LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno County Superintendent of Schools
CDS Code: 10 10108 0000000
School Year: 2024-25
LEA contact information:
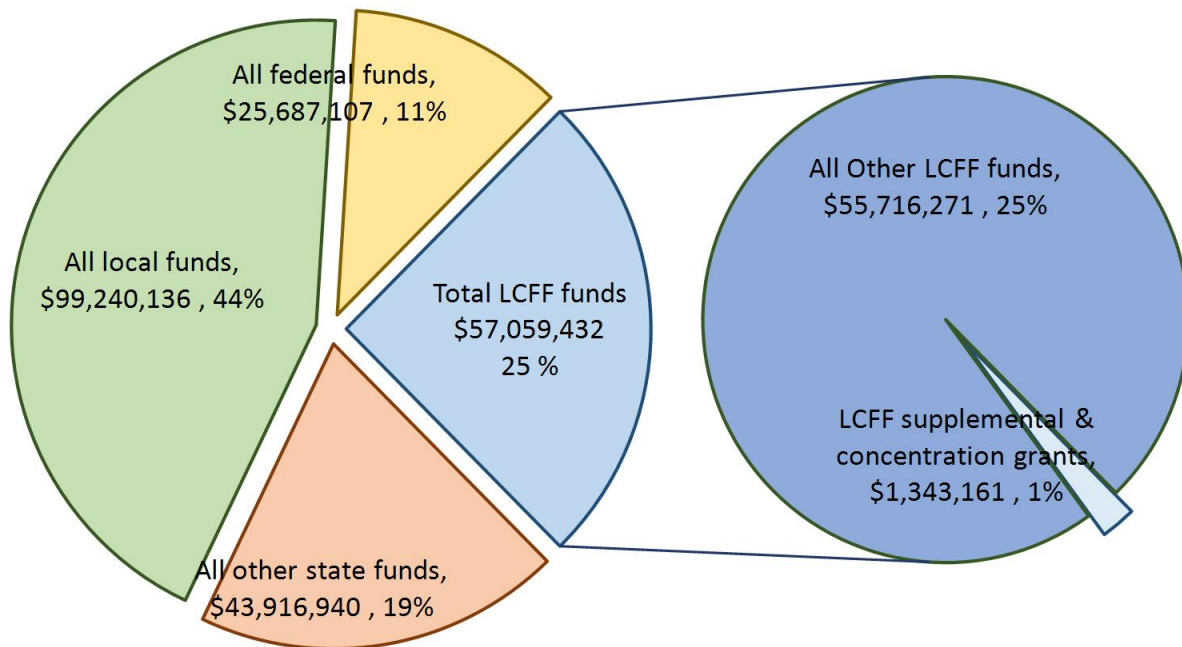Dr. Michele Cantwell-Copher
Superintendent of Schools

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $25,687,107 , 11%

All local funds, $99,240,136 , 44%

Total LCFF funds $57,059,432 25 %

All other state funds, $43,916,940 , 19%

All Other LCFF funds, $55,716,271 , 25%

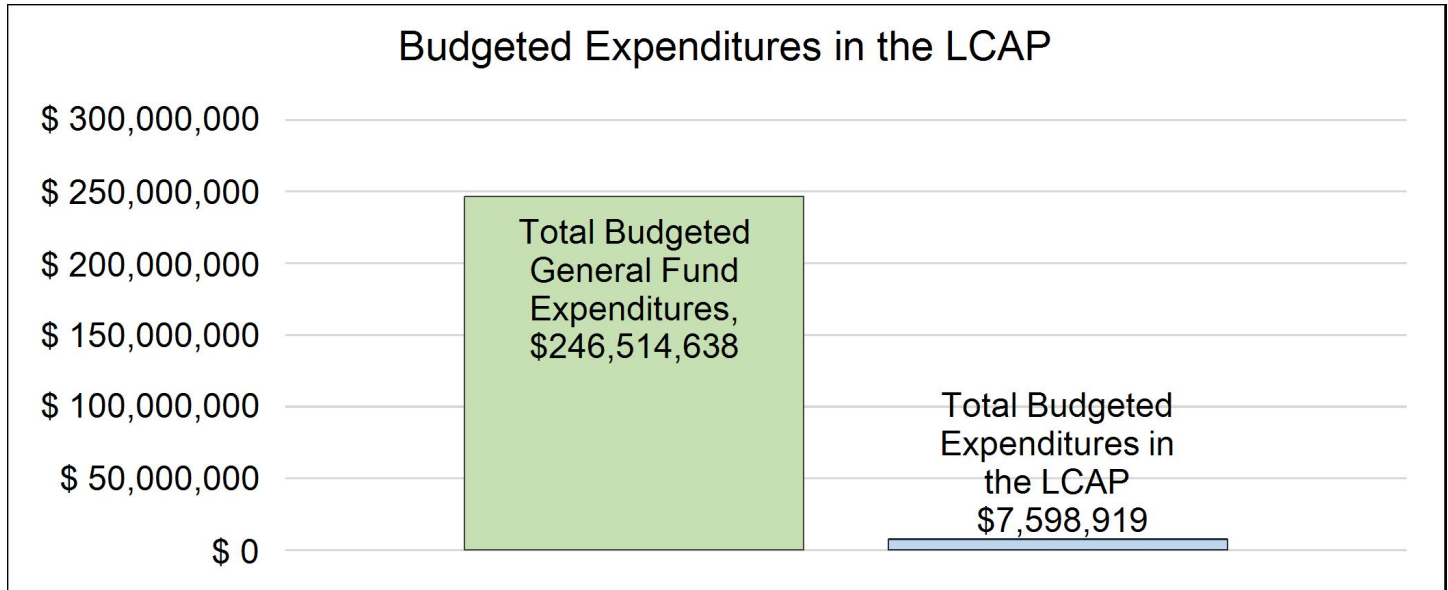LCFF supplemental & concentration grants, $1,343,161 , 1%

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 $225,903,615, of which $57059432 is Local Control Funding Formula (LCFF), $43916940 is other state funds, $99240136 is local funds, and $25687107 is federal funds. Of the $57059432 in LCFF Funds, $1343161 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, $246,514,638

Total Budgeted Expenditures in the LCAP $7,598,919

This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fresno County Superintendent of Schools plans to spend $246514638 for the 2024-25 school year. Of that amount, $7598919 is tied to actions/services in the LCAP and $238,915,719 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
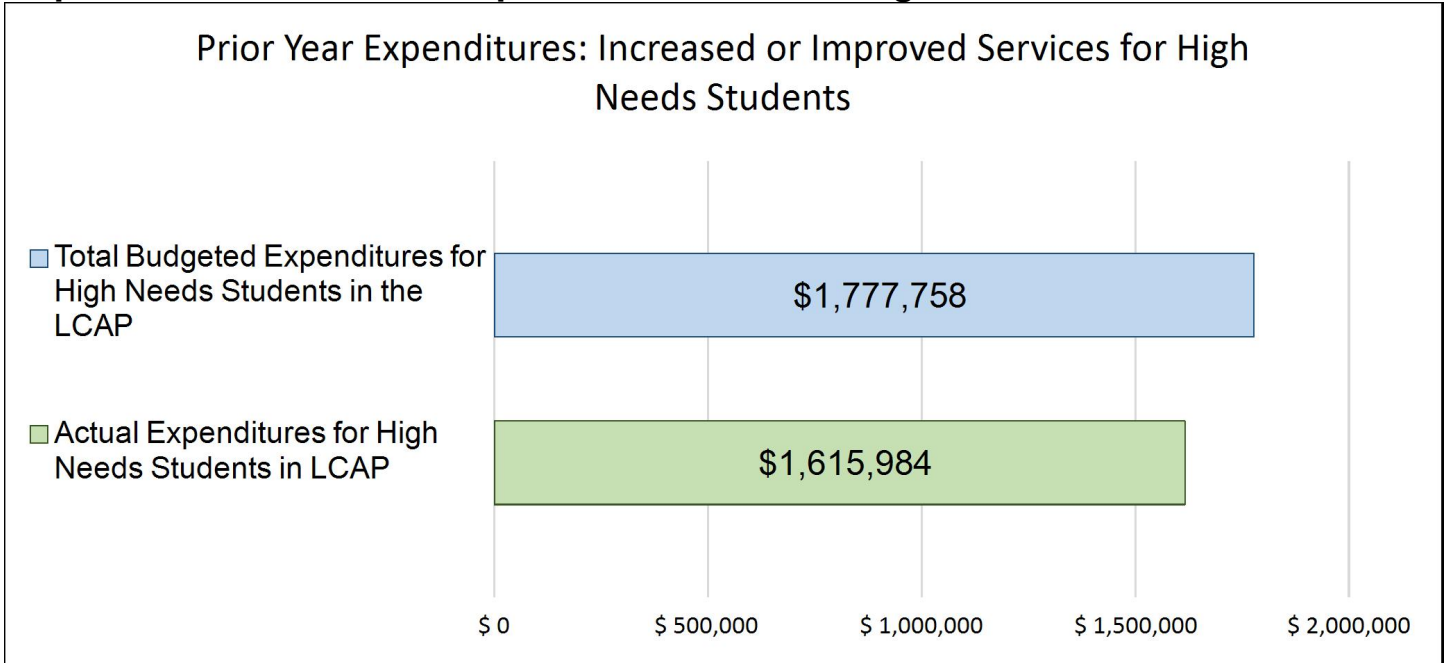
FCSS has budgeted $238,915,719 of expenditures that are not included in this LCAP because they are funds generated by fee for service programs or by other specific programs, or funds, allocated by state and federal governments directed to provide specific services, to students whose services, needs, 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 2024-25 School Year

In 2024-25, Fresno County Superintendent of Schools is projecting it will receive $1343161 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 $1847658 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,777,758

☐ Actual Expenditures for High Needs Students in LCAP — $1,615,984

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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 2023-24, Fresno County Superintendent of Schools's LCAP budgeted $1777758 for planned actions to increase or improve services for high needs students. Fresno County Superintendent of Schools actually spent $1615984 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-161,774 had the following impact on Fresno County Superintendent of Schools's ability to increase or improve services for high needs students:

Services for students as planned for were delivered with the use of one-time funds that the local education agency had available for use.

2023–24 Local Control and Accountability Plan Annual Update

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

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

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

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: 27% Low Income Students: 27% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Data 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: 30% Low Income Students: 30% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Data 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: 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: 12% Low Income Students: 12% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023	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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Source: Local Data - Student Information System (AERIES)	
Percentage of all Students that agree or strongly agree that a positive school climate exists	81% Data Year: 2019-2020 Source: Local Student Survey	All Students: 85% Data Year: 2020-2021 Source: Local Student Survey	All Students: 71% Data Year: 2021-2022 Source: Local Student Survey	All Students: 74% Data Year: 2022-2023 Source: Local Student Survey	All Students: 88% Data Year: 2022-2023 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	Data not yet available Data Year: 2023-24 Data 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	All Students: 27.3% Data Year: 2022-2023 Source: Dataquest	Students: Below 7.5% Data Year: 2022-2023 Data Source: DataQuest
Chronic Absenteeism Rate	30% Data Year: 2019-2020	All Students:25% Low Income Students:25%	All Students: 12% Low Income Students: 12%	All Students: 15% Low Income Students: 15%	All Students: Below 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS Report 14.2	Foster Students:10% EL Students:17% Data Year: 2020-2021 Source: CALPADS Report 14.2	Foster Students: 4.5% EL Students: 3.8% Data Year: 2021-2022 Source: CALPADS Report 14.2	Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Source: CALPADS Report 14.2	Low Income Students: Below 12% Foster Students: Below 10% EL Students: Below 10% Data Year: 2022-2023 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: 53.99% Low Income Students: 53.99% Foster Students: 48.3% EL Students: 63.2% Data Year: 2021-2022 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	Students: 83% Parents**: 100% Teachers: 95% Data Year: 2020-2021	Students: 83% Parents**: 100% Teachers: 93% Data Year: 2021-2022	Students: 72% Parents**: 100% Teachers: 89% Data Year: 2022-2023	Students: Above 85% Parents: Above 100% Teachers: Above 95% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Local Survey	Data Source: Local Survey **includes community members	Data Source: Local Survey **includes community members	Data Source: Local Survey **includes community members	Data Source: Local Survey
Rates of a Sense of Safety	Students 81% Parents 80% Teachers: 72% Data Year: 2019-2020* Data Source: Local Survey *Data Year Updated to 2019-2020 due to reporting error and to correct data source	Students: 78% Parents**: 100% Teachers: 95% Data Year: 2020-2021 Data Source: Local Survey **includes community members	Students: 72% Parents**: 100% Teachers: 86% Data Year: 2021-2022 Data Source: Local Survey **includes community members	Students: 72% Parents: 100% Teachers: 89% Data Year: 2022-2023 Data Source: Local Survey	Students: Above 90% Parents: Above 100% Teachers: Above 95% Data Year: 2023-24 Data Source: Local Survey

Goal Analysis

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

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

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 Broad Goal: Improve student engagement, increase student attendance, reduce student discipline, and increase student's perception of positive school climate.supported the progress toward meeting the goal of reducing suspensions, increasing student attendance, and increasing student perception of a positive school climate.

Action 1.1 - Probation Support
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has implemented the contract with Fresno County Probation. The probation staff provided home visitations, communications with students and families, and individualized social/emotional support for low-income, foster youth, and English Learner students.
There was a substantive difference in the planned action compared to the actual implementation because the contract was amended to include one probation officer instead of two due to decreased number of students receiving direct support from county probation.

Action 1.2 - Safety and Transportation
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has implemented the contract with CIS security to provide a safety officer; in addition, FCSS provided bus tokens for public transportation for students and families.
There were substantive differences in the planned action compared to the actual implementation because three campus safety officers were added to the action in order to increase individualized social/emotional support of students.

Action 1.3 - Wellness Supports
Implementation Status: 5 - Full Implementation and Sustainability. The LEA provided the funding for the supplemental services provided by the intended staff positions. The LEA was therefore able to provide additional mental and physical health support to ensure that students were able to come to school and be successful.
There were no substantive differences in planned action compared to the actual implementation.

Action 1.4 - CTE Supports
Implementation Status: 5 - Full Implementation and Sustainability. The LEA provided the staff for implementation of the CTE programs, and funding for supplies and materials necessary for the classes.
There were no substantive differences in planned action compared to the actual implementation. These actions were in support of student engagement of attendance, as well as perception of school climate, while correspondingly reducing social/emotional concerns, resulting in incidences requiring school disciplinary action.

Overall Successes: Welding certifications were earned by many CTE students, and all eligible students were able to enroll in Horticulture and Welding. The LEA's students gained industry-standard skills through the CTE courses.
Overall Challenges: Due to fluid enrollment between the sites, staffing and spending decisions were subject to increased complexity in order for the LEA to meet the students' social/emotional, attendance, and behavioral needs.

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 1.1 - Probation Support estimated actual expenditures were below as budgeted because the contract was amended to include one probation officer.

Action 1.2 - Safety and Transportation estimated actual expenditures were above budgeted because additional campus safety officers were added to the action.

Action 1.3 - Wellness Supports estimated actual expenditures were above budgeted because salary costs were higher for the staff and additional time with needed to support student needs.

Action 1.4 - CTE Supports estimated actual expenditures were below budgeted because other one-time funds were used to support CTE.

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

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 progress toward meeting the Broad Goal of Improving student engagement, increasing student attendance, reducing student discipline, and increasing students' perceptions of a positive school climate.

Action(s): Action 1.1 - Probation Support
Effectiveness of Action(s): 3 - Effective
Metric(s): Suspension Rate of 70-day low-income, foster youth, and English Learner students; Chronic absenteeism rate of foster youth and English Learner 70-day students
Analysis Statement: FCSS' suspension rate of 70-day low-income students decreased between Year 2 and Year 3, though it increased from Year 1. However, Year 1's suspension rate was artificially low due to students engaging in distance learning from home during the pandemic. FCSS believes that the individualized social/emotional and family support, in addition to home visits, provided by probation staff will continue to facilitate a decrease in the suspension rate of our longer-term students in the coming years. Suspension data was unavailable for Foster Youth or English Learners due to the enrollment size of these student groups. The chronic absenteeism data is not available for Foster Youth or English Learners due to the enrollment size of these student groups. Still, the rate of low-income students decreased between Year 1 and Year 3, demonstrating the effectiveness of the social/emotional support provided by the probation staff, which encouraged student attendance through forming connections and increasing motivation for avoiding absences. The chronic absenteeism rate of this student group increased between Year 2 and Year 3; the LEA believes that this was attributable to the shift from online to seat-based instruction, which required adjustment on the part of students and families.

Action(s): Action 1.2 - Safety and Transportation
Effectiveness of Action(s): 3 - Effective
Metric(s): Chronic absenteeism rate of 70-day English Learner and foster youth students; Sense of school safety of all low-income students

Analysis Statement: The chronic absenteeism rate data is not available for foster youth or English Learners due to enrollment of these student groups, but for low-income students, the data demonstrated a decrease between Year 1 and Year 3, demonstrating the effectiveness of the individualized social/emotional support provided by the safety staff, in addition to access to paid transportation which removed an obstacle from regular attendance, and the ability of families to visit the school, which promoted collaboration between the school and parents in support of regular attendance. The chronic absenteeism rate of this student group increased between Year 2 and Year 3; the LEA believes that this was attributable to the shift from online to seat-based instruction, which required adjustment on the part of students and families. The rate of school safety for low-income students remained the same between Year 2 and Year 3 while increasing from Year 1; the LEA added three campus safety staff to increase students' sense of safety.

Action(s): Action 1.3 - Wellness Supports
Effectiveness of Action(s): 3 - Effective
Metric(s): Chronic absenteeism rate of 70-day foster youth and English Learner students; Unknown transfer rate of 70-day students for low-income, English Learners and foster youth; Sense of school connectedness for low-income students
Analysis Statement: The chronic absenteeism rate was not available for English Learners or foster youth due to enrollment of these student groups; however, low-income data demonstrated a decrease between Year 1 and Year 3, demonstrating the effectiveness of the action. In addition, the unknown transfer rate for low-income students declined significantly during the same time period. An unknown transfer rate date was not available for Foster Youth or English Learners due to the enrollment size of these student groups. However, the sense of school connectedness of Low-Income students declined somewhat. School psychologists and the nurse promote social/emotional well-being, refer students to All 4 Youth and other mental health services as needed, and facilitate decreased absences due to improving emotional and physical health concerns that would lead to absence from school. In addition, collaboration with school staff and parents regarding establishing individualized intervention plans to attend school. In addition, the LEA will provide additional staff training to increase the sense of school connectedness for low-income students.

Action(s): Action 1.4 - CTE Supports
Effectiveness of Action(s): 3 - Effective
Metric(s): Attendance Rate
Analysis Statement: The attendance rate of low-income students increased between Year 1 and Year 2, demonstrating the effectiveness of the action. Attendance rate data was unavailable for English Learners or Foster Youth students due to the enrollment size of these student groups. Student access to CTE curriculum and skill-building promotes attendance in all other academic classes, as their participation allows continued access to CTE. The students highly anticipate CTE courses due to their work skills and projects, as well as the potential for full welding certification and future work opportunities.

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.

Metric Update:
We updated the LEA survey and metrics to better reflect students', parents', and staff's sense of safety and connectedness.

New Metric: Percentage of Facilities maintained in good repair

Action 1.1 will be amended to include a single probation officer instead of two in the 2024-25 LCAP. Action 1.2 will be amended to include the campus safety officer positions in the 2024-25 LCAP. Probation & Campus Safety Officers will play a significant role in the new comprehensive multi-tiered support system to reduce suspension and chronic absenteeism at VHEA. This includes working on a behavior team alongside the Behavior Support Oversight personnel (NEW Action 1.5) and the Behavior Intervention Teacher (NEW Action 8.2) to look at data and provide meaningful support. The unique population of students often faces various challenges, including those related to poverty, trauma, and instability. There is a need to implement strategies to reduce suspensions that will be tailored to meet these challenges head-on, promoting a positive school climate and enhancing educational outcomes for all students, low-income and Hispanic students. We will implement culturally responsive teaching practices that recognize and respect Hispanic students' cultural backgrounds, experiences, and identities. This includes incorporating diverse perspectives into the curriculum, fostering a positive school climate that values diversity, and providing opportunities for students to explore and celebrate their cultural heritage. This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students.

Action 1.3 will be amended to include increased time for the designated staff to ensure student support. This action 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.

Action 1.5 (NEW action). FCSS was identified for Differentiated Assistance (DA) based on the Suspension indicator for Foster Youth, Hispanic, and social-economically disadvantaged students. Upon observing the red indicators for suspension rates on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes. This action was added to specifically address LEA level Reds for the Suspension rate on the 2023 Dashboard & DA eligibility for the Suspension Indication.

The CTE Action was removed from Goal 1 and added to Goal 2 to more closely align the action with associated metrics.

The Facilities Action was removed from Goal 4 and added to 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

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 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	Math All Students: 52% Low Income Students: 52% Foster Students: 40% EL Students: 60% 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	Math All Students: 49% Low Income Students: 49% Foster Students: 73% EL Students: 50% 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	Math All Students: 55% Low Income Students: 55% Foster Students: 44% EL Students: 31% ELA All Students: 41% Low Income Students: 41% Foster Students: 54% EL Students: 31% Data Year: 2022-2023 Data Source: Local Data - AERIES Student Information System	Math All Students: Above 57% Low Income Students: Above 57% Foster Students: Above 57% 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	distance and in-person learning				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: 80% Low Income Students: 80% Foster Students: 25% EL Students: 14% Data Year: 2022-2023 Data 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
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: 2022-2023 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	TBD once results become available Data Year: 2020	Met & Exceeded Standards: All Students: 11.985%	All Students: 14.1% Low Income Students: 18.03%	All Students: 6.1% Low Income Students: 2.94%	Met & Exceeded Standards: All Students: 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards" on CAASPP ELA *Metric title adjusted to clarify data that is being measured	Data Source: Suspended due to Executive Order N-30-20	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.	Foster Students: 41.67% EL Students: *10 or fewer students had tested Data Year: 2022 Source: LEA Smarter Balanced Reports (DataQuest)	Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023 Source: LEA Smarter Balanced Reports (DataQuest)	Low Income Students: 14% Foster Students: 14% EL Students: 14% Data Year: 2023 Data Source: California Dashboard
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	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)	All Students: 0.0% Low Income Students: 0.0% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student group took the test.			
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: 73% Low Income Students: 73% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 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 demonstrating mastery after pre and post testing scores in the Writing Benchmark	52% Data Year: 2020-2021 Source: Local Data	All Students:55% Low Income Students:54% Foster Students:22% EL Students:52% Data Year: 2021-2022 Source: Local Data	All Students: 64% Low Income Students: 64% Foster Students: 72% EL Students: 41% Data Year: 2022-2023 Source: Local Data	All Students: 57% Low Income Students: 57% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group	All Students: 64% Low Income Students: 64% Foster Students: 64% EL Students: 54% Data Year: 2023-2024 Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				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 enrollment below ten students	Level 4: 16.7% Level 3: 16.7% Level 2: 50.0% Level 1: 16.7% Data Year: 2023 Source: ELPAC ELPI: 33.3% ELs who Progressed at Least One ELPI Level Data Year: 2023 Dashboard Source: Dashboard	35% Data Year: 2022 & 2023 Data Source: Fall 2023 ELPI from Dashboard
CTE Class	Percent of Eligible Students Enrolled in a CTE Class:100%	Discontinued	Discontinued	Discontinued	Discontinued

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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				
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 Source: Local Data - AERIES Student Information System	All Students: 100% Low Income Students: 100% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 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: 24% Low Income Students: 24% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023	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
				Source: Local Data - AERIES Student Information System	
Percentage of teachers and students using technology for teaching/learning in the classroom 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: data suppressed due to fewer than 11 students in student group EL Students: 100% Teachers: 100% Data Year: 2022-2023 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	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: 18.1% Low Income Students: 18.1% Foster Students: 37.5% EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023	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
		*EL student group data supressed due to fewer than ten students in the student group		Source: School Dashboard Graduation Rate (Not DASS this year)	
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: 80% Low Income Students: 80% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 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	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%	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%	ELA Met or Exceeded All Students: 2.86% Low Income Students: 3.45% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to	ELA: All Students: 22% Low Income Students: 22% Foster Students: 22% EL Students: 22% Math: All Students: 3% Low Income Students: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of testing during the COVID pandemic. Data Source: CAASPP Data *Baseline amended to correct data and data source	Low Income Students: 2.94% Foster Students*: N/A EL Students*: N/A Data Year: 2020-2021 Source: CAASPP Data *In order to protect student privacy, data is suppressed because 10 or fewer students in the student group took the test.	Low Income Students: 3.8% Foster Students: N/A* EL Students: N/A* Data Year: 2021-2022 Source: CAASPP Data *In order to protect student privacy, data is suppressed because 10 or fewer students in the student group took the test.	fewer than 11 students in student group Math Met or Exceeded All Students: 0.0% Low Income Students: 0.0% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Source: CAASPP Data	Foster Students: 3% EL Students: 3% Data Year: 2022-2023 Data Source: CAASPP Data

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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 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.

Action 2.1 - Supplemental Instruction Staff and Curriculum
Implementation Status: 5 – Full Implementation and Sustainability. The LEA provided staff who implemented supplemental instruction for individual students. This included intervention time during the school day, before and after school, and on Saturdays for identified students. There was a substantive difference in the planned action compared to the actual implementation because three FTEs were provided instead of five due to low enrollment.

Action 2.2 - Professional Development
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has implemented the contract with the C&I department to provide professional development, in-class support and coaching, and work with individual instructional staff and administration in addition to small and large groups. Coaching was designed to help teachers implement curriculum, work with each student's social/emotional needs, and provide support for English Learners.
No substantive difference in planned action compared to the actual implementation.

Action 2.3 - Supplemental Tutoring Services
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has implemented the contract with the California Teaching Fellows; these tutors provided individual instructional support designed to meet the unique needs of each designated students, in all subject areas.
No substantive difference in planned action compared to the actual implementation.

Action 2.4 - Student Technology
Implementation Status: 5 - Full Implementation and Sustainability. The LEA purchased student technology as necessary, which was utilized in the classrooms in support of student learning. Teachers were trained in the use of the student technology as well.
No substantive difference in planned action compared to the actual implementation.

Action 2.5 - Data/Assessment and Support
Implementation Status: 5 - Full Implementation and Sustainability. The LEA purchased office and classroom supplies and materials as needed, to ensure that all students and staff were adequately supplied.
No substantive difference in planned action compared to the actual implementation.

Action 2.6 - English Learner Support
Implementation Status: 5 - Full Implementation and Sustainability. The LEA provided staff who facilitated supplemental ELD support for English Learners. This included supplemental time in the school schedules for teachers to provide individualized support for English Learners.
No substantive difference in planned action compared to the actual implementation.

Action 2.7 - Student Progress Monitoring and Library Supports
Implementation Status: 5 - Full Implementation and Sustainability. The LEA provided staff to implement the action; this included the retaining of the teacher librarian and teacher on special assignment responsible for the library and for student progress monitoring.
No substantive difference in planned action compared to the actual implementation.

Action 2.8 - MTSS Support Staff
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has provided the staff to implement the action, which included district-level data collection and review, and oversight of the implementation and funding of the LCAP's goals and actions throughout the school year. Meetings took place each month to determine implementation and effectiveness.
No substantive difference in planned action compared to the actual implementation.

Action 2.9 - English Language Development
Implementation Status: 5 - Full Implementation and Sustainability. The LEA provided the services, which include core ELD support for the district's English Learners, in addition to ELD integrated and designated ELD instruction.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Probation and campus safety staff provided individualized social/emotional support for FCSS' students. The nurse and school psychologists provided supplemental behavioral and physical health support. The contract with the C&I department was filled and professional development occurred. Student technology was purchased and implemented in the classrooms. English learners received core ELD instruction and supplemental instructional time. Progress monitoring and library services took place, and district-level staff ensured the implementation of each goal and action in the 2023-24 LCAP. All actions within this goal worked together to achieve the articulated goal.

Overall Challenges: Tutoring services were delayed due to difficulties in the service provider's ability to locate and provide tutors.

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 2.1 Supplemental Instructional Staff and Curriculum estimated actual expenditures were below budgeted because the LEA was able to use other one-time funds to support this action.

Action 2.3 Supplemental Tutoring Services estimated actual expenditures were below budgeted because there was a delay in California Teaching Fellows' ability to provide tutors.

Action 2.6 English Learner Support estimated actual expenditures were below budgeted because the LEA provided .85 FTE instead of 1.0 FTE due to staffing limitations.

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 Broad Goal: The LEA will support instructional learning opportunities for all students to increase achievement proficiency levels in ELA, ELD, Math, and all academic disciplines as measured by state and local assessments.

Action(s): Action 2.1 - Supplemental Instruction Staff and Curriculum
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing an increase for English Learners and low-income students; Percentage of 70-day low-income students earning a minimum of 5.5 credits per month
Analysis Statement: Data was not available for English Learners due to the enrollment of this student group. However, the percentage of 70-day low-income students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. However, the local reading benchmark demonstrated a significant increase in student success between Years 1 and 3. In addition, the percentage of 70-day low-income students earning 5.5 credits per month increased significantly and exceeded the desired outcome that the LEA had established. Based on feedback from educational partners as well, FCSS has determined that supplemental instructional staff and time have been effective at meeting the unique academic needs of designated students and will continue, albeit with an emphasis on reading and writing skills.

Action(s): Action 2.2 - Professional Development
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing an increase for English Learners and low-income students; Percentage of 70-day low-income students earning a minimum of 5.5 credits per month
Analysis Statement: Data was not available for English Learners due to the enrollment of this student group. However, the percentage of 70-day low-income students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. However, the local reading benchmark demonstrated a very significant increase in student success between Years 1 and 3. In addition, the percentage of 70-day low-income students earning 5.5 credits per month increased significantly and exceeded the desired outcome that the LEA had established. Based on feedback from educational partners as well, FCSS has determined that professional development provided by the C&I department will continue because instruction and support for individual academic and social/emotional needs have been effective at helping students earn credits and achieve in core subject areas. However, increased attention will be paid to English Language Arts.

Action(s): Action 2.3 - Supplemental Tutoring Services
Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing increase for English Learners and low-income students; High School graduation rate of low-income and foster students

Analysis Statement: Data was not available for English Learners due to the enrollment of this student group. However, the percentage of 70-day low-income students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. However, the local reading benchmark demonstrated a significant increase in student success between Years 1 and 3. In addition, the graduation rate for all foster youth and low-income students decreased during the same time period, though much can be attributed to the end of the DASS graduation rules for this metric. However, feedback from educational partners indicated that individualized tutoring, designed to meet the needs of each student, was successful in helping them bridge achievement gaps and address areas of prior knowledge deficiency. FCSS will carry the action forward to the 2024-25 LCAP, though with attention paid to English language Arts.

Action(s): Action 2.4 - Student Technology
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing an increase for English Learners and low-income students
Analysis Statement: Data was not available for English Learners due to the enrollment of this student group. However, the percentage of 70-day low-income students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. However, the local reading benchmark demonstrated a significant increase in student success between Years 1 and 3. Student technology supported students' technology skills and the development of critical thinking, communication, collaboration, and creativity. Incorporating technology into classroom instruction facilitated highly engaging learning environments and allowed students to utilize different learning styles, as noted by the increase in local assessment results.

Action(s): Action 2.5 - Data/Assessment and Support
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing an increase
Analysis Statement: The percentage of 70-day students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. However, the local reading benchmark demonstrated a significant increase in student success between Years 1 and 3. Data, assessment, and student progress-measuring tools and classroom supplies enabled teachers and support staff to tailor instruction to each individual student and adjust as appropriate to facilitate continued academic success.

Action(s): Action 2.6 - English Learner Support
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): Percentage of English Learner students showing an increase in Math, Reading, and Writing unit benchmark assessments
Analysis Statement: English Learner data was not available due to the enrollment numbers of this student group. However, feedback from educational partners indicated that supplemental instructional time for English learners, highly individualized for each student, contributed to the success of acquiring English language proficiency and access to the curriculum, as noted in the ELPAC assessment results. FCSS will continue this action in the 2024-25 LCAP but with additional support towards helping English Learners progress towards graduation.

Action(s): Action 2.7 - Student progress monitoring and library supports

Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing an increase for English Learners and low-income students; Percentage of foster youth showing an increase in local Reading benchmark assessments
Analysis Statement: Data was not available for English Learners due to the enrollment of this student group. However, the percentage of 70-day low-income students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. Foster youth data was not available due to the enrollment numbers of this student group. However, the local reading benchmark demonstrated a very significant increase in low-income student success between Years 1 and 3. The action provided increased access to library resources and increased students' abilities to research information and access 21st-century skills. Staff monitored student access and academic achievement, and a teacher librarian to support learning and research.

Action(s): Action 2.8 - MTSS Support Staff
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): Percentage of 70-day student ELA and Math pre-and post-test scores showing increase for English Learners and low-income students
Analysis Statement: Data was not available for English Learners due to the enrollment of this student group. However, the percentage of 70-day low-income students increasing in Math pre-and post-test scores increased between Year 1 and Year 3, though they decreased in ELA during the same time period. FCSS, at the district level, provided staff to ensure and monitor equity and access for the students and ensure funds and services were directed to the LCAP to meet each student's individualized and specifically targeted social/emotional and academic needs. This allowed for implementing every goal and action, increasing the district's services for its low-income, foster, and English-learner students.

Action(s): Action 2.9 - English Language Development
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): Percentage of English Learners making progress towards English Proficiency
Analysis Statement: The percentage of English Learners achieving Level 4 increased each year in the 3-year LCAP cycle, and ELPI scores increased between Year 2 and Year 3. Feedback from educational partners also indicated that core instructional time for English learners and ELD instruction, highly individualized for each student, contributed to the success of acquiring English language proficiency and access to the curriculum, as noted in ELPAC assessment results. FCSS will continue this action in the 2024-25 LCAP but with additional support towards helping English Learners make progress towards 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.

Metric Updates:
New: CTE Metric
New: CAST Metric
New: CCI Metric

New: Appropriately Assigned and credentialed teachers
New: Access to standards-aligned instructional materials
New: Degree of implementation of and student access to state standards, including ELD standards for all students, including English Learners
Student Groups: Addition student groups and sites were added to the metric section to better track and monitor student progress.
The LEA updated local ELA and Math assessments and collected data. Metrics have been updated to reflect updates.

Action 2.1: Supplemental Instruction Staff & Curriculum: FCSS was identified for Differentiated Assistance (DA) based on the Graduation Rate indicator for Foster Youth, Hispanic, Homeless, and socioeconomically disadvantaged students. Upon observing the red Graduation rate indicators on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes. New Strengthened Approach: Teachers will collaborate with site-level Guidance Learning Specialists to monitor credits. We will also implement flexible credit recovery options that allow students to make up for lost credits through online courses or summer school. In addition, we will assist the identified students in planning for life after graduation, including college application assistance, job search support, and financial planning education.

Action 2.3: A needs assessment at Worsley revealed that many court school students have fallen behind academically due to frequent transitions, missed school days, or other challenges. Tutors will work directly with the new reading intervention teacher (Action 9.1) to ensure that tutoring is targeted and addresses areas of prior instructional gaps experienced by low-income students in the court system.

Action 2.6: English Learner & Long-Term English Learner Support. Based on a needs assessment, this action was updated to capture the unique needs of ELs and LTELs within the court and community schools. The LEA will provide teaching staff 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. The LEA will provide professional development to all certified and support staff, aligned with the California EL Roadmap, to support ELs and LTELs. Additional support will be provided for all structured English immersion programs for ELs & LTELS. This supplemental support for EL and LTELs will target barriers hindering academic advancement, fostering accelerated language acquisition and proficiency growth.

Action 2.7: Based on a needs assessment, the LEA will include an additional full-time classified staff member to implement library services for the LEA in the 2024-25 LCAP.

NEW Action: Site-based Academic Support Staff

NEW Action: Fresno County Special Education Graduation & CCI: After looking at the red indicators on the dashboard at the site level, the LEA completed a needs assessment to examine the root causes of low performance for our Fresno County Special Education programs, specifically in the areas of graduation rate and college and career readiness.
To address the following Reds on the 2023 Dashboard: Fresno County Special Education.
Graduation Rate- All students, SED, SWD
CCI-All Students, SWD

Updated Action: CTE Supports: FCSS was identified for Differentiated Assistance (DA) based on the CCI indicator for Foster Youth, Hispanic, Homeless, and social-economically disadvantaged students. Observing the red indicators for the CCI Indicator on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes. Strengthened Approach: Increasing collaboration time with ROP content specialists to support Pathway implementation for long-term students. Implement CTE at VHEA community school.

Action 2.9 Site-based Academic Support Staff was added to support teaching and learning.

The following actions were moved from Goal 4 in the previous three year LCAP: California Standards Aligned Curriculum, Teachers & Staff, Based Support for SWD

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

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 unduplicated students and students with exceptional needs *metric revised to amend description on a level from none to full implementation	Full Implementation Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool *Baseline revised to amend data and data source	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 Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool *Desired outcome revised to amend data source
Increase communication for unduplicated students	Initial Implementation Data Year: 2020-2021	Discontinued	Discontinued	Discontinued	Initial Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs	Data Source: Dashboard Fall 2021				
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	87% Data Year: 2023-2024 Source: Local Data	80% Data Year: 2023-2024 Source: Local Data

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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 3 supported the LEA's progress toward meeting the goal of increasing parent/guardian/community engagement at all school sites, including parents of students with exceptional needs.

Action 3.1 - Parent and Educational Partner Communication
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has provided the staff and funding for the implementation of this action, which includes a staff member that collaborates with staff to share information and communications with students, parents, and collaborative agencies, in addition to the materials and supplies necessary to provide the communication.
No substantive difference in planned action compared to the actual implementation.

Action 3.2 - Parent and Educational Partner Outreach
Implementation Status: 5 - Full Implementation and Sustainability. The LEA obtained contact information in parent and intake meetings at Worsley, and during orientation meetings at VHEA. The LEA provided classes designed to equip parents to support their children toward academic success on topics designated by FCSS and the parents.
No substantive difference in planned action compared to the actual implementation.

Action 3.3 - Supplemental Bilingual Interpreting and Translation
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has provided the staff that implement the action. This includes translation of communications to parents and families, in addition to translation services supplemental to base requirements.
No substantive difference in planned action compared to the actual implementation.

Action 3.4 - Supplemental Support for Families of SWDs
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has implemented communication services for parents and families of students with disabilities, including regular communications and IEPs and other special education services.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Communications were provided for all students, English Learners, and students with disabilities. This included parents and families, in addition to collaborative agencies. Parent classes were held and contact information was procured at transition and orientation meetings.

Overall Challenges: The high student turnover rate added complexity to staff ability to obtain addresses, phone numbers, and email addresses necessary to maintain communication as students entered and exited the program each day.

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 3.1 Parent and Educational Partner Communication estimated actual expenditures were below budgeted due to lower salary and materials/supply costs.

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

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 helped make progress towards the LEA's goal: increasing parent/guardian/community engagement at all school sites, including parents of students with exceptional needs.

Action(s): Action 3.1 - Parent and Educational Partner Communication
Effectiveness of Action(s): 3 - Effective
Metric(s): Degree to which the LEA has sought out low-income students' parent input for low-income students & promote low-income students' parental communication, participation and involvement in programs and school decision-making for low-income students and students with exceptional needs, including low-income students with exceptional needs, and students with exceptional needs that are also designated as low-income
Analysis Statement: FCSS has fully implemented and sustained the procedures necessary to promote communication and obtain parent and educational partner input in school decision-making. Designated staff provided the communication and supported the district's ability to seek and obtain input and other information.

Action(s): Action 3.2 - Parent and Educational Partner Outreach
Effectiveness of Action(s): 3 - Effective
Metric(s): Degree to which the LEA has sought out low-income students' parent input & promote parental communication, participation and involvement in programs and school decision-making for low-income students and students with exceptional needs; Parent Square Usage: percentage of low-income students' parents/families that are contactable for push notifications
Analysis Statement: FCSS has fully implemented and sustained the procedures necessary to promote communication and obtain parents of low-income students and educational partner input in school decision-making through outreach to parents during orientation, transition meetings, and through home visits as appropriate. In addition, the percentage of low-income students' parents that were available for push notifications increased significantly, further increasing the ability of their ability to take part in decision-making and involvement in school activities.

Action(s): Action 3.3 - Supplemental Bilingual Interpreting and Transition
Effectiveness of Action(s): 3 - Effective
Metric(s): Degree to which the LEA has sought out parent input & promote parental communication, participation and involvement in programs and school decision-making for low-income and English Learner students and students with exceptional needs
Analysis Statement: FCSS has fully implemented and sustained the procedures necessary to promote communication and obtain parents of English Learners and educational partner input in school decision-making through bilingual staff translating documents and letters, and providing interpretation services during meetings, which allowed parents and families of English Learners the ability to participate.

Action(s): Action 3.4 - Supplemental Support for families of SWDs
Effectiveness of Action(s): 30.99 - Indescribably Effective
Metric(s): Degree to which the LEA has sought out parent input & promote parental communication, participation and involvement in programs and school decision-making for low-income students and students with exceptional needs
Analysis Statement: FCSS has fully implemented and sustained the procedures necessary to promote communication and obtain parents of English Learners and educational partner input in school decision-making through staff providing thorough communication with parents of students with disabilities for all general school communications and special education services, including IEPs.

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.

Metric Removed: Increase communication for unduplicated students and students with exceptional needs
Action Removed: Supplemental Support for families of SWDs
FCSS recognizes the critical role of parental involvement in supporting student engagement, academic progress, social and emotional development, and successful graduation and transition. The LEA has identified targeted actions to address this need. These actions aim to enhance communication and accessibility by conducting meetings and providing materials in the languages spoken by students and parents, thereby fostering greater inclusion and decision-making for all families, including those with diverse linguistic backgrounds.

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

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 *Baseline amended to correct data source	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	0% Misassignments 0% Vacancies Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool
Percentage of Facilities maintained in good repair	100% of facilities met good repair Data Year: 2020-2021 Data Source:	100% of facilities met good repair Data Year: 2021-2022 Data Source:	100% of facilities met good repair Data Year: 2022-2023 Data Source:	100% of facilities met good repair Data Year: 2023-2024 Data Source:	100% of facilities met good repair Data Year: 2023-24 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Facilities Inspection Tool *Baseline amended to correct data source and to reflect the percentage of facilities rated good or better	Facilities Inspection Tool	Facilities Inspection Tool	Facilities Inspection Tool	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	Full Implementation and Sustainability Data Year: 2023-2024 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
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	Full Implementation & Sustainability Data Year: 2023-2024 Source: Local Indicator Report Self-Reflection Tool	5 - Full Implementation & Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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 4 supported the LEA's progress toward meeting the 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.

Action 4.1 - California Standards Aligned Curriculum
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has purchased core curriculum as appropriate, which took the form of physical textbooks and online programs such as Cyber High. Staff were provided with sufficient curriculum in each classroom and trained in its use.
No substantive difference in planned action compared to the actual implementation.

Action 4.2 - Teachers and staff
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has implemented the action by hiring and retaining appropriately credentialed teachers, clerical staff, Special Education teachers, substitute teachers, and administrators and implementing the LEA's meal program for students.
No substantive difference in planned action compared to the actual implementation.

Action 4.3 - Facilities
Implementation Status: 5 - Full Implementation and Sustainability. The LEA has maintained facilities in good repair, updated classrooms as needed, and provided staff for facility maintenance.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Curriculum was purchased and provided to each classroom and student, teachers and staff were retained or hired as necessary, and facilities were maintained.

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.

Action 4.1 Standards Aligned Curriculum estimated actual expenditures is below budgeted due to some curriculum purchases being funded from other sources.

Action 4.2 Teachers and staff estimated actual expenditures is below budgeted due to the departure of some staff as the result of declining enrollment.

Action 4.3 Facilities estimated actual expenditures are below budget due to lower-than-expected costs for facility maintenance, supplies, and materials. In addition, some maintenance activities were funded by sources outside of LCFF.

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

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 4 supported the LEA's progress toward meeting the 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.

Action(s): Action 4.1 - California Standards Aligned Curriculum
Effectiveness of Action(s): 3 - Effective
Metric(s): Access to standards-aligned instructional materials
Analysis Statement: FCSS has fully implemented and has achieved sustainability in its purchase of core curriculum.

Action(s): Action 4.2 - Teachers and staff
Effectiveness of Action(s): 3 - Effective
Metric(s): Appropriately Assigned and credentialed teachers
Analysis Statement: FCSS has fully implemented and achieved sustainability in its ability to retain and hire teachers and staff.

Action(s): Action 4.3 - Facilities
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of Facilities maintained in good repair
Analysis Statement: 100% of facilities were maintained in good repair.

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 4 was removed, and the actions and metrics were moved to Goals 1 and 2 as applicable.
The State mandates that all teachers must hold full teaching credentials. Additionally, the 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. These actions and services are designed to ensure ongoing improvement in educational outcomes by providing students access to high-quality curriculum, credentialed teachers, and well-maintained educational facilities. The introduction of electives and support from paraprofessionals will further enhance learning opportunities, offering personalized instructional support to foster skills in critical thinking, communication, collaboration, and creativity for the targeted student group.

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

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	% Data Year: 2023-2024 Source: Local Data - VHEA GLS Records	Students: 92% Data Year: 2023-2024 Source: Local Data - VHEA GLS Records

Goal Analysis

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

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

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 5 supported the LEA's progress toward meeting the 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.

Action 5.1 - Expelled Student Support
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has implemented the action through providing all indicated services for expelled youth, including collaboration with the districts of Fresno county and maintaining/updating the countywide plan for expelled youth.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Staff provided all services for expelled youth and collaborated with partner agencies and county school districts to achieve successful transitions to and from the FCSS program for expelled youth.

Overall Challenges: The high student turnover rate added complexity to the task of transition monitoring and greatly increased the frequency of meetings and communication with collaborative agencies and school districts, in addition to expelled youth and their families.

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.

No there were no material differences between budgeted and estimated actual expenditures.

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

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 5 supported the LEA's progress toward meeting the 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.

Action(s): Action 5.1 - Expelled Student Support
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of expelled youth successfully meeting their individual terms of expulsion - this data is not yet available
Analysis Statement: FCSS staff provided academic and social/emotional services for expelled youth and coordinated transition in collaboration with partner agencies and county districts of residency. This facilitated expelled youth meeting their terms of expulsion and the option of returning to their districts of residency.

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.

No Changes were made to the planned goal, metrics, desired outcomes for the upcoming year.
California Education Code Section 48926 requires county offices of education, in conjunction with superintendents of the school districts within the county, to develop a county plan for providing education services to expelled pupils. The countywide plan for expelled youth was updated during the 2023-24 school year in collaboration with the mainstream school districts of Fresno County. It will next be updated during the 2026-27 school year.LEA collaboration with county districts of expelled youth is essential 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 available to collaborate with the county's districts in the transition process, referrals to a mainstream school, and 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.

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

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	All Foster Students: 55.4% Data Year: 2022-23 Source: DataQuest	Above 55% Data Year: 2023-2024 Source: DataQuest
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	Foster Students Participated in the Following Enrichment Activities Leadership Program: 91 Winter: 91 Spring: not yet available Data Year: 2023-2024	Foster Students Participated in the Following Enrichment Activities: Leadership Program: 68 Winter: 18 Spring: 38 Data Year: 2023-2024 Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Source: Local Data - FCSS Foster Youth Director	Source: Local Data - FCSS Foster Youth Director	Local Data - FCSS Foster Youth Director

Goal Analysis

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

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

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 toward meeting the 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.

6.1 Coordination of Services for Foster Youth for Court and Community Schools
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has continued to collaborate with Alternative Education staff who provide high school-to-college, including individualized iPlan education resource guide, and other transition support. The LEA provides training for staff.
No substantive difference in planned action compared to the actual implementation.

6.2 Foster Youth Support
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has hired and maintained a student service specialist position. The specialist supported, established, coordinated, facilitated, and provided direct services to foster students.
No substantive difference in planned action compared to the actual implementation.

6.3 Leadership Programs
Implementation Status: 5 – Full Implementation and Sustainability. The LEA implemented the supplemental academic enrichment activities. These provided transition support, creativity, critical thinking, communication, leadership skill development, and collaboration for foster youth.
No substantive difference in planned action compared to the actual implementation.

6.4 Technology
Implementation Status: 5 – Full Implementation and Sustainability. Although the need for hotspots did not exist during the 2023-24 school year, the LEA's ability to purchase and provide them remains intact should the need arise.
There were substantive differences in planned action compared to the actual implementation because there was no need to purchase additional hotspots. Foster youth continued to utilize hotspots purchased in the 2022-23 school year.

Overall Successes: The LEA provided training and collaboration with Alternative Education staff regarding individualized transition support for foster youth, maintained a student service specialist position and supplemental academic enrichment activities, and provided technology for foster youth to access transition resources online.

Overall Challenges: There were no significant challenges in the implementation of actions within Goal One.

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.

6.4 Technology estimated actual expenditures were below budgeted because of reduced need for additional hotspots during the 2023-24 school year.

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

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 Six supported the progress toward meeting the 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.

6.1 Coordination of Services for Foster Youth for Court and Community Schools
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of Fresno County Foster Youth who graduate or complete a High School program
Analysis Statement: The percentage of foster youth who graduated increased 6.86% over the three-year period. The action provided trained staff in knowledge of foster educational law, processes, educational rights, and barriers that students in foster care experience. The staff

utilized this knowledge to provide individualized support in developing educational plans and support, utilizing the iPlan education resource guide. Foster students were able to transition, progress in their education, and maximize their own educational success.

6.2 Foster Youth Support
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of Fresno County Foster Youth who graduate or complete a High School program
Analysis Statement: The percentage of foster youth who graduated increased 6.86% over the three-year period. The action provided a student service specialist who supported, facilitated and maintained the academic leadership program, in addition to providing direct services for students in foster care. Foster students were able to use the knowledge gained through the services of the specialist to transition, progress in their education, and maximize their educational success and graduate.

6.3 Leadership Programs
Effectiveness of Action(s): 3 - Effective
Metric(s): Number of Fresno County Foster Youth who participate in supplemental enrichment activities
Analysis Statement: The number of student participating in the leadership program increased by 8% during the period of time the action was provided. The leadership program provided transition support, creativity, critical thinking, communication and collaboration, in addition to developing leadership skills, character building, and social-emotional growth. These skills are fundamental to facilitating the students' progress in their education and maximize their educational success.

6.4 Technology
Effectiveness of Action(s): 3- Effective
Metric(s): Percentage of Fresno County Foster Youth who graduate or complete a High School program
Analysis Statement: The percentage of foster youth who graduated increased 6.86% over the three-year period. Although new hotspots were not necessary to order during the 2023-24 school year, foster students continued to utilize the units purchased and provided during the 2022-23 school year. These hotspots facilitated the participation of foster youth in internet-based services in support of Action 6.3's leadership program.

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.

Goals 6 & 7 have been amended and are now part of Goal 5 in the new 2024-2025 LCAP:" 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. 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. "

This goal was developed to support the facilitation, collaboration, and capacity-building of Fresno County LEAs and educational partners to maximize students' academic success in foster care. Graduation rates are negatively impacted by the number of school placements and the transition frequency of Foster Youth Students. 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.

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

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	All Foster Students: 55.4% Data Year: 2022-23 Source: DataQuest	Above 50% Data Year: 2022-2023 Source: DataQuest
Number of Community/LEAs accessing the Mobile Application	N/A New Metric	N/A New Metric	Number of Community/LEAs accessing the Mobile Application: 30 Data Year: 2022-2023 Data Source: Analytic Report	Number of Community/LEAs accessing the Mobile Application: 120 Data Year: 2023-2024 Data Source: Analytic Report	Number of Community/LEAs accessing the Mobile Application: 50 Data Year: 2023-2024 Data Source: Analytic Report

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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 7 supported the progress toward meeting the 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.

7.1 Mobilie Application
Implementation Status: 5 – Full Implementation and Sustainability. The LEA continued to support and maintain the foster youth mobile application for the Android and iOS mobile operating systems.
No substantive difference in planned action compared to the actual implementation.

7.2 Data Collection & Education Records
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has continued to provide staff who use a database to facilitate and expedite the transfer of records between appropriate agencies.
No substantive difference in planned action compared to the actual implementation.

7.3 Educational Records & Support
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has continued to provide staff that work with every district and charter school, including the LEA's Alternative Education program. The staff provide training and support in each district's work to develop educational plans and support transition of foster youth.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: The LEA maintained and promoted the iPlan mobile application to districts and collaborative agencies, in addition to foster youth and their families, in addition to an online database and other support to districts that facilitated prompt transition of foster youth in addition to their educational records.

Overall Challenges: There were no significant challenges in the implementation of Goal Seven's actions.

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.

7.1 Mobile Application estimated actual expenditures were below budgeted expenditures because the support and maintenance costs were lower than expected.

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

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 toward meeting the 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.

7.1 Mobile Application
Effectiveness of Action(s): 3 - Effective
Metric(s): Number of Community/LEAs accessing the Mobile Application
Analysis Statement: The number of community/LEAs utilizing the iPlan increased from 30 to 120 during the time the action was implemented.

7.2 Data Collection & Education Records
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of Fresno County Foster Youth who graduate or complete a High School program
Analysis Statement: The percentage of foster youth who graduated increased 6.86% over the three-year period. The LEA's staff worked with all appropriate agencies and school districts to expedite the transfer of educational records of foster youth. Foster students were able to benefit from their district's access to all necessary information so as to provide appropriate academic and social-emotional support that allowed them to progress in their education and maximize their own educational success toward meeting graduation requirements.

7.3 Educational Records & Support
Effectiveness of Action(s): 3 - Effective
Metric(s): Percentage of Fresno County Foster Youth who graduate or complete a High School program
Analysis Statement: The percentage of foster youth who graduated increased 6.86% over the three-year period. The LEA's staff worked with all appropriate agencies and school districts to expedite the transition of foster youth, including individual educational plans. Foster students were able to benefit from their district's access to all necessary information so as to provide appropriate academic and social-emotional support that allowed them to progress in their education and maximize their own educational success toward meeting graduation requirements.

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.

Goals 6 & 7 have been amended and are now part of Goal 5 in the new 2024-2025 LCAP:" 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. 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. "
Implementing these tools will lead to several positive outcomes. Maintaining an up-to-date database and mobile application will enhance the ability of students and staff to access current data and educational records. This, in turn, will support foster youth in accessing higher education opportunities and other community resources. Additionally, the system will facilitate quickly sharing information on academic progress, records, and assessments. This means that if foster students need to change schools, their educational programming can continue seamlessly, with minimal disruption to their learning trajectory.

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.

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 [2024-25]

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.

Vision: Every student in Fresno County will thrive in a challenging, supportive, and inclusive environment, leading to limitless possibilities.
Mission: The Office of the Fresno County Superintendent of Schools provides educational leadership, fosters partnerships, and coordinates services to districts to ensure equitable opportunities for ALL students.

Values
Prioritize the Needs of Students: We create learning environments that cater to students' individual strengths, providing access to quality resources and support, and ensuring their well-being and safety are at the forefront of decision-making processes. We provide data-driven leadership support in order to improve equitable student outcomes.
Equity: We ensure fair and just opportunities for all individuals, regardless of their background or circumstances. This involves actively identifying and addressing disparities and barriers that prevent equal access to resources, opportunities, and outcomes, with the goal of creating a more inclusive and equitable community.
Service to Others: We seek to build relationships with students, parents, districts and the community to better provide exemplary service in the educational space. We work to develop expertise to ensure that service is of the highest quality to enable the greatest impact.
Continuous Improvement: We are dedicated to the ongoing process of seeking out ways to enhance performance, outcomes, and processes. We espouse a mindset of constantly evaluating, learning from feedback and experiences, and implementing changes and innovations to drive progress and achieve higher levels of effectiveness and efficiency.

County offices of education play a crucial role in California's education system. These offices serve as an intermediary between the state Department of Education and local school districts, providing essential support and resources to ensure the success of students and schools. First and foremost, county offices of education offer a wide range of services to school districts, such as professional development for

teachers, curriculum development and support and fiscal oversight. They are vital in ensuring that schools have access to the necessary tools and knowledge to deliver high-quality education to students. County offices of education also ensure compliance from districts with some state and federal regulations. They provide guidance and support to local districts in matters of legal compliance, special education services and student assessment. County offices also oversee the implementation of statewide initiatives and policies within their respective regions, working closely with district administrators to ensure alignment and accountability.

The role of a California County Superintendent of Schools is multifaceted and carries significant responsibilities. As the top education administrator in the county, the superintendent is responsible for overseeing the operations of the county office of education and providing leadership to local school districts. This includes implementing state education policies, ensuring compliance with legal and regulatory requirements and promoting educational excellence. Additionally, the county superintendent plays a crucial role in fostering collaboration and partnerships among various educational partners, including school administrators, teachers, parents, and community organizations. The superintendent has direct oversight responsibilities for approving and assuring school district budgets, calling school district elections, and assisting with school district emergencies by providing necessary services. The superintendent is also tasked with developing a three-year Local Control and Accountability Plan (LCAP) for the schools operated by the county office and reviewing and approving the LCAPs for all school districts in Fresno County.

In addition to providing support and fiscal guidance to the districts of Fresno County, FCSS includes an Alternative Education department that operates court and community school programs. The mission of Alternative Education 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.

Alternative Education has been accredited by the Western Association of Schools and Colleges (WASC) for over 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 career path

Alternative Education serves two student populations:

The Alice M. Worsley Court School offers a full range of educational services to students who are under the custodial and residential care of the Fresno County Probation Department at the Fresno Juvenile Justice Campus. This school operates year-round to cater to the needs of its students. Enrollment at the Alice M. Worsley School fluctuates for each student and is determined by the adjudication process of the juvenile courts. The Fresno Juvenile Justice Campus comprises two main sections: Commitment and Detention. Commitment is for students enrolled for longer periods, typically several months. Detention, on the other hand, is for short-term placements, including students enrolled

for less than a week. This distinction allows the school to provide tailored educational services that align with the varying lengths of stay for its students within the juvenile justice system.

The Violet Heintz Education Academy (VHEA) serves as Fresno County's educational program specifically designed for students who have been expelled or are referred by probation/court. VHEA operates through a collaborative effort between the Fresno County Superintendent of School (FCSS) and the Fresno County Probation Department. In addition to offering educational services, VHEA provides comprehensive support, including probation assistance, mental health and wellness resources, and intervention for substance abuse. The program caters to students who are court-ordered, referred by probation, on formal or informal probation, or have faced expulsion from district schools. At VHEA, students receive individualized educational programming tailored to address both their academic and behavioral needs. Typically, students are enrolled for one to two semesters with the aim of successfully transitioning back to their respective district of residence.

Student Population:
VHEA (2023 Dashboard)
Enrollment: 52
Socioeconomically Disadvantaged 88.5%
English Learners 21.2 %
LTELs: 7 LTELs (64%) out of 11 ELs (Data Quest 2022-23)
Foster: 7.7%

Worsley (2023 Dashboard)
Enrollment: 122
Socioeconomically Disadvantaged 100%
English Learners 17.2 %
LTELs: 20 LTELs (91%) out of 22 ELs (Data Quest 2022-23)
Foster: 26.2%

Understanding Student Dynamics in Alternative Education Settings:
In the Alternative Education settings, approximately 75% of students are enrolled for fewer than 70 school days, equating to roughly three calendar months. This transient nature is reflected in the high turnover rates, with 45% of the student population changing monthly, 89% turning over each semester, and virtually all students exiting and entering daily. Given this constant flux, interventions are continually evolving and innovative each year. They are specifically tailored to address the unique needs of the current student population. These strategies draw from the Local Educational Agency's (LEA) experience and success with past student cohorts. As a result of this dynamic environment, the LCAP (Local Control and Accountability Plan) goals often center around data derived from the 25% of students who remain enrolled for 70 or more school days.

Worsley: At Worsley (Court) School, students undergo an orientation process upon enrollment. During this orientation, transcripts from previous secondary schools are reviewed, and classes are scheduled based on an assessment of each student's academic needs. Subsequently, an Individual Learning Plan (ILP) is formulated for every student, considering the information gathered from transcript

evaluations. Furthermore, students receive counseling on the various academic and vocational programs, including options such as CTE/ROP Welding and Environmental Horticulture Science. This counseling aims to inform students about academic and career advancement opportunities. The GLS (Guidance and Learning Support) and Transition Specialist (TSA) play pivotal roles in continuously reviewing and evaluating the needs of each student. This ongoing assessment informs the development of tailored academic plans that align with individual students' educational and career goals.

VHEA: At VHEA, during the orientation process, all students and their parents are asked to complete questionnaires and provide information about their prior schooling, transcripts, and individual progress in earning credits. This information is used, in collaboration with the student and their parent or educational rights holder, to develop an Individual Learning Plan. Once created, this plan is shared with the student's teachers for implementation.

Explanation of data metrics not measured:
As mentioned above, the student population of Alternative Education 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 because students rarely complete an academic year. However, the LEA measures student participation and certification completion rates of CTE courses. The same holds for students enrolled in A-G and AP courses. The classes are offered to students, but very few remain long enough to complete an entire course or participate in the AP exam. The FCSS Alternative Education program does not expel students, making 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
2023-24 enrollment: 135

Equity Multiplier Sites:
Schools are eligible for Equity Multiplier funding
(Based on non-stability rate and percentage of socioeconomically disadvantaged students, as shown in CDE's Stability Rate Data Report.)

Alice M. Worsley
Violet Heintz Education Academy

The Student Support and Enrichment Block Grant (SSEBG) funds are captured in the LCAP. The SSEBG funds are used for student support and enrichment opportunity purposes:
Dual enrollment partnerships.
Elective and world language courses.
Vocational and career technical education.
Preparation for and application for admission into institutions of higher education.
College and career counseling.
Transition counseling.
Mental health support services.
High school completion, including access to high school equivalency examinations.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the 2023-24 academic year, we've encountered numerous opportunities for growth and improvement. We take pride in the following achievements:

1. The suspension rate for 70-day low-income English learners and foster students declined compared to the 2022-23 LCAP period.
2. The unknown transfer rate for 70-day low-income English learners and foster students also decreased.
3. Additionally, the percentage of all students who perceive a positive school climate increased.
4. The percentage of 70-day students earning at least 5.5 credits per month, thereby staying on track to fulfill graduation requirements, also saw an improvement.
5. Notably, eight students successfully attained full welding certification while enrolled at Alice M. Worsley.

These accomplishments underscore our commitment to fostering a supportive and conducive learning environment while ensuring academic progress and success for all students.

FCSS continues to address ongoing challenges, including the chronic absenteeism rate among 70-day students and the suspension rate for all students, even those with short enrollment periods. However, despite these obstacles, FCSS remains steadfast in its commitment to implementing the LCAP and delivering essential services to our students. We recognize and sincerely appreciate the hard work and dedication of our employees, our parents' support, and our students' resilience as we strive for excellence together.

The LEA has identified the following Reds on the 2023 Dashboard Data; Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Red Dashboard indicators for a student group within the LEA:

Graduation Rate: All Students, FY, Homeless, SED, Hispanic (Goal 2 Action 1: Supplemental Instruction Staff & Curriculum)
Suspension: All Students, FY, SED, SWD, AA, Hispanic (Goal 1 Action 5: Behavior Support Oversight)
College/Career: All students, FY, Homeless, SED, Hispanic (Goal 2 Action 11: Supplemental Instruction Staff & Curriculum)

LEAs that have Red Dashboard indicators for a student group within any school in the LEA:

Worsley
Graduation- SED, Hispanic (EM Goal)
Suspension- African American, Hispanic (EM Goal)
CCI- All Students, Foster Youth, Hispanic, Homeless, SED (EM Goal)

VHEA
Suspension- SED, Hispanic (EM Goal)

LEAs that have Red Dashboard indicators for a school within the LEA:
Worsley: Graduation, CCI (EM Goal)
VHEA: Suspension (EM Goal)

Fresno County Special Education
Graduation- All Students, SED, SWD (Goal 2 Action 10: Fresno County Special Education Graduation & CCI)
CCI- All Students, SWD (Goal 2 Action 10: Fresno County Special Education Graduation & CCI)
* Because the Students we serve are students of the Member School Districts, they are not captured throughout the FCSS LCAP. The action specific to the Fresno County Special Education program to address the 2023 Dashboard Reds Fresno is Action 2.10 County Special Education Graduation & CCI. Additional information about site support can be found in the Fresno County Special Education SPSA.

The Fresno County Superintendent of Schools (FCSS) provides special education and related services to students with disabilities as provided by their Individualized Education Program (IEP) team.

The department provides individual and small group instruction that emphasizes the development of cognition, language, social, behavioral, self-help, and academic skills to individuals ages 0 to 22 years who have various forms of abilities. Needs are addressed within a framework of developmentally appropriate curriculum aligned with state standards. An important goal of our program is to enable students to become independent, valued citizens of their communities. Services are provided in a variety of settings, including home, preschool, school, and community.

The Fresno County Superintendent of Schools employs teachers, paraeducators, and other specialists who provide the following:
Special education and related services, as determined by the student's Individualized Education Program (IEP) team, to our Member School Districts' students enrolled in the County Operated Program.
Itinerant services to our Member School Districts' students with low-incidence disabilities who are enrolled in the School District
Certain related services to our Member School Districts, Charter Schools, and the FCSS Court & Community Schools Program through a service agreement, such as Speech-Language Pathology and Adaptive Physical Education

Reflections: Technical Assistance

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

Qualifying Groups: FY, HI, HO, SED
Grad Rate: FY-HI-HO-SED
Suspension: FY-HI-SED
CCI- FY-HI-HO-SED

The improvement process for Court and Community Schools Differentiated Assistance (DA) will involve several key steps to identify strengths and weaknesses, analyze data collaboratively, conduct root cause analysis, action planning, and monitor progress. Below is an outline of the detailed description of the process that FCSS will use during the 24-25 school year in partnership with Kern County to better understand how to support FY, HI, HO, and SED students within our Court and Community Schools.

Strength and Weakness Meeting: The process will begin with a comprehensive meeting to identify the strengths and weaknesses of the court and community schools.
Collaborative Data and System Analysis: Following the initial step, there will be a cooperative effort to analyze data related to the performance and functioning of the Court and Community Schools. This analysis will examine academic achievement data, attendance, disciplinary incidents, graduation rates, and other relevant metrics. The goal is to gain a deeper understanding of the current state of the schools and identify areas that require improvement.

Root Cause Analysis: Once data has been analyzed, a root cause analysis will be conducted to identify the underlying reasons for any challenges or deficiencies observed in the schools. This involves examining the contributing factors influencing outcomes and determining the primary drivers behind these issues.

Action Planning: Based on the data analysis and root cause analysis findings, action plans will be developed to address the areas identified for improvement. These action plan will outline specific strategies, interventions, and initiatives that will be implemented to address the identified challenges and enhance the performance of the Court and Community Schools.

Collaborative Meetings with Data Analysis: Regular collaborative meetings will be held throughout the improvement process to monitor progress and adjust as needed. These meetings will involve ongoing data analysis to track the effectiveness of the implemented strategies and interventions. This iterative process will allow for continuous improvement and ensure that the improvement efforts remain focused on achieving the desired outcomes.

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.

As identified in the Grant Management and Reporting Tool (GMART), the following schools are eligible for comprehensive support and improvement:
Alice M. Worsley
Fresno County Special Education
Violet Heintz Education Academy

Support for Identified Schools

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

Alice M. Worsley, the LEA's Special Education program, and Violet Heintz Education Academy (VHEA) will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the 2023 California School Dashboard. Alice M. Worsley and Fresno County Special Education are eligible due to graduation rates; VHEA is eligible due to its status as a low-performing Title I school. 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 Worsley, VHEA, 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, VHEA, 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, VHEA, 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	When: January through March, 2024 How: Teachers were engaged through in-person and online meetings, in addition to surveys What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, teachers were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Principals	When: September, 2023 through March, 2024 How: Principals were engaged through in-person and online meetings, in addition to surveys What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, principals were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Administrators	When: September, 2023 through March, 2024

	How: LEA and Site Administrators were engaged through in-person and online meetings, in addition to surveys What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, administrators were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Other School Personnel	When: January through March, 2024 How: Other School Personnel were engaged through in-person and online meetings, in addition to surveys What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, school personnel were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Parents	When: January through March, 2024 How: Parents were engaged through in-person and online meetings, in addition to surveys What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, parents were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Students	When: January through March, 2024 How: Students were engaged through in-person and online meetings, in addition to surveys What: Overview of the 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,

	and input regarding the 2024-25 LCAP goals and actions. In addition, students were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Certificated Bargaining Unit	When: April 16th, 2024 How: Certificated Bargaining Unit members were engaged through an online meetings in addition to a survey What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, bargaining unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Classified Bargaining Unit	When: April 16th, 2024 How: Classified Bargaining Unit members were engaged an online meeting, in addition to a survey What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, bargaining unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
SELPA	When: March 20th, 2024 How: The SELPA was engaged through an online meeting, in addition to a survey What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, the SELPA was presented with information regarding their sites'

	Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Equity Multiplier Site: VHEA	When: February 7th and March 6th, 2024 How: VHEA was engaged through an online meeting, in addition to a survey What: VHEA was presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Equity Multiplier Site: Worsley	When: February 29th and March 6th, 2024 How: Worsley was engaged through an online meeting, in addition to a survey What: Worsley was presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
PAC	When: February 27th, 2024 How: The PAC was engaged through an online meeting, in addition to a survey What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, PAC members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
PAC: Draft LCAP Presentation for Comments	When: April 25th, 2024 How: The PAC was engaged through an in-person meeting What: The draft LCAP was provided and the PAC was informed of its ability to provide comments or questions, and receive a written response from the Superintendent.
DELAC	When: February 27th, 2024 How: The DELAC was engaged through an online meeting, in addition to a survey

	What: Overview of the 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, and input regarding the 2024-25 LCAP goals and actions. In addition, DELAC members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
DELAC : Draft LCAP Presentation for Comments	When: April 25th, 2024 How: The DELAC was engaged through an in-person meeting What: The draft LCAP was provided and the DELAC was informed of its ability to provide comments or questions, and receive a written response from the Superintendent.
Public Comment Period (Provide notification to the public of the opportunity to submit written comment)	When: April 25th - May 9th, 2024 How: Emails were sent to staff, students, parents, educational partners, and other educational partners to inform of the opportunity to read the draft LCAP and provide written comments using an online process What: The draft 2024-25 LCAP
Public Hearing	When: May 16th How: The Public Hearing was held to consider the draft of the LCAP. What: The draft of the 2024-25 LCAP
Board Adoption	When: June 20th How: 2024-25 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2024-25 LCAP

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Teachers indicated that Professional Development opportunities were critical in supporting their meeting the highly individualized academic and social/emotional needs of their students. This is reflected in Goal 2, Action 2. In addition, teachers noted the importance of continuing the presence of local assessment metrics in the LCAP; due to the high turnover rate of the student population, local benchmark assessments reflect a bigger picture of student progress throughout a given school year. Goal 2 includes the local benchmark assessment metrics.

Principals and other site and district-level administrators stated that the LEA's Alternative Education students possessed individual social/emotional needs. When reviewing Dashboard data, the All Student, African-American, Foster Youth, Hispanic, low-income, and Students with Disabilities groups were red in the Suspension Indicator. Principals and administrators expressed the need for oversight, including implementing strategies targeting the root causes of the higher suspension rates, such as individual student and student groups' behavioral issues, and establishing a positive school culture. This is reflected in Goal 1, Action 5.

Other school personnel noted the importance of tracking student attendance, academic growth, and communication and collaboration between staff, students, and parents to support success in these areas. This is reflected in Goal 2, Action 7, and Goal 3, Action 2. In addition, they emphasized the importance of the local Unknown Transfer metric, which accurately reflects the successful transition rate of long-term, 70-day students as they enter and exit the program.

Parents indicated the need to increase the number of times they inform their families about school events, student social/emotional and academic progress, opportunities for participation in decision-making, and translation and interpretation services. This is reflected in Goal 3, Actions 1, 2, and 3. In addition, they mentioned the need to address their student's unique academic needs to facilitate their progress in state and local benchmarks and towards earning credits and meeting graduation requirements. This is reflected in Goal 2, Actions 1 and 3.

Students said they appreciate and increase their engagement in class instruction through instructional technology, as reflected in Goal 2, Action 4. In addition, they noted the importance of additional staff time to work with them individually on their academic and social/emotional needs, as reflected in Goal 2, Action 3, and Goal 1, Action 3.

Certificated and Classified Bargaining Unit members mentioned the need for ongoing Professional Development for instructional staff to support their meeting the unique academic and social/emotional needs of the LEA's students. This is reflected in Goal 2, Action 2.

SELPA representatives pointed out the need for communication with parents and family members of students with unique needs to communicate IEP implementation and student progress, respond to the specific challenges each unique family faces, and share and invite participation in all school functions and opportunities for the students and their families. This is reflected in Goal 3, Action 4.

DELAC members said that collaboration with the parents and families of English Learners and LTELs regarding their progress in academics and English language proficiency progress, as well as their ability to participate in school activities and decision-making opportunities. In addition, DELAC members noted the need for supplemental implementation of English acquisition and other academic support. This feedback is reflected in Goal 3, Actions 1 and 3, and Goal 2, Action 6.

PAC members noted the need to inform parents about school events, student social/emotional and academic progress, and opportunities for participation in decision-making. This is reflected in Goal 3, Actions 1 and 2.

In addition to the above-mentioned Educational Partner feedback, two FCSS sites received Equity Multiplier funds: Violet Heintz Education Complex (VHEA) and Alice M. Worsley (AMW). Each site obtained feedback from educational partners throughout the LCAP Educational Partner engagement process, including in-person and online meetings and surveys, in the spring of 2024.

VHEA's educational partners were informed that Hispanic and Low-Income students required reduced suspension and chronic absenteeism rates. They indicated that these unique groups faced various challenges, including those related to poverty, trauma, and instability in their homes and communities. They believed it was necessary to establish a positive school climate and improve educational outcomes for all low-income and Hispanic students from a lens of providing culturally responsive teaching practices that recognize and respect Hispanic students' cultural backgrounds.

VHEA teachers, parents, and students indicated that arts education could engage students in their instruction and facilitate reduced suspension and chronic absenteeism rates, which is reflected in Goal 8, Action 1. Parents, collaborative agencies, and school staff believed that behavior intervention staff, building relationships with students and training to support the social/emotional needs of low-income and Hispanic students, and collaborating with other staff and student families would help reduce the suspension rates of those student groups. This is reflected in Goal 8, Actions 2 and 6. Administration and teachers noted the importance of more staff personnel and dedicated time for attendance and academic monitoring; collaboration among staff, students, and their families to support attendance planning and academic success would be critical. This is reflected in Goal 8, Actions 3, 4, and 5.

Alice M. Worsley's educational partners were informed of the need to address graduation rates for all students, including low-income and Hispanic students. Educator partner feedback indicated that behavior, attendance, and access to academic classes all impacted the graduation rates of these student groups. They noted the need to continue increasing CTE courses, certification, and dual enrollment opportunities designed to specifically meet the needs of low-income and Hispanic students and all of our students.

Worsley's educational partners were also informed that African American, low-income, and Hispanic students required additional support regarding their suspension rates and low graduation rates. Feedback indicated that Arts opportunities would give these students a positive outlet for self-expression, creativity, and emotional processing. Arts-based therapeutic interventions and alternative learning opportunities would facilitate participation and graduation rates and promote an increased sense of identity and empowerment to reduce suspension rates.

Worsley's teachers, parents, and students noted the importance of reading skills that address literacy-related obstacles that hinder credit completion and progress towards graduation for Hispanic and low-income students, in addition to coordinated staff and designated time for teaching staff to collaborate, analyze progress, and modify teaching to address each of these students' academic needs, including opportunities for dual-enrollment courses that allow for simultaneous high school and college credit completion. This is reflected in Goal 9, Actions 1, 4, 5, 6, and 7. Administration, parents, collaborative agencies, and school staff believed that behavior intervention staff, building relationships with students and training to support the social/emotional needs of African-American, low-income, and Hispanic students, and collaborate with other staff and student families, would help reduce the suspension rates of those student groups.

Over the next three years, Worsley Court School will reduce suspension rates among African Americans by 4% and Hispanics by 3% for students and increase the DASS graduation rates among low-income and Hispanic students by 3%.
This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students. This need is echoed by feedback provided by educational partners, specifically the need to continue to increase CTE courses, certification, and dual enrollment opportunities.

Over the next three years, VHEA aims to reduce the suspension rates of all students, with a specific focus on low-income and Hispanic students, by 4% and decrease chronic absenteeism by 13%. This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students. We will continue to gather qualitative data from educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student engagement, increase student attendance, reduce student discipline, and increase student's perception of positive school climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Given our students' complex social and emotional needs, the court and community schools strongly emphasize social-emotional learning. Our focus is on behavior supports, self-regulation, and emotional coping strategies, which are essential to both programs. Our goal is to prepare students for successful reintegration into their communities, and traditional schools are a critical focus.

Both courty and community schools must navigate the balance of academic instruction with the need to address broader social and emotional issues. The goal is to provide a supportive, enriching educational experience that meets students' unique needs and prepares them for future success. 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 and prepare students to return to their districts of residency.

The actions within this goal will provide additional services to improve attendance, reduce suspension, 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 connectedness and desire to go to school. The collected data, including suspension, chronic absenteeism, transfer rates, school climate perception, and educational partner feedback, will inform the progress of this goal.

Measuring and Reporting Results

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

1.1	Suspension rate of 70-day students	All Students: 44% Low Income Students: 44% Foster Students: 9% EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)			All Students: 35% Low Income Students: 35% Foster Students: 35% EL Students: 35% Data Year: 2026-2027 Data Source: Local Data - Student Information System (AERIES)	N/A
1.2	Chronic absenteeism rate of 70-day students	All Students: 41% Low Income Students: 41% Foster Students: 5% EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)			All Students: 32% Low Income Students: 32% Foster Students: 32% EL Students: 32% Data Year: 2026-2027 Data Source: Local Data - Student Information System (AERIES)	N/A
1.3	Unknown transfer rate of 70-day students	All Students: 6% Low Income Students: 6% Foster Students: 3% EL Students: data suppressed due to			All Students: 4% Low Income Students: 4% Foster Students: 4% EL Students: 4%	N/A

		fewer than 11 students in student group Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)			Data Year: 2025-2026 Data Source: Local Data - Student Information System (AERIES)	
1.4	Attendance rate	All Students: 76% Low Income Students: 76% Foster Students: 90% EL Students: 89% Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)			All Students: 80% Low Income Students: 80% Foster Students: 80% EL Students: 80% Data Year: 2026-2027 Data Source: Local Data - Student Information System (AERIES)	N/A
1.5	Suspension rate of all students	All Students: 11% African American: 14.4% SED African American: 14.8% Foster Youth: 8.2% Hispanic: 10.7% SED Hispanic: 10.2% SED: 10.9% SWD: 11.7% SED SWD: 14% Worsley			All Students: 5% African American: 9.4% SED African American: 9.4% Foster Youth: 3.2% Hispanic: 5.7% SED Hispanic: 5.2% SED: 5.9% SWD: 6.7% SED SWD: 9%	N/A

		African American: 11.4% Hispanic 8.1% VHEA All Students: 23.6% Hispanic: 20.2% SED:24.1% Data Year: 2022-2023 Source: 2023 Dashboard			Worsley African American: 6.4% Hispanic: 3.1% VHEA All Students: 5% Hispanic: 5% SED: 5% Data Year: 2025-2026 Source: 2023 Dashboard	
1.6	Chronic absenteeism rate	All Students: 15% Low Income Students: 15% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Source: CALPADS Report 14.2			All Students: 10% Low Income Students: 10% Foster Students: 10% EL Students: 10% Data Year: 2025-2026 Data Source: CALPADS Report 14.2	N/A
1.7	High school dropout rate	All Students: 53.99% Low Income Students: 53.99% Foster Students: 48.3% EL Students: 63.2%			All Students: 25% Low Income Students: 25% Foster Students: 25% EL Students: 25%	N/A

		Data Year: 2022-2023 Source: DataQuest			Data Year: 2025-2026 Source: DataQuest	
1.8	Rates of a sense of school safety	Students: 72% Parents: 100% Teachers: 93% Data Year: 2023-2024 Data Source: Local Survey			Students: 85% Parents: 100% Teachers: 95% Data Year: 2026-2027 Data Source: Local Survey	N/A
1.9	Rates of a sense of school connectedness	Students: 73% Parents: 100% Teachers: 89% Data Year: 2023-2024 Data Source: Local Survey			Students: 85% Parents: 100% Teachers: 95% Data Year: 2026-2027 Data Source: Local Survey	N/A
1.10	Percentage of Facilities maintained in good repair	100% of facilities met good repair Data Year: 2023-24 Data Source: Facilities Inspection Tool			100% of facilities met good repair Data Year: 2026-27 Data Source: Facilities Inspection Tool	N/A

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Probation Support	VHEA will contract with county probation staff to provide home visitation, counseling, and supervision.	$45,000.00	Yes
1.2	Safety and Transportation	VHEA will provide security to improve campus safety and will provide tokens for public bus transportation to and from school.	$94,000.00	Yes
1.3	Wellness Supports	VHEA will provide additional nursing and school psychologist services above the base to support the specific needs of students as well as the TIP Program (Truancy Intervention Program)	$73,702.00	Yes

1.4	Behavior Support Oversight	FCSS was identified for Differentiated Assistance (DA) based on the Suspension indicator for Foster Youth, Hispanic, and social-economically disadvantaged students. Upon observing the red indicators for suspension rates on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes. To address the following Reds on the 2023 Dashboard: LEA Level Reds Suspension Rate: All Students African American Foster Youth Hispanic SED SWD DA eligibility for the Suspension Indicator: Foster Youth Hispanic SED The LEA will provide the following: The Director of Alternative Education will provide direct oversight and training support for the Behavior Support Oversight personnel.	$25,000.00	No Yes
1.5	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.	$226,868.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The State mandates that all teachers must hold full teaching credentials. Additionally, the 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. These actions and services are designed to ensure ongoing improvement in educational outcomes by providing students access to high-quality curriculum, credentialed teachers, and well-maintained educational facilities. Introducing electives and additional support will enhance learning opportunities, offering personalized instructional support to foster skills in critical thinking, communication, collaboration, and creativity for the targeted student group.

The effectiveness of these efforts will be evaluated by monitoring several key indicators: the availability of adequately credentialed teachers, the condition of school facilities, the relevance of the curriculum, and the overall learning environment. A maintenance objective has been set to uphold these standards annually, recognizing the accomplishments in meeting these criteria and the ongoing need for regular updates and upkeep. This approach ensures that the LEA remains committed to providing a supportive and effective educational program for all students.

To effectively support the academic needs of students, especially within court and community school settings where students may face unique challenges, it's crucial to look at the individual needs of each student to provide an optimal learning environment that is supportive of the needs of its student population. We recognize that each student has unique needs, backgrounds, and learning styles. Therefore, our schools meet with each student to implement personalized learning plans. These plans help tailor learning to fit individual strengths and weaknesses, supporting our diverse academic needs more effectively.

The goal is to provide a supportive, enriching educational experience that meets students' unique needs and prepares them for future success. Given the challenges faced by students in court and community schools, particularly the high turnover rate, it's critical to prioritize local data analysis, including local assessments and credit accumulation. This data is essential for tailoring academic achievement

strategies, instructional learning opportunities, and credit recovery programs. These measures are designed to facilitate students' seamless reintegration into mainstream educational settings and support their progression toward graduation.

To achieve these objectives, the plan includes targeted actions such as providing supplemental instruction, personalized tutoring, and dedicated support for English Learners, all tailored to meet the specific academic needs of these students. Additionally, professional development for educators will be prioritized to ensure the delivery of engaging and practical education that caters to the transient nature of the student population.

In our court and community school setting, supporting Long-Term English Learner (LTEL) students academically involves implementing targeted strategies to address their language proficiency needs. We will prioritize individualized instruction tailored to the linguistic abilities and academic strengths of LTEL students, offering English Language Development (ELD) programs, small group instruction, and one-on-one tutoring sessions. Additionally, curriculum materials are scaffolded and modified to accommodate varying language levels, and teachers integrate language development activities across all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of 70-day students earning a minimum of 5.5 credits per month	All Students: 72% Low Income Students: 72% Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System			All Students: 80% Low Income Students: 80% Foster Students: 80% EL Students: 80% Data Year: 2026-2027 Data Source: Local Data - AERIES Student Information System	N/A

2.2	Percentage of students who have access to and are enrolled in a broad course of study	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2023-2024 Source: Local Indicator Report Self-Reflection Tool			All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2026-2027 Source: Local Indicator Report Self-Reflection Tool	N/A
2.3	Percentage of students scoring "met or exceeds standards" on CAASPP ELA	All Students: 6.1% Low Income Students: 2.94% Foster Students: data suppressed due to fewer than 11 students in student group EL & LTEL : data suppressed due to fewer than 11 students in student group Data Year: 2023 Source: LEA Smarter Balanced Reports (DataQuest)			All Students: 12% Low Income Students: 10% Foster Students: 10% EL Students: 10% Data Year: 2026 Source: LEA Smarter Balanced Reports (DataQuest)	N/A
2.4	Percentage of students scoring "met or	All Students: 0.0% Low Income Students: 0.0%			All Students: 5% Low Income Students: 5%	N/A

	exceeded standards" on CAASPP Math	Foster Students: data suppressed due to fewer than 11 students in student group EL & LTEL: data suppressed due to fewer than 11 students in student group Data Year: 2023 Source: CAASPP Data (DataQuest)			Foster Students: 5% EL Students: 5% Data Year: 2026 Source: LEA Smarter Balanced Reports (DataQuest)	
2.5	Percentage of all students demonstrating mastery after pre and post testing scores in the Reading Benchmark	All Students: 73% Low-Income Students: 73% Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data suppressed due to fewer than 11 students in the student group Data Year: 2023-2024 Source: Local Data			All Students: 85% Low Income Students: 85% Foster Students: 85% EL Students: 85% Data Year: 2026-2027 Source: Local Data	N/A
2.6	Percentage of all students demonstrating mastery after pre and post testing scores in the Writing Benchmark	All Students: 57% Low-Income Students: 57% Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data suppressed due to			All Students: 75% Low Income Students: 75% Foster Students: 75% EL Students: 75% Data Year: 2026-2027	N/A

		fewer than 11 students in the student group Data Year: 2023-2024 Source: Local Data			Source: Local Data	
2.7	Percentage of English Learners making progress towards English proficiency	Level 4: 16.7% Level 3: 16.7% Level 2: 50.0% Level 1: 16.7% Data Year: 2023 Source: ELPAC ELPI: 33.3% ELs who Progressed at Least One ELPI Level Data Year: 2023 Dashboard Source: Dashboard			Level 4: 20% Level 3: 30% Level 2: 30% Level 1: 20% Data Year: 2026 Source: ELPAC ELPI: 40% ELs who Progressed at Least One ELPI Level Data Year: 2026 Source: Dashboard	N/A
2.8	Percentage of eligible students enrolled in a CTE class	All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2023-2024 Source: Local Data - AERIES Student Information System Site Data: Worsley			All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2026-2027	N/A

					Source: Local Data - AERIES Student Information System	
2.9	Percentage of eligible students earning CTE credits	All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2023-2024 Source: Local Data - AERIES Student Information System Site Data: Worsley			All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2026-2027 Source: Local Data - AERIES Student Information System	N/A
2.10	Percentage of eligible students earning a welding certification	All Students: 24% Low Income Students: 24% Foster Students: N/A EL Students: 22% Data Year: 2022-2023 Source: Local Data - AERIES Student Information System Site Data: Worsley			All Students: 30% Low Income Students: 30% Foster Students: 30% EL Students: 30% Data Year: 2025-2026 Source: Local Data - AERIES Student Information System	N/A
2.11	Percentage of teachers and students using	All Students: 100%			All Students: 100%	N/A

	technology for teaching/learning in the classroom	Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2023-2024 Source: Local Data: Classroom Walkthrough Tool			Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2026-2027 Source: Local Data: Classroom Walkthrough Tool	
2.12	High School Graduation Rate	All Students: 29.9% Foster Youth: 50% Hispanic: 27.9% SED Hispanic 15.4% Homeless: 33.3% Low-Income Students (SED):29.9% EL Students: data suppressed due to fewer than 11 students in student group Worlsey All Students: 29.9% SED:29.9% Hispanic: 25.5% Fresno County Special Education All Students: 24.2% SED:23.3% SWD: 24.2%			All Students: 35% Foster Youth: 55% Hispanic: 34% SED Hispanic 20% Homeless: 38% Low-Income Students (SED): 35% EL: 35% Worsley All Students: 35% SED: 35% Hispanic: 34% Fresno County Special Education All Students: 26% SED:25% SWD: 25% Data Year: 2025-2026	N/A

		Data Year: 2022-2023 Source: School Dashboard Graduation Rate			Source: School Dashboard Graduation Rate (No longer DASS rate)	
2.13	Percentage of students showing increase in Math unit benchmark assessments	All Students: 80% Low-Income Students: 80% Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group Data Year: 2023-2024 Source: Local Data			All Students: 85% Low Income Students: 85% Foster Students: 85% EL Students: 85% Data Year: 2026-2027 Source: Local Data	N/A
2.14	Percentage of students scoring levels met or exceeded on the EAP (ELA and Math)	ELA Met or Exceeded All Students: 2.86% Low-Income Students: 3.45% Foster Students: data was suppressed due to fewer than 11 students in the student group EL Students: data was suppressed due to fewer than 11 students in the student group Math Met or Exceeded All Students: 0.0%			ELA Met or Exceeded All Students: 3.5% Low Income Students: 4% Foster Students: 4% EL Students: 4% Math Met or Exceeded All Students: 3% Low Income Students: 3% Foster Students: 3%	N/A

		Low-Income Students: 0.0% Foster Students: data was suppressed due to fewer than 11 students in the student group EL Students: data suppressed due to fewer than 11 students in the student group Data Year: 2022-2023 Source: CAASPP Data			EL Students: 3% Data Year: 2025-2026 Source: CAASPP Data	
2.15	Percentage of students scoring levels met or exceeded on the CAST	All Students: 7.69% Low Income Students: data suppressed due to fewer than 11 students in student group Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Source: CAASPP Data			All Students: 8.5% Low Income Students: 8.5% Foster Students: 8.5% EL Students: 8.5% Data Year: 2025-2026 Source: CAASPP Data	N/A
2.16	CCI Indicator	All Students: 4.6% prepared Foster Youth: 0% prepared Hispanic: 3.7% prepared			All Students: 5.5% prepared Foster Youth: 3% prepared Hispanic: 4.5% prepared	N/A

		Homeless: 0% prepared SED: 4.6% prepared Worsley All Students:5.9% prepared Hispanic: 4.9% prepared SED: 5.9% prepared Fresno County Special Education All Students:0% prepared SWD: 0% Data Year: 2022-2023 Source: 2023 Dashboard			Homeless: 3% prepared SED: 5.5% prepared Worsley All Students: 6.5% prepared Hispanic: 5.5% prepared SED: 6.5% prepared Fresno County Special Education All Students:2% prepared SWD: 2% Data Year: 2025-2026 Source: 2026 Dashboard	
2.17	CTE Enrichment	All Students: TBD Low Income Students: TBD Foster Students: TBD EL Students: TBD Site Data: VHEA Program is being established during the 24-25 school year			All Students: TBD Low Income Students: TBD Foster Students: TBD EL Students: TBD Site Data: VHEA Program is being established during the 24-25 school year	

2.18	Appropriately Assigned and credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool			0% Misassignments 0% Vacancies Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	
2.19	Access to standards aligned instructional materials	5 - Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool			5 - Full Implementation and Sustainability Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	
2.20	Degree of implementation of and student access to state standards, including ELD standards for all students, including English Learners	5 - Full Implementation & Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool			5 - Full Implementation & Sustainability Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Instruction Staff & Curriculum	FCSS was identified for Differentiated Assistance (DA) based on the Graduation Rate and CCI indicators. Upon reviewing the Graduation rate and CCI indicators on the Local Education Agency (LEA) 2023 Dashboard, we conducted a needs assessment to identify the underlying causes. Specifically, to address the following Reds on the 2023 Dashboard: LEA Level Graduation Rate: All Students Foster Youth Hispanic Homeless	$334,956.00	Yes

SED

LEA Level CCI Indicator:
All Students
Foster Youth
Hispanic
Homeless
SED

DA eligibility for the CCI Indicator:
Foster Youth
Hispanic
Homeless
SED

The LEA will provide the following:
Intervention & Support Class Teachers
Summer School, Intersession Opportunities
Supplemental Curriculum and Resources

2.2	Professional Development	The LEA will contract 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, and coaching to support student engagement strategies and literacy across the curriculum.	$200,000.00	Yes
2.3	Supplemental Tutoring Services	Worsley will provide supplemental math and reading tutors and individual tutoring in specific areas of academic need.	$250,000.00	Yes
2.4	Student Technology	The LEA will continue to purchase and upgrade educational technology for students to utilize.	$200,000.00	Yes

2.5	Support & Supplies	The LEA will provide data/assessment tracking systems, office and classroom supplies, copy machines, and support in their use and maintenance.	$125,000.00	No
2.6	English Learner & Long-Term English Learner Support	The LEA will provide teaching staff 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. The LEA will provide professional development to all certified and support staff, aligned with the California EL Roadmap, to support ELs and LTELs. Additional support and supplemental curriculum for all structured English immersion programs for ELs & LTELS will be provided.	$115,000.00	Yes
2.7	Student Progress Monitoring & Library Supports	The LEA will provide staff to monitor achievement, as well as provide a teacher librarian and library assistant to support learning and research.	$249,000.00	Yes
2.8	MTSS Support Staff	FCSS will provide staff who will oversee the implementation and monitoring of the effectiveness of the MTSS framework for our Court and Community Schools. This includes social/emotional support, targeted academic intervention, individualized transition framework, and follow-up. , There will be a focus on gathering and evaluating data at the LEA level to ensure interventions and supports are effective.	$200,000.00	Yes
2.9	Site-based Academic Support Staff	Site-based administrator (1 FTE) will focus on providing assistance with curriculum implementation, utilization of technology and support materials, and ensuring adherence to educational regulations and requirements. Assisting teaching staff and program administrators in effectively implementing curriculum guidelines and standards. This involves providing guidance on instructional strategies, lesson planning, and curriculum alignment to ensure student learning objectives are met. Ensuring that	$208,000.00	No

| 2.10 | Fresno County Special Education Graduation & CCI | After looking at the red indicators on the dashboard at the site level, the LEA completed a needs assessment to examine the root causes of low performance for our Fresno County Special Education programs, specifically in the areas of graduation rate and college and career readiness. Special education and related services, as determined by the student's Individualized Education Program (IEP) team, to our Member School Districts' students enrolled in the County Operated Program. An essential goal of the program is to enable students to become independent, valued citizens of their communities. Services are provided in various settings, including home, preschool, school, and community.

The same root cause emerged for each student group, generating Red on the 2023 Dashboard for Fresno County Special Education for the CCI and Graduation Rate indicators (All Student group, SED, SWD). This included providing additional curriculum resources, transcript and data review, and staff training.

To address the following Reds on the 2023 Dashboard:
Fresno County Special Education
Graduation Rate- All students, SED, SWD
CCI-All Students, SWD

We will take the following actions to address the reds on the dashboard, which include:
The supplemental curriculum will support grade-level learning and establish classroom schedules that align with high school course content requirements.
Purchasing an online platform to monitor data collection.
Additional paraeducator support is provided for instruction and data collection.
Providing staff training on the supplemental curriculum.
Providing support for new teachers (Induction). | $165,091.00 | No |

educational programs and practices align with state and federal regulations and requirements. This involves staying informed about education policies, standards, and mandates and providing guidance to ensure compliance across all aspects of teaching and program administration.

		Funding certificated and classified staff to develop, implement, and maintain a course of study and transcripts.		
2.11	CTE Supports	FCSS was identified for Differentiated Assistance (DA) based on the CCI indicator for Foster Youth, Hispanic, Homeless, and social-economically disadvantaged students. Observing the red indicators for the CCI Indicator on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes.

Specifically, to address the following Reds on the 2023 Dashboard for the CCI Indicator:

LEA Level Reds CCI Indicator:
All Students
Foster Youth
Hispanic
Homeless
SED

DA eligibility for the CCI Indicator:
Foster Youth
Hispanic
Homeless
SED

The LEA will provide the following: The LEA will continue to provide highly qualified CTE/ROP teachers to promote opportunities to promote student engagement and attendance in occupational learning. The LEA will provide supplemental curriculum to support CTE/ROP.

Strengthened Approach: Increasing collaboration time with ROP content specialists to support Pathway implementation for long-term students. | $128,789.00 | Yes |

2.12	California Standards Aligned Curriculum	The LEA will use state/locally approved California standards-aligned curriculum for core subjects, including the 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 instruction. The LEA will purchase online courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery.	$90,000.00	No
2.13	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, provide for substitute teacher, administration costs, and the breakfast/lunch program.	$3,163,993.00	No
2.14	Base Support for SWD	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided are aligned with other district offerings to best support each student's academic and social-emotional needs.	$131,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The LEA analyzed parental involvement based on its court and community school activities, including open houses, back-to-school events, school site councils, PTA meetings, awards ceremonies, educational partner gatherings, IEP meetings, and parenting classes. This examination revealed a need to enhance parent, guardian, and community participation, particularly in critical areas such as school site councils, open houses, parenting classes, school site meetings, and PTA engagements.

Recognizing the critical role of parental involvement in supporting student engagement, academic progress, social and emotional development, and successful graduation and transition, the LEA has identified targeted actions to address this need. These actions aim to enhance communication and accessibility by conducting meetings and providing materials in the languages spoken by students and parents, thereby fostering greater inclusion and decision-making for all families, including those with diverse linguistic backgrounds.

Additionally, parenting classes will be offered to equip parents with valuable tools and strategies to effectively engage with schools and support their student's academic, emotional, and social well-being, particularly for students with unique needs. Progress towards these objectives will be assessed based on the number of engagement opportunities provided and the level of participation from parents, guardians, and educational partners in these activities. Through these initiatives, the LEA aims to strengthen the partnership between schools and families, ultimately enhancing student success and fostering a supportive educational environment.

Measuring and Reporting Results

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

3.1	Degree to which the LEA has sought out parent input & promote parental communication, participation and involvement in programs and school decision-making for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-2024 Source: Local Indicator Report Self-Reflection Tool			Full Implementation and Sustainability Data Year: 2026-2027 Source: Local Indicator Report Self-Reflection Tool	
3.2	Parent Square Usage: percentage of parents/families that are contactable for push notifications	87% Data Year: 2023-2024 Source: Local Data			90% Data Year: 2026-2027 Source: Local Data	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.	$58,678.00	No
3.2	Parent and Educational Partner Outreach	The LEA will increase efforts to obtain contact information in parent and intake meetings at Worsley and during orientation meetings at VHEA. For parents without 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 vital to them. 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 maintaining 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 to inform them of participation and involvement activities. Outreach classes and meetings will provide parents with meaningful opportunities designed to meet the needs of low-income students and their families. Topics include school involvement and engagement. The classes also identify community resources, make decisions about school programs, and teach parents how to engage with their children academically and socially, increasing the parent/guardian involvement rate for the low-income student population.	$20,000.00	No

		This action is designed to meet the needs most associated with low-income students and their families. However, because we expect all students in the geographically diverse county will benefit from parent classes, this action will be implemented LEA-wide. The LEA will monitor the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for low-income students. Parent Square Usage: percentage of parents/families that are contactable for push notifications		
3.3	Supplemental Bilingual Interpreting and Translation	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.	$54,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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 of student learning opportunities; coordinate a seamless process for referral back to the district of residence once expulsion requirements are met.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

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, to develop a county plan for providing education services to expelled pupils. The countywide plan for expelled youth was updated during the 2023-24 school year in collaboration with the mainstream school districts of Fresno County. It will next be updated during the 2026-27 school year.LEA collaboration with county districts of expelled youth is essential 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 available to collaborate with the county's districts in the transition process, referrals to a mainstream school, and 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of expelled youth successfully meeting their individual terms of expulsion	Students: 85% Data Year: 2023-2024 Source: Local Data - VHEA GLS Records			Students: 90% Data Year: 2026-2027 Source:	

| | | | | | Local Data - VHEA GLS Records | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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	$201,218.00	No

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 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.

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	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. 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support the facilitation, collaboration, and capacity-building of Fresno County LEAs and educational partners to maximize students' academic success in foster care. Graduation rates are negatively impacted by the number of school placements and the transition frequency of Foster Youth Students. 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.

Previously, no unified database or mobile application was available for child welfare agencies, school districts, juvenile courts, or county foster youth services, nor for foster youth students, their families, and educational partners to access important information. In collaboration with all partner agencies, it became clear that creating a database and mobile application would significantly improve the delivery and coordination of critical educational services and information.

Implementing these tools will lead to several positive outcomes. Maintaining an up-to-date database and mobile application will enhance the ability of students and staff to access current data and educational records. This, in turn, will support foster youth in accessing higher education opportunities and other community resources. Additionally, the system will facilitate quickly sharing information on academic progress, records, and assessments. This means that if foster students need to change schools, their educational programming can continue seamlessly, with minimal disruption to their learning trajectory.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of Fresno County Foster Youth who graduate or complete a High School program	All Foster Students: 55.4% Data Year: 2022-23 Source: DataQuest			All Foster Students: Maintain or increase above 55% Data Year: 2025-26 Source: DataQuest	
5.2	Number of Fresno County Foster Youth who participate in supplemental enrichment activities	Foster Students Participated in the Following Enrichment Activities Leadership Program: 91 Winter: 91 Spring: 91 Data Year: 2023-2024 Source: Local Data - FCSS Foster Youth Director			Foster Students Participated in the Following Enrichment Activities Leadership Program: 100 Winter: 100 Spring: 100 Data Year: 2026-2027 Source: Local Data - FCSS Foster Youth Director	
5.4	Number of Community/LEAs accessing the Mobile Application	Number of Community/LEAs accessing the Mobile Application: 120			Number of Community/LEAs accessing the Mobile Application: Maintain 120	

| | | Data Year: 2023-2024

Data Source: Analytic Report | | | charter and LEA access

Data Year: 2026-27

Data Source: Analytic Report | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordination of Services for Foster	A review and analysis of educational partner feedback from collaborative agencies, students, and parents, as well as the metrics above, indicate the	$0.00	No

	Youth for Court and Community Schools	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 the FCSS Foster Youth Services Coordinating Program to provide additional transition support among community resources, advocacy agencies, and schools beyond what the base program provides. 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 exposure to college and career programs such as visits to local colleges. The LEA will also allow foster students 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, college, and career choices. We expect this action to improve the graduation rates of Foster Youth students.		
5.2	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.	$78,800.00	No
5.3	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.	$54,950.00	No

| 5.4 | Technology | FCSS will provide Foster Youth students with the necessary technology and hotspots to access enrichment and educational resources.

FCSS will provide staff, while working in-person with Foster Youth students, with the necessary technology and Wi-Fi hotspots for them to access enrichment and educational resources. | $1,000.00 | No |
|---|---|---|---|---|
| 5.5 | Mobile Application | Support and maintain the foster youth mobile application for Android and iOS. | $10,250.00 | No |
| 5.6 | Data Collection & Education Records & Support | 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.

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 |

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over the next three years, VHEA aims to reduce the suspension rates of all students, with a specific focus on low-income and Hispanic students, by 4% and decrease chronic absenteeism by 13%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting student behavior, specifically for all students, low-income and Hispanic students at VHEA. After completing a needs assessment and looking at the root causes of behavioral issues, we know providing additional support for students' diverse needs and implementing proactive and positive discipline strategies is essential. The unique population of students often faces various challenges, including those related to poverty, trauma, and instability. There is a need to implement strategies to reduce suspensions that will be tailored to meet these challenges head-on, promoting a positive school climate and enhancing educational outcomes for all students, low-income and Hispanic students. We will implement culturally responsive teaching practices that recognize and respect Hispanic students' cultural backgrounds, experiences, and identities. This includes incorporating diverse perspectives into the curriculum, fostering a positive school climate that values diversity, and providing opportunities for students to explore and celebrate their cultural heritage. This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students. We plan to improve suspension rates through the actions included in the goal. We will measure included in the goal and progress using suspension data and qualitative data from educational partners and the new behavior intervention teacher.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting student chronic absenteeism students at VHEA. Reducing chronic absenteeism is crucial for improving student outcomes and ensuring all students have equal opportunities to succeed. Our needs assessment revealed that chronic absenteeism can lead to significant academic setbacks. We plan to improve chronic absenteeism through the actions included in the goal. We will measure included in the goal and progress using chronic absenteeism data, attendance rates, sense of safety, and sense of connectedness. We will continue to gather qualitative data from educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism	All Students: 73% Hispanic: 72.4% SED: 74.3% Data Year: 2022-2023 Data Source: 2023 Dashboard			All Students: 60% Hispanic: 60% SED: 60% Data Year: 2025-2026 Data Source: Dashboard	
6.2	Suspension Rate	All Students: 23.6% Hispanic: 20.2% SED: 24.1 % Data Year: 2022-2023 Data Source: 2023 Dashboard			All Students: 19% Hispanic: 19% SED: 19% Data year: 2025-2026 Data Source: Dashboard	
6.3	Suspension Rate of 70-Day Students	All Students: 50% Hispanic: 52% SED: 50% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System			All Students: 40% Hispanic: 42% SED: 40% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	
6.4	Chronic Absenteeism Rate of 70-Day Students	All Students: 79% Data Year: 2023-2024			All Students: 70%	

		Data Source: Local Data- AERIES Student Information System			Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	
6.5	Sense of Connectedness	All Students: 89% Hispanic: 92% SED: 89% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System			All Students: 100% Hispanic: 100% SED: 100% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	
6.6	Attendance Rate	All Students: 57% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System			All Students: 65% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	
6.7	Sense of Safety	All Students: 100% Hispanic: 100% SED: 100% Data Year: 2023-2024			All Students: 100% Hispanic: 100% SED: 100%	

| | | Data Source: Local Data- AERIES Student Information System | | | Data Year: 2026-2027

Data Source: Local Data- AERIES Student Information System | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Art Teacher	VHEA will provide a part-time Art teacher.	$29,583.00	No

		The comprehensive analysis of data for VHEA shows that arts as a means of support for all students. These low-income and Hispanic students face suspension and high chronic absenteeism rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the arts to support students from low-income and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to attend school.		
6.2	Content Specialist	A part-time content specialist will support students' academic success by collaborating with classroom teachers. This person will support classroom teachers in implementing the best first-teaching practices effectively. By providing guidance, additional resources, and ongoing support, the teachers can create engaging and inclusive learning environments that meet the diverse needs of all students. In addition, the content specialist will work closely with a team to develop comprehensive curriculum and instruction strategies aligned with academic standards and student needs and provide the necessary associated professional development. This will better support and design engaging and rigorous learning experiences that foster student engagement, critical thinking, and academic achievement. The content specialist and any necessary materials and supplies will empower teachers with the knowledge, resources, and support they need to deliver high-quality instruction and foster student success.	$52,000.00	No
6.3	Guidance Learning Specialist	After examining the red indicators on the dashboard showing the suspension rate for all students, including African American and Hispanic students, the LEA completed a needs assessment to examine the root cause of low performance.

Specifically, to address the following Reds on the 2023 Dashboard: Suspension Rate: All Students, SED, Hispanic

A part-time Guidance Learning Specialist holding a Pupil Personnel Services (PPS) credential is dedicated to supporting students' behavioral | $52,000.00 | No |

and social-emotional needs and any necessary associated materials and supplies.

A part-time Guidance Learning Specialist will provide additional support for students' diverse needs and implement proactive and positive discipline strategies. The unique population of students often faces various challenges, including those related to poverty, trauma, and instability. There is a need to implement strategies to reduce suspensions tailored to meet these challenges head-on, promote a positive school climate, and provide counseling and alternatives to suspension for all students, including low-income and Hispanic students. We will implement culturally responsive teaching practices that recognize and respect the identified student group's cultural backgrounds, experiences, and identities.

The Guidance Learning Specialist will collaborate with students, their families, school staff, and community partners to develop individualized plans tailored to each student's unique needs, goals, and aspirations. These plans encompass social-emotional skills and behavior needs to facilitate success within the school day.

Data to measure effectiveness: Suspension Rate: All Students, SED, Hispanic

| 6.4 | Community Assistant | Parental and community engagement is critical to improving attendance. VHEA will hire two community assistants to:

Develop communication strategies that build awareness of the importance of regular attendance.
Provide resources and support for families facing barriers to getting their students to school.
Involve community organizations in creating programs that support students and families, such as after-school programs or health services. | $200,000.00 | No |

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Over the next three years, Worsley Court School will reduce suspension rates among African America by 4% and Hispanic 3% for students and increase the DASS graduation rates (3%) and CCI Indicator (2%) among low-income and Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting student behavior, specifically for African American and Hispanic students at Worsley. To address the unique challenges and needs that these students may face. Court schools will implement culturally responsive teaching practices that recognize and respect Hispanic and African American students' cultural backgrounds, experiences, and identities. This includes incorporating diverse perspectives into the curriculum, fostering a positive school climate that values diversity, and providing opportunities for students to explore and celebrate their cultural heritage. This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students. We plan to improve suspension rates through the actions included in the goal. We will measure included in the goal and progress using suspension data and qualitative data from educational partners and the new behavior intervention teacher.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting graduation, specifically for all students, low-income and Hispanic students at Worsley. Multiple factors contribute to our students' low graduation rate, including behavior, attendance, and access to academic classes. Our data shows that when students are in the seats, they are earning credits; therefore, the need shows our approach must be to provide more stable supports that provide a more holistic approach that addresses the unique needs of low-income and Hispanic youth within our court schools. This need is echoed by feedback provided by educational partners, specifically the need to continue to increase CTE courses, certification, and dual enrollment opportunities. We plan to improve graduation rates through the actions included in the goal. We will measure included in the goal and progress using graduation rate data, local ELA and Math data, and CTE and Dual Enrollment data. We will continue to gather qualitative data from educational partners and the new reading intervention teacher.

The comprehensive analysis of data for Worsley shows that arts as a means of support for African American, low-income, and Hispanic students who face suspension and low graduation rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the

arts to support students from African American, low-income, and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to be present in core academic classes.

The Dual Enrollment program at Worsley School offers elective courses that allow students to earn credits toward a community college Associate's Degree while earning High School credits. We have expanded our course offerings to include additional credit-bearing courses and CSU/UC transferable electives to enhance the Dual Enrollment program further. Dual enrollment courses are available to all long-term High School students. This allows all students to explore a college pathway and earn college credit while attending school. The partnership between Worsley and the State Center Community College District (SCCCD) ensures the seamless implementation of the Dual Enrollment program. Interested students are guided through the application and enrollment process by an assigned Fresno City College (FCC) counselor. Dual Enrollment classes are in-person instruction on the Worsley campus every other Saturday during the school semester. Students also receive ongoing post-secondary support, including assistance with college admissions, registration, and financial aid, from various academic partners such as Project Rebound and Focus Forward's Pipeline to Opportunity Program. In summary, the Dual Enrollment program at Worsley provides students with valuable opportunities to pursue higher education and career pathways while still in high school, supported by robust partnerships and comprehensive post-secondary support services. Alice M. Worsley School will continue to expand Dual Enrollment course offerings for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Smarter Balanced ELA Met or Exceeded Standard	All Students: 5% Data Year: 2022-23 Data Source: Dataquest			All Students: 7% Data Year: 2025-26 Data Source: Dataquest	
7.2	Academic Performance ELA	All Students: 156.6 points below standard Data Year: 2022-23 Data Source: 2023 Dashboard			All Students:153 points below standard Data Year: 2025-26	

					Data Source: Dashboard	
7.3	Smarter Balanced Math Met or Exceeded Standard	All Students: 0% Data Year: 2022-23 Data Source: Dataquest			All Students: 2% Data Year: 2025-26 Data Source: Dataquest	
7.4	Academic Performance Math	All Students: 77.1 points below standard Data Year: 2022-23 Data Source: 2023 Dashboard			All Students: 69 points below standard Data Year: 2025-26 Data Source: Dashboard	
7.5	College/Career Indicator	All Students: 5.9% prepared Hispanic: 4.9% SED: 5.9% Data Year: 2022-23 Data Source: 2023 Dashboard			All Students: 8% prepared Hispanic: 7% SED: 8% Data Year: 2025-26 Data Source: Dashboard	
7.6	Graduation Rate	All Students: 29.9% SED:29.9% Hispanic:25.5% Data Year: 2022-23			All Students: 33% SED:33% Hispanic:30% Data Year: 2025-26	

		Data Source: 2023 Dashboard			Data Source: Dashboard	
7.7	Suspension Rate	All Students: 8.1% African American: 11.4% Hispanic: 8.1% Data Year: 2022-23 Data Source: 2023 Dashboard			All Students: 5% African American:7% Hispanic:5% Data Year: 2025-26 Data Source: Dashboard	
7.8	Percentage of eligible students earning CTE credits	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2023-2024 Source: Local Data-AERIES Student Information System			All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2026-27 Data Source: Local Data- AERIES Student Information System	
7.9	Local Writing Benchmark	All Students: 35% Low Income Students: 35% Foster Students: 33% EL Students: 100% Data Year: 2023-2024			All Students: 50% Low Income Students: 50% Foster Students: 50% EL Students: 100%	

		Data Source: Local Data- AERIES Student Information System			Data Year 2026-27 Data Source: Local Data- AERIES Student Information System	
7.10	Local Math Benchmark	All Students: 89% Low Income Students: 89% Foster Students: 86% EL Students: 100% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System			All Students: 91% Low Income Students: 91% Foster Students: 89% EL Students: 100% Data Year: 2026-27 Data Source: Local Data- AERIES Student Information System	
7.11	Percent of Eligible Students Earning a Welding Certification	All Students: 24% Low Income Students: 24% Foster Students: 0% EL Students: 22% Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System			All Students: 27 % Low Income Students: 27% Foster Students: 2% EL Students: 27% Data Year: 2026-27 Data Source: Local Data - AERIES Student	

					Information System	
7.12	Local Reading Benchmark	All Students: 65% Low Income Students: 65% Foster Students: 100% EL Students: 100% Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System			All Students: 70% Low Income Students: 70% Foster Students: 70% EL Students: 70% Data Year: 2026-27 Data Source: Local Data - AERIES Student Information System	
7.13	Dashboard Graduation Rate	All Students: 29.9% SED: 29.9% Hispanic: 25.5% Data Year: 2022-23 Data Source: 2023 Dashboard			All Students: 32% SED: 32% Hispanic:28% Data Year: 2025-26 Data Source: Dashboard	
7.14	DASS Graduation Rate	All Students: TBD SED: TBD Hispanic:TBD Data Year: 2022-23 Data Source: 2023 Dashboard DASS Subreport			All Students: TBD SED:TBD Hispanic:TBD Data Year: 2025-26	

		*Pending release from CDE			Data Source: 2023 Dashboard DASS Subreport *Pending release from CDE	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Intervention TOSA	After looking at the red indicators on the dashboard for the graduation rate for all students, including low-income and Hispanic students, the LEA completed a needs assessment to examine the root cause of low performance.	$147,052.00	No

		Specifically, to address the following Reds on the 2023 Dashboard: Graduation Rate: All Students, low-income, Hispanic An intervention TOSA at Worsley will provide specialized support using the evidence-based curriculum to tackle obstacles that hinder academic achievement. This teacher will be adept at identifying and addressing learning difficulties, offering personalized assistance tailored to each student's needs. By instilling confidence and motivation, the teacher will help all students, especially those from low-income and Hispanic backgrounds, actively participate in their learning and complete assignments. This targeted support will facilitate students' progress and enable them to earn credits towards graduation. Metric to measure effectiveness: Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)		
7.2	Behavior Intervention Supports	After examining the red indicators on the dashboard showing the suspension rate for all students, including African American and Hispanic students, the LEA completed a needs assessment to examine the root cause of low performance. Specifically, to address the following Reds on the 2023 Dashboard: Suspension Rate: All Students, African American students, Hispanic Worsley will provide contracted behavior intervention support. Contracted behavior intervention supports will support the efforts to address student behavior, especially among African American and Hispanic students at Worsley, in several ways: Implementing Culturally Responsive Practices Providing Individualized Support Offering Social-Emotional Learning (SEL) Programming Building Positive Relationships Collaborating with staff on campus	$64,441.00	No

		Metric to measure effectiveness: Suspension Rate: All Students, African American students, Hispanic		
7.3	Arts Teacher	Worsley will provide a part-time Art teacher. The comprehensive analysis of data for Worsley shows that arts as a means of support for African American, low-income, and Hispanic students who face suspension and low graduation rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the arts to support students from African American, low-income, and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to be present in core academic classes.	$96,000.00	No
7.4	Summer School/ Extended Learning	Provide summer and extended learning sessions to identified students needing extended support in English, math, and English Language acquisition. Sessions will include credit recovery for high school students in danger of not meeting graduation requirements, students below grade level in English Language Arts and Mathematics, and students needing additional time to achieve learning goals. Action will pay for the associated positions, materials, and supplies costs to host additional learning sessions.	$200,000.00	No
7.5	Content Specialist	A part-time content specialist will support students' academic success by collaborating with classroom teachers. This person will support classroom teachers in implementing the best first-teaching practices effectively. By providing guidance, additional resources, and ongoing support, the teachers can create engaging and inclusive learning environments that meet the diverse needs of all students. In addition, the content specialist will work closely with a team to develop comprehensive curriculum and	$99,445.00	No

		instruction strategies aligned with academic standards and student needs and provide the necessary associated professional development. This will better support and design engaging and rigorous learning experiences that foster student engagement, critical thinking, and academic achievement. The content specialist and any necessary materials and supplies will empower teachers with the knowledge, resources, and support they need to deliver high-quality instruction and foster student success.		
7.6	Guidance Learning Specialist	A Guidance Learning Specialist holding a Pupil Personnel Services (PPS) credential is dedicated to supporting students as they navigate transitions between their school of residence, post-secondary education, or the workplace from the Juvenile Court and Community Schools (JCCS). The Transition Specialist will collaborate with students, their families, school staff, and community partners to develop individualized transition plans tailored to each student's unique needs, goals, and aspirations. These plans encompass academic, vocational, social-emotional, and independent living skills to facilitate successful transitions beyond JCCS. In addition, the Guidance Learning Specialist will also provide transition services coordination, transition skill development, post-secondary educational career planning, collaboration and advocacy, and monitoring and follow-up for students as they leave JCCS.	$101,100.00	No
7.7	Dual Enrollment	Specifically, to address the following Reds on the 2023 Dashboard: CCI Indicator: All Students, SED, Hispanic The dual-enrollment program, established in partnership with the State Center Community College District, offers significant benefits to our students by enabling these students to take college-level courses while still in high school. Our dual-enrollment programs are to be exposed to college-level work, increase college access and readiness, and provide more career exploration and planning opportunities.	$53,003.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1343161	$

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
45.00%	11.75%	$$215,071.00	56.74%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Probation Support **Need:** A review and analysis of the metrics above reveal the need to decrease suspension and chronic absenteeism rates for all 70-day low-income students.	We will provide staff who can build meaningful relationships to help students become their best selves to support their sense of connectedness to school. Staff will focus on engaging in restorative practices and supporting increased positive interactions with adults on campus. Probation staff will help	Suspension Rate of 70-day students (low-income, all students) Chronic Absenteeism Rate of 70-day students (low-income, all students)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After conducting a needs assessment, FCSS recognizes that a crucial factor in addressing suspension and chronic absenteeism rates is ensuring all 70-day low-income students feel a sense of agency or connection to VHEA. Furthermore, based on the LEA's experience, students' access to and communication with probation supports and collaboration with their homes can encourage positive student decisions that enhance their sense of connection to the school. Educational partner feedback indicated we need to create a positive culture regarding attendance by establishing relationships between low-income students and a caring adult on campus. **Scope:** Schoolwide	students by challenging them to become their best selves while providing ongoing support, sharing power, showing respect, and expanding their sense of possibilities. This action is designed to meet the needs most associated with low-income 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.	Educational Partner Input at VHEA
1.2	**Action:** Safety and Transportation **Need:** A review and analysis of the metrics above, along with educational partner feedback from students, parents, and teachers, reveal the need to decrease the chronic absenteeism rates of all 70-day low-income students and address the survey results, which indicate a low sense of school safety among the low-income population.	Transportation barriers are a significant challenge for many VHEA students. Bus tokens can ensure students have reliable transportation to and from school, thereby improving attendance rates. Access to safe, reliable transportation will promote increased attendance. Enhanced security measures can make campuses safer for students, staff, and visitors. This safety is crucial for fostering an environment where students feel secure enough to focus on their studies. This is particularly important for students who may have experienced trauma or instability in	Chronic Absenteeism Rate of 70-day Students (low-income students & all students) Sense of School Safety (low-income students & all students) Educational Partner Input at VHEA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The needs assessment showed that demonstrating a commitment to safety can build trust with students, families, and the broader community, making them more likely to engage with and support the school's programs. In addition, data and educational partner feedback indicated that low-income students often lack family transportation or funds to access public transportation. **Scope:** Schoolwide	their lives. 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 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 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.	
1.3	**Action:** Wellness Supports **Need:** A review and analysis of the metrics above reveal the need to decrease the chronic absenteeism rates of all 70-day low-income students and increase the sense of school connectedness for all low-income students. Based on a needs assessment, the LEA has determined that proactive engagement with families through home visits is needed; additional mental and physical health support is required to ensure that students can attend school and succeed. The LEA's experience	This action 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. 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.	Chronic Absenteeism Rate of 70-day students (low-income) Unknown Transfer Rate of 70-day students (low-income) Sense of School Connectedness (low-income) Educational Partner Input at VHEA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	shows that most students with low school connectedness and chronic absenteeism need additional focused and individualized social/emotional, health, and academic support. In addition, educational partner feedback from parents and collaborative agencies reveals the need to decrease the unknown transfer rates for 70-day low-income students. **Scope:** Schoolwide	These supplemental staff will facilitate collaboration among staff working 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 development, and identifying community resources during individual and small group meetings and communication at school. This action is designed to meet the needs most associated with low-income 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.	
1.4	**Action:** Behavior Support Oversight **Need:** Upon breaking down the Suspension Rate data for low-income students into ethnic subgroups, including low-income Hispanic and low-income African American students, low-income students with disabilities (SWD), Foster Youth, and socioeconomically disadvantaged (SED) students, the LEA conducted a needs assessment to investigate the underlying causes. The assessment revealed that reducing suspensions in Juvenile Court and Community Schools (JCCS) requires oversight that entails implementing strategies targeting the root causes of behavioral issues, cultivating a positive school	The behavior support oversight personnel will provide on-going training to the behavior intervention staff and all staff. This training includes alternative discipline strategies that can reduce suspension rates by equipping teachers and staff with strategies to manage classroom behavior effectively without resorting to suspension. In addition, cultural competency training will be provided to ensure that staff understand and respect their students' diverse backgrounds, which can improve relationships and reduce misunderstandings that may lead to disciplinary actions. Based on local experience, JCCS programs can create a more supportive, effective educational environment by addressing these needs through oversight and targeted interventions. This will reduce the need for suspensions and promote the	LEA Level Reds Suspension Rate: All Students African American Low- Income African American Foster Youth Hispanic Low-Income Hispanic SED SWD Low-Income SWD Education partner feedback and input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	culture, and offering support tailored to the diverse needs of the identified students. In addition, educational partner feedback from parents and collaborative agencies reveals the need to increase oversight and implementation of MTSS behavior support instead of suspension. 82.9% of Hispanics, 80.4% of SWD, and 91.7% of African American students are low-income. **Scope:** LEA-wide	well-being and success of the identified student groups. This action is designed to meet the unique needs of low-income Hispanic and low-income African American students, low-income students with disabilities (SWD), Foster Youth, and socioeconomically disadvantaged (SED) students groups, but because all African American, Hispanic, and SWD students will benefit, this action is being provided on an LEA-wide basis.	
2.1	**Action:** Supplemental Instruction Staff & Curriculum **Need:** Upon breaking down the graduation rate data for foster Youth, including low-income Hispanic students, Homeless students, and low-income students, who were red in the Graduation and CCI Dashboard indicator, the LEA conducted a needs assessment to investigate the underlying causes. In addition, a review and analysis of the metrics above reveal that the LEA wants to continue monitoring and improving the percentage of 70-day foster and low-income students earning 5.5 credits per month. While the percentage of Low-Income students earning 5.5 credits per month increased, the	The LEA will 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 will be provided. This will support the identified student groups by providing more time to build upon learning, starting in the classroom, working individually or in a small group to master challenging concepts, and completing coursework to earn credits toward graduation. Teachers will collaborate with site-level Guidance Learning Specialists to monitor credits. We will also implement flexible credit recovery options that allow students to make up for lost credits through online courses or summer school. In addition, we will assist the identified students in planning for life after graduation, including college application	LEA Level Graduation Rate Indicator: All Students Foster Youth Hispanic Hispanic low-income Homeless SED LEA Level CCI Indicator: All Students Foster Youth Homeless SED Hispanic DASS Graudation Rate Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low graduation rates indicate the need to maintain focus on this metric. Education partner feedback and the needs assessment revealed that to increase graduation rates; our staff must diligently examine credits and progress more thoroughly in conjunction with each site's Guidance Learning Specialists. In addition, low-income and foster youth students need additional time and support to ensure academic progress by extending concepts and skill development through intervention opportunities that allow for credit recovery. **Scope:** LEA-wide	assistance, job search support, and financial planning education. We will also implement flexible credit recovery options that allow students to make up for lost credits through online courses or summer school. In addition, we will assist the identified students in planning for life after graduation, including college application assistance, job search support, and financial planning education. This action is designed to meet the needs most associated with foster Youth, including low-income Hispanic students, Homeless students, and low-income students low-income and Foster Youth students. However, this action will benefit all students and Hispanic students. There fore this action will be provided on an LEA-wide basis.	Percentage of 70-day students earning a minimum of 5.5 credits per month (all students, low-income, Foster Youth) Education Partner Input
2.2	**Action:** Professional Development **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income 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. A needs assessment and educational feedback revealed that teachers and support staff need additional training to support highly mobile students.	The professional development and coaching offered is tailored to help teachers better serve students who frequently move from one school to another. Teachers and staff will be better equipped to support low-income students who face unique educational challenges due to mobility. The training will provide teachers with the skills and knowledge to quickly recognize where these students have missed out on crucial parts of their education in previous schools. By identifying these instructional gaps, teachers can adapt their teaching strategies to fill in these missing pieces, helping low-income, highly mobile students catch up and succeed academically. This action is designed to meet the needs most associated with low-income students. However,	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The LEA's experience and education partner feedback revealed that our low-income students possess individualized opportunity gaps that require unique support from teachers to address. **Scope:** LEA-wide	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.	Percentage of 70-day students earning a minimum of 5.5 credits per month (all students and low-income students) Educational Partner Feedback
2.3	**Action:** Supplemental Tutoring Services **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income students. Low-income students declined in their graduation rate. The needs assessment revealed that many court school students have fallen behind academically due to frequent transitions, missed school days, or other challenges. Feedback from education partners and research suggests that tutoring can help bridge these gaps by providing targeted assistance in areas where students need additional support, such as reading, math, or writing. **Scope:**	To meet the unique needs of low-income students, tutoring 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 students. 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 students. However, this action is provided school-wide because we expect all students to benefit from individualized, supplemental tutoring services.	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students) Graduation Rate (all students, low-income students) Education Partner Feedback (Worsley)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.4	**Action:** Student Technology **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income 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. Educational Partner feedback indicates that students need access to digital tools and resources both at school and at home. **Scope:** LEA-wide	These additional digital tools and resources will expand low-income 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 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 unavailable for low-income students outside of school. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from educational technology, this action is provided on an LEA-wide basis.	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students) Educational Partner feedback
2.7	**Action:** Student Progress Monitoring & Library Supports **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of all and low-income students.	To meet this need, the LEA will have a teacher librarian and library assistant whose primary purpose is progress monitoring. This will allow staff to determine which low-income students have demonstrated a need for additional academic support. Progress monitoring will also allow teachers to track the highly mobile identified student groups' academic progress and growth throughout the school year.	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 students with greater access to library resources, including increasing students' abilities to research information and access 21st-century skills. **Scope:** LEA-wide	The librarian and library assistant will support the identified students in selecting and using research materials and technology based on their individual needs. The librarian and library assistant works with students and teachers to facilitate access to information in various formats, instructs students and teachers on acquiring, evaluating, and using the information and 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 students. However, because we expect all students in the highly transient student population will benefit from progress monitoring services, this action will be implemented LEA-wide.	assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students) Educational Partner feedback Educational Partner Feedback
2.8	**Action:** MTSS Support Staff **Need:** A review and analysis of the above metrics reveal the need to increase the the Reading, Writing, and Math achievement rates of all and low-income students, EL, and Foster Youth students. A needs assessment and educational partner feedback revealed the need for ongoing data collection, analysis, and monitoring aligned with the 10 state priorities. It also identified the need for someone to oversee the Multi-Tiered System of Support (MTSS) outlined in the LCAP, designed to provide these unique student groups with the resources and structures needed to succeed.	To effectively support low-income, foster youth, and English Learner students, designated staff will closely monitor their progress to ensure equity and resource access. This involves tracking progress at the District level to ensure that funds and services are allocated appropriately. The goal is to implement tailored strategies to address these students' unique social, emotional, and academic needs. Analyzing formative assessments is critical to this monitoring process as it provides valuable insights into the learning needs of English learners, low-income students, and foster youth. By examining this data, the District can identify areas where these students may need additional support and ensure that the goals outlined in the Local Control and Accountability Plan (LCAP) are met.	Percentage of students showing an increase in Reading unit benchmark assessments (all students, EL, FY, and low-income) Percentage of students showing an increase in Writing unit benchmark assessments (all students, EL, FY, and low-income) Percentage of students showing an increase in Math unit benchmark assessments (all students, EL, FY, and low-income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	The collected data will be shared with site leaders and relevant staff members to facilitate discussions on effective strategies. These strategies may include strengthening the District's multi-tiered system of support, which outlines how schools provide targeted assistance to students. By implementing this framework, schools can identify struggling students early on and intervene promptly to address their needs. 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.	
2.11	**Action:** CTE Supports **Need:** Upon breaking down the CCI Indicator data for low-income students into ethnic subgroups, including low-income Hispanics, low-income homeless, SED, and Foster Youth, the LEA conducted a needs assessment to investigate the underlying causes of the CCI indicator's very low status. Based on our unique population, we also examined the percentage of the identified student groups earning CTE credits and CTE enrollment. The assessment revealed that increasing Juvenile Court and Community Schools (JCCS) requires an increased hands-on approach to learning, enrichment of the current CTE offerings, supplemental CTE clubs, and exposure to job or certification opportunities.	We will provide CTE and vocational training programs in fields such as horticulture and welding that align with the identified students' interests and the local labor markets (teachers and supplemental curriculum). These programs will provide hands-on learning experiences and pathways to meaningful employment for our JCCS students. Participating students can also explore possible careers and gain experience through clubs and school programs that could assist them in future job placement. CTE teachers will also support transitions, whether the identified students return to their community schools, advance to post-secondary education, or enter the workforce. Guidance and planning assistance can help ensure these transitions are successful, and they can earn CTE credits and/or certifications. This action is designed to meet the needs most associated with low-income Hispanics, low-income	CTE Eligibility (All Students, Foster Youth, Homeless, SED) CTE Credits Earned (All Students, Foster Youth, Homeless, SED) Welding Certification (All Students, Foster Youth, Homeless, SED) LEA Level CCI Indicator: All Students Foster Youth Hispanic Homeless SED Educator Partners Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student, teacher, and parent educational partners also consistently share the importance they place upon CTE coursework, job training, and career preparedness, both in the LEA's experience and through parent and student educational partner feedback. 82.9% of Hispanic students are low-income. **Scope:** LEA-wide	homeless, SED, and Foster Youth. However, this action is LEA-wide because we expect all students, including homeless and Hispanic students, to benefit from CTE courses.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** English Learner & Long-Term English Learner Support **Need:** District assessments (math, reading, and writing benchmark assessments) and ELPAC test scores indicate that both ELs & LTEL students are struggling. 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.	Supplemental support will provide additional instructional support for English Learners to address gaps in reading, math, and writing performance. Instruction is tailored to the needs of each learner, utilizing both English and Spanish as necessary and employing scaffolding techniques in individual and small group settings. This supplemental support for EL and LTELs will target barriers hindering academic advancement, fostering accelerated language acquisition and proficiency growth.	Percentage of EL & LTEL students showing an increase in Math unit benchmark assessments Percentage of EL & LTEL students showing an increase in Reading unit benchmark assessments Percentage of EL& LTEL students showing an increase in Writing unit benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	During the needs assessment, we reviewed data such as EL proficiency levels, academic performance, and input from educational partners to inform the development of targeted strategies. Based on input and data analysis, we identified the need for a language-rich environment for ELs and LTELs in all classrooms and teaching staff to provide intervention support. In addition, we will provide teachers and support staff with professional development and additional support within the English immersion programs and teaching staff to provide intervention support specific to the needs of ELs and LTELs **Scope:** Limited to Unduplicated Student Group(s)	The professional development will be aligned with the principles and goals outlined in the California EL Roadmap. This includes focusing on language and academic development, fostering a culturally responsive environment, and involving families and communities in learning. This action will address the unique needs of Long-Term English Learners (LTELs) by providing targeted, bilingual instructional support to accelerate language proficiency and close academic gaps in critical areas like reading, math, and writing. Additionally, aligning professional development with the California EL Roadmap will ensure that the teachers in our court and community schools will be equipped to create better inclusive, culturally responsive classrooms that engage LTEL students and bring in the necessary community members to ensure a community-focused approach for LTELs.	ELPAC Scores Educational Partner Feedback
3.3	**Action:** Supplemental Bilingual Interpreting and Translation **Need:** A review of LEA data 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.	Translation and other bilingual services (above what is required in the education code) and outreach will 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 school decision-making, interpreting on phone calls and translated letters and interpreting during sessions.	The LEA will monitor the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for unduplicated students and students with exceptional needs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

The LEA did not receive 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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	2985039	1343161	45.00%	11.75%	56.74%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$5,844,415.00	$1,424,413.00		$330,091.00	$7,598,919.00	$6,044,684.00	$1,554,235.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Probation Support	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy		$0.00	$45,000.00	$45,000.00				$45,000.00
1	1.2	Safety and Transportation	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy		$0.00	$94,000.00	$94,000.00				$94,000.00
1	1.3	Wellness Supports	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy		$68,702.00	$5,000.00	$73,702.00				$73,702.00
1	1.4	Behavior Support Oversight	All Students African American Foster Youth Hispanic SED SWD Foster Youth Low Income		No / Yes	LEA-wide	Foster Youth Low Income	All Schools		$25,000.00	$0.00	$25,000.00				$25,000.00
1	1.5	Facilities	All		No					$83,868.00	$143,000.00	$226,868.00				$226,868.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Supplemental Instruction Staff & Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$334,956.00	$0.00	$334,956.00				$334,956.00
2	2.2	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00
2	2.3	Supplemental Tutoring Services	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Alice M. Worsley		$0.00	$250,000.00	$250,000.00				$250,000.00
2	2.4	Student Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00
2	2.5	Support & Supplies	All	No					$0.00	$125,000.00	$125,000.00				$125,000.00
2	2.6	English Learner & Long-Term English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$115,000.00	$0.00	$115,000.00				$115,000.00
2	2.7	Student Progress Monitoring & Library Supports	Low Income	Yes	LEA-wide	Low Income			$249,000.00	$0.00	$211,000.00	$38,000.00			$249,000.00
2	2.8	MTSS Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$200,000.00	$0.00	$200,000.00				$200,000.00
2	2.9	Site-based Academic Support Staff	All	No					$208,000.00	$0.00		$208,000.00			$208,000.00
2	2.10	Fresno County Special Education Graduation & CCI	All students, SED, SWD	No					$0.00	$165,091.00				$165,091.00	$165,091.00
2	2.11	CTE Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$103,789.00	$25,000.00	$45,000.00	$83,789.00			$128,789.00
2	2.12	California Standards Aligned Curriculum	All	No					$0.00	$90,000.00	$90,000.00				$90,000.00
2	2.13	Teachers and Staff	All	No					$3,163,993.00	$0.00	$3,163,993.00				$3,163,993.00
2	2.14	Base Support for SWD	Students with Disabilities	No					$131,000.00	$0.00	$131,000.00				$131,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent and Educational Partner Communication	All	No					$50,178.00	$8,500.00	$58,678.00				$58,678.00
3	3.2	Parent and Educational Partner Outreach	All	No					$0.00	$20,000.00				$20,000.00	$20,000.00
3	3.3	Supplemental Bilingual Interpreting and Translation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$54,000.00	$0.00	$54,000.00				$54,000.00
4	4.1	Expelled Student Support	All	No					$201,218.00	$0.00	$201,218.00				$201,218.00
5	5.1	Coordination of Services for Foster Youth for Court and Community Schools	Foster Youth	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.2	Foster Youth Support	Foster Youth	No					$78,800.00	$0.00				$78,800.00	$78,800.00
5	5.3	Leadership Program	Foster Youth	No					$0.00	$54,950.00				$54,950.00	$54,950.00
5	5.4	Technology	Foster Youth	No					$0.00	$1,000.00				$1,000.00	$1,000.00
5	5.5	Mobile Application	Foster Youth	No					$0.00	$10,250.00				$10,250.00	$10,250.00
5	5.6	Data Collection & Education Records & Support	Foster Youth	No					$0.00	$0.00	$0.00				$0.00
6	6.1	Art Teacher	all students, low-income, Hispanic All	No					$29,583.00	$0.00		$29,583.00			$29,583.00
6	6.2	Content Specialist	All	No					$52,000.00	$0.00		$52,000.00			$52,000.00
6	6.3	Guidance Learning Specialist	All Students, SED, Hispanic All	No					$52,000.00	$0.00		$52,000.00			$52,000.00
6	6.4	Community Assistant	All	No					$200,000.00	$0.00		$200,000.00			$200,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	7.1	Intervention TOSA	All Students, low-income, Hispanic All	No					$147,052.00	$0.00		$147,052.00			$147,052.00
7	7.2	Behavior Intervention Supports	All Students, African American students, Hispanic All	No					$0.00	$64,441.00		$64,441.00			$64,441.00
7	7.3	Arts Teacher	All	No					$96,000.00	$0.00		$96,000.00			$96,000.00
7	7.4	Summer School/ Extended Learning	All	No					$200,000.00	$0.00		$200,000.00			$200,000.00
7	7.5	Content Specialist	All	No					$99,445.00	$0.00		$99,445.00			$99,445.00
7	7.6	Guidance Learning Specialist	All	No					$101,100.00	$0.00		$101,100.00			$101,100.00
7	7.7	Dual Enrollment	All Students, SED, Hispanic All	No					$0.00	$53,003.00		$53,003.00			$53,003.00
9	9.6	Guidance Learning Specialist													

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
2985039	1343161	45.00%	11.75%	56.74%	$1,847,658.00	0.00%	61.90 %	**Total:**	$1,847,658.00
								LEA-wide Total:	$1,215,956.00
								Limited Total:	$169,000.00
								Schoolwide Total:	$462,702.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Probation Support	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy	$45,000.00	
1	1.2	Safety and Transportation	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy	$94,000.00	
1	1.3	Wellness Supports	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy	$73,702.00	
1	1.4	Behavior Support Oversight	Yes	LEA-wide	Foster Youth Low Income	All Schools	$25,000.00	
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	LEA-wide	Foster Youth Low Income	All Schools	$334,956.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Development	Yes	LEA-wide	Low Income	All Schools	$200,000.00	
2	2.3	Supplemental Tutoring Services	Yes	Schoolwide	Low Income	Specific Schools: Alice M. Worsley	$250,000.00	
2	2.4	Student Technology	Yes	LEA-wide	Low Income	All Schools	$200,000.00	
2	2.6	English Learner & Long-Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,000.00	
2	2.7	Student Progress Monitoring & Library Supports	Yes	LEA-wide	Low Income		$211,000.00	
2	2.8	MTSS Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.11	CTE Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$45,000.00	
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$54,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$6,894,541.00	$6,285,906.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Probation Support	Yes	$150,000.00	46,875
1	**1.2**	Safety and Transportation	Yes	$66,000.00	96,249
1	**1.3**	Wellness Supports	Yes	$45,000.00	142,269
1	**1.4**	CTE Supports	Yes	$125,165.00	39,525
2	**2.1**	Supplemental Instruction Staff & Curriculum	Yes	$610,000.00	463,637
2	**2.2**	Professional Development	Yes	$104,000.00	104,000
2	**2.3**	Supplemental Tutoring Services	Yes	$98,925.00	20,000
2	**2.4**	Student Technology	Yes	$100,000.00	137,500
2	**2.5**	Data/Assessment and Support	No	$126,550.00	179,200

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	2.6	English Learner Support	Yes	$150,000.00	130,902
2	2.7	Student Progress Monitoring & Library Supports	Yes	$250,000.00	257,317
2	2.8	MTSS Support Staff	Yes	$103,833.00	117,686
2	2.9	English Language Development	No	$0.00	$0.00
3	3.1	Parent and Educational Partner Communication	No	$85,000.00	54,322
3	3.2	Parent and Educational Partner Outreach	Yes	$10,000.00	10,000
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$50,000.00	49,934
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	66,357
4	4.2	Teachers and Staff	No	$4,192,522.00	4,018,787
4	4.4	Facilities	No	$392,546.00	220,703
5	5.1	Expelled Student Support	No	$0.00	$0.00
6	6.1	Coordination of Services for Foster Youth for Court and Community Schools	No	$0.00	$0.00
6	6.2	Foster Youth Support	No	$67,000.00	70643.00

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)
6	6.3	Leadership Program	No	$54,000.00	54,000.00
6	6.4	Technology	No	$2,600.00	0.00
7	7.1	Mobile Application	No	$21,400.00	6,000
7	7.2	Data Collection & Education Records	No	$0.00	0.00
7	7.3	Educational Records & Support	No	$0.00	0.00

2023-24 Contributing Actions Annual Update Table

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
$1,830,965	$1,777,758.00	$1,615,894.00	$161,864.00	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)
<td colspan="8">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.</td>
1	1.1	Probation Support	Yes	$150,000.00	46875	0.00%	0.00%
1	1.2	Safety and Transportation	Yes	$66,000.00	96249	0.00%	0.00%
1	1.3	Wellness Supports	Yes	$45,000.00	142269	0.00%	0.00%
1	1.4	CTE Supports	Yes	$40,000.00	39525	0.00%	0.00%
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	$610,000.00	463637	0.00%	0.00%
2	2.2	Professional Development	Yes	$104,000.00	104000	0.00%	0.00%
2	2.3	Supplemental Tutoring Services	Yes	$98,925.00	20000	0.00%	0.00%
2	2.4	Student Technology	Yes	$100,000.00	137500	0.00%	0.00%
2	2.6	English Learner Support	Yes	$150,000.00	130902	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	2.7	Student Progress Monitoring & Library Supports	Yes	$250,000.00	257317	0.00%	0.00%
2	2.8	MTSS Support Staff	Yes	$103,833.00	117686	0.00%	0.00%
3	3.2	Parent and Educational Partner Outreach	Yes	$10,000.00	10000	0.00%	0.00%
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$50,000.00	49934	0.00%	0.00%

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,830,965	$1,830,965	0.00%	100.00%	$1,615,894.00	0.00%	88.25%	$215,071.00	11.75%

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

 - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

  - 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, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

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

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   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**

  o   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)**

  o   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 (%)**

  o   This amount is the total of the Planned Percentage of Improved Services column.

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

  o   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)**

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

LCFF Carryover Table

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

  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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