 2.94% Foster Students*: N/A EL Students*: N/A Data Year: 2020-2021 Source: CAASPP Data	ELA Met or Exceeded: All Students: 17.5% Low Income Students: 21.2% Foster Students: N/A* EL Students: N/A* Math Met or Exceeded: All Students: 3.17% Low Income Students: 3.8% Foster Students: N/A* EL Students: N/A* Data Year: 2021-2022 Source: CAASPP Data		ELA: All Students: 22% Low Income Students: 22% Foster Students: 22% EL Students: 22% Math: All Students: 3% Low Income Students: 3% Foster Students: 3% EL Students: 3% Data Year: 2022-2023 Data Source: CAASPP Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*In order to protect student privacy, data is suppressed because 10 or fewer students in the student group took the test.	*In order to protect student privacy, data is suppressed because 10 or fewer students in the student group took the test.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Instruction Staff & Curriculum	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and English Learner students. In addition, while the percentage of Low-Income students earning 5.5 credits per month increased, the low graduation rates indicate the need to maintain focus on this metric. A local needs assessment determined that additional time and support are needed for low-income students to support academic progress by extending concepts and skill development. To address these needs, the LEA will continue to retain and hire teachers to provide additional intervention and support classes within the school day, before and after school, classes on Saturdays, and intersession opportunities. In addition, supplemental intervention resources and supplemental curriculum is needed to better differentiate between Foster and low-income students. The LEA's experience shows that high-quality extended learning opportunities, beyond the regular classroom instruction, improve students' educational outcomes, including closing the achievement gap for low-income and Foster students by providing more time to build upon learning started in the classroom, work individually or in a small group to master challenging concepts and complete coursework and credits towards graduation. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect all students to	$610,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benefit from extended learning opportunities, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of 70-day low-income and English Learner students, in addition to continuing to improve the percentage of 70-day low-income students earning 5.5 credits per month.		
2.2	Professional Development	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and English Learner students. In addition, while the percentage of 70-day Low-Income students earning 5.5 credits per month increased, the low graduation rates indicate the need to maintain focus on this metric. In the LEA's experience, our low-income and English Learners possess individualized opportunity gaps that require unique support from teachers to address. To address this identified need, the LEA will continue to provide contracts with curriculum and instruction experts to provide professional development and coaching in delivering highly individualized curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; professional development in regards to independent study and in-person socially-distanced instruction; and substitute teacher costs. The professional development provided is designed to meet the needs of our highly mobile designated student groups by facilitating teacher identification of prior instructional gaps experienced by low-income and foster youth. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from the professional development of their classroom teachers, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of 70-day low-income and English Learner students, in addition to continuing to improve the percentage of 70-day low-income students earning 5.5 credits per month.	$104,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Supplemental Tutoring Services	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and English Learner students. Foster Youth and low-income students declined in their graduation rate. In the LEA's experience, English Learners and Foster Youth have individual gaps in learning that require individualized support, including support in the students' home languages. The LEA will continue to provide supplemental math and reading tutors and individual tutoring in specific areas of academic need. The tutoring, provided in Spanish and English as appropriate, is individualized to meet the unique needs of the highly mobile designated student groups. This includes building rapport and trust with each student and providing individual and small group services targeted to areas of prior instructional gaps experienced by low-income English Learners and foster youth. These services allow students to improve academic understanding, reduce learning opportunities, and earn credits for graduation. This action is designed to meet the needs most associated with low-income, English Learners and Foster students. However, because we expect all students to benefit from individualized, supplemental tutoring services, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of 70-day English Learners and low-income students and graduation rates of low-income and Foster students.	$98,925.00	Yes
2.4	Student Technology	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and English Learner students. A local needs assessment identified the need to provide the identified students with additional digital learning tools and resources and track students' behavior and academic progress. To address these student needs, the LEA will continue to purchase and upgrade technology and student monitoring systems. These additional digital tools and resources will expand low-income and English Learner students' access to 21st-century skills and prepare them for college and career readiness. In the LEA's experience, and due to teacher, student, parent, and collaborative	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		agencies' educational partner feedback, implementation of these actions and services will increase college and career preparedness and engagement by supporting students' technology skills and the development of critical thinking, communication, collaboration, and creativity. Incorporating technology into classroom instruction creates a more engaged environment, incorporates different learning styles, and improves collaboration skills, with technology and supporting equipment not available for low-income and English Learners outside of school. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from educational technology, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of 70-day low-income and English Learner students.		
2.5	Data/Assessment and Support	The LEA will purchase data/assessment tracking systems, office and classroom supplies, copy machines, and support in their use and maintenance.	$126,550.00	No
2.6	English Learner Support	A review and analysis of the metrics above indicate the need to increase the rate of English Learner achievement in Math, Reading and Writing local benchmark assessments. Teacher, DELAC, and parent educational partner feedback indicated that these students have individual prior gaps in learning, exacerbated by language barriers, that must be addressed. To address these needs, the LEA will provide a 1.0 FTE teacher to provide intervention support for identified emerging, low-expanding, mid-expanding, upper-expanding, lower-bridging, and upward-bridging EL students, that are supplemental to the base program. Instructional supports for English Learners take place in supplemental support time to address reading, math and writing performance gaps for English Learners, using English and Spanish as is most helpful for	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the learner, in addition to scaffolding and supports individually and in small groups. This English Learner support, supplemental to the base program, will include individual and small group support, in English and Spanish, which will address barriers impacting academic progress and increase language acquisition and proficiency at a higher rate. We expect this action to increase the English Learner rates of increasing achievement in Math, Reading and Writing local benchmark assessments.		
2.7	Student Progress Monitoring & Library Supports	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and English Learner students. In addition, Foster Students performed lower than the All Student group in local Reading benchmark assessments. Teacher and staff educational partner feedback indicated that the identified student groups are often unaware of their academic progress or credit deficiencies from prior educational placement disruptions. A needs assessment also identified a need to provide low-income, English Learner and Foster students with greater access to library resources, including increasing students' abilities to research information and access 21st-century skills. To address these student needs, the LEA will provide staff to monitor achievement, as well as provide a teacher librarian to support learning and research. The teacher on Special Assignment's primary purpose of progress monitoring is to determine which students have demonstrated a need for additional academic support. Progress monitoring also allows teachers to track the highly mobile identified student groups' academic progress and growth across the entire school year. This facilitates staff and teachers providing individualized support and planning to allow low-income and foster youth to bridge areas of instructional opportunity gaps and credit deficiency and foster youth in the area of Math. Progress monitoring provides ongoing cycles of data to help students make the needed academic progress toward earning 5.5 credits per month. The librarian provides support for students in selecting and using research materials and technology based on the	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individual needs of low-income and Foster youth students. The librarian works with both students and teachers to facilitate access to information in a wide variety of formats, instructs students and teachers how to acquire, evaluate and use the information and the technology needed in this process and introduces students to literature and other academic resources. This action is designed to meet the needs most associated with low-income, English Learner and Foster students. However, because we expect that all students in the highly transient student population will benefit from progress monitoring services, this action will be implemented on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates in for 70-day low-income and English Learner students, in addition to an increase in the achievement rate of Foster students in local Reading benchmark assessments.		
2.8	MTSS Support Staff	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and English Learner students. A needs assessment determined a need for ongoing collection, analysis, and monitoring of data in alignment with the 10 state priorities as well as someone to oversee the Multi-Tiered System of Supports (MTSS) outlined in the LCAP that is designed to provide low-income and English Learners students with the resources and structures needed to be successful. In order to support these student groups, progress will be monitored, at the District level, to develop equity and access for these students and ensure funds and services are being provided appropriately to implement goals and actions intended to meet the individualized and specifically targeted social/emotional and academic needs of the focus students. FCSS will provide staff who will oversee the implementation and monitoring of the effectiveness of the MTSS, including social/emotional supports, targeted academic intervention, individualized transition framework and follow-up, and CTE coursework, as described in the LCAP, with a particular focus on closing the achievement gap, and staff to gather and evaluate data at the LEA level. Monitoring educational progress through analysis of	$103,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		formative assessments provides needed information for the district to target English learners, low-income, and foster youth students' learning needs and ensure the LCAP goals are met. The data will be shared with site leaders and the necessary staff to discuss and implement strategies that will support students based on the data. These strategies include the support of the development and effectiveness of the District's multi-tiered system of support that creates a framework for how schools provide targeted support and help schools identify struggling students early and intervene quickly. This action is designed to meet the academic needs of low-income students; however, because all students could benefit, this action is being provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates in local benchmark and state assessments of 70-day low-income and English Learner students.		
2.9	English Language Development	The LEA will provide English Language Development and English language acquisition support for identified emerging, low-expanding, mid-expanding, upper-expanding, lower-bridging, and upward-bridging EL students. Funding for this action is located in Goal 4, Action 2.	$0.00	No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal, "The LEA will address and mitigate instructional learning opportunity loss in all students, and students will increase achievement proficiency levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments."

2.1 Supplemental Instruction
Implementation Status: 4 Full Implementation. The LEA provided extended learning opportunities, including after-school and Saturday classes and learning excursions.
No substantive difference in planned action compared to the actual implementation.

2.2 Professional Development
Implementation Status: 5 Full Implementation and Sustainability. The LEA provided unique professional development and coaching in the core subject areas, ELD and arts integration, to facilitate instruction and support of the whole class, small group, and individualized instruction.
No substantive difference in planned action compared to the actual implementation.

2.3 Supplemental Tutoring Services
Implementation Status: 5 Full Implementation and Sustainability. The LEA carried out the contract with the tutoring service provider, and tutors provided targeted academic support for identified students.
No substantive difference in planned action compared to the actual implementation.

2.4 Student Technology
Implementation Status: 5 Full Implementation and sustainability. The LEA purchased student technology software and carried out the necessary contracts with professional development providers for the use of the software in the classrooms.
No substantive difference in planned action compared to the actual implementation.

2.5 Data/Assessment and Support
Implementation Status: 5 Full Implementation and sustainability. The LEA purchased base data/assessment tracking systems, office and classroom supplies, and copy machines.

2.6 English Learner Support
Implementation Status: 4 Full Implementation. The LEA provided a certificated teacher that provided supplemental intervention support to English Learners.

2.7 Student Progress Monitoring
Implementation Status: 5 Full Implementation and Sustainability. The LEA provided designated staff that carried out progress monitoring support for individual students to facilitate academic progress and planning for transition. This action was exapnded due to the fact that there

was a need to extend the monitoring of data and support the RTI process within the LEA. The FCSS teacher librarian was expanded to support learning and research.

Overall Successes: After-school instruction and Saturday classes took place. Coaching calendars were created and followed, and professional development was provided as planned. Tutoring was provided to individual students with an identified need. New educational technology software was purchased, and tech coaches provided support for teacher implementation. Designated EL students received small group and individual academic support. Staff supported students in individual areas of credit deficiency and monitored their progress.

Overall Challenges: Fewer academic excursions took place than had been planned. The secured Worsley campus delayed the implementation of some online tools due to filtering. Staffing shortages in the tutoring provider lowered the number of tutors available. The secured Worsley campus' security infrastructure delayed some technology implementation. The number of EL students impacted the limited staff available to provide support. The high student turnover rate impacted the limited number of staff providing credit monitoring for each individual high school student.

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

2.1 Supplemental Instruction
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

2.2 Professional Development
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

2.4 Student Technology
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that there was a greater need and higher price points for technology. We were able to ensure that all low-income students had the technology needed to be successful at home and at school. This included additional digital tools and resources to expand low-income and foster youth students' access to 21st-century learning opportunities.

2.5 Data/Assessment and Support
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support these funds.

2.6 English Learner Support
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support English Learners.

2.7 Student Progress Monitoring
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that there was a need to expand the staff to monitor achievement, as well as provide a teacher librarian to support learning and research.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal, "The LEA will address and mitigate instructional learning opportunity loss in all students, and students will increase achievement proficiency levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments."

Action: 2.1 Supplemental Instruction
Metrics: Local ELA and Math assessments for 70-day low-income and Foster students; percentage of low-income students earning 5.5 credits per month
Effectiveness of Action: 3 Effective
Data Statement: The percentage of low-income students decreased slightly in Math local assessments but increased significantly in ELA. Foster students increased significantly in Math and had a very slight decline in ELA. The percentage of low-income students earning 5.5 credits per month increased significantly.
Analysis Statement: The after-school and Saturday classes provided additional targeted opportunities for 70-day and foster students to increase ELA achievement rates and students earning 5.5 credits per month. Additional math intervention will be provided for students next year.

Action: 2.2 Professional Development
Metrics: Local ELA and Math assessments for 70-day low-income and Foster students; percentage of students earning 5.5 credits per month
Effectiveness of Action: 2 Somewhat Effective
Data Statement: The percentage of low-income students decreased slightly in Math local assessments but increased significantly in ELA. Foster students increased significantly in Math and had a very slight decline in ELA. The percentage of low-income students earning 5.5 credits per month increased significantly.

Analysis Statement: LEA teachers were able to implement strategies discussed in PD. This led to students being provided additional individualized support that increased ELA scores and facilitated student credit completion for low-income students. In order to better support Foster Youth, site leadership is looking at disaggregated local and state data to evaluate the training needs of teachers to support Foster Youth best in the coming year.

Action: 2.3 Supplemental Tutoring Services
Metrics: Local ELA and Math assessments for 70-day low-income and Foster students; Graduation rates for Foster youth and English Learners
Effectiveness of Action: 2 Somewhat Effective
Data Statement: The percentage of low-income students decreased slightly in Math local assessments but increased significantly in ELA. Foster students increased significantly in Math and had a slight decline in ELA. The graduation rates of Foster and English Learner students declined due to the end of DASS calculations.
Analysis Statement: The site leadership team monitored data to identify students who needed individualized tutoring services. The tutoring was provided in Spanish and English and was individualized to meet the unique needs of the highly mobile designated student groups. The impact of these services was the ability of Teaching Fellows to build rapport and trust with each student and provide individual and small group services targeted to areas of the prior instructional gap, thus allowing students to see an increase in achievement. The Calfornia accountability rules for the DASS Graduation rate have changed. We will continue to look at our internal data and 70-day students to monitor students' progress toward graduation.

Action 2.4: Student Technology
Metrics: Local ELA and Math assessments for 70-day low-income and Foster students
Effectiveness of Action: 2 Somewhat Effective
Data Statement: The percentage of low-income students decreased slightly in Math local assessments, but increased significantly in ELA. Foster students increased significantly in Math and had a slight decline in ELA.
Analysis Statement: The educational technology and training allowed teachers to increase engagement and academic progress for students, but more opportunities for Foster and low-income youth using technology in support of ELA and Math is needed.

Action 2.5: Data/Assessment and Support
Metrics: Local ELA and Math assessments for 70-day low-income and Foster students
Effectiveness of Action: 3 Effective
Data Statement: The percentage of low-income students decreased slightly in Math local assessments but increased significantly in ELA. Foster students increased significantly in Math and had a very slight decline in ELA.
Analysis Statement: Base program technology and supplies facilitated the implementation of instruction in support of ELA and Math.

Action 2.6: English Learner Support
Metrics: English Learner students' rates of increasing English proficiency and increase the graduation rate of English Learners
Effectiveness of Action: 2 Somewhat Effective

Data Statement: The percentage of English Learners making progress metric indicated that the percentage ELs achieving Level 4 increased from 0% to 3%, and ELPI rates increased from 27.3% to 33%, when comparing 2022 data to the most recent year of data availability, 2019. Graduation data was suppressed due to the low number of students.

Analysis Statement: Individualized and small group ELD support for identified students allowed English learners to increase English proficiency, but more dedicated staff time is needed. The Calforina accountability rules for the DASS Graduation rate have changed. We will continue to look at our internal data and English learners students' progress towards graduation.

Action 2.7: Student Progress Monitoring
Metrics: Local ELA and Math assessments for 70-day low-income and Foster students; percentage of students earning 5.5 credits per month; Foster youth local Math benchmark assessments
Effectiveness of Action: 3 Effective
Data Statement: The percentage of low-income students decreased slightly in Math local assessments but increased significantly in ELA. Foster students increased significantly in Math and had a very slight decline in ELA. The percentage of low-income students earning 5.5 credits per month increased significantly. The percentage of Foster students showing an increase in Math local benchmarks increased significantly.
Analysis Statement: By the increased student progress monitoring, the sites were able to provide Individualized support to students in their areas of credit deficiency, thus supporting their achievement in the areas of ELA and Math and their ability to earn credits toward graduation. The librarian was also able to provide support for students in selecting and using research materials and technology to ensure that they were able to access the information they needed to be successful in their coursework.

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

The Percentage of EL Students Making Progress Toward English Proficiency metric's data source was updated to include the now-available ELPI data, and the desired outcome was revised to 35% to reflect year 2 outcome results.

The High School Graduation Rate metric's data source was updated to reflect the termination of DASS calculations for this data.

The Percentage of students who have access to and are enrolled in a broad course of study metric was amended to clarify enrollment as well as access.

The Percent of Eligible Students Earning a Welding Certification metric title was amended to clarify that it referenced a welding certification.

Action 2.1: Supplemental Instruction. This action has been updated to include math and ELA intervention teachers. These teachers and the supplemental curriculum will support students who need additional support to fill skill gaps. This action captures supplemental teachers that were in Action 4.5: Electives and Paraprofessionals.

Action 2.2: Professional Development. This action has been updated to represent the coaching and professional development support provided within the LEA. Integration of technology in classrooms has been removed from this action but is still being provided through another funding source.

Action 2.3: Supplemental Tutoring Services. This action has been updated to represent the increase in need and support from Teaching Fellows. Additional funds were added to provide additional online tutoring support.

Action 2.4: Student Technology. This action dollar amount has been updated to match the current need of the LEA. All necessary supplemental technology will still be provided.

Action 2.7: Student Progress Monitoring. This action has been retitled to "Student Progress Monitoring & Library Supports" to capture better what is being paid for. The LEA will continue to provide a Guidance Learning Specialist through a different funding source.

Action 2.8: MTSS Support Staff. This action is brand new for the 23-24 school year.

Action 2.9: English Language Development. This action is brand new for the 23-24 school year.

Note: Federal Funds have been removed from Goal 2

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

Goals and Actions

Goal

Goal #	Description
3	Broad Goal: Increase parent/guardian/community engagement at all school sites, including parents of students with exceptional needs. State Priority Areas: 3

An explanation of why the LEA has developed this goal.

The LEA analyzed data from parent participation at school activities such as open house, back-to-school, school site council, PTA, awards ceremonies, educational partners meetings, IEP meetings, and parenting classes. The LEA determined a need to increase parent/guardian/community participation as measured by involvement in school site councils, open houses, parenting classes, school site meetings, and PTA's. Parent involvement is important to support student engagement, academic and social/emotional growth, and graduation and transition. The goal's actions will contribute to these outcomes because communications and meetings in the students' and parents' home languages will increase access, communication, and decision-making for all parents, including those who speak languages other than English. Parenting classes will provide tools for parents to engage with schools and support their child's academic, emotional, and social progress, including for students with unique needs. Progress will be measured through the number of engagement opportunities and the number of parents/guardians/educational partners participating in the engagement opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which the LEA has sought out parent input & promote parental communication, participation and involvement in programs and school decision-making for	Full Implementation Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2021-2022 Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2022-2023 Source: Local Indicator Report Self-Reflection Tool		Full Implementation Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated students and students with exceptional needs *metric revised to amend description on a level from none to full implementation	*Baseline revised to amend data and data source				*Desired outcome revised to amend data source
Increase communication for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-2021 Data Source: Dashboard Fall 2021	Discontinued	Discontinued		Initial Implementation
Parent Square Usage: percentage of parents/families that are contactable for push notifications	New Metric N/A	New Metric N/A	62% Data Year: 2022-2023 Source: Local Data		80% Data Year: 2023-2024 Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Educational Partner Communication	The LEA will provide school communications, regarding independent study and in-person learning, and extended learning opportunities, to parents of general and Special Education students in the home language; provide bilingual services for parent meetings, including IEPs.	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent and Educational Partner Outreach	As a County Office of Education, FCSS provides services to students from across Fresno County, many of whom live far from school sites. A review of LEA experience and educational partner feedback by parents and the PAC reveals the need to continue to maintain the rates of parental participation and involvement in programs and school decision-making for low-income students. In addition, the district needs to maintain frequent, ongoing, effective communication with its parents, in order to inform them of participation and involvement activities. The percentage of parents and families of low-income students that have provided contact information to receive push notifications from Parent Square is 62%; the district wishes to increase this rate to at least 80%. To address this, the LEA will increase efforts to obtain contact information in parent and intake meetings at Worsley, and during orientation meetings at VHEA. For parents that have not provided contact information, letters will be sent to addresses, and home visits may occur. To address parent engagement and participation, the LEA will continue to provide classes designed to equip parents to support their children toward academic success on topics identified by parents as important to them. These classes and meetings will provide parents with meaningful opportunities designed to meet the needs of low-income students and their families. Topics include involvement and engagement in school. They also identify community resources, make decisions about school programs, and will teach parents how to engage with their children both academically and socially, increasing the parent/guardian involvement rate for the low-income student population. This action is designed to meet the needs most associated with low-income students and their families. However, because we expect that all students in the geographically diverse county will benefit from parent classes, this action will be implemented on an LEA-wide basis. We expect this action to continue to maintain very high rates of parental participation and involvement in programs and school decision-making for low-income students, in addition to increasing the percentage of parents/families of low-income students that are contactable for push notifications.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supplemental Bilingual Interpreting and Translation	A review of LEA experience and educational partner feedback by parents, DELAC and the PAC reveals the need to increase the rates of parental participation and involvement in programs and school decision-making for parents of English learner students. LEA experience also indicated that increased parent involvement, with additional translation services, would remove obstacles to levels of engagement and the ability to take part in the decision at their schools. To address these needs, the LEA will promote parent involvement for the families of our English Learners by providing parents with translation and interpretation services above what is mandated by the education code. Translation and other bilingual services and outreach allow parents and families of the English Learner population to be informed of, and participate in, meetings and school functions that will facilitate their involvement in their children's education, and in school decision-making, interpreting on phone calls and translated letters and interpreting during sessions. We expect this action to maintain the rates of participation and involvement in programs and school decision-making of parents of English learners.	$50,000.00	Yes
3.4	Supplemental Support for families of SWDs	A review of educational partner feedback by parents and the PAC reveals the need to continue to maintain the rates of parental participation and involvement in programs and school decision-making for low-income students, including students with unique needs and with disabilities. The particular supports provided will be directly responsive to the specific challenges faced by each unique family and may include such steps as providing transportation to and from the meeting, providing frequent reminders of the meeting date and time, developing a closer relationship with the family, or even meeting at a location more convenient for the family. The additional support will include phone calls, visitations, letters, emails, other messaging and communication apps used by families, remote meeting locations, transportation, and other actions as appropriate. We expect this action to continue promote parental participation and involvement in programs and school decision-making for low-income students with unique needs and with disabilities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Note: funding in support of this action is reflected in the funding total for Goal 3 Action 1.		

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal, "Increase parent/guardian/community engagement at all school sites, including parents of students with exceptional needs. "

3.1 Parent and Educational Partner Communication
Implementation Status: 5 Full Implementation and Sustainability. The LEA provided school communications to student families and provided bilingual staff for parent meetings.

3.2 Parent and Educational Partner Outreach
Implementation Status: 5 Full Implementation and Sustainability. The LEA scheduled and held classes for parents to facilitate their support of their child's social/emotional and academic success.

3.3 Supplemental Bilingual Interpreting and Translation
Implementation Status: 5 Full Implementation and Sustainability. The LEA maintained staff to provide supplemental translation and interpretation services above what is mandated by education code. These occurred during supplemental functions and in phone calls, emails and letters to parents and families.

3.4 Supplemental Support for families of SWDs
Implementation Status: 5 Full Implementation and Sustainability. The LEA utilized staff and designated time to provide additional communication, collaboration and scheduling with parents of families of students with disabilities, including phone calls, visitations, and during meetings.

Overall Successes: Translators were available to increase access for parents of EL students at meetings and other communication opportunities. Parent classes were provided, and staff were utilized to provide translation and interpretation services, and to work with students with disabilities and their families.

Overall Challenges: Historically low parent attendance in parent involvement activities.

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

3.1 Parent and Educational Partner Communication.
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

3.3 Supplemental Bilingual Interpreting and Translation
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that the LEA overspent because of an increase in percentage of staff duty hours devoted to carrying out the action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three supported the progress toward meeting the goal, "Increase parent/guardian/community engagement at all school sites, including parents of students with exceptional needs."

Actions: 3.1 Parent and Educational Partner Communication; 3.2 Parent and Educational Partner Outreach; 3.3 Supplemental Bilingual Interpreting and Translation; 3.4 Supplemental Support for Families of SWDs
Metric: LEA has sought out parent input & promote parental communication, participation, involvement in programs and school decision-making
Effectiveness of Actions: 3 Effective
Data Statement: The "parent input" metric outcome demonstrated that the LEA achieved full implementation in promoting parental communication, participation and involvement.

Analysis Statement: School communications were provided in families' home language, and staff were available to provide translation of documents and interpretation services during school and other supplemental academic meetings, including for students with disabilities. These activities contributed to the full implementation of the parent engagement goal.

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

The Parent Square Usage Metric was added to better measure parent and student engagement.

Action 3.2: The dollar amount was reduced to match the need of the LEA.

Action 3.3: Supplemental Bilingual Interpreting and Translation. The desired outcome metric of Parent Square Usage was added to measure the effectiveness of this action.

Note: Federal Funds have been removed from Goal 3

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

Goals and Actions

Goal

Goal #	Description
4	Maintenance Goal: The LEA will retain/hire credentialed teachers for all core subjects, maintain school facilities in good repair, purchase state/locally approved curriculum for all courses, continue to update the instructional/and or classroom learning environment to support critical thinking, problem-solving, communication, collaboration, creativity, innovation, and digital literacy for teachers and students. State Priority Areas: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.
The State requires that all instructors be fully credentialed teachers. Local board policy requires the maintenance of all FCSS facilities and property to be in good repair and standards-aligned curriculum and instructional materials to be provided for all students. The actions and services will support the goal's continued outcomes because the curriculum, qualified teachers, and properly maintained facilities will provide access to the educational program. In addition, electives and paraprofessionals will provide opportunities and individualized instructional support to increase critical thinking, communication, collaboration, and creativity on the part of the identified student group. The goal's success will be monitored by analyzing student access to appropriately credentialed teachers, well-maintained school facilities, updated curriculum, and learning environments. A maintenance goal was determined to be appropriate due to the LEA's meeting of the actions and the necessity for annual maintenance of the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	0% Misassignments 0% Vacancies Data Year: 2021-2022 Data Source: Local Indicator Report Self-Reflection Tool	0% Misassignments 0% Vacancies Data Year: 2022-2023 Data Source: Local Indicator Report Self-Reflection Tool		0% Misassignments 0% Vacancies Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Baseline amended to correct data source				
Percentage of Facilities maintained in good repair	100% of facilities met good repair Data Year: 2020-2021 Data Source: Facilities Inspection Tool *Baseline amended to correct data source and to reflect the percentage of facilities rated good or better	100% of facilities met good repair Data Year: 2021-2022 Data Source: Facilities Inspection Tool	100% of facilities met good repair Data Year: 2022-2023 Data Source: Facilities Inspection Tool		100% of facilities met good repair Data Year: 2023-24 Data Source: Facilities Inspection Tool
Access to standards aligned instructional materials	Full Implementation and Sustainability Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool *Baseline amended to correct measurement and data source	Full Implementation and Sustainability Data Year: 2021-2022 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2022-2023 Data Source: Local Indicator Report Self-Reflection Tool		5 - Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree of implementation of and student access to state standards, including ELD standards for all students, including English Learners	Full Implementation and Sustainability Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool *Baseline amended to correct measurement and data source	5 - Full Implementation & Sustainability Data Year: 2021-2022 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation & Sustainability Data Year: 2022-2023 Data Source: Local Indicator Report Self-Reflection Tool		5 - Full Implementation & Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	California Standards Aligned Curriculum	The LEA will order state/locally approved California standards aligned curriculum for core subjects including English Language Development curriculum, and supplemental materials to support California standards integrated with English Language Development standards, in addition to independent learning and in-person socially-distanced instruction. The LEA will purchase on-line courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery.	$90,000.00	No
4.2	Teachers and Staff	The LEA will retain/hire appropriately credentialed teachers for all core courses as positions become available; hire special education teachers to support SPED students; maintain clerical support for school operations; substitute teacher costs; administration costs; and the breakfast/lunch program.	$4,192,522.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Facilities	The LEA will maintain facilities in good repair; retain maintenance personnel; update the instructional/and or classroom learning environment to support critical thinking and problem solving, communication, collaboration, and creativity and innovation, including compliance with COVID-19 guidelines with PPE as appropriate.	$392,546.00	No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal, "The LEA will retain/hire credentialed teachers for all core subjects, maintain school facilities in good repair, purchase state/locally approved curriculum for all courses; continue to update the instructional/and or classroom learning environment to support COVID guideline compliance, critical thinking and problem-solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students."

4.1 California Standards Aligned Curriculum
Implementation Status: 5 Full Implementation and Sustainability. The LEA purchased and utilized state/locally approved standards-aligned curriculum for core academic areas and ELD curriculum, in addition to online courses.

4.2 Teachers and Staff
Implementation Status: 5 Full Implementation and Sustainability. The LEA retained and hired appropriately credentialed teachers for all subject areas, provided special education teachers, and maintained staff necessary for school operations.

4.3 Electives and Paraprofessionals
Implementation Status: 5 Full Implementation and Sustainability. The LEA retained and hired supplemental staff contracts for summer school in addition to paraprofessional support staff that provided individualized and small group instruction for designated students.

4.4 Facilities
Implementation Status: 5 Full Implementation and Sustainability. The LEA maintained its facilities in good repair and updated classroom learning environments as necessary in order to provide a safe and welcoming learning environment for each site's students.

Overall Successes: Staff were hired and retained, and summer school instruction took place as planned. Supplemental individual and small group instruction was provided by support staff to the appropriate students.

Overall Challenges: There were no challenges in the implementation of this goal.

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

4.3 Electives and Paraprofessionals
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four supported the progress toward meeting the goal, "The LEA will retain/hire credentialed teachers for all core subjects, maintain school facilities in good repair, purchase state/locally approved curriculum for all courses; continue to update the instructional/and or classroom learning environment to support COVID guideline compliance, critical thinking and problem-solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students."

Action: 4.1 California Standards Aligned Curriculum
Metrics: Implementation of full availability of standards-aligned instructional materials
Effectiveness of Actions: 3 - Effective
Data Statement:
Analysis Statement: Standards-aligned instructional materials were provided with full availability for all students. The LEA's purchasing and supplying each classroom with an appropriate curriculum facilitated the implementation of availability.

Action: 4.2 Teachers and Staff
Metrics: Appropriately assigned and credentialed teachers
Effectiveness of Actions: 3 - Effective
Data Statement: The LEA hired and retained appropriately assigned and credentialed teachers, and had no misassignments or vacancies.
Analysis Statement: The was successful in maintaining experienced and qualified staff facilitated the implementation of full staffing for all students.

Action: 4.3 Electives and Paraprofessionals
Metrics: Percentage of low-income students earning 5.5 credits per month; Implementation of state standards
Effectiveness of Actions: 3 - Effective
Data Statement: The percentage of low-income students earning 5.5 credits per month increased significantly, and state standards were implemented.
Analysis Statement: The supplemental staff and summer school program allowed additional supports that met individual students' areas of need and facilitated their completion of high school credits.

Action: 4.4 Facilities
Metrics: Percentage of facilities maintained in good repair
Effectiveness of Actions: 3 - Effective
Data Statement: All of the LEA's facilities were maintained in good repair.
Analysis Statement: Facilities in good repair provided safe and welcoming learning environments for all students.

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

Goal: Goal language was updated to remove COVID language.

The Appropriately Assigned and credentialed teachers metric title was amended for clarity.

The Access to standards aligned instructional materials metric title was amended for clarity.

Action 4.3: Electives and Paraprofessionals. This action has been removed. Additional support teachers are being provided and are captured in Goal 2 Action 1. Paraprofessionals are being provided through a different funding source.

Note: Federal Funds have been removed from Goal 4.

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

Goals and Actions

Goal

Goal #	Description
5	Maintenance Goal: The LEA will maintain a countywide collaborative process for developing/revising a plan to address educational services for expelled youth; provide equal educational opportunities and programming for all expelled youth enrolled in community schools; coordinate with districts in the identification and support student learning opportunities; coordinate a seamless process for referral back to the district of residence once expulsion requirements are met. State Priority Areas: 9

An explanation of why the LEA has developed this goal.

California Education Code Section 48926 requires county offices of education, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to expelled pupils. This plan is revised every three years, with the next renewal taking place during the 2023-2024 school year. LEA collaboration with county districts of expelled youth is important to support expelled student engagement, academic growth, graduation and transition. The goal's action will contribute to these outcomes because staff and resources will be made available for collaboration with the county's districts in the transition process and referrals back to a mainstream school, and in maintaining educational services between programs. The goal's outcomes will be measured by local data on the percentage of expelled students meeting their terms of expulsion.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of expelled youth successfully meeting their individual terms of expulsion	94% Data Year: 2020-2021 Source: Local Data - VHEA GLS Records	Students: 90% Data Year: 2021-2022 Source: Local Data - VHEA GLS Records	All Students: 60% Low Income: 60% Foster Students:75% EL Students: 55% Data Year: 2022-2023 Source: Local Data - VHEA GLS Records		Students: 92% Data Year: 2023-2024 Source: Local Data - VHEA GLS Records

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Expelled Student Support	Given the option to establish, enroll, and maintain one or more community schools per education code 1980, the Fresno County Superintendent of Schools has determined it will establish and maintain a community school whose purpose is to provide non-mandated services to Fresno County's students. Given the Superintendent has elected to establish and maintain a community school, the Superintendent developed and maintains the plan required per education code 48926 that enumerates existing educational alternatives for expelled youth, identifies gaps in educational services, and strategies for filling those service gaps. The Superintendent has elected to provide non-mandated services to all expelled pupils in our county and develop robust educational content to provide in the community school that is supplemental to the Fresno County Plan for Providing Educational Services to Expelled Youth (Fresno County Plan for Expelled Youth). This action describes the services that are provided above and beyond what is mandated by the education code and described in the Fresno County Plan for Expelled Youth and focused on meeting the specific identified needs of our unduplicated student group(s). A review and analysis of the rate of students meeting terms of expulsion and educational partner feedback from parents, collaborative agencies, and teachers demonstrate the need to increase the rate of successful completion of the terms of expulsion agreements for the expelled low-income student population through an increased transition, academic and social/emotional support to the expelled low-income student population, in order to increase the rates of their successfully completing their terms of expulsion. Their feedback and LEA experience further indicated that each student required individualized support, which is human resource-intensive. To address the needs of low-income expelled students, the LEA will provide personnel to oversee, monitor, and facilitate social/emotional and academic support and transition services. These increased	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		services are designed to provide and promote a sense of connectedness to strengthen interpersonal relationships and academic and social-emotional skill development. Mental health clinicians provide social/emotional support during and after the school day and virtually. These services are individualized for low-income expelled students by addressing communication with districts, meeting individualized social/emotional needs, providing awareness of and access to community resources for low-income students and their families, and addressing learning opportunities. This action is designed to meet the needs most associated with low-income students. However, because we expect that all expelled students will benefit from the additional transition, academic, and social/emotional support, this action is provided on a school-wide basis. We expect this action to increase the percentage of low-income students completing their terms of expulsion.		

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Five supported the progress toward meeting the goal, "The LEA will maintain a countywide collaborative process for developing/revising a plan to address educational services for expelled youth; provide equal educational opportunities and programming for all expelled youth enrolled in community schools; coordinate with districts in the identification and mitigation of student instructional learning opportunity loss during the transition; coordinate a seamless process for referral back to the district of residence once expulsion requirements are met."

Action 5.1 Expelled Student Support
Implementation Status: 5 Full Implementation and Sustainability. The LEA provided designated staff to support the transition needs of the highly mobile expelled student population. These staff members provided individualized transition, academic, and social/emotional support intended to facilitate a successful transition to their districts of residency.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Staff met with individual students prior to and subsequent to readmission to their home districts. This process included transition meetings, and collaboration with school psychologists to identify and implement SEL strategies to support social/emotional needs, in addition to academic.

Overall Challenges: The high student turnover rate created challenges for the small school staff; new students enrolled each week, while others left the program. Each student required significant time in order to best support their individual needs through planning and tracking progress towards graduation and meeting terms of expulsion.

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

Action 5.1 Expelled Student Support
There were material differences between Budgeted and Estimated Actual Expenditures. This was due to the fact that other funding sources were used to support the implementation of this action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five supported the progress toward meeting the goal, "The LEA will maintain a countywide collaborative process for developing/revising a plan to address educational services for expelled youth; provide equal educational opportunities and programming for all expelled youth enrolled in community schools; coordinate with districts in the identification and mitigation of student instructional learning opportunity loss during the transition; coordinate a seamless process for referral back to the district of residence once expulsion requirements are met."

Action: 5.1 Expelled Student Support
Metric: Percentage of low-income expelled youth successfully meeting their individual terms of expulsion

Effectiveness of Action: 2 Somewhat Effective
Data Statement: The percentage of low-income students meeting their terms of expulsion declined by approximately 30%.
Analysis Statement: The LEA noted that, although individual support was provided to each student, there exists a need for more staff time in order to increase support for the highly mobile expelled student population. The LEA is making changes in staffing levels and moved from independent study to an in-person model to address the rate of students meeting their terms of expulsion.

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

The Percentage of Expelled Youth Successfully Meeting their Individual Terms of Expulsion metric's outcome data was updated with outcome data provided by all students and the low-income, Foster Youth and English Learner unduplicated student groups.

Action 5.1: Expelled Student Support. Services are still being provided, and the LEA is making changes in staffing levels to address the individual needs of students as they enter and exit the program each week. In addition, VHEA moved from an independent study to an in-person model.

Note: Federal Funds have been removed from Goal 4.

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

Goals and Actions

Goal

Goal #	Description
6	Broad Goal: Minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunities through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts. State Priority Areas: 10

An explanation of why the LEA has developed this goal.

This goal was developed to support the facilitating, collaboration, and capacity-building of Fresno County LEAs and educational partners to maximize the academic success of students in foster care. Graduation rates are negatively impacted by the number of school placements and Foster Youth Students' transition frequency. Training, collaboration, and communication with the local agencies serving Foster Youth, including Child Welfare, Juvenile Probation, court systems, and districts, will allow for the timely transfer of information between programs that will support the graduation rates of Foster Youth. The goal's actions will contribute to these outcomes because they are grouped to maximize training for staff supporting Foster Youth during school changes and transitions; direct support for Foster Youth during these changes; and enrichment programs that include additional growth and academic support, which will all contribute to increased graduation rates for the identified student group. Progress will be monitored via DataQuest county-wide graduation rates for Foster Youth and local data maintained by the FCSS Foster Youth Director regarding attendance and participation in supplemental enrichment activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Fresno County Foster Youth who graduate or complete a High School program	55.9% Data Year: 2019-2020 Source: DataQuest	All Foster Students: 48.5% Data Year: 2020-2021 Source: DataQuest	All Foster Students: 53.62% Data Year: 2021-2022 Source: DataQuest		Above 55% Data Year: 2023-2024 Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Fresno County Foster Youth who participate in supplemental enrichment activities	20 Data Year: 2019-2020 Source: Local Data - FCSS Foster Youth Director	Foster Students: 30 Data Year: Due to COVID, the in-person program was placed on hold for 2020-2021. The program resumed during 2021-2022 Source: Local Data - FCSS Foster Youth Director	Foster Students Participated in the Following Enrichment Activities: Leadership Program: 68 Winter: 16 Spring: 35 Data Year: 2022-2023 Source: Local Data - FCSS Foster Youth Director		Foster Students Participated in the Following Enrichment Activities: Leadership Program: 68 Winter: 18 Spring: 38 Data Year: 2023-2024 Source: Local Data - FCSS Foster Youth Director

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Coordination of Services for Foster Youth for Court and Community Schools	A review and analysis of educational partner feedback from collaborative agencies, students, and parents, and the metrics above, indicate the need to support Foster Youth in high school graduation and increase graduation rates. Their feedback further highlighted the need for individualized work with each student due to unique gaps in prior learning, credits necessary, and the need for specific community resources. To meet this need, the LEA will coordinate services with FCSS Foster Youth Services Coordinating Program to provide additional transition support among community resources and advocacy agencies and schools beyond what is provided by the base program. These additional supports include highly individualized transition support when foster youth change schools, one-on-one college, and career planning through monthly meetings with staff, assistance with financial aid and college applications, and increased	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		exposure to college and career programs such as visits to local colleges. The LEA will also provide foster students with the opportunity to join a leadership cohort designed to develop collaboration, leadership skills, and self-efficacy that support highly mobile foster youth in identifying and accessing financial aid, housing, higher education services, and other community resources. These include Focus Forward, social and behavioral health services, and probation. These actions will meet the individual needs of Foster Youth students and empower them to make informed decisions about their graduation and college and career choices. We expect this action to improve the graduation rates of Foster Youth students.		
6.2	Foster Youth Support	FCSS will provide a Student Service Specialist to support, establish, coordinate, facilitate, and maintain academic leadership, support, advocacy, and service delivery for eligible students in foster care. As well as lead in the planning, preparation, and analysis of the needs of Foster Youth and provide ongoing communications of the needs of foster youth students between agencies, including LEAs, Child Welfare, Juvenile Probation, and court systems.	$67,000.00	No
6.3	Leadership Program	The LEA will offer supplemental academic enrichment activities, including leadership development for Foster Youth students. This addresses transition support, creativity, critical thinking, communication, and collaboration. Students will develop leadership skills, character building, and social-emotional stability.	$54,000.00	No
6.4	Technology	FCSS will provide Foster Youth students with the necessary technology and hotspots to access enrichment and educational resources.	$2,600.00	No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Six supported the progress in meeting the goal, "Minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunity loss during COVID-19 through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts."

Action 6.1: Coordination of Services for Foster Youth
Implementation Status: 4- Full implementation. All collaborative agency staff members participate in admission and readmission meetings.
No substantive difference in planned action compared to the actual implementation.

Action 6.2: School Changes Training for Court Personnel and Attorneys
Implementation Status: 4- Full implementation. Communication systems are established and consistent between important partners for foster youth services.
No substantive difference in planned action compared to the actual implementation.

Action 6.3: School Changes Training for LEA Staff
Implementation Status: 5- Full implementation and Sustainability. Every liaison, including all charters, is trained annually.
No substantive difference in planned action compared to the actual implementation.

Action 6.4: Supplemental Academic Enrichment and Transition Support
Implementation Status: 4- Full implementation. Leadership opportunities were added, and systems were added to ensure sustainability. Additional student leadership enrichment opportunities were provided to Foster youth students. Summer enrichment was not offered, but Winter and Spring offerings were added.

Overall Successes: FCSS was able to not only provide ongoing communication and education to foster youth attorneys and court personnel but expand the conversation to placement agencies and dependency judges to create needed communication systems between essential partners within the community supporting foster youth. Every LEA and Charter liaison was trained on the effects of school changes on academic progress for foster youth students. These additional supports provide students with the support that they need both at home and at school.

Overall Challenges: It is challenging to ensure that all community partners and LEA lead administration continue to receive and share ongoing communication regarding the welfare of Foster youth in the county and to make sure that essential educational partners within the system are involved in the process.

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

Action 6.1: Coordination of Services for Foster Youth. There was a reduction in estimated budgeted expenditures due to retirement. FCSS still provided support, including highly individualized transition support when foster youth students changed schools and career planning and assistance for Foster students with completing financial aid and college applications. This was accomplished through the current staff personnel and additional hours for existing personnel.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 6 supported the progress in meeting the following goal, "Minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunity loss during COVID-19 through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts."

Action: 6.1: Coordination of Services for Foster Youth
Effectiveness of Action: 3 Effective
Metric: Percentage of Fresno County Foster Youth who graduate or complete a High School program. All Foster Students: 53.62% (21-22)
Data Statement: The percentage of Fresno County Foster Youth who graduate or complete a High School program increased by 5.1%
Analysis: The coordination between LEA staff and the Foster Youth Services Coordinating program facilitated communication of academic and social/emotional resources to Foster Youth during individualized support meetings that were ongoing throughout the school year. This provided individualized support that each student needed to graduate from high school.

Actions: 6.2: School Changes Training for Court Personnel and Attorneys; 6.3: School Changes Training for LEA Staff
Effectiveness of Actions: 3 Effective
Metric: Percentage of Fresno County Foster Youth who graduate or complete a High School program. All Foster Students: 53.62% (21-22)
Data Statement: The percentage of Fresno County Foster Youth who graduate or complete a High School program increased by 5.1%

Analysis: The increased communication between the community agencies and LEAs regarding the impact of school changes on graduation rate has helped support school placement of foster youth, thus keeping the credits and support that the students need to graduate from high school.

Action: 6.4: Supplemental Academic Enrichment and Transition Support
Effectiveness of Action(s): 3 Effective
Metric: Number of Fresno County Foster Youth participating in supplemental enrichment activities.
Data Statement: The number of students participating in supplemental enrichment activities has increased and expanded during the 22-23 school year.
Analysis: The enrichment opportunities have provided Foster Youth students with leadership development opportunities and workshops to support the development of skills such as; goal setting, identifying strength-based attributes, starting conversations, facilitating meetings, and making effective presentations, all of which are positive life skills they will carry into adulthood.

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

Goal: Amended Goal language to remove the mention of COVID-19.

An explanation of why the LEA has developed this goal: This language was updated to align with the desired outcome, "To facilitate collaboration and build capacity in order to maximize the educational success of students in foster care."

Metric: Expanded Metric "Number of Fresno County Foster Youth who participate in supplemental enrichment activities" - to include participation numbers for the different opportunities offered. Updated Desired Outcome box because of the expansion of the metric.

Metric: Percentage of Fresno County Foster Youth who graduate or complete a High School program desired - Updated Desired Outcome percentage from 50% to 55%

Action 6.1: Coordination of Services for Foster Youth. Action is being provided out of a different funding source. Retitled for clarity to "Coordination of Services for Foster Youth for Court and Community Schools." This action will continue but will use other funding sources.

Action 6.2: School Changes Training for Court Personnel and Attorneys has been updated and retitled. The update is to provide additional clarity for educational partners regarding what the funds are purchasing and the additional support that the Student Service Speciality Coordinator provides.

Action 6.3 School Changes Training for LEA Staff. This action has been removed. FCSS will continue to provide training for LEAs and Charters on the effects of school changes on academic progress for foster youth students using other funding sources.

NEW: Action 6.3 Leadership Program. Based on a needs assessment FCSS has determined a need for ongoing leadership mentoring and development for foster youth students.

Action 6.4 Supplemental Academic Enrichment and Transition Support. This action has been removed. FCSS will continue to provide enrichment opportunities for foster youth students.

NEW: Action 6.4 Technology. Based on a needs assessment FCSS has determined a need for technology and hotspots so that Foster Youth students can access enrichment and digital educational resources.

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

Goals and Actions

Goal

Goal #	Description
7	Maintenance Goal: Maintain a comprehensive foster youth education database and mobile application for Android and iOS. Provide educational liaisons access to the database and mobile application to ensure the delivery and coordination of necessary educational services. State Priority Areas: 10

An explanation of why the LEA has developed this goal.

No comprehensive database previously existed that the child welfare agency, districts, juvenile courts, or county foster youth services have access to, nor a mobile application for Foster Youth students, families, and educational partners. In discussion with all collaboration agencies, it was noted that the database and mobile application would facilitate the delivery and coordination of essential educational services and information. The goal's actions will contribute to these outcomes because the database and mobile application maintenance will increase student and staff access to the latest data and educational records to support foster youth access to higher education and other community resources. In addition, plans and transition support will allow for rapid sharing of academic progress, records, and assessments for foster students to continue their educational programming if they change schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Fresno County Foster Youth who graduate or complete a High School program	55.9% Data Year: 2019-2020 Source: DataQuest	Foster Students: 48.5% Data Year: 2020-2021 Source: DataQuest	Foster Students: 53.62% Data Year: 2021-2022 Source: DataQuest		Above 50% Data Year: 2022-2023 Source: DataQuest
Number of Community/LEAs	N/A New Metric	N/A New Metric	Number of Community/LEAs		Number of Community/LEAs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
accessing the Mobile Application			accessing the Mobile Application: 30 Data Year: 2022-2023 Data Source: Analytic Report		accessing the Mobile Application: 50 Data Year: 2023-2024 Data Source: Analytic Report

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Mobile Application	Support and maintain the foster youth mobile application for Android and iOS.	$21,400.00	No
7.2	Data Collection & Education Records	Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually. Using the database system, Foster Youth staff will support the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students.	$0.00	No
7.3	Educational Records & Support	Foster Youth staff will support Fresno County LEAs in developing education plans for Foster Youth students to maintain or increase the percentage of Foster Youth students who graduate from high school. Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools.	$0.00	No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Seven supported the progress in meeting the goal, "Maintain a comprehensive foster youth education database and develop and maintain a mobile application for Android and iOS. Provide educational liaisons access to the database to ensure the delivery and coordination of necessary educational services.

Action 7.1:Software and Mobile Application Development
Implementation Status: 5- Full implementation and Sustainability. The application was developed, is being maintained, and is located in the Google and Apple app stores.
FCSS is no longer developing software. LEAs link data directly to the Foster Focus host database.

Action 7.2:Data Collection
Implementation Status: 5- Full implementation and Sustainability. District information is linked directly to the Sacramento County Office of Education.
No substantive difference in planned action compared to the actual implementation.

Action 7.3:Educational Records
Implementation Status: 5- Full implementation and Sustainability. The process is automated and takes place successfully.
No substantive difference in planned action compared to the actual implementation.

Action 7.4: Education Plans
Implementation Status: 4- Full implementation. Transcript analysis and communication with districts take place annually.
No substantive difference in planned action compared to the actual implementation.

Action 7.5: School Transition Support
Implementation Status: 5- Full implementation and Sustainability. Probation and school staff collaborate, write and review the individual plans and resources with students at individual and small group meetings to support the transition.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: FCSS was able to develop and deploy the application fully, and it is available to Fresno County via the Google and Apple App stores. Communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs has increased, and there is an expedited transfer of the education records of Foster Youth students.

Overall Challenges: The reliability and validity of data in Calpads is an ongoing challenge. This is due to ongoing changes to the Calpads system, and the difficulty of navigating and ensuring to LEAs student information systems are pulling correct and accurate data.

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

Action 7.1:Software and Mobile Application Development, No substantive difference in planned expenditures compared to the actual expenditures.

Action 7.2:Data Collection. The difference was due to a vacancy in staffing. The available staffing provided all necessary data collection and support in the 22-23 school year. The department supported the responsibilities to ensure data collection and communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students.

Action 7.3:Educational Records. The difference was due to a vacancy in staffing. In the 22-23 school year, through other funds, Foster Youth staff maintained the database system that supported the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students.

Action 7.4: Education Plans. The difference was due to a change in funding sources for some of the positions and staffing vacancies. In the 22-23 school year, Foster Youth staff supported Fresno County LEAs in developing education plans for Foster Youth students.

Action 7.5: School Transition Support, No substantive difference in planned expenditures compared to the actual expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 7 supported the progress in meeting the following goal"Maintain a comprehensive foster youth education database and develop and maintain a mobile application for Android and iOS. Provide educational liaisons access to the database to ensure the delivery and coordination of necessary educational services."

Actions: 7.1:Software and Mobile Application Development; 7.2:Data Collection; 7.3:Educational Records; 7.4: Education Plans; 7.5: School Transition Support
Effectiveness of Action: Effective
Metric: Percentage of Fresno County Foster Youth who graduate or complete a High School program. All Foster Students: 53.62% (21-22)
Data Statement: The percentage of Fresno County Foster Youth who graduate or complete a High School program increased by 5.1%
Analysis: Ongoing transcript analysis and communication with districts are done in a timely manner to ensure student credits and needs are quickly identified to ensure Foster Youth students are on track for graduation.

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

Goal: Updated language to reflect that the Mobile Application is wholly developed and no longer in development.

New Metric: Number of Community/LEAs accessing the Mobile Application. This metric was added to monitor the mobile application use outlined in action 1.

Action 1: This action was retitled "Mobile Application" There is no longer a need to develop software.

Action 2 & 3 have been combined. Action 2 has been retitled "Data Collection & Education Records." FCSS is still providing these services through another funding source.

Action 4 & 5 have been combined. Action 3 has been retitled "Educational Records & Support." FCSS is still providing these services through another funding source.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,453,448	$0.0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.76%	0.00%	$0.00	4.76%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group's stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our

intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.

The contributing "wide" actions in this plan are:

1.1 Probation Support

1.2 Safety and Transportation

1.3 Wellness Supports

1.4 CTE Supports

2.1 Supplemental Instruction Staff & Curriculum

2.2 Professional Development

2.3 Supplemental Tutoring Services

2.4 Student Technology

2.7 Student Progress Monitoring & Library Supports

2.8 MTSS Support Staff

3.2 Parent and Educational Partner Outreach

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the

approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

2.6 English Learner Support
3.3 Supplemental Bilingual Interpreting and Translation

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

The LEA did not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,363,998.00		$385,543.00	$145,000.00	$6,894,541.00	$5,449,238.00	$1,445,303.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Probation Support	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
1	1.2	Safety and Transportation	English Learners Foster Youth Low Income	$66,000.00				$66,000.00
1	1.3	Wellness Supports	English Learners Foster Youth Low Income	$45,000.00				$45,000.00
1	1.4	CTE Supports	English Learners Foster Youth Low Income	$40,000.00		$85,165.00		$125,165.00
2	2.1	Supplemental Instruction Staff & Curriculum	English Learners Low Income	$610,000.00				$610,000.00
2	2.2	Professional Development	English Learners Low Income	$104,000.00				$104,000.00
2	2.3	Supplemental Tutoring Services	English Learners Foster Youth Low Income	$98,925.00				$98,925.00
2	2.4	Student Technology	English Learners Low Income	$100,000.00				$100,000.00
2	2.5	Data/Assessment and Support	All	$126,550.00				$126,550.00
2	2.6	English Learner Support	English Learners	$150,000.00				$150,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Student Progress Monitoring & Library Supports	English Learners Foster Youth Low Income	$250,000.00				$250,000.00
2	2.8	MTSS Support Staff	English Learners Low Income	$103,833.00				$103,833.00
2	2.9	English Language Development	English Learners	$0.00				$0.00
3	3.1	Parent and Educational Partner Communication	All	$85,000.00				$85,000.00
3	3.2	Parent and Educational Partner Outreach	Low Income	$10,000.00				$10,000.00
3	3.3	Supplemental Bilingual Interpreting and Translation	English Learners	$50,000.00				$50,000.00
3	3.4	Supplemental Support for families of SWDs	Students with Disabilities	$0.00				$0.00
4	4.1	California Standards Aligned Curriculum	All			$90,000.00		$90,000.00
4	4.2	Teachers and Staff	All	$3,982,144.00		$210,378.00		$4,192,522.00
4	4.4	Facilities	All	$392,546.00				$392,546.00
5	5.1	Expelled Student Support	All	$0.00				$0.00
6	6.1	Coordination of Services for Foster Youth for Court and Community Schools	Foster Youth	$0.00				$0.00
6	6.2	Foster Youth Support	Foster Youth				$67,000.00	$67,000.00
6	6.3	Leadership Program	Foster Youth				$54,000.00	$54,000.00
6	6.4	Technology	Foster Youth				$2,600.00	$2,600.00
7	7.1	Mobile Application	Foster Youth				$21,400.00	$21,400.00
7	7.2	Data Collection & Education Records	Foster Youth	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	7.3	Educational Records & Support	Foster Youth	$0.00				$0.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,514,958	$1,453,448	4.76%	0.00%	4.76%	$1,777,758.00	0.00%	5.83 %	**Total:**	$1,777,758.00
								LEA-wide Total:	$1,222,833.00
								Limited Total:	$200,000.00
								Schoolwide Total:	$354,925.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Probation Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	$150,000.00	0.00%
1	1.2	Safety and Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	$66,000.00	0.00%
1	1.3	Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	0.00%
1	1.4	CTE Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Worsley	$40,000.00	0.00%
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$610,000.00	0.00%
2	2.2	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$104,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Supplemental Tutoring Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alice M. Worsley	$98,925.00	0.00%
2	2.4	Student Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	0.00%
2	2.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$150,000.00	0.00%
2	2.7	Student Progress Monitoring & Library Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	0.00%
2	2.8	MTSS Support Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$103,833.00	0.00%
3	3.2	Parent and Educational Partner Outreach	Yes	LEA-wide	Low Income	All Schools	$10,000.00	0.00%
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	0.00%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,819,181.00	$9,745,314.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Probation Support	Yes	$45,000.00	$41,055.00
1	1.2	Safety and Transportation	Yes	$146,340.00	$68,334.00
1	1.3	Mentoring and Transition	Yes	$130,000.00	$147,798.00
1	1.4	Social/Emotional Support	Yes	$516,346.00	$449,063.00
1	1.5	PBIS Support	Yes	$234,495.00	$128,175.00
1	1.6	Truancy Support	Yes	$71,645.00	$67,558.00
1	1.7	CTE Support	Yes	$260,000.00	$165,409.00
2	2.1	Supplemental Instruction	Yes	$83,409.00	$34,382.00
2	2.2	Professional Development	Yes	$159,328.00	$86,959.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Supplemental Tutoring Services	Yes	$52,717.00	$56,202.00
2	2.4	Student Technology	Yes	$246,781.00	$310,679.00
2	2.5	Data/Assessment and Support	No	$126,550.00	$29,259.00
2	2.6	English Learner Support	Yes	$117,538.00	$25,640.00
2	2.7	Student Progress Monitoring	Yes	$9,751.00	$246,674.00
3	3.1	Parent and Educational Partner Communication	No	$99,577.00	$0.00
3	3.2	Parent and Educational Partner Outreach	Yes	$29,287.00	$35,426.00
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$37,682.00	$84,253.00
3	3.4	Supplemental Support for families of SWDs	No	$0.00	$0.00
4	4.1	California Standards Aligned Curriculum	No	$90,000.00	$83,603.00
4	4.2	Teachers and Staff	No	$4,564,873.00	$4,626,881.00
4	4.3	Electives and Paraprofessionals	Yes	$1,666,805.00	$1,346,833.00
4	4.4	Facilities	No	$443,318.00	$496,978.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Expelled Student Support	Yes	$266,814.00	$131,473.00
6	6.1	Coordination of Services for Foster Youth	Yes	$877,114.00	$708,265
6	6.2	School Changes Training for Court Personnel and Attorneys	No	$3,833.00	$2,078
6	6.3	School Changes Training for LEA Staff	No	$58,714.00	$53,055
6	6.4	Supplemental Academic Enrichment and Transition Support	No	$90,318.00	$92,959
7	7.1	Software and Mobile Application Development	No	$29,050.00	$30,154
7	7.2	Data Collection	No	$100,654.00	$35,370
7	7.3	Educational Records	No	$27,155.00	$0
7	7.4	Education Plans	No	$215,108.00	$141,825
7	7.5	School Transition Support	No	$18,979.00	$18,974

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,344,168	$2,566,506.00	$3,425,913.00	($859,407.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Probation Support	Yes	$45,000.00	$41,055.00	0.00%	0.00%
1	1.2	Safety and Transportation	Yes	$146,340.00	$68,334.00	0.00%	0.00%
1	1.3	Mentoring and Transition	Yes	$130,000.00	$147,798.00	0.00%	0.00%
1	1.4	Social/Emotional Support	Yes	$294,046.00	$449,063.00	0.00%	0.00%
1	1.5	PBIS Support	Yes	$176,708.00	$128,175.00	0.00%	0.00%
1	1.6	Truancy Support	Yes	$71,645.00	$67,558.00	0.00%	0.00%
1	1.7	CTE Support	Yes	$157,507.00	$165,409.00	0.00%	0.00%
2	2.1	Supplemental Instruction	Yes	$19,737.00	$34,382.00	0.00%	0.00%
2	2.2	Professional Development	Yes	$104,664.00	$86,959.00	0.00%	0.00%
2	2.3	Supplemental Tutoring Services	Yes	$52,717.00	$56,202.00	0.00%	0.00%
2	2.4	Student Technology	Yes	$246,781.00	$310,679.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	English Learner Support	Yes	$117,538.00	$25,640.00	0.00%	0.00%
2	2.7	Student Progress Monitoring	Yes	$2,000.00	$246,674.00	0.00%	0.00%
3	3.2	Parent and Educational Partner Outreach	Yes	$22,287.00	$35,426.00	0.00%	0.00%
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$37,682.00	$84,253.00	0.00%	0.00%
4	4.3	Electives and Paraprofessionals	Yes	$751,000.00	$1,346,833.00	0.00%	0.00%
5	5.1	Expelled Student Support	Yes	$185,000.00	$131,473.00	0.00%	0.00%
6	6.1	Coordination of Services for Foster Youth	Yes	$5,854.00	$0.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,560,319	$1,344,168	0.00%	52.50%	$3,425,913.00	0.00%	133.81%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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